

# Opportunities

Elementary

Teacher's Book

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# Opportunities

## Elementary

### Teacher's Book

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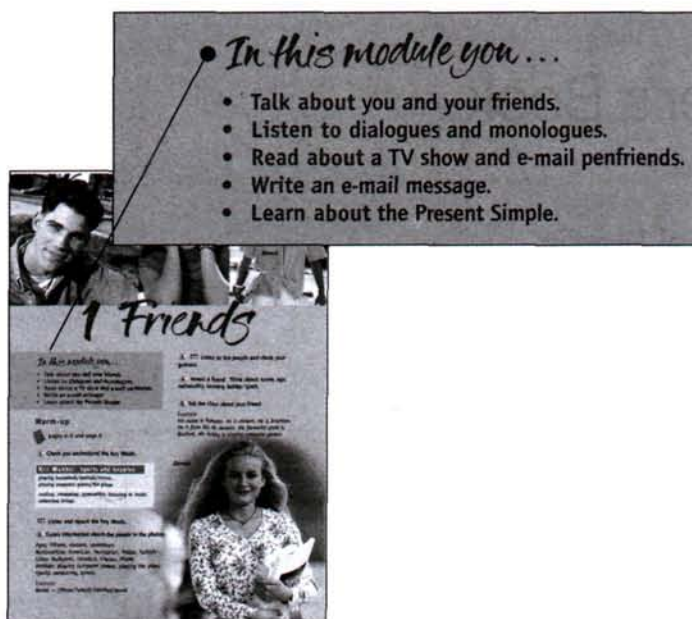
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# Making the most of Opportunities

In addition to the suggestions in the teacher's notes for each lesson and the ideas in Key Features (page 7), here are practical suggestions to help you use *Opportunities Elementary* with your class.



**In this module you ...**

- Talk about you and your friends.
- Listen to dialogues and monologues.
- Read about a TV show and e-mail penfriends.
- Write an e-mail message.
- Learn about the Present Simple.

**1 Friends**

**Do you watch any...**

1. Look at the picture and write down the names of the people and what they are doing.
2. Listen to the dialogue and write down the names of the people and what they are doing.
3. Write an e-mail message to one of the people in the picture.
4. Listen to the monologue and write down the names of the people and what they are doing.

**Warm-up**

1. Listen to the dialogue and write down the names of the people and what they are doing.
2. Write an e-mail message to one of the people in the picture.

**KEY WORDS: Sports and Hobbies**

playing basketball/football/tennis,  
playing computer games/the piano

reading, swimming, gymnastics, listening to music,  
collecting things

## Module Objectives

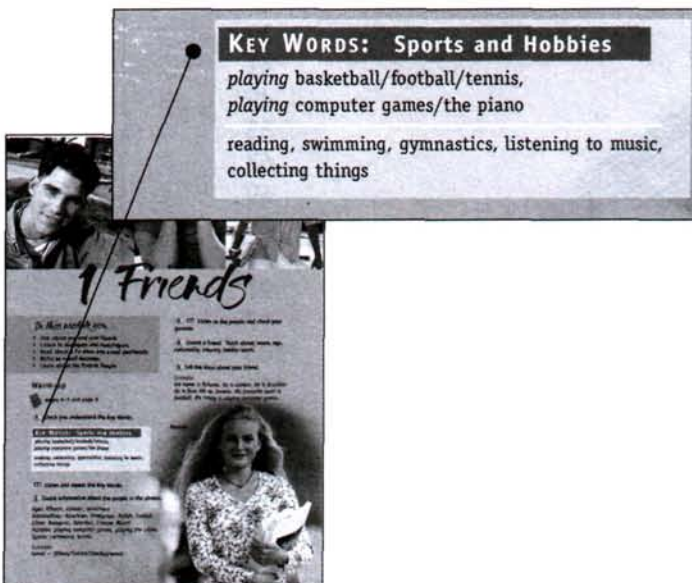
Every module starts with a list of objectives so students always know exactly what they are going to learn.

- Before starting the Warm-up exercises, ask students to read the Module Objectives: *In this module you ...*
- Check that students understand the objectives, using L1 if necessary.
- Get students to think about which of the objectives are most important for their individual learning.
- At the end of every module, refer to the objectives again. Encourage students to talk about what they have found difficult or easy.
- Refer students to the Module Diary in the *Language Powerbook*, which helps students to reflect on their learning in the module, and to review any aspects of grammar that need clarifying or further work.

## Key Words

These present the active vocabulary for the lesson.

- In most lessons, students are encouraged to activate vocabulary they know or guess the meaning of new words in a short warm-up exercise.
- With students, look at the words in the Key Words box, and list any words they do not know.
- Refer students to the relevant picture page or A-Z section in the Mini-dictionary. Ask them to check meaning. Do not give meanings yourself.
- Elicit the meanings of the Key Words.
- Play the cassette, and get students to repeat the words. If students have problems with any words, get them to listen and repeat more than once.
- Remind students to write new words in their vocabulary books. Refer students to the Key Word Bank in the *Language Powerbook*, where words are listed by lexical group and by module. They can use these word lists to update their vocabulary books.
- Encourage students to use the Key Words when they are preparing for writing and speaking activities (particularly those in the Communication Workshop).



**KEY WORDS: Sports and Hobbies**

playing basketball/football/tennis,  
playing computer games/the piano

reading, swimming, gymnastics, listening to music,  
collecting things

**Look out for this logo!** It refers students to the **Mini-dictionary** (see page 3).

**page 15**

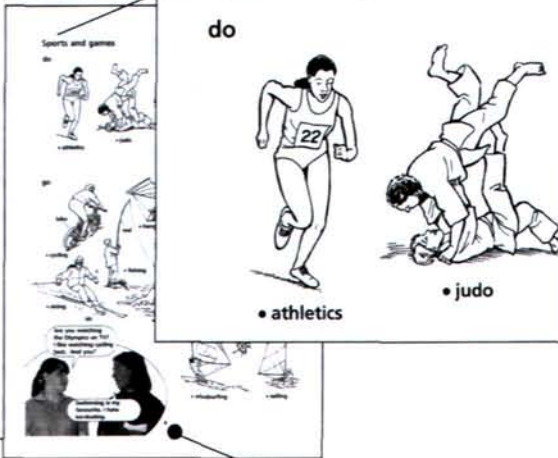
This refers students to the relevant picture page in the Mini-dictionary.

**A-Z**

This refers students to the A-Z section in the Mini-dictionary.

Picture pages

Sports and games



The Mini-dictionary

This Mini-dictionary consists of three sections: (1) picture section, (2) A-Z section and (3) Wordbuilder. It includes only words considered useful for this level. The Mini-dictionaries are designed to build students' confidence and skills in using dictionaries as a vital part of their language learning experience.

- Give students opportunities to get to know what's in their Mini-dictionary, and how to follow the page references in the Students' Book. The Mini-dictionary is used every day, in every lesson, and it is important that students feel at ease with it.
- Get students to use their Mini-dictionaries as they work out the meaning of important words (see Reading Strategies on page 70).
- Tell students to use the picture section when they are preparing for writing and speaking Communication Workshop activities.
- Students will also use the picture section when doing the Wordbuilder activities (see below).
- In the bottom corner of each picture page, there is a short dialogue. These provide authentic language for students to use as models for their speaking.

Wordbuilder

- After every Review lesson, refer students to the relevant Wordbuilder exercises.
- Students will need to use the picture section in the Mini-dictionary to help them do the exercises.
- Encourage students to write down new vocabulary in their vocabulary books.
- The Wordbuilder exercises can also be used as revision, in conjunction with the picture pages, or as vocabulary extension activities at the end of a lesson.

headword  
pronunciation  
part of speech  
definition

**ability** /ə'biləti/ noun something you can do because you learned how to do it or you have the skill: *We have the ability to fly to the Moon, but do you want to?*

**above** /ə'baʊ/ preposition in a position that is higher: *The picture is above the television.* ▶29

A-Z section

cross-reference to picture section

Wordbuilder

1 → First, study Countries and nationalities on pages 2-3.

Write down the adjective for each numbered country, like the example.

Greece - Greek

- |                 |                         |                   |
|-----------------|-------------------------|-------------------|
| 1 France .....  | 5 Britain .....         | 9 Spain .....     |
| 2 Germany ..... | 6 Finland .....         | 10 Slovakia ..... |
| 3 Denmark ..... | 7 Turkey .....          | 11 Ireland .....  |
| 4 Italy .....   | 8 the Netherlands ..... | 12 Hungary .....  |

Prepositions

9 Complete the sentences with *in* and *from*.

Example *I'm from Rio de Janeiro in Brazil.*

- Kathy comes \_\_\_\_\_ Manchester and she lives \_\_\_\_\_ Bristol.
- My French friend is \_\_\_\_\_ Bordeaux.
- My sister works \_\_\_\_\_ a shop. I am a cook \_\_\_\_\_ a restaurant.
- He is \_\_\_\_\_ Los Angeles. He lives \_\_\_\_\_ a flat with John and Tim.

Prepositions

Opportunities Elementary provides extensive practice of English prepositions. Prepositions of movement are illustrated on page 29 in the Mini-dictionary.

- First, focus on the example sentence(s).
- Ask students to translate the prepositions into their own language, where possible.
- After doing the practice exercises, get students to write more examples of sentences with the 'new' prepositions in their vocabulary book.



**PRESENT SIMPLE (1): AFFIRMATIVE Presentation**

3 Complete these sentences from the text.

I \_\_\_\_\_ in cafés.  
You **work** in a café.  
We \_\_\_\_\_ next to Monica and Rachel.  
They \_\_\_\_\_ **our** flat.

He \_\_\_\_\_ in a museum.  
She \_\_\_\_\_ in a clothes shop.  
It \_\_\_\_\_ in the USA.

When does the verb have -s at the end?

4 Read the rule. Match the example sentences (a and b) with the uses (1 and 2).

We use the Present Simple to talk about:  
(1) things that we do regularly  
(2) things that are true in general.

a) I like music.  
b) He visits our flat.

➔ Grammar Summary 1, on page 124.

**Grammar Presentations**

Opportunities teaches grammar in context, in the form of a short dialogue or text.

- Don't worry when students say 'We've done it before!'. Make stronger students aware that, even though they may have studied a grammar point before and know the form, they often have problems with the use of it.
- Encourage students to work out the grammar rules themselves. Make sure you give them plenty of time to do the rule formatting exercises.
- Before students practise the grammar, refer them to the relevant sections of the Grammar Summary (see below).
- Finally, go over the rules with the whole class, using L1 when necessary.
- At the end of each Grammar Focus lesson, encourage students to write their own examples of the grammar structures in their notebooks.
- Encourage students to use the Mini-Grammar at the back of the Language Powerbook while they are doing their homework. The Mini-Grammar gives students more examples of the target grammar.
- At the end of every second module in the Students' Book, there is a Language Problem-Solving section which presents and practises difficult language structures.

**GRAMMAR SUMMARY**

1 PRESENT SIMPLE (lessons 1 and 3)

**Use**

We use the Present Simple to talk about:

- things that we do regularly:  
*I play tennis every weekend.*  
*He works in a restaurant.*
- facts or things that are true in general:  
*I like music.*  
*We live next to Monica and Rachel.*  
*Insects have six legs.*

**Form**

**Statements:** We add -s or -es to verbs with he/she/it: *He/She sings. It sleeps on the bed.* For verbs that end in -y, change -y to -ies: *I carry; he carries.*

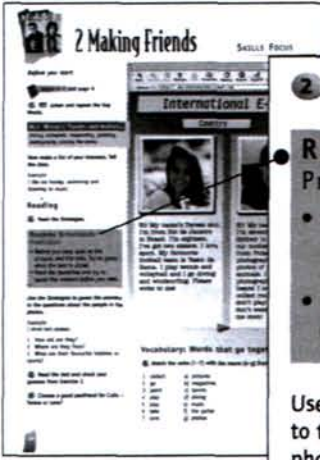
**Questions and negatives:** We use the auxiliary *do* to form negatives and questions: *does* for the third person singular and *do* for other persons.

I		
You	like	milk.
We	don't like	
They		
He	likes	
She	doesn't like	milk.
It		

**Grammar Summary**

The Grammar Summary shows the use and form of the grammatical structures presented in the Students' Book.

- Encourage students to use the relevant pages of the Grammar Summary when doing grammar practice activities and when revising for exams. The Grammar Summary also includes the grammar of the Language Problem-Solving sections.
- Refer students to the Mini-Grammar in the Language Powerbook for further help with grammar. This provides more examples of the grammar, as well as clear explanations of grammatical terms.



2 Read the Strategies.

**READING STRATEGIES: Prediction**

- Before you read, look at the pictures and the title. Try to guess what the text is about.
- Read the questions and try to guess the answers *before* you read.

Use the Strategies to guess the answers to the questions about the people in the photos.

Read the Strategies and look at the diagram.

**WRITING STRATEGIES: Thinking of ideas**

- Before you start, decide what you want to write about.
- Use diagrams (example below) to help you think of ideas.



7 Listen to the dialogue and complete the Function File with these words.

great, hello, nice, really, well

Function File

**Meeting People**

Boy: (1) \_\_\_\_\_, I'm Colin. What's your name?  
 Girl: I'm Lena. I'm from Durban.  
 Boy: (2) \_\_\_\_\_? I'm from Sydney. What are your hobbies?  
 Girl: (3) \_\_\_\_\_, I paint pictures of the countryside and I play the guitar.  
 Boy: (4) \_\_\_\_\_ I love music. I collect rock magazines. And I take photos.  
 Girl: That's (5) \_\_\_\_\_. What's your favourite sport?  
 Boy: Oh, I don't play sport.

**Strategies Boxes**

*This feature builds communication and study skills throughout the course.*

- Give students plenty of time to read the strategies in the box. Be sure to help students with any new words.
- Focus on the examples of the strategies. Give more examples if necessary, and use the 'models' for the writing and speaking strategies. For example, for brainstorming ideas for writing, do an ideas network on the board with the whole class.
- After students have done the task, ask them how useful the strategies are for them.
- Help students recognise the value of using these strategies in different learning situations.

**Function Files**

*This feature gives students real language for expressing themselves in everyday situations.*

- Focus on the dialogue or extracts in the Function Files. Give students time to try to complete them before listening to the cassette.
- Get students to listen to and practise the dialogues.
- At the end of each Skills Focus lesson, ask students to write down key expressions in their vocabulary books.
- Refer students to Function Files when they are preparing for speaking tasks in the Communication Workshop.
- Remember to go back to relevant Function Files in previous modules when students do new roleplays and speaking activities later in the book.
- Use the dialogues in the Mini-dictionary, too.

**Quote ... Unquote**

*These are well-known English quotations provided for light discussion or quiet thought.*

- These often contain quite difficult vocabulary. Use L1 when studying them with your students. Give students time to work out their meaning, using the Mini-dictionary.
- Elicit or explain the meaning. Ask students if they agree with the opinions in the quotation.



**QUOTE ... UNQUOTE**

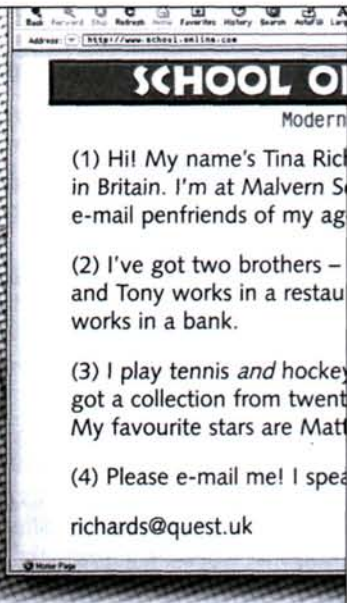
'Love is blind; friendship closes its eyes.'  
 Anonymous

**Writing:**  
**An e-mail**

**Before you start**

1 Read the e-mail. Match these topics with the paragraphs (1-4).

- family
- sports and hobbies
- ending
- introduction



2 **Linking.** Look at the e-mail and find examples of *and*. Now join these sentences.

- 1 I'm sixteen. I live in Bristol.
- 2 I play football. I play basketball.

Michelle Kidman.  
Michelle's mum is a teacher.

penfriend. Follow the stages.

**Communication Workshop**

**Writing: An e-mail**

1. Read the e-mail and match these topics with the paragraphs (1-4).

2. Linking. Look at the e-mail and find examples of *and*. Now join these sentences.

3. Writing. Look at the e-mail and find examples of *and* in other sentences.

4. Speaking: A Roleplay. In groups, imagine you are at a party. Meet new people and talk about your interests.

**Speaking: A Roleplay**

1. The e-mail. I live in Bristol.

2. I play football. I play basketball.

3. Michelle Kidman. Michelle's mum is a teacher.

4. penfriend. Follow the stages.

**Speaking: A Roleplay**

In groups, imagine you are at a party. Follow the stages.

**Stage 1**  
Look at your personal information from your e-mail. Add two things that are not true.

**Stage 2**  
Practise saying the expressions from the Function File on page 15.

**Stage 3**  
Work in groups. Imagine you are at a party. Meet new people and talk about your interests.

**Talkback**  
Try to guess the false information. Tell the class.

Example  
Adam doesn't play the guitar and his girlfriend isn't Claudia Schiffer!

**Writing Workshop**

In this section, students are given staged guidance for writing different kinds of texts as well as a model of good writing.

- Before doing the *Before you start* exercises, read the writing task with the class.
- Ask students when or if they have done this task in their own language.
- When brainstorming ideas, refer students to the picture section of the Mini-dictionary and the Key Words to help them with vocabulary.
- As often as you can, take in and look at notes and paragraph plans made by students. Give students advice (e.g. not to write full sentences for notes).
- Make sure students use the structure of the model text when writing their first draft, but use their own ideas.
- Encourage students to check their writing to avoid careless mistakes before they give their work to you. Get students to check each other's writing for mistakes. Always include a stage of peer correction when the class is doing writing. This will increase awareness of common problems.
- Use the *Talkback* activities to get other students to read and react to the content of what has been written. This helps students to see the communicative importance of writing – of writing to communicate and not just to produce a composition for the teacher.

**Speaking Workshop**

Students are given step-by-step help in preparing themselves for a short speech or dialogue.

- Give students plenty of time to get their ideas clear. Encourage them to avoid things that are too complicated for their level of English.
- Refer students to previous Function Files, Key Words and Speaking Strategies, but make sure that students don't write down everything they are going to say.
- Encourage students to rehearse saying the phrases and expressions out loud (or at least under their breath!). If they find it very difficult to pronounce a word or expression, give them another expression with a similar meaning.
- During the performance stage of speaking workshops, do not correct students' mistakes, and don't let other students interrupt or correct them. If necessary, write down the most common mistakes you hear and go through them with the class after the activity.
- Reward effort and participation in speaking activities by praise and give marks for oral performance.

# Key Features

## 1 Topic-based modules

*Opportunities* is a five-level course that has been specially designed for upper-secondary school language learning context. The basic premise of the course is that secondary students learn English best when they are dealing with interesting and meaningful content. Thematic input provides a context for language and communication, and supplies a series of cognitive 'anchors' for learning which are crucial in a monolingual learning environment.

*Opportunities* Elementary is organised into sixteen topic-based modules. Within each module there are different sub-topics, which provide variety and at the same time explore the module theme (e.g. Module 5 – History: famous dates/a genius (Leonardo da Vinci)/a leader (Queen Elizabeth I)/a campaigner (Florence Nightingale)). In *Opportunities* Elementary, modules are shorter than in other levels, but are linked together thematically into pairs of modules (e.g. Friends/Personality; Fitness/Sport).

There are three kinds of content:

### i) Topics related to the student's own world

Topics in *Opportunities* Elementary are directly related to the concerns and interests of teenagers and young adults: making friends (Module 1); personality (Module 2); travel (Modules 3, 4 and 9); sport (Module 8); fashion (Module 11); films (Module 12); shopping (Module 14); computers (Module 15).

### ii) Cross-curricular themes

However, there is always a serious slant and strong cross-curricular and extra-curricular elements. It is important to remember that secondary students are in a serious educational environment and that there is an obligation to help them learn about the world: history (Module 5); health education (Module 7); the history of film (Module 12); business (Module 14); information technology (Module 15); astronomy (Module 16).

### iii) Cultural input

Culture provides the third strand of thematic input and is particularly focused on English-speaking cultures: an American TV show (Module 1); places in Britain and America (Modules 3 and 4); British history (Module 5); legends (Module 6); the US women's football team (Module 8); Canada, British culture and food (Module 10); voluntary work and handicapped people in Britain (Module 13); shops in Britain (Module 14).

## 2 Clear objectives, clear outcomes

One of the key advantages of *Opportunities* is that, throughout the course, there is a clear direction to learning. Modules, lessons and tasks all have carefully worked-out stages and all lead up to clear communicative outcomes:

### a) The modules

**Stage 1 – Warm-up** Each warm-up page introduces students to the module topic. It prepares them by focusing on key lexical areas and involves them through listening and personalisation activities. The module objective boxes give students clear signposts as to what they will be studying in the module.

**Stage 2 – Two main input lessons** One of these is a Grammar Focus lesson which provides grammatical input within the context of the theme. The other is a Skills Focus

lesson, which develops all four skills and provides students with strategies for dealing with communication. It also provides students with explicit lexical and functional input.

**Stage 3 – Performance** Each module builds up to the Communication Workshop. These include writing and speaking tasks which enable students to use the strategies and language they have acquired throughout the module.

**Stage 4 – Review/reflection** The Review lesson (coming after every two modules) contains revision of the main language from the two previous modules. It is backed up in the *Language Powerbook* by 'test yourself' activities and a module diary, which enables students to reflect on what they have learnt in each module.

### b) The lessons

The structure of the lessons mirrors the module structure in that it has the same basic stages of learning.

**Stage 1 – Before you start** In this section of each lesson there are warm-up activities which introduce the lesson sub-topic and help to prepare students in terms of lexis. In Grammar Focus lessons, the *Before you start* phase includes reading and listening tasks which set the context for target language items.

**Stage 2 – Main input** Skills Focus lessons contain skills development activities (listening and reading) followed by a focus on vocabulary. Grammar Focus lessons have an explicit presentation stage, in which students work out rules of form and usage.

**Stage 3 – Main performance** All lessons lead up to a productive stage. In skills lessons, this involves writing and speaking activities related to the topic of the lesson. In grammar lessons, students take part in freer written or oral grammar practice, which is again related to the topic of the lesson.

### c) The tasks

The tasks in the Communication Workshop are all staged in the following way:

**Before you start** In this stage, students are prepared for doing the task. In the Writing Workshop, there are short model texts plus work on linking and organisation. In the Speaking Workshop, there is listening and work on communication strategies.

**Stage 1 – Preparation** One or more stages of each workshop involve students preparing their performance: brainstorming ideas; writing paragraph plans; planning what they are going to say; rehearsing useful words and expressions.

**Stage 2 – Performance** Students use their notes and ideas from the preparation stage either to perform the speaking task (e.g. roleplay/discussion), or to write a draft of their composition.

**Stage 3 – Reflection** In the Writing Workshop, when students have finished writing, they are encouraged to check their work and improve it, before giving it to other partners. Then, in the Talkback stage, students think about what they have written or react to what their partners have written. In the Talkback stage of Speaking Workshops, students report to the class about what was talked about and react to what their partner said.

This clarity of direction in *Opportunities* is not only confidence-building and motivating for students but also helps to foster independent learning (see Section 10). This approach enables teachers to plan interesting and rounded lessons, manage the



class more effectively and assess the communicative performance of their students.

### 3 Process approach to skills

The development of all four skills requires a clear and explicit focus on the actual process of communication. This focus helps students deal with communication in English and, at the same time, increases their awareness of communication in another language.

**i) Strategies** – Strategies boxes contain communication strategies which can help students to deal with communication and overcome problems. Strategies are systematically developed and recycled throughout the five levels of *Opportunities* (see Section 4). Strategies boxes focus explicitly on different stages or aspects of communication and provide students with step-by-step procedures for dealing with them. After that, students have opportunities to carry out the strategies while doing a communicative task.

**ii) Staging** – Communication activities are clearly staged. This not only helps task achievement and builds confidence, but also develops students' awareness of communication itself.

**iii) Integration of skills** – Skills are closely integrated, so students can use the information or ideas from one skills activity while doing another. For example, in Module 2, students write a questionnaire and then use it to interview their partner; in Module 5, students write a biography and then tell their partner about the famous person.

### 4 Comprehensive skills development

Skills development throughout the five levels of *Opportunities* is systematic and all important areas of each skill are covered:

#### a) Reading

There is plenty of reading in *Opportunities* Elementary. Each module has one main reading text in the Skills Focus lesson and there are also shorter reading texts in the Grammar Focus lesson. Finally, most of the Writing Workshops have model texts. Extra reading practice is provided in the four Culture Corners in the book and the Story Spots in the *Language Powerbook*.

There is a wide variety of different **text types**: e-mails; websites; questionnaires; a picture story; newspaper and magazine articles; a CD game cover; extracts from a history textbook; brochures; stories; personal letters and a postcard; instructions.

There is also a varied selection of reading **task types**: checking predictions; answering open answer questions; true/false questions; multiple-choice questions; matching headings or topics with paragraphs; sequencing pictures or texts; focusing on reference words.

*Opportunities* Elementary introduces basic **reading strategies**: prediction; dealing with new words; using the Mini-dictionary; using pronouns.

**Story Spots** in the *Language Powerbook* give students opportunities for more extensive reading.

#### b) Listening

Each module has two or three listening texts. There are also four songs in the book. One short task is given in the Coursebook, but extra ideas for exploiting the song are supplied in the Teacher's Book.

Listening **text types** include the following: monologues; dialogues; quizzes; lessons; stories; extracts from the radio.

The following **task types** are used: checking predictions; identifying speakers/topics/contexts; matching descriptions/objects; ordering topics; multiple-choice

questions; listing things mentioned; answering quiz questions; open answer questions; table completion; comparing written and aural texts; completing texts.

*Opportunities* Elementary introduces basic **listening strategies**: prediction; listening for gist; listening for specific information; focusing on stressed words.

#### c) Writing

Each module has one major writing task in the Writing Workshop. The *Language Powerbook* also offers a variety of guided writing activities.

The following **text types** are focused on in the main writing tasks: e-mail messages; questionnaire; informal letter; brochure; biography; guided story; report; description of a sport; postcard; menu; description of a person; star profile; leaflet; instructions; opinions.

Basic **writing strategies** are introduced: thinking of ideas; preparation; organising ideas.

**Writing Workshops** are carefully staged (see Section 2). In addition to this, in the Talkback stage, students have a chance to actually read, use and react to each other's writing. The exploiting of students' writing can be very important as it can help students to see writing as a real communicative activity, rather than the mere production of a 'composition' for the teacher.

There are **model texts** in all the Writing Workshops which are used to focus on text organisation and linking. The following **linking words** are explicitly looked at in *Opportunities* Elementary: *and; when; and vs. but; and vs. also; when vs. and; one day, suddenly, then, the next day, when, in the end, but, and; but vs. however; before, during and after; and, also and too; however vs. for example; to vs. for (purpose); therefore.*

The *Language Powerbook* also has a section on writing. This includes more work on linking, systematic development of punctuation (capital letters, full stops, commas, apostrophes) and work on problem spelling.

#### d) Speaking

There are speaking activities in every lesson of *Opportunities* Elementary. Within the course there is also a variety of whole class, pairwork and groupwork activities.

The Warm-up page has short personalisation exercises (usually pairwork activities) which get students relating their own personal experiences to the topic that is being introduced. The Grammar Focus lessons have guided drills which lead on to more open oral practice. The skills lessons have guided practice of the functions which appear in the Function File and more open speaking activities (especially roleplays), based on the topic and situations looked at in the lesson.

The following **functions** are focused on in Function Files: meeting people; preferences; describing the weather; at the travel agent's; classroom language; telling and listening to stories; giving advice; talking about sport; checking in; asking for and giving directions; being polite; describing people; phone calls; shopping for clothes; giving instructions; expressing opinions.

The **Speaking Workshops** have the following tasks: roleplays; group survey; phone conversations; class presentations; checking information; telling a story; health survey; describing people; information gap; explaining; discussion.

Basic **speaking strategies** are looked at: hesitation; preparation; checking.

There is additional practice in the *Language Powerbook* of the functions presented in the oral skills lesson.

## 5 Discovery approach to grammar

*Opportunities* uses an inductive approach to learning grammar, in which students can discover grammar themselves and work out rules of form and usage before comparing them with those of the Grammar Summary at the end of the Coursebook. The approach to grammar is clearly staged.

### a) Before you start

Students first do tasks on reading and listening texts. These texts include content that develops the module topic and introduces a new sub-topic. The texts contain clear examples of the target structure. However, at this stage students only concentrate on the meaning of the text.

### b) Presentation

In this stage, students' attention is focused on the target grammar items in the text. Firstly, they are directed to the form of the new grammatical structure (often involving table completion). Then, students use the isolated examples of grammar and the context provided in the text to work out and formulate rules of usage in a guided way. Finally, they are referred to the Grammar Summary at the back of the book, where there are explanations of the rules and further examples.

In *Opportunities Elementary*, this is often followed by a pronunciation activity that focuses on features of the new grammar which cause difficulties of pronunciation.

### c) Practice

Practice activities are carefully graded and get students to apply the rules that they have just discovered. First come activities in which students use the target structure in a very guided way (often through gap-fills). Then students move on to doing productive but guided written and oral practice activities. Finally, they do freer written and oral practice. At the same time as doing grammar practice exercises, students are usually developing the theme of the lesson and of the module.

Further consolidation of target grammar in each module is provided in the Coursebook Review lesson, and in the corresponding *Language Powerbook* grammar lesson; the *Powerbook* lessons contain graded grammar tasks at three levels of difficulty (\*/\*\*/\*\*\*). After every two modules in the *Language Powerbook*, there is an additional grammar review page: Check Your Grammar and Vocabulary, and Check Your Progress, which tests all the grammar done so far in the book.

The approach to grammar in the Coursebook is complemented by **Language Problem-Solving** spots, which come after every two modules. These spots focus on areas of particular difficulty: articles (*a, an, the*); genitives ('s vs. *of the*); questions (question words, subject vs. object questions); *how much* vs. *how many*; indefinite pronouns; *it* vs. *there*; zero conditionals; auxiliaries.

Students are provided with plenty of back-up grammar reference. In the Coursebook, the **Grammar Summary** provides a list of rules and examples. In the *Language Powerbook* there is the **Mini-Grammar**, which is a comprehensive grammar resource for students and teachers to use both in and out of class.

## 6 A three-dimensional approach to vocabulary

*Opportunities* provides a three-dimensional approach to vocabulary learning: firstly, it helps students to deal with lexical items in context; secondly, students have the chance to build up their own personal lexicon; thirdly, they have plenty of opportunities to actually use vocabulary in context.

### a) Dealing with vocabulary in context

Students always encounter new lexis in their language learning and often develop strategies that can be negative (e.g. trying to understand every word/looking up every word in the dictionary). In *Opportunities*, attention is given to the development of reading strategies which help students deal with words: e.g. working out the meaning of new words. Similarly, listening strategies help students to focus on stressed words when they are listening and help them to guess when they are not sure. When texts (particularly listening texts) contain a large load of new vocabulary, important items are also pre-taught through Key Word boxes.

A **Mini-dictionary** also comes with *Opportunities*. The Mini-dictionary contains all the important new words used in the Coursebook and the *Language Powerbook*. The Mini-dictionary plays an important role as it gives students much greater confidence when approaching new texts, and increases their independence when reading in or out of class.

### b) Learning vocabulary in context

The topic and sub-topics of each module provide cohesion for the learning of new lexis. Students can link new items into a thematic context, thus 'anchoring' the items more firmly in their memories.

Key lexical areas are presented to students explicitly through **Key Word boxes**. In the Warm-up section of each module, important vocabulary relevant to the topic is presented. Students are referred to the Mini-dictionary to check meaning and then students listen and repeat the words. Throughout the module, Key Word boxes help to build up topic-related vocabulary. Further new vocabulary relevant to the theme is focused on in reading texts.

Lexical features are illustrated systematically, thus helping students to systematise vocabulary learning. The major features covered in the **Vocabulary** section of the skills lessons throughout the book are as follows: collocation (verb/noun, adjective/noun); antonyms; wordbuilding; delexicalised verbs (e.g. *get*); homonyms; multi-part verbs; opinion adjectives; adverbs; homophones; singular vs. plural.

Prepositions are treated lexically and are presented systematically in *Opportunities Elementary* in special **preposition sections**. These focus on the use of a preposition or contrast the use of two or more prepositions. The following prepositions are looked at: *in* vs. *from* (place); adjectives + prepositions (e.g. *good at ...*); *next to* vs. *opposite* (place); *in* vs. *on* (time); *at* vs. *on* (time); *in* vs. *from ... to* (time); place vs. direction – *to* vs. *at*, *in* vs. *into*, *out* vs. *out of*, *in* vs. *on* (place); prepositions with verbs; directions – *down*, *through*, *on*, *next to*, *with*; duration – *for*.

Students are encouraged to have vocabulary books (Module 0 – Learning to Learn) and the *Language Powerbook* helps them to build up their own personal lexicon. Grammar Focus lessons in the *Language Powerbook* have Word Corners, short exercises which recycle vocabulary from the lesson. Communication lessons have sections which concentrate on key lexical sets and lexical features introduced in the lessons. At the end of the *Language Powerbook* there is a Key Word Bank, which provides a lexical reference.

### c) Using vocabulary in context

Students build up vocabulary as they work through a module, so that when they get to the Communication Workshop at the end of each module, they have enough vocabulary to write on the theme.

### d) Vocabulary extension

The Mini-dictionary contains a Wordbuilder with exercises that exploit each of the main dictionary picture pages and enable students to extend their personal lexicons. There are references to these exercises in the Review sections, and the

activities build on the lexical sets and features looked at in the previous two modules.

## 7 Pronunciation

Pronunciation is dealt with systematically in *Opportunities Elementary*, and is either related to new language or focused on problem sounds.

In the **Presentation** stage of Grammar Focus lessons, difficulties related to the pronunciation of structures are looked at systematically: third-person plural endings; intonation with questions; contractions of different tenses; genitive endings; regular past tense endings; past participles.

In Skills Focus lessons, students sometimes listen and repeat key expressions or words from **Function Files** where intonation is important (e.g. Module 12 – suggestions), or where there may be difficulties (e.g. Module 4 – times).

Students are also asked to listen and repeat items in **Key Word** spots. There is also sometimes a focus on word stress.

In Review lessons, **pronunciation** sections deal with the following problem sounds: /d/ /t/; /θ/ /ð/; /r/ /rəl/ /eə/ /əʊ/; /s/ /tʃ/ /ʃ/ /dʒ/; /ŋ/ /g/; /æ/ /e/ /ʌ/. Other spots focus on word stress and problem spellings.

## 8 Recycling

Language (grammar, vocabulary, functions, linkers) is thoroughly recycled in *Opportunities*:

### a) across levels

Module 0 (Learning to Learn) provides a revision module. This can be used by students who have previously used *Opportunities Beginner*, or by those who have done some English before, using other coursebooks. It is particularly useful for classes where there are students of different levels.

The revision module goes over basic grammatical structures that students will have seen but need to consolidate: *to be*; possessive adjectives; demonstrative pronouns and adjectives; *have/has got*; imperatives; *can* for ability. It also consolidates beginner-level vocabulary: classroom language; favourite activities; colours; rooms; languages; sports. Basic functions are covered: asking for and giving personal information; classroom language.

### b) across modules

Lexical and functional items are recycled carefully between modules. Grammar Focus lessons also build closely on what has been done earlier in the book.

### c) across lessons

Because of the thematic nature of the modules, vocabulary and functional language is constantly recycled within a module. The same is true with grammar. Grammar items are often practised in Skills Focus lessons and students have more opportunities to use the target grammar in the Communication Workshop.

## 9 Culture

Input about English-speaking cultures appears frequently in lessons. It is supplemented by the **Culture Corners** which appear after every four modules. These consist of factfiles and quizzes, plus accompanying tasks. In *Opportunities Elementary*, the following subjects are looked at: going places in Britain, sport in the UK; British geography quiz; shopping in the UK.

**Quote ... Unquote** spots, which appear in many lessons, also provide interesting cultural insights. Background information on the quotes is provided in the Teacher's Book, plus suggestions for exploitation.

## 10 Learner development

Learner development is an important feature in *Opportunities*. Over the five levels of the course, students are encouraged to develop as independent and active learners of English. Activities that encourage learner independence are present both in the Coursebook and the *Language Powerbook*.

There are also elements in the course that cater for mixed-level or mixed-ability classes by giving students different options, such as the Wordbuilder Spots and Culture Corners at the end of the Coursebook, and the graded grammar activities in the *Language Powerbook*.

Before students begin Module 1, they do six introductory 'Learning to Learn' lessons. This section, as well as revising grammar and vocabulary, prepares students for using the course with the following learner development activities: using the Coursebook and the Mini-dictionary; grammar words; talking about classroom activities; classroom vocabulary; storing words in vocabulary books; doing English homework; classroom instructions; classroom questions; self-assessment of learning.

The components of the course create an 'infrastructure' for learning that, in practical terms, means that students can work on their own as well as with help from the teacher.

Each module begins with clear module objectives (**In this module you ...**) which give students a clear idea of what they will be studying. Then, throughout the lessons, the Strategy boxes add to students' repertoires of communication strategies, thus developing their ability to handle communication on their own. When doing reading and vocabulary tasks, students can always refer to the Mini-dictionary. When doing Grammar Focus lessons they can refer to the Grammar Summary and then the Mini-Grammar for extra explanations.

At the end of each module, in the *Language Powerbook*, students have opportunities to analyse and reflect on their learning from the module. The Check your Grammar and Vocabulary, and the Check your Progress sections allow students to check their learning of grammatical structures. The Module Diary gets them to reflect on their learning in the module, referring students back to the module objectives at the beginning of the module.

The following elements in the Coursebook and the *Language Powerbook* help students become better learners:

*Coursebook:*

- Module Objective boxes** (at the start of each module);
- Strategies boxes** (communication strategies in Skills Focus lessons);
- Grammar Summary** (rules and examples of grammatical structures in the Coursebook);
- Mini-dictionary** (dictionary that goes with the Coursebook).

*Language Powerbook:*

- Grammar Index** (a list of structures explained in the Mini-Grammar)
- Mini-Grammar** (detailed grammar reference)

The *Language Powerbook* also has a series of elements that facilitate learner independence:

- graded grammar practice exercises;
- clear signposting of exercises;
- Key Word Bank** (lexical reference);
- Word Corners** (exercises and tips that help students remember vocabulary);
- Check your Grammar and Vocabulary** and **Check your Progress** (self-test sections);
- Module Diary**.

# Students' Book Contents

LEARNING TO LEARN (revision module)		
Warm-up (p. 4)	Course features and components; grammar words; using the Mini-dictionary	
A You (p. 5)	<b>Vocabulary:</b> countries	<b>Speaking:</b> personal information <b>Grammar:</b> <i>to be</i>
B Your Class (p. 6)	<b>Speaking:</b> favourite activities	<b>Grammar:</b> subject pronouns; possessive adjectives
C Your Classroom (p. 7)	<b>Vocabulary:</b> classroom objects; colours	<b>Learner development:</b> the alphabet; spelling; organising vocabulary books <b>Grammar:</b> demonstrative pronouns; adjectives
D Your Homework (p. 8)	<b>Vocabulary:</b> rooms	<b>Grammar:</b> <i>have/has got</i> <b>Learner development:</b> classroom language
E Classroom Language (p. 9)	<b>Learner development:</b> classroom language <b>Grammar:</b> imperatives	
F Check Your English (p. 10)	<b>Vocabulary:</b> languages; sports; abilities	<b>Grammar:</b> <i>can</i> for ability <b>Learner development:</b> self-assessment

1 FRIENDS		
LESSON	LANGUAGE	SKILLS
Warm-up (p. 11)	<b>Vocabulary:</b> sports; hobbies	<b>Listening:</b> monologues <b>Speaking:</b> roleplay
1 A TV Show (pp. 12–13)	<b>Vocabulary:</b> places; adjectives; routines <b>Grammar:</b> Present Simple (affirmative/negative) <b>Pronunciation:</b> 3rd person 's' endings	<b>Reading:</b> TV show character profiles <b>Listening:</b> descriptions
2 Making Friends (pp. 14–15)	<b>Vocabulary:</b> sports; hobbies (collocation) <b>Function:</b> meeting people <b>Prepositions:</b> <i>in/from</i> (place)	<b>Reading:</b> e-mails <b>Reading Strategies:</b> prediction <b>Listening:</b> monologues; dialogue <b>Speaking:</b> roleplay
Communication Workshop (p. 16)	<b>Reading and Writing:</b> e-mail message <b>Linking:</b> <i>and</i>	<b>Speaking:</b> party roleplay

2 PERSONALITY		
Warm-up (p. 17)	<b>Vocabulary:</b> personality adjectives; family relations	<b>Listening:</b> descriptions of people <b>Speaking:</b> describing family and friends
3 Your Life (pp. 18–19)	<b>Vocabulary:</b> days of the week <b>Grammar:</b> Present Simple (questions/short answers); adverbs of frequency <b>Pronunciation:</b> intonation with questions	<b>Reading:</b> a questionnaire <b>Listening:</b> an interview
4 Your Interests (pp. 20–21)	<b>Prepositions:</b> <i>good at; bad at; interested in</i> <b>Vocabulary:</b> adjectives (opposites) <b>Function:</b> preferences	<b>Reading:</b> a picture story <b>Listening:</b> story; dialogue <b>Listening Strategies:</b> prediction <b>Speaking:</b> preferences
Communication Workshop (p. 22)	<b>Reading and Writing:</b> questionnaire <b>Linking:</b> <i>when</i>	<b>Speaking:</b> group survey
Review (p. 23)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> word stress; sounds /d/ and /t/	
Language Problem Solving 1 (p. 24): articles – <i>a/an; a/an/the</i>	<b>Song</b> (p. 24): <i>She's My Baby</i>	

3 COMMUNITIES		
Warm-up (p. 25)	<b>Vocabulary:</b> communities; places <b>Prepositions:</b> <i>next to; opposite</i>	<b>Listening:</b> dialogues <b>Speaking:</b> local places
5 A Living Museum (pp. 26–27)	<b>Vocabulary:</b> places <b>Grammar:</b> <i>there is/are; how many?</i> <b>Pronunciation:</b> contractions	<b>Reading:</b> leaflet <b>Listening:</b> dialogue
6 Desert Island (pp. 28–29)	<b>Vocabulary:</b> weather; seasons (wordbuilding) <b>Function:</b> describing the weather	<b>Reading:</b> newspaper article <b>Listening:</b> monologue <b>Speaking:</b> talking about the weather
Communication Workshop (p. 30)	<b>Reading and Writing:</b> description of a place (informal letter) <b>Listening:</b> phone call	<b>Writing Strategies:</b> thinking of ideas <b>Linking:</b> <i>and; but</i> <b>Speaking:</b> phone roleplay

4 GOING PLACES		
Warm-up (p. 31)	<b>Vocabulary:</b> months; holiday activities <b>Pronunciation:</b> word stress <b>Prepositions:</b> <i>in; on</i> (time)	<b>Listening:</b> monologues
7 Souvenirs (pp. 32–33)	<b>Vocabulary:</b> souvenirs <b>Grammar:</b> possessive pronouns; apostrophes <b>Pronunciation:</b> genitives /s/ /z/ /z/	<b>Reading:</b> speech bubbles
8 Backpacking (pp. 34–35)	<b>Vocabulary:</b> international words; <i>get</i> <b>Function:</b> at the travel agent's <b>Pronunciation:</b> times <b>Prepositions:</b> <i>at; on</i> (time)	<b>Reading:</b> CD game cover <b>Listening:</b> geography quiz; dialogue <b>Speaking:</b> roleplay
Communication Workshop (p. 36)	<b>City Project Reading and Writing:</b> brochure <b>Linking:</b> <i>and; also</i>	<b>Speaking:</b> a presentation to the class
Review (p. 37)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> ordinal numbers in dates; sounds 'th': /θ/ /ð/	
Language Problem-Solving 2 (p. 38): genitives	<b>Culture Corner 1</b> (p. 38): Going Places in Britain	

5 HISTORY		
LESSON	LANGUAGE	SKILLS
Warm-up (p. 39)	<b>Vocabulary:</b> history words <b>Pronunciation:</b> years and centuries	<b>Listening:</b> historical events <b>Speaking:</b> choosing important events
9 Genius (pp. 40–41)	<b>Vocabulary:</b> areas of study; jobs <b>Grammar:</b> Past Simple (affirmative) – regular/irregular <b>Pronunciation:</b> regular past tense endings <b>Prepositions:</b> <i>in; from; to</i> (time)	<b>Reading:</b> biographical data
10 A Great Leader (pp. 42–43)	<b>Vocabulary:</b> feminine/masculine words; homonyms <b>Function:</b> classroom questions	<b>Reading:</b> history textbook <b>Reading Strategies:</b> words you don't know <b>Listening:</b> a history lesson <b>Speaking:</b> information gap
Communication Workshop (p. 44)	<b>Reading and Writing:</b> a biography <b>Linking:</b> <i>when; and</i>	<b>Speaking:</b> giving and checking information

6 LEGENDS		
Warm-up (p. 45)	<b>Vocabulary:</b> genres of story	<b>Listening:</b> story summaries <b>Speaking:</b> about stories
11 Ghosts (pp. 46–47)	<b>Prepositions:</b> <i>to/at; in/into; out/out of</i> (place/direction) <b>Grammar:</b> Past Simple (questions/negatives)	<b>Speaking:</b> discussion <b>Reading and Listening:</b> dialogue
12 Beowulf (pp. 48–49)	<b>Vocabulary:</b> legend words (multi-part verbs) <b>Function:</b> telling and listening to stories	<b>Reading:</b> a legend <b>Listening:</b> ending of story <b>Speaking:</b> telling a story
Communication Workshop (p. 50)	<b>Writing:</b> a story ('Ali Baba') <b>Linking:</b> <i>one day; suddenly; then; the next day; when; in the end; but/and</i> <b>Speaking:</b> telling a story <b>Speaking Strategies:</b> hesitation	
Review (p. 51)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> sounds /t/ /tə/ /eə/ /əʊ/	
Language Problem-Solving 3 (p. 52): questions		<b>Song</b> (p. 52): <i>Time Machine</i>

7 FITNESS		
Warm-up (p. 53)	<b>Vocabulary:</b> food and drink; healthy activities	<b>Listening:</b> interview <b>Speaking:</b> talking about meals
13 Food for Thought (pp. 54–55)	<b>Vocabulary:</b> containers <b>Grammar:</b> countables/uncountables – <i>some; any; a lot of</i> <b>Prepositions:</b> <i>in; on</i> (place)	<b>Reading:</b> newspaper caption <b>Listening:</b> dialogue
14 Healthy Living (pp. 56–57)	<b>Vocabulary:</b> adjectives (opinion) <b>Function:</b> giving advice (imperatives)	<b>Reading:</b> factfile and newspaper article <b>Listening:</b> radio disc jockey <b>Listening Strategies:</b> listening for gist <b>Speaking:</b> giving advice
Communication Workshop (p. 58)	<b>Speaking:</b> health survey <b>Reading and Writing:</b> a report	<b>Linking:</b> <i>but; however</i>

8 SPORT		
Warm-up (p. 59)	<b>Vocabulary:</b> sports <b>Pronunciation:</b> word stress	<b>Listening:</b> interview <b>Speaking:</b> talking about sports
15 Crazy Sports (pp. 60–61)	<b>Vocabulary:</b> equipment; parts of the body <b>Grammar:</b> <i>have to/don't have to; can/can't</i> <b>Pronunciation:</b> contractions <b>Prepositions:</b> <i>in; into; on; over; to; with</i> (+ verbs)	<b>Reading:</b> sport factfile
16 Football (pp. 62–63)	<b>Vocabulary:</b> (adverbs) <b>Function:</b> talking about sport	<b>Reading:</b> magazine article <b>Listening:</b> football results; dialogues <b>Speaking:</b> about sport
Communication Workshop (p. 64)	<b>Sports Project</b> <b>Reading and Writing:</b> description of a sport <b>Linking:</b> <i>before; during; after</i> <b>Writing Strategies:</b> preparation <b>Listening and Speaking:</b> a class talk	
Review (p. 65)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> silent letters /s/ /tʃ/ /ʃ/ /dʒ/	
Language Problem-Solving 4 (p. 66): <i>how much; how many</i>		<b>Culture Corner 2</b> (p. 66): Sport in the UK

9 ON HOLIDAY		
LESSON	LANGUAGE	SKILLS
Warm-up (p. 67)	<b>Vocabulary:</b> places to stay; kinds of holiday <b>Pronunciation:</b> stress	<b>Listening:</b> monologues <b>Speaking:</b> about holidays
17 A Fantastic Time (pp. 68–69)	<b>Vocabulary:</b> collocation <b>Grammar:</b> Present Continuous <b>Pronunciation:</b> contractions	<b>Reading and Listening:</b> phone conversation
18 A Horrible Holiday! (pp. 70–71)	<b>Vocabulary:</b> negative adjectives; homophones <b>Function:</b> checking in; asking for and giving directions <b>Prepositions:</b> <i>down; through; on; next to</i> (directions)	<b>Reading:</b> personal letter <b>Reading Strategies:</b> using the Mini-dictionary <b>Listening:</b> dialogues <b>Speaking:</b> roleplays
Communication Workshop (p. 72)	<b>Reading and Writing:</b> a holiday postcard <b>Linking:</b> <i>and; also; too</i>	<b>Listening and Speaking:</b> a phone call

10 CULTURES		
Warm-up (p. 73)	<b>Vocabulary:</b> countries and nationalities (wordbuilding)	<b>Listening:</b> musical extracts <b>Speaking:</b> cultural awareness
19 Changing Lifestyles (pp. 74–75)	<b>Vocabulary:</b> animals <b>Grammar:</b> Present Simple vs. Continuous <b>Prepositions:</b> <i>from; to; in; on; at</i> (time)	<b>Reading:</b> magazine article
20 Britain Today (pp. 76–77)	<b>Vocabulary:</b> food and drink <b>Function:</b> being polite	<b>Reading:</b> website <b>Listening:</b> school lesson; café scene <b>Listening Strategies:</b> listening for specific information <b>Speaking:</b> roleplay
Communication Workshop (p. 78)	<b>Reading and Writing:</b> a menu <b>Speaking:</b> a restaurant roleplay	
Review (p. 79)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> sounds <i>/ɪ/ /ɜ/</i> ; <i>go/got/saw</i>	
Language Problem-Solving 5 (p. 80): pronouns – <i>one(s)</i> ; indefinite pronouns		<b>Song</b> (p. 80): <i>The Dark-eyed Sailor</i>

11 IMAGE		
Warm-up (p. 81)	<b>Vocabulary:</b> clothes; adjectives	<b>Listening:</b> descriptions <b>Speaking:</b> about fashion
21 Looking Good (pp. 82–83)	<b>Vocabulary:</b> opinion adjectives <b>Grammar:</b> comparative adjectives	<b>Reading:</b> magazine article
22 Appearance (pp. 84–85)	<b>Vocabulary:</b> physical appearance; (collocation – nouns/adjectives) <b>Function:</b> describing people <b>Prepositions:</b> <i>with</i> (two uses)	<b>Reading:</b> magazine article <b>Listening:</b> dialogue <b>Speaking:</b> describing people
Communication Workshop (p. 86)	<b>Reading and Writing:</b> a description of a person <b>Speaking:</b> describing people <b>Speaking Strategies:</b> preparation	<b>Linking:</b> <i>however; for example</i>

12 CELEBRITIES		
Warm-up (p. 87)	<b>Vocabulary:</b> jobs <b>Prepositions:</b> verbs with prepositions	<b>Listening:</b> quiz <b>Speaking:</b> questionnaire
23 Hollywood Greats (pp. 88–89)	<b>Vocabulary:</b> opinion adjectives <b>Grammar:</b> superlatives	<b>Reading:</b> factfile
24 Star Watching (pp. 90–91)	<b>Vocabulary:</b> (wordbuilding) <b>Function:</b> making suggestions <b>Pronunciation:</b> intonation	<b>Reading:</b> magazine article <b>Listening:</b> dialogue <b>Speaking:</b> roleplay
Communication Workshop (p. 92)	<b>Celebrity Project</b> <b>Speaking:</b> information gap	<b>Reading and Writing:</b> star profile <b>Linking:</b> review <b>Writing Strategies:</b> organising ideas
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Language Problem-Solving 6 (p. 94): <i>it; there</i>		<b>Culture Corner 3</b> (p. 94): Around Britain Quiz

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LESSON	LANGUAGE	SKILLS
Warm-up (p. 95)	<b>Vocabulary:</b> voluntary activities	<b>Listening:</b> monologues <b>Speaking:</b> about volunteering
<b>25 Voluntary Work</b> (pp. 96–97)	<b>Vocabulary:</b> activities <b>Grammar:</b> future – <i>going to</i> (intentions) <b>Pronunciation:</b> assimilation <b>Preposition:</b> duration – <i>for</i>	<b>Reading and Listening:</b> dialogue
<b>26 Raising Money</b> (pp. 98–99)	<b>Vocabulary:</b> causes; (collocation) <b>Function:</b> phone calls	<b>Reading:</b> newspaper article <b>Listening:</b> phone call <b>Speaking:</b> roleplay
<b>Communication Workshop</b> (p. 100)	<b>Reading and Writing:</b> leaflet <b>Linking:</b> purpose – <i>to; for</i>	<b>Speaking:</b> a roleplay <b>Speaking Strategies:</b> checking

14 SHOPPING		
Warm-up (p. 101)	<b>Vocabulary:</b> prices	<b>Listening:</b> dialogues <b>Speaking:</b> about shopping; asking about prices
<b>27 Tomorrow's Shops</b> (pp. 102–103)	<b>Vocabulary:</b> shopping <b>Prepositions:</b> with verbs (various) <b>Grammar:</b> <i>will/won't</i> (predictions) <b>Pronunciation:</b> contractions	<b>Reading:</b> magazine article
<b>28 Real or Virtual?</b> (pp. 104–105)	<b>Vocabulary:</b> clothes and measurements; (singular and plural nouns) <b>Function:</b> shopping for clothes	<b>Reading:</b> website <b>Reading Strategies:</b> using pronouns <b>Listening:</b> shopping dialogues <b>Speaking:</b> roleplay
<b>Communication Workshop</b> (p. 106)	<b>Vocabulary:</b> products <b>Reading and Writing:</b> an e-mail	<b>Speaking:</b> roleplay
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<b>Language Problem-Solving 7</b> (p. 108): zero conditional		<b>Culture Corner 4</b> (p. 108): Shopping in the UK

15 COMPUTERS		
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<b>29 Inventors</b> (pp. 110–111)	<b>Vocabulary:</b> computers <b>Grammar:</b> Present Perfect for indefinite past (regular) + <i>ever/never</i> <b>Pronunciation:</b> contractions	<b>Reading and Listening:</b> interview
<b>30 Computer Magic</b> (pp. 112–113)	<b>Vocabulary:</b> verbs of sensation; multi-part verbs; (collocations) <b>Function:</b> giving instructions <b>Prepositions:</b> with verbs	<b>Reading:</b> newspaper article <b>Listening:</b> dialogue <b>Listening Strategies:</b> stressed words <b>Speaking:</b> giving instructions
<b>Communication Workshop</b> (p. 114)	<b>Reading and Writing:</b> instructions <b>Linking:</b> review	<b>Speaking:</b> explaining

16 FLYING SAUCERS		
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<b>31 Astronomers</b> (pp. 116–117)	<b>Prepositions:</b> various <b>Grammar:</b> Present Perfect for indefinite past (irregular) + <i>just</i> <b>Pronunciation:</b> past participles	<b>Reading:</b> magazine interview
<b>32 True Stories?</b> (pp. 118–119)	<b>Vocabulary:</b> (multi-part verbs) <b>Function:</b> expressing opinions	<b>Reading:</b> newspaper article <b>Listening:</b> dialogue <b>Speaking:</b> discussion/roleplay
<b>Communication Workshop</b> (p. 120)	<b>Reading and Writing:</b> opinions <b>Linking:</b> <i>therefore</i>	<b>Speaking:</b> discussion
<b>Review</b> (p. 121)	<b>Grammar and vocabulary:</b> revision <b>Pronunciation:</b> review of vowel, diphthong and consonant sounds	
<b>Language Problem-Solving 8</b> (p. 122): auxiliaries		<b>Song</b> (p. 122): <i>Net Rap</i>

Information Gaps (p. 123)

Grammar Summary (pp. 124–128)

# Learning to Learn

## Module objectives

- Draw students' attention to the module objectives at the top of this page (**In this module you ...**) and read through the objectives with the class.
- Explain that this module is a revision module. As revision, ask students which of these activities they can remember doing before. Elicit examples of the language used to ask for and give personal information and examples of classroom language.

## Resources used

Mini-dictionary, Mini-Grammar in the *Language Powerbook*, vocabulary book, cassette, classroom objects, e.g. pens, books, pencils.

## Possible problems

The revision activities will show which students have remembered what they have learned previously and which students have forgotten some of what they have learned. Individual students may need extra practice in their weaker areas either in class or as homework.

## Routes through the material

- ◊ If you are short of class time, give some of the grammar exercises for homework.
- ◊ If you have time, do some of the Options activities.

## Warm-up

### Exercise 1

**Useful vocabulary:** book – page, photo, picture, title; tennis game.

- Do the example item ('a photo of Christina Ricci') with the whole class.
- Students then work in pairs, finding the other things in the book and making a note of the page numbers.
- Check students' answers by having them say full sentences, e.g. 'The name of the person in Lesson 9 is Leonardo da Vinci.'

#### Answers

1 page 35 2 page 40 (Leonardo da Vinci) 3 page 62 (Football)  
4 page 84 5 page 14 (Making Friends) 6 page 87  
7 page 42 (Elizabeth I) 8 page 36

### Exercise 2

- Students work individually, looking through the book and writing down five more things in the book. Remind them to note the page numbers on a separate piece of paper.
- The students work in pairs, exchanging their lists and looking through the book to find the five things on their partner's list.
- The pairs then check their answers together.

### Exercise 3

- Give students time to skim through the Mini-dictionary.
- Then do this exercise as a class competition. Tell students to write down the page number for each of the items (1–5) and see which student finishes first.
- As you check students' answers, have them turn to the correct page for each of the items. For items 2 and 5, have students read out the first three words that are listed under the letters 'A' and 'S'.

### Exercise 4

- This exercise will help you identify which students remember the grammatical terms and which students have done and can remember the structures.
- Give students time to read through the exercise. Then do the first two items with the whole class.
- Students work in pairs, if you wish, completing the exercise.

#### Answers

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

## Options

### Practice

Students work in pairs with Exercise 4, selecting five of the grammatical terms and writing five sentences to show they can use them.

The pairs then form groups of four and read each other's sentences.

### Extension

Students look back at Exercises 1 and 2. As a whole class, ask students to discuss which lessons they think they will find most interesting and which they think they will find difficult.

## A You

### Exercise 1

#### KEY WORDS: Countries

Argentina, Brazil, Britain, Hungary, Italy, Russia, the USA, Turkey

- Look at the Countries section of the Mini-dictionary with the whole class.
- Do the first item together, i.e. find Argentina.
- Students then listen to the cassette and repeat the words.

### Exercise 2

- Have students look at the flags and point to the British flag. Then ask them if they recognise any of the other flags – do not give them the correct answers at this stage.



## LEARNING TO LEARN

- Read through the Key Words with the class and check students' pronunciation of the countries.
- Students then work in pairs, completing the matching exercise.

### Answers

- a) Turkey b) Argentina c) Russia d) Hungary e) Italy  
f) the USA g) Britain h) Brazil

## Exercise 3

**Useful vocabulary:** boyfriend, student, teacher.

- Have students read through the words and say which country was not in Exercise 1. (Spain)
- Tell students to 'listen only' as you play the dialogues the first time.
- Then play the dialogues again, pausing after each dialogue for students to write their answers.
- Check students' answers by having individual students read out the parts of Speakers A, B and C.

### Answers

- 1 London 2 Argentina 3 Spain 4 Italy 5 the USA 6 Britain

## Exercise 4

- Do the first two items with the whole class, showing how the dialogues are useful in filling the gaps in the table.
- Students then complete the exercise, working in pairs.
- Check students' answers by writing numbers 1 to 8 on the board. Then have individual students write the answers next to the numbers on the board.

### Answers

- 1 am 2 are 3 aren't 4 isn't 5 Are 6 Is 7 I'm not 8 he/she/it isn't

**Language Powerbook:** pages 2–3.

## Exercise 5

- Read the example item with the class.
- Students work individually, writing the correct statements.
- Students then work in pairs, reading out their sentences.
- Check students' answers by having individuals read out their sentences to the class.

### Answers

- 2 María isn't from Buenos Aires. She's from Córdoba.  
3 Roberto and Cristina aren't from Spain. They're from Italy.  
4 María, Roberto and Cristina aren't teachers. They're students.  
5 Judy isn't from Britain. She's from the USA/America.

## Exercise 6

- This exercise can be set for homework, if you wish.
- Read through the example sentences with the class.
- Students then work individually, writing six sentences about themselves and other students in the class. Go round and monitor students' writing as they are working.
- Students then form pairs or groups of three and read each other's sentences.
- Have some students read their sentences to the class.

## Exercise 7

- Look at Dialogue 1 in the Function File with the whole class and have two students read it aloud.
- Students work in pairs, acting out the dialogue with information about themselves.
- Have some of the pairs act out their dialogues in front of the class.

## Option

### Practice

Develop the practice given in Exercise 5. First, write two sentences on the board for students to correct, e.g.:

- 1 (name of a student in your class) is from the USA.  
2 (your name) is a student.

Students work in pairs, writing two or three more 'false' sentences about themselves and other members of the class. The pairs then read out their sentences for the rest of the class to correct.

# B Your Class

## Exercise 1

- Have students say what they can see in the photograph and discuss any similarities and difference between this class group and a class group in their own country.
- Read through the list (a–i) with the class.
- Individual students note down their three favourite English class activities.

## Exercise 2

- Students work in groups of three or four, telling each other their three favourite activities and then noting down the three favourite activities for their group as a whole.
- The groups report back to the class to find out what are the three most popular activities for the whole class.

## Exercise 3

- Give students time to look at the table and point out that the first answer is given.
- Play the cassette the first time for students to listen only.
- Then play the cassette again, twice if necessary, for students to complete the table.
- Check students' answers by playing the cassette again, pausing after each answer has been given on the cassette.

### Answers

- Group 1: Adam/speaking David/grammar and watching videos  
Sonia/reading  
Group 2: watching videos Group 3: speaking  
The class: watching videos

### Tapescript

**Teacher:** Right, Adam. What are the results in Group 1?

**Adam:** Well, in our group, our favourite activity is watching videos.

**Teacher:** And what are your favourites?

**Adam:** My personal favourite is speaking.

**Teacher:** And what about David?

**Adam:** Well, his favourites are grammar and watching videos!  
**Teacher:** And Sonia?  
**Adam:** Her favourite activity is reading.  
**Teacher:** OK, now Group 2. Anna, what are the results in your group?  
**Anna:** Well, our favourite activity is watching videos.  
**Teacher:** And what about Group 3?  
**Anna:** Their favourite activity is speaking.  
**Teacher:** Right. So the favourite activity in the class is watching videos!

#### Exercise 4

- Draw students' attention to the terms 'subject pronouns' and 'possessive adjectives' in the table. Read out the list of words and the given words in the table.
- Students work in pairs, completing the table using the words in the list.
- Check students' answers by having them read out the pairs of words, e.g. 'I/my'.

#### Answers

I/my you/your he/his she/her it/its we/our you/your they/their

**Language Powerbook:** page 4.  
 Mini-Grammar: 10.1.

#### Exercise 5

- This exercise can be set for homework if you wish.
- Advise students to quickly read through the complete text before they start filling in the gaps so they get an idea of the content.
- Students compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read the text aloud.

#### Answers

2 I 3 We 4 It 5 Our 6 She 7 her 8 my 9 her 10 their

#### Exercise 6

- Read through the example sentence with the class.
- Draw students' attention to item 5 and elicit the question for them to ask you ('Who is your favourite writer?').
- Students work through the exercise in pairs, asking and answering the questions.
- Have some of the pairs report back to the whole class. Pay particular attention to the correct use of subject pronouns and possessive adjectives.

#### Exercise 7

- Students work in groups of three or four, asking and answering the questions and noting down the favourite film star, pop star and sports star of their group.
- The groups report back to the class and find out the favourites for the whole class.

### Option

#### Practice

Students look back at the table in Exercise 4. Working in pairs, students choose six words from the table and write six

sentences using these words. Go round and monitor their work as they are writing.

Some of the pairs then read out their sentences to the class.

## C Your Classroom

### Exercise 1

#### KEY WORDS: Classroom Objects

bag, coursebook, dictionary, file, notebook, pen, pencil, piece of paper, rubber, ruler, workbook

- Students work in pairs, looking up the meaning of the Key Words in the Mini-dictionary.
- Check students' understanding by having them translate some of the words or say the word as you hold up the object, e.g. coursebook, ruler, pen.

### Exercise 2

- Have the class look at the pictures and describe what they can see.
- Have two of the students read out the dialogue in the speech bubbles.
- Students then work individually, completing the table with the words.

#### Answers

Singular: this that Plural: these those

- Have some of the students make similar statements to the ones in the dialogue as they indicate books and pencils in the room, e.g.:  
 'This/That isn't my book.' 'These/those aren't my pencils.'

### Exercise 3

- Play the cassette twice for students to write down the words they hear.
- Check students' answers by playing the cassette again, pausing after each word to check the answer.

#### Answers

2 These 3 Those 4 That 5 These

#### Tapescript

1 This is my book. 2 These are his pencils.  
 3 Those are my pens. 4 That is my dictionary.  
 5 These are my files.

**Language Powerbook:** page 5.  
 Mini-Grammar: 4.6.

### Exercise 4

#### KEY WORDS: Colours

black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

- Have students repeat the Key Words after you to check pronunciation.

- Read the example sentences and elicit one or two more sentences about things in the classroom.
- Students then work individually, writing five or six sentences about things in the classroom.
- In pairs, students read their sentences to each other, pointing to the objects as they say the sentences.

### Exercise 5

- Have two students read the example dialogue.
- Students then work in pairs, asking and answering questions about things in the classroom. Go round and monitor the activity.
- Have some of the pairs say their exchanges for the rest of the class to hear.

### Exercise 6

- Read the example dialogue with the class.
- Students close their books and work in pairs, asking each other the names of classroom objects.
- Check answers by pointing to objects yourself and asking students 'What's this?'/ 'What are these?'

### Exercise 7

- If you wish, before doing the exercise, check that students remember how to say the alphabet in English by quickly going round the class, each student saying the next letter of the alphabet.
- Students work individually, putting the consonants and vowels in two separate lists in alphabetical order.
- Students then listen to the cassette and check their answers.
- Play the cassette again for students to repeat the letters.

#### Answers and Tapescript

Consonants: b c d f g h j k l m n p q r s  
t v w x y z  
Vowels: a e i o u

### Exercise 8

- Read the example dialogue with the class and have students say the correct spelling of 'dictionary'.
- Tell students to test the spelling of Key Words from this lesson and previous lessons.
- Students work in pairs, asking and answering questions about spelling.

### Exercise 9

- Read through the example with the class. Elicit the advantages of writing the translation and writing the word in a sentence.
- Students work in pairs, writing the new words in their vocabulary books. Go round and monitor the activity.
- Have some of the students read out their example sentences for some of the words.

## Option

#### Extension

Practise colours by having students look back at the flags in Lesson A and say what colours they are.

# D Your Homework

## Exercise 1

### KEY WORDS: Houses

bathroom, bedroom, sitting room, kitchen, toilet

- Students work in pairs, using their Mini-dictionaries to check the meaning of the Key Words.
- Have students say the Key Words to check pronunciation.
- As a whole class, students discuss where they usually do their homework and what they think are good places to do homework. Ask them if they like to do their homework alone or with a friend and when they like to do their homework.

## Exercise 2

- Have students look at the picture and say where the girls are and what sort of homework they think the girls are doing.
- Have students pronounce the words 'encyclopedia' and 'dictionary' after you. Then think of other things that could be useful for English homework, e.g. paper, pen, rubber, the Mini-dictionary, cassettes, an atlas.

## Exercise 3

- Give students time to read through the list of items and look at the table.
- Play the cassette twice for students to listen and complete the table.

#### Answers

Katy/ruler Dad/calculator Tom/encyclopedia Mum/red pen

#### Tapescript

**Katy:** Hey, Fiona. Have you got a dictionary? I haven't got my dictionary. It's at school.  
**Fiona:** Yes, I have. Here you are.  
**Katy:** Erm, Fiona?  
**Fiona:** Yes.  
**Katy:** Have you got a calculator?  
**Fiona:** No, I haven't. Ask Dad.  
**Katy:** Has he got a calculator at home?  
**Fiona:** Yes, he has got a good calculator.  
**Katy:** Have we got the encyclopedia here?  
**Fiona:** No we haven't. Tom's got it. Katy, have you got my ruler?  
**Katy:** Your ruler. No ... oh yes, I've got it here. Sorry.  
**Katy:** Fiona?  
**Fiona:** What?  
**Katy:** Have you got a red pen?  
**Fiona:** No, I haven't. But Mum's got five or six red pens.

## Exercise 4

- Read through the list of verbs with the class.
- Give students time to look at the table and predict what the missing items are.
- Play the cassette twice for students to complete the table.
- After checking answers, play the cassette again for students to hear all the items in context once more.

#### Answers

1 has ('s) got 2 have not (haven't) got 3 has not (hasn't) got  
4 Have 5 Has 6 have 7 hasn't

**Language Powerbook** page 6.

Mini-Grammar: 6.

**Exercise 5**

- This exercise can be set for homework if you wish.
- Advise students to quickly read through the text before starting to fill in the gaps.
- Read the example item with the class and point out that they should use full verb forms when completing the text.
- Check students' answers by having them read out the text.

**Answers**

2 has got 3 have got 4 have got 5 haven't got 6 have got  
7 hasn't got 8 hasn't got 9 have got

**Exercise 6**

**Useful vocabulary:** calculator, computer, Internet, mobile phone, (personal) stereo, television, video.

- Students work individually, writing questions.
- They then work in pairs, asking and answering their questions.
- Check students' answers by having pairs say their questions and short answers.

**Exercise 7**

- Have two students read the example dialogue. Elicit suggestions for the response if the student has not got the item, e.g. 'Sorry, I haven't.'
- Students work in pairs, taking turns to ask their partner for different things.
- Have some of the pairs say their exchanges for the class to hear.

**Option***Practice*

Students look at Exercise 4 again, and, working individually, write a similar text about their own family.

Students then work in pairs, reading each other's texts.

## E Classroom Language

**Exercise 1****KEY WORDS**

answer, complete, list, match, read, use, work, write

- Have students look at the picture and describe what they can see.
- Read through the Key Words with the students.
- Students do the exercise working individually. They then compare their answers in pairs before listening to the cassette to check their answers.
- Students then read out the sentences to practise stress and pronunciation.

**Answers**

1 Work/answer 2 Write 3 Complete 4 Read 5 List 6 Match 7 Use

**Exercise 2**

- Give students time to read through the instructions and predict the correct order.
- Play the cassette for students to write in the correct order.
- Check answers by having students read out the instructions in the right order.

**Answers and Tapescript**

1 Open your books on page 24.  
2 Do Exercise 1. Don't use the Mini-dictionary.  
3 Write five sentences in your notebooks.  
4 Work in pairs. Ask and answer questions about your family. Don't look at your books.  
5 Now read the text quickly. Answer the questions.  
6 For homework, do Exercises 2 and 4 in the *Language Powerbook*. Don't do Exercise 3.

**Exercise 3**

- Read the example sentences with the class.
- Students look back at Exercise 2. Tell them to make some of the instructions negative as they add more imperatives to the affirmative and negative columns in the table.
- Check students' answers by having them read out their imperatives.

**Language Powerbook** page 7.

Mini-Grammar: 7.

**Exercise 4**

- Read the words in the list with the class. Advise students to read quickly through the text before filling in the gaps.
- Students check their answers by listening to the cassette.
- Then have students read the text aloud.

**Answers**

1 Take out 2 open 3 Do 4 Work 5 don't work 6 Use  
7 write 8 Don't write 9 do 10 Work 11 Speak 12 Ask  
13 answer 14 Don't read

**Exercise 5**

- Before students do the activity, demonstrate it yourself by giving the class instructions to follow, e.g. 'Open your coursebooks on page 5.' 'Stand up.' 'Don't sit down.' 'Look at the door.' 'Sit down.' Explain that the last student to do each action is out of the game.
- Students work in groups of four or five. One student turns to page 123 and reads the instructions to the group. The winner is the student who is left in the game after all the others in the group are out.
- The groups can play the game again with another student reading the instructions and putting them in a different order.

**Exercise 6**

- Give students time to read through the questions and answers and predict which question matches which answer.

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- Students then listen to the cassette and match the questions and answers.

### Answers

1 b 2 d 3 a 4 c

- After checking their answers, students listen again and repeat the questions and answers.

### Exercise 7

- Refer students to Questions 3 and 4 in the Function File and elicit two or three further examples of questions on the words in this module.
- Give students time to work individually, looking back through the module and working out four of five questions to ask their partner.
- Students then work in pairs, asking and answering their questions.

## Option

### Extension

Students look back at Exercise 2. Tell them they are going to listen to the cassette again, this time listening for extra information. Play the cassette, pausing after each set of instructions to ask the class what other information they heard. If you wish, play the cassette again for students to repeat each sentence.

# F Check Your English

### Exercise 1

#### KEY WORDS: Languages

English, French, German, Greek, Hungarian, Italian, Polish, Russian, Spanish, Turkish

- Students use their Mini-dictionaries to find out the countries where the languages are from.
- Check students' answers by having them make statements, e.g.: 'French is from France.'

### Answers

French/France German/Germany Greek/Greece  
Hungarian/Hungary Italian/Italy Polish/Poland  
Russian/Russia Spanish/Spain Turkish/Turkey

### Exercise 2

- Have students look at the picture and suggest what the teacher is asking the student.
- Students listen to the cassette and make a note of the languages Tim can read and write, and those he can speak.

### Answers

Read and write: French/Greek Speak: Spanish/Italian

### Tapescript

**Teacher:** Tim, what languages can you speak?

**Tim:** Well, I can use four languages.

**Teacher:** Four? Fantastic! Can you speak French?

**Tim:** Yes, I can ... (*hesitant*) well, I can read and write it – I can't speak it. And I can read Greek.

**Teacher:** Can you speak German or Russian?

**Tim:** No, I can't. I can speak Spanish and Italian.

### Exercise 3

- Give students time to read through the table and predict the missing words before playing the cassette again for them to complete the table.

### Answers

1 can 2 can't 3 Can 4 can 5 can't

**Language Powerbook:** pages 8–9.

Mini-Grammar: 8.1, 8.2.

### Exercise 4

#### KEY WORDS

play tennis/chess/basketball  
play the piano/violin/guitar  
say the alphabet/the alphabet backwards  
speak French/German  
swim 100 metres  
use a computer/a calculator  
count to 100 in English

- Read the example sentences to the class and elicit three or four further sentences from the students using the Key Words.
- Students then work individually, writing five or six sentences about what they *can* or *can't* do. Go round and monitor the activity.
- In pairs, students read their sentences to their partner.

### Exercise 5

- Have two students read out the sample dialogue.
- Students work in pairs, asking and answering questions about the activities in the Key Words box.
- Have some of the pairs say their questions and answers for the class to hear.

### Exercise 6

- Read through the questionnaire (Check Your Learning) with the class before students work individually answering the questions. Tell students to answer honestly.

### Exercise 7

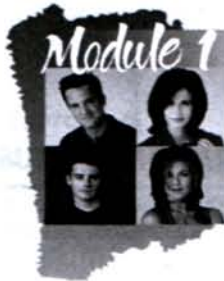
- Students work in pairs, asking and answering the questions.
- The pairs then report back to the class and say two things they *can* do and two things they *can't* do.

## Option

### Practice

Have students look back at the Grammar section in the questionnaire in Exercise 6.

Go through each item in the Grammar section, eliciting examples from the class of sentences containing each item.



# Friends

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they can guess what a 'monologue' is.
- Ask students if any of them have e-mail penfriends. If so, encourage them to tell the class about them.

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

#### KEY WORDS: Sports and Hobbies

playing basketball/football/tennis  
playing computer games/the piano  
reading, swimming, gymnastics, listening to music,  
collecting things

- Students use their Mini-dictionaries to look up the Key Words.
- Check students' comprehension by having them translate the words into their own language.
- Students listen to the cassette and repeat the Key Words

### Exercise 2

- Have students look at the four photos. Ask them to describe what they can see.
- Working in pairs, students speculate about the ages, nationalities, cities (where they live), hobbies and sports of each of the four young people.

### Exercise 3

- Students listen to the cassette and check their guesses from Exercise 3.

#### Answers

Nuria: 16, Argentinian, Buenos Aires, playing the piano

Peter: 17, Hungarian, Budapest, tennis

Paula: 15, American, Miami, swimming

Kemal: 17, Turkish, Istanbul, playing computer games

#### Tapescript

- 1 Hello. My name's Nuria. I'm sixteen. I'm Argentinian. I'm from Buenos Aires. It's a beautiful city. My hobby is playing the piano.
- 2 My name is Peter. I'm seventeen. I'm Hungarian, from Budapest. Budapest is a great place. My favourite sport is tennis.
- 3 Hi! My name's Paula. I'm American. I'm from Miami in Florida. I'm fifteen. My favourite sport is swimming. Swimming is great!
- 4 Hello. My name is Kemal. I'm Turkish, from Istanbul. I'm seventeen and my favourite hobby is playing computer games.

### Exercise 4

- Tell students they are going to write notes for an imaginary person, not themselves.
- Students work individually, writing their notes.

### Exercise 5

- Students tell the class about the imaginary person, using the information from their notes.

## Options

#### Practice

Have students close their books. Write on the board:

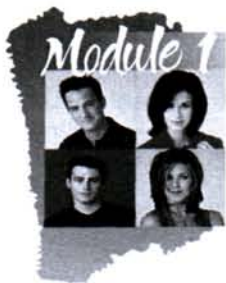
Nuria, Paula, Kemal and Peter

Ask students what they can remember about each person and elicit sentences from the class.

#### Extension

Each student cuts out a photo from a magazine and writes a caption to go with it, e.g. 'This is Maria. She is Spanish. She is from Madrid. Her hobby is collecting pop posters.'

Students then display their pictures and texts in the classroom or stick them in their notebooks.



# 1 A TV Show

### Objectives

- To practise using the Present Simple, affirmative and negative.
- To practise the pronunciation of third person 's' endings.
- To practise using the vocabulary of places.
- To practise using collocations to describe routines.

### Resources used

Mini-dictionary, Grammar Summary 1, cassette.

### Possible problems

Students may forget the third person forms with affirmative and negative verbs.  
Some students may have difficulty distinguishing the /s/ and /z/ endings in the third person Present Simple forms.

### Background

'Friends' is one of the most successful soaps ever, both in the USA and abroad. The stars of the programme are amongst the highest paid in show business, and have also acted in films. The programme first started in 1995, and every episode is watched by a live TV audience. To see the programme, people have to book months in advance.

### Routes through the material

- ☞ If you are short of time, set some of the exercises for homework (e.g. Exercises 10 and 11) and omit Exercise 13.
- ☞ If you have time, do the Options activities.
- ☞ If you have two lessons for this unit, a suitable natural break is after Exercise 8.

**Language Powerbook:** pages 10–11.  
Mini-Grammar: 12.1.

### Before you start

#### Exercise 1

**KEY WORDS: Places**  
café, museum, office, restaurant, shop, theatre

- Read through the Key Words with the class.
- Students work in pairs, using the Mini-dictionary to check the meaning of the Key Words.

#### Exercise 2

- Ask students if they have heard of the TV show 'Friends' – and, if so, what they know about it.
- Students work in pairs, reading the texts and matching the people with the places they work in.

**Answers**  
Monica/restaurant Ross/museum Chandler/office Phoebe/café  
Joey/theatre

- After checking students' answers, have individuals read out the texts.

## PRESENT SIMPLE (1): AFFIRMATIVE

### Exercise 3

- Students work individually, referring back to the texts to complete the sentences.
- Check students' answers by having them read the sentences aloud.

**Answers**  
I sing We live They visit He works She works It happens

- Ask students: 'When does the verb have '-s' at the end? (In the third person singular – he, she, it.)

### Exercise 4

- Read the rule with the class and elicit which sentence matches which use.

**Answers**  
1 b 2 a

- Write these sentences on the board and have students say if they match 'use 1' or 'use 2':  
1 He works in a school. (use 2)  
2 We speak English in our English lesson. (use 1)  
3 She lives in a flat. (use 2)
- Have students turn to Grammar Summary 1. Read through it with the class. Students can then refer to the Summary for revision at home.

### Exercise 5

- Read the three example verbs ('comes', 'works', 'watches') in the three groups with the class and draw students' attention to the different endings.
- Students work in pairs, saying the verbs to each other and putting them in the three groups.
- Students then listen to the cassette and check their answers.

**Answers and Tapescript**  
Group 1: goes lives loves reads  
Group 2: collects likes makes speaks  
Group 3: dances uses

- Students listen to the cassette again and repeat the verbs.

**Exercise 6**

- Students do the exercise, working individually.
- Check students' answers and pronunciation by having them say the sentences aloud.

**Answers**

1 works 2 visit 3 speaks 4 studies 5 use

**Exercise 7**

- Students work in pairs, reading the texts and completing them with the listed words.

**Answers**

1 old 2 great 3 good 4 serious 5 funny

**Exercise 8**

- Students listen to the cassette and check their answers to Exercise 7.
- When students have checked their answers, have individuals read out the texts.

**PRESENT SIMPLE (2): NEGATIVE****Exercise 9**

- Students work individually, referring back to the texts in Exercise 8 to complete the sentences.
- Check students' answers by having them read out the sentences.

**Answers**

I don't You don't We don't They don't He doesn't  
She doesn't It doesn't

- Students then circle the correct forms in the rules.

**Answers**

We use 'doesn't' with 'he/she/it'. We use 'don't' with 'I/you/we/they'.

- Have students turn to Grammar Summary 1, Students' Book page 124. Read it through with the class. Students can then refer to it at home for further study.

**Exercise 10**

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read the text aloud. Pay particular attention to the pronunciation of the '-s' endings as students are saying the sentences.

**Answers**

2 studies 3 reads 4 uses 5 loves 6 doesn't like 7 plays  
8 go out 9 don't like 10 speaks

**Exercise 11**

- Students work individually, completing the sentences.

- Check students' answers by having them give both affirmative and negative forms for each sentence.

**Answers**

1 I like/don't like 2 plays/doesn't play 3 watch/don't watch  
4 live/don't live 5 comes/doesn't come 6 learn/don't learn  
7 like/don't like 8 speak/don't speak

**Exercise 12****KEY WORDS**

get up, go, go to, have, listen to, play, read, watch

- Give students time to read through the Key Words and guess which words go together.
- In pairs, students use the Mini-dictionary to check their guesses.

**Answers**

get up early/late go home go to bed/school  
have breakfast/lunch/dinner, a shower listen to the radio, a CD  
play a CD, chess/tennis/a computer game read a book  
watch television

**Exercise 13**

- Read the example sentences to the class.
- Students work individually, writing about their typical Saturday or Sunday. Make sure they write one false thing. Go round and monitor the activity.
- Students then work in pairs, reading each other's texts. Students try to guess the false information.

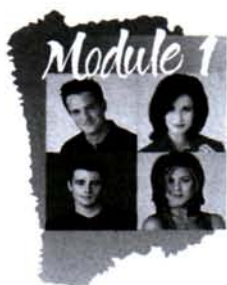
**Options***Practice*

Students look back at the adjectives in Exercise 7. In pairs, students write five sentences, using each of the adjectives. The pairs then form groups of four and read each other's sentences.

*Extension*

Students look back at the texts in Exercise 2. Working individually, students write a speech bubble to go with a character from a TV show that they like. Students then read out their speech bubbles to the class, and the others guess who it is.





# 2 Making Friends

### Objectives

- To develop prediction strategies when reading.
- To practise the language used when meeting people.
- To practise using the vocabulary of sports and hobbies.
- To practise using the prepositions *in* and *from*.
- To compare information given in a reading text with information heard on a cassette.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may have more confidence than others in using prediction strategies when approaching a reading text.

### Background

There is a website, 'www.epals.com', for e-mail penfriends. If you have access to the Internet, you could search for real e-mail addresses for your students to write to.

### Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 7 and 9).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook** pages 12–13.

### Before you start

#### Exercise 1

#### KEY WORDS: Sports and Hobbies

diving, volleyball, windsurfing, painting, photography, playing the guitar

- Students work in pairs, checking the meaning of the Key Words in their Mini-dictionaries.
- Students listen to the cassette and repeat the Key Words.
- Have students say the Key Words and check their pronunciation.
- Read the example sentence to the class. Students then work individually, making a list of their own interests, and using the Mini-dictionary to look up words they need.
- Students work in pairs, telling each other about their interests.
- Some of the students can then tell the class about their interests.

### Reading

#### Exercise 2

- Read the Strategies box with the class. Have students give examples (using L1 if necessary) of how pictures and titles can help predict what a newspaper or magazine article is about.
- Students look at the title and pictures and, as a whole class, discuss possible answers to the three questions, giving reasons for their opinions.

#### Exercise 3

- Students work individually, reading the texts and checking their guesses to the three questions in Exercise 2.
- Students compare their answers in pairs, before checking answers as a class.

#### Answers

Teresa: 18, Brazil, sport (football, tennis, volleyball, diving, windsurfing)  
 Colin: 17, Australia, photography and music  
 Lena: 16, South Africa, painting and music

#### Exercise 4

- In pairs, students discuss which girl would be the best penfriend for Colin. The pairs then report back to the class. If there is any disagreement, have students give reasons for their decision.

#### Answer

Lena because she paints (and Colin likes photography) and they both like rock music.

### Vocabulary: Words that go together

#### Exercise 5

- Students work in pairs, referring back to the texts and matching the words.
- When checking answers, have students put the expressions into complete sentences.

#### Answers

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

### Listening

#### Exercise 6

- Give students time to read through the e-mails again.
- Play the cassette and have students find the seven differences between the cassette and the texts.

**Answers**

Teresa: seventeen (eighteen in text), swimming (diving in text)  
 Colin: Hungary (Poland in text), kangaroos (koala bears in text)  
 Lena: grandfather (grandmother in text), animals (countryside in text), three friends (two friends in text)

**Tapescript**

**Teresa:** Hi! My name's Teresa and I'm from Rio de Janeiro in Brazil. I'm seventeen. I've got two sisters. I love sport. My favourite football team is Vasco da Gama. I play tennis and volleyball and I go swimming and windsurfing. Please write to me!

**Colin:** Hi! My name's Colin and I'm seventeen. I'm from Sydney in Australia, but my mother and father are from Hungary. My hobby is photography. I take photos of people and animals. I have brilliant photographs of kangaroos. I love music and I collect rock magazines. I don't play sport and I don't watch TV! E-mail me soon!

**Lena:** Hello! My name's Lena and I'm from Durban in South Africa. I'm sixteen and I'm at school. I've got one brother and my grandfather lives with us. I like painting. I paint pictures of animals. I love music, and I sing and play the guitar in a rock group with three friends. My favourite pop star is Ricky Martin. E-mail me!

**Exercise 7**

- Give students time to read through the dialogue and predict the missing words.
- Students then listen to the cassette and complete the dialogue.
- Check students' answers by having them say the dialogue aloud.

**Answers**

1 Hello 2 Really 3 Well 4 Great 5 nice

**Speaking****Exercise 8**

- Have two students read the example dialogue. Elicit suggestions from the class about how the conversation could carry on.
- Students work in pairs, asking and answering questions to make the party conversation.
- Some of the pairs then act out their conversation in front of the class.

**Exercise 9**

- Look at the example sentence with students.
- Students do the exercise, working individually.
- They then compare their answers in pairs, before checking answers as a class.

**Answers**

1 from/in 2 from 3 in/in 4 from/in

**QUOTE ... UNQUOTE**

- Read the quotation to the class and ask them to say (in L1, if necessary) what it means. Ask students if there is any similar saying in their own language.
- Students note down one or two faults that they have.

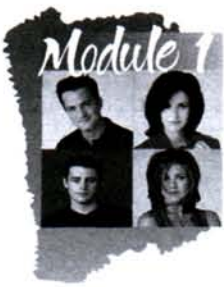
- In pairs or groups of three, students discuss if their own friends accept these faults and if they accept their friends' faults.

**Options***Practice*

Students look back at Teresa's e-mail in Exercise 4. In pairs, students prepare an e-mail from Teresa's ideal penfriend. The pairs then read out their texts to the class. The class votes for the most suitable penfriend for Teresa.

*Extension*

If any of the students have got e-mail penfriends, ask them to prepare a short talk to tell the class about their penfriend.



# Communication Workshop

## Objectives

- To read an e-mail and understand the topic of each paragraph.
- To practise linking sentences with *and*.
- To write an e-mail to find a penfriend.
- To roleplay meeting new people at a party.

## Possible problems

- Some students may be unfamiliar with writing e-mails.
- Some students may be less imaginative than others in the roleplay.

## Routes through the material

- ⇨ If you are short of time, have students do some of the Writing stages for homework.
- ⇨ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: An e-mail

### Before you start

#### Exercise 1

- Have students look at the text and say how they know this is an e-mail, not an ordinary letter.
- As a whole class, have students read the four topics and predict which will be the first paragraph. Then have students read the first paragraph and see if their guess is correct.
- Students then work individually, reading the rest of the e-mail and matching the topics with the paragraphs.

#### Answers

1 introduction 2 family 3 sports and hobbies 4 ending

#### Exercise 2

- Ask students to look at the e-mail again and read out the sentences containing 'and'.
- Students then do the exercise, joining the sentences with 'and'.
- Check students' answers by having them read out the sentences.

#### Answers

1 I'm sixteen and I live in Bristol.  
2 I play football and basketball.  
3 I like Tom Cruise and Nicole Kidman.  
4 My dad is a doctor and my mum is a teacher.

## Stages

- **Stage 1.** Read through the four paragraphs of the plan with the class.
- Students then write notes about themselves for each paragraph. Advise them to look back at the e-mail in Exercise 1 to get ideas for their own paragraphs.
- **Stage 2.** Remind students to join information in their paragraphs with 'and' when they write their e-mails.
- If students do their writing in class, go round and monitor the activity.
- **Stage 3.** Students check their writing for spelling, the use of the Present Simple, capital letters and full stops and the use of 'and'. If you wish, students can work in pairs, cooperating in checking both their e-mails.

## Talkback

- Students work in groups of five or six or, if you have time, as a whole class. Each student reads out his/her e-mail and the others listen and make notes if they wish.
- When all the students in the group/class have read out their e-mails, each student chooses one of the e-mails to reply to.

## Speaking: A Roleplay

- Elicit ideas of different types of parties from the students, e.g. birthday, wedding, anniversary, engagement.
- Students work in groups of four or five. Each group decides what sort of party they are at.
- Read through all the stages with the class and read out the example 'false' sentences in the Talkback stage.

## Stages

- **Stage 1.** Students work individually, reading his/her e-mail and adding two things that are not true.
- **Stage 2.** Then, as a whole class, students look back at the Function File in Lesson 2.
- If you wish, play the cassette again for students to listen to the dialogue, paying attention to stress and intonation.
- **Stage 3.** Students then act out the roleplay in their groups of four or five. Go round and monitor the activity as the students are working. Remind students to include their two pieces of false information in their conversations with other people at the party.

## Talkback

- Each group tells the class what they think the false information was for each student in their group. The student then tells them if they are correct, and if they are not correct gives them the answers.



# Personality

## Module objectives

- Read through the objectives with the students. Ask them which of the four skills they find most difficult and which they feel most confident about using – listening, speaking, reading, writing.
- Ask students what sorts of questionnaire they have completed in their L1. Ask them if they have ever written a questionnaire.

## Resource used

Mini-dictionary, cassette.

## Warm-up

### KEY WORDS: Personalities

active, friendly, hard-working, helpful, honest, lazy, outgoing, quiet, romantic, shy

### Exercise 1

- Students work in pairs, looking up the Key Words in their Mini-dictionaries and checking that they understand them.
- Students then listen to the cassette and repeat the Key Words.

### Exercise 2

- Students look at the photo and think about what sort of personality the girl probably has.
- Students then exchange opinions as a whole class and find out if there is general agreement about her personality.

### Exercise 3

- Give students time to read through the adjectives.
- Play the cassette, twice if necessary, for students to write the numbers.
- Check students' answers by playing the cassette again and pausing after each description to check the answers.

#### Answers

1 active/hard-working/helpful 2 shy/friendly/honest  
3 romantic/quiet 4 outgoing/lazy

#### Tapescript

- My mum? Well, she's active and hard-working. She works a lot. She doesn't stop. And she's very helpful. She helps me a lot.
- My friend Jack. Well, Jack's really shy. But when you know him, he's a friendly person. He's a good friend. He's very honest.
- My grandfather? I think he's romantic. He loves romantic films. Er, and he's a very quiet person.
- My sister is outgoing. She loves people ... parties, going out, making friends. And she isn't shy! (laughs) But, er, she isn't hard-working. She doesn't work a lot at school and her teachers say she's lazy!

## Exercise 4

### KEY WORDS: Family

aunt, brother, father, grandfather, grandmother, mother, sister, uncle

- Students work individually, listing adjectives to describe three of their family or friends.
- Play the cassette and have students listen to the /ə/ sound.
- Students then listen to the Key Words and identify which words end with /ə/.

#### Answers

brother father grandfather grandmother mother sister

## Exercise 5

- Have two students read through the example dialogue.
- Draw students' attention to the use of 'Really?' to show interest.
- Students then work in pairs, asking each other about their family and friends.
- Have some of the pairs say their dialogues for the class to hear.

## Options

### Practice

Students look back at Exercise 4. Each student writes down three personality adjectives to describe him/herself. Then, in groups of three or four, students tell each other their words and the rest of the group discuss whether they agree with the description of the student's personality.

### Extension

Have each student bring to class a family photo (or a photo of a group of friends). Students write short descriptions of the personalities of each person in their photograph. In groups of three or four, students show each other their photographs and read out their texts.



# 3 Your Life

## GRAMMAR FOCUS

### Objectives

- To practise using the Present Simple, questions and short answers.
- To practise using adverbs of frequency.
- To practise using appropriate intonation in questions.
- To practise using the days of the week.

### Resources used

Mini-dictionary, Grammar Summary 1, cassette.

### Possible problems

- Some students may have problems with the 'do/does' question forms.
- Students may place adverbs of frequency incorrectly in sentences.

### Background information

Quote: Kurt Vonnegut (b.1922) US writer known for his science-fiction books and for his style of black humour (jokes that deal with the unpleasant parts of life). His novels include *Cat's Cradle* and *Slaughterhouse-Five*.

### Routes through the material

- ◇ If you are short of time, set Exercise 8 for homework.
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 10.

**Language Powerbook** pages 14–15.

Mini-Grammar: 12.1, 12.1a.

### Before you start

#### Exercise 1

#### KEY WORDS: Days

Tuesday, Saturday, Wednesday, Thursday, Sunday, Friday, Monday

- Students listen to the cassette and repeat the Key Words.
- Have students order the days of the week, working individually, before checking their answers in the Mini-dictionary.
- When students have checked their answers, have them say the days after you to practise pronunciation.

#### Exercise 2

- Read the example with the class.
- Elicit ideas from the class for other activities in a typical week.

- Students then work individually, writing down their activities in a typical week. Go round and monitor the activity and provide any new vocabulary that students need.
- Students then work in pairs, telling each other about their typical week.
- Some of the students then tell the class about their week.

#### Exercise 3

- Give students time to read through the questionnaire. Check students' understanding of 'lazy', e.g. by asking, 'What is the opposite of hard-working?'
- Play the cassette twice for students to complete the exercise.
- Check students' answers by playing the cassette again, pausing after each item.

#### Answers

1 b 2 b 3 a 4 a

See Questionnaire Answer Key in Options.

#### Tapescript

**Interviewer:** Well, Kate. Do you work a lot at school?

**Kate:** I'm quite hard-working.

**Interviewer:** Does your teacher call you 'lazy'?

**Kate:** Not really!

**Interviewer:** What do you do after school?

**Kate:** I watch TV.

**Interviewer:** Why do your parents get angry with you?

**Kate:** I sleep a lot.

## PRESENT SIMPLE (3): QUESTIONS

#### Exercise 4

- Have students look at the table and predict what the missing words are.
- Students then refer back to the questionnaire to complete the sentences and see if their guesses are correct.
- Check students' answers by having them read out the sentences in the table.

#### Answers

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

- Refer students to Grammar Summary 1, Students' Book page 124, for study at home and ask them to bring any queries to the next lesson.

#### Exercise 5

- Explain that students have to focus on the ending of each question as they are listening. If you wish, give them an example of each intonation pattern on one word, e.g. 'No.'
- Play the cassette for students to listen and repeat.

**Exercise 6**

- In pairs, students read the rule and circle the correct word.

**Answers**

up down

**Exercise 7**

- Have a pair of students demonstrate the first two items in the questionnaire.
- Students then work in pairs, taking turns to ask each other the four questions. Remind students to use the correct question intonation.
- Students report back to the class about whether their partner is lazy.

**Exercise 8**

- Do the first item with the whole class.
- Students then work individually, writing the questions from the prompts.
- Check students' answers before going on to the next exercise.
- Students then work in pairs, asking and answering the questions.

**Answers**

- 1 Do you get up early?
- 2 Does your teacher like pop music?
- 3 Do you play sport on Saturday?
- 4 Do your parents work on Saturday?
- 5 Does your mother speak French?
- 6 Do you often go to the cinema?/Do you go to the cinema often?

**Exercise 9**

- Students work individually, ticking the activities that they do in the table.
- Have two students read the example dialogue.
- Then students work in pairs, asking and answering questions and completing the column in the table for their partner.

**Exercise 10**

- As a whole class, have two students read out the example exchange. Then ask three or four students questions about their partner, and check that students understand that they ask and answer questions using 'he/she' in this exercise.
- Students work with a different partner from their partner in Exercise 9, and ask and answer questions about their previous partners.

**ADVERBS OF FREQUENCY****Exercise 11**

- Have students look at and read the entries on the calendar.
- Ask questions about the calendar, e.g. 'When does he play basketball?' ('On Sunday.'). 'Does he see Ann on Saturday?' ('Yes, he does.'). 'Does he go to the gym every Wednesday?' ('No, he doesn't.').

- Read the sentences and have students repeat them after you. Check students' understanding of 'early' and 'late'.
- In pairs, students discuss and decide where to put the 'red' adverbs on the diagram.
- Check students' answers by having them draw the diagram on the board. If you wish, teach 'percent' to the students.

**Answers**

(0%) never sometimes usually often always (100%)

- In pairs, students complete the rules.

**Answers**

after before

- Look at Grammar Summary 1, Students' Book page 124, with the class, and remind students to study it at home.

**Exercise 12**

- Read through the adverbs and activities with the class.
- Students then write ten sentences about themselves, using the adverbs and activities.
- Then have two students read the example dialogue.
- Students work in pairs, asking and answering questions about the activities.

**QUOTE ... UNQUOTE**

- Read the quote with the class, and ask students to explain (in L1 if necessary) what it means.
- Do students think most people pretend to be different from what they are really like? When do students find themselves pretending?

**Options***Practice*

Students look back at the questionnaire in Exercise 3 and, working individually, answer the questionnaire for themselves. Write this questionnaire key on the board for students to read and add up their points:

- |               |            |             |
|---------------|------------|-------------|
| 1 a) 2 points | b) 1 point | c) 0        |
| 2 a) 0        | b) 1 point | c) 2 points |
| 3 a) 0        | b) 1 point | c) 2 points |
| 4 a) 2 points | b) 1 point | c) 0        |

Tell the class that if they have 6 or more points, they are very active.

If they have 3–5 points, they are active.

If they have 0–2 points, they are not active.

In pairs, students tell each other their results and discuss whether they agree with the Questionnaire Key.

*Extension*

Students work individually, writing a 'diary' for themselves for the next week (as in the calendar in Exercise 11).

Then, in groups of five or six, students collect the 'diaries' for their group, mix them up and pass them round for every member of the group to read and to guess the person who wrote each one.

After each group has identified the writers of their diaries, they can choose one diary to read out to the class for the class to guess who wrote it.



# 4 Your Interests

### Objectives

- To develop prediction strategies when listening.
- To practise expressing preferences.
- To practise using the vocabulary of hobbies.
- To practise using the prepositions with *good at*, *bad at*, *interested in*.
- To practise using adjectives to describe people's personality.

### Resources used

Mini-dictionary, cassette.

### Possible problems

Students will have different reactions to the picture story – accept all their opinions and encourage them to give reasons for them.

### Background

School uniform is worn in many schools in the UK, although not in all.

### Routes through the material

- ⇨ If you are short of time, set some of the exercises for homework (e.g. Exercises 7 and 10).
- ⇨ If you have time, do the Options activities.
- ⇨ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 16–17.

## Before you start

### Exercise 1

- Read through the example sentences with the students. Then tell them three things about yourself, using the expressions 'good at', 'bad at' and 'interested in'.
- Students then work individually, writing three sentences about themselves, and referring to the Mini-dictionary if they wish.

### Exercise 2

- Students work in groups of four or five, taking turns to read out their sentences to the group.
- Each group then chooses three sentences, using 'good at', 'bad at', 'interested in', to read out to the whole class.

## Reading

### Exercise 3

- Students work in pairs or groups of three, reading the photo story and putting the pictures into the correct order. Tell

students not to worry if they do not understand every word – they can usually guess the meaning of an unknown word from the context.

- Students then report back to the class to see if they have all got the same order. If there are differences, write the sequences on the board for the class to check when they listen to the cassette.

### Exercise 4

- Students listen to the story and check the order of the pictures.

#### Answers

C A F B E D

#### Tapescript

1

**Storyteller:** Brian loves music. He can sing and play the guitar. But he isn't very good at school. He sits next to Judy. She always answers questions in class. She is very hard-working. Brian loves Judy, but he is very shy ...

**Teacher:** What is the answer to question 4, Brian?

**Brian:** I'm sorry ... I don't know the answer.

**Judy:** The capital of Romania is Bucharest.

**Teacher:** Well done, Judy!

2

**Storyteller:** One day Brian goes to a school basketball game. Judy is very good at basketball. After the game, Brian talks to Judy ...

**Brian:** Er ... Judy. Do you want to go to the school party with me on Saturday?

**Judy:** I'm sorry, Brian but ...

**Friend 1:** Judy? With you?!

**Friend 2:** She doesn't want to go with you.

3

**Storyteller:** Brian is very sad. He sits in his bedroom. He writes a song about Judy. Brian wants to sing the song at the school party. He asks his friend Tim. Tim is the singer in the school pop group.

**Brian:** She doesn't love me now. She doesn't know me now. But she's my girl. She's my baby.

4

**Storyteller:** At the school dance Brian is very nervous. His friend Tim introduces him. Brian starts to sing. The people don't dance – they listen to Brian. Judy looks at Brian. She listens to the song ...

**Brian:** She doesn't love me now. She doesn't know me now. But she's my girl. She's my baby.

5

**Storyteller:** Brian sings. His song is brilliant. Judy loves his song. It is her song. She goes up to him and she asks him to dance ...

**Judy:** Hey, Brian. That's fantastic! Do you want to dance?

**Brian:** Thanks Judy. Yeah, I want to dance. I want to dance with you!

6

**Storyteller:** Brian is relaxed. He dances with Judy. They talk about music, about their interests, about their lives. They are in love ...

**Brian:** What music do you like Judy?

**Judy:** I love rock and dance music. And I can play the piano.

**Brian:** Really?

**Exercise 5**

- Read through the questions with the class and see if students can remember any of the answers.
- Students then read the story again and answer the questions.

**Answers**

1 music 2 singing/writing songs 3 music 4 basketball

- As a whole class, students discuss their opinions of the story. Students can have a vote to see how many think the story is romantic, brilliant, boring or funny.

**Vocabulary: Adjectives****Exercise 6**

- Students work individually, matching the opposites. They then compare their answers in pairs, before checking answers as a class.

**Answers**

1 c 2 a 3 d 4 b

**Listening****Exercise 7**

- Read the Strategies box with the class.
- Read through the questions with the class. Encourage students to predict the answers using what they already know about Brian and Judy.
- Students then listen to the cassette and see if their guesses are correct.

**Answers**

1 rock and dance music  
2 mathematics and geography  
3 No, but she hates school on Mondays.  
4 music, photography, computers

**Exercise 8**

- Students work in pairs, filling in the missing words in the Function File.
- Students check their answers by listening to the cassette.
- After checking their answers, students work in pairs, practising reading out the sentences in the Function File.

**Answers**

1 like 2 like 3 love 4 like 5 hate 6 don't like 7 OK  
8 don't mind

**Tapescript**

**Brian:** What music do you like, Judy?

**Judy:** I love rock and dance music. And I can play the piano.

**Brian:** Really? We can be in a group!

**Judy:** Yeah (*laughs*). And what things do you like Brian? At school you never talk.

**Brian:** Well, I don't like school. I hate mathematics and geography and those things.

**Judy:** School's OK. I don't mind school. But I hate school on Mondays!

**Brian:** (*enthusiastically*) I like music and films and I love photography. Do you like taking photos?

**Judy:** Yes, I do. My mum's got a good camera. I like photos of people. People are very interesting. And I like computers.

**Brian:** Me too. I love computers. I've got a ...

**Exercise 9**

- Read the example sentence with the class.
- Students work individually, writing sentences about their preferences. Tell them to write at least six sentences, using all the expressions in the Function File. Go round and monitor the activity, helping with vocabulary if needed.

**Exercise 10**

- Have two students read the example dialogue.
- Students then work in pairs, asking and answering questions about their preferences, using the information they wrote in Exercise 9.

**Options***Practice*

Students look back at the adjectives in Exercise 6. Working in pairs, students write sentences using six of the eight adjectives.

The pairs then form groups of four and read each other's sentences.

*Extension*

In pairs, students take one or two of the texts from the photo story and change some details. Give them an example, having students close their books, and tell them:

'Brian is relaxed. He sings with Judy. They talk about their families, their interests, about their lives. They are in love.'

Ask students what the false facts are ('sings' should be 'dances', 'families' should be 'lives').

Students then look at the photo story and, working in pairs, write their sentences, including some false information.

Students then close their books, and the pairs read out their sentences for the other students to correct.

**Story Spot 1**

*Language Powerbook: pages 94–95*

**Answers**

2 b d a c

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

4 1 They study anatomy.

2 Rachel, Tom and Jack are from Manchester. Sarah is from London.

3 Because it is very hot.

7 Rachel calls the police.

8 He lives in a big house.

9 Sarah and Jack don't like his collection.

10 Tom and Rachel go to the cinema.

5 1 cinema 2 university 3 park 4 café 5 flat

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





# Communication Workshop

## Objectives

- To read and answer a questionnaire.
- To practise linking sentences with *when*.
- To write a questionnaire.
- To carry out a group survey.

## Resource used

Mini-dictionary.

## Routes through the material

- ◇ If you are short of time, have students do the Writing stages for homework.
- ◇ If you have time, do the Option activity.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Questionnaire

### Before you start

#### Exercise 1

- Read the questionnaire with the class, and give students time to think of their answers and note down a), b) or c) for each question.

#### Exercise 2

- Students work in pairs, asking and answering the questions in the questionnaire.
- As a class, discuss which answers a 'good friend' would give to the questions.
- The pairs then discuss if their partners are 'good friends'.

#### Exercise 3

- Have students read out Questions 2 and 3 from the questionnaire and draw students' attention to the use of 'when'.
- Have two students read out the two example sentences.
- Students then work individually, writing five sentences beginning with 'when' and the prompts.
- Students then work in pairs, reading each other's sentences.

## Stages

- **Stage 1.** Students can work individually or in pairs, writing their questionnaires.
- Read the example sentences with the class and point out that students should write three questions for each hobby.
- Students choose three interests, sports or hobbies from the Mini-dictionary, and write three questions for each one.

- **Stage 2.** Read the example options with the class and elicit options for the third question: 'Are you good at it?'
- Students then write their options for each of their questions.
- Go round and monitor the activity as students are working.

## Speaking: Group Survey

### Stages

- **Stage 1.** Students work in groups of three or four. If students have written the questionnaire working in pairs, have each pair split up and work with a different group.
- Each student asks the questions for his/her survey and makes a note of the answers from the rest of the group.
- **Stage 2.** Each group then organises their answers.

### Talkback

- Students tell the class about the members of their group and the results of their survey.

## Option

### Practice

Students look back at Exercise 3.

Write these prompts on the board:

happy nervous at a party with my friends

Students write four sentences using 'When' and the prompts.

Students then work in groups of three or four reading each other's sentences.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 1 and 2: Present Simple, question words, adverbs of frequency, prepositions.
- To revise adjectives.
- To practise pronunciation of /t/ and /d/.
- To practise word stress.

## Resource used

Mini-dictionary (Wordbuilder 5 and 6), cassette.

**Language Powerbook** pages 18–19.

### Exercise 1

- Students do the exercise individually. They then compare answers in pairs and practise reading the dialogue aloud.

#### Answers

1 do 2 does 3 doesn't 4 like 5 does 6 do 7 love 8 play  
9 don't 10 plays

### Exercise 2

- Students do the exercise working in pairs, first completing the questions and then matching them with the answers.

#### Answers

1 How/b 2 Where/d 3 What/a 4 Why/e 5 When/f 6 What/c

### Exercise 3

- Before students do the exercise, remind them to think about the position of adverbs of frequency.

#### Answers

1 My dad often makes things.  
2 I sometimes watch television.  
3 My teacher always asks difficult questions.  
4 I never go swimming in the sea.  
5 My mum doesn't often go to the cinema.

### Exercise 4

- Students work in pairs, writing the opposites of the adjectives. Tell them they can look back in Modules 1 and 2 and use the Mini-dictionary to help them.

#### Answers

1 short 2 good 3 big/large 4 untidy 5 hard-working  
6 unfriendly 7 shy 8 sad/unhappy 9 false/untrue  
10 unattractive/ugly

### Exercise 5

- Read the three nouns and the example sentence with the class.

- Elicit from the class one adjective for each of the three nouns.
- Students then work in pairs, matching the adjectives with the nouns and writing sentences.
- Notice that there may be more than one possible grouping for some of the adjectives.

#### Suggested answers

Story: long, short, bad, good, happy, sad, true, false.

Person: bad, good, tidy, untidy, lazy, hard-working, friendly, unfriendly, outgoing, shy, happy, sad, attractive, unattractive.

Bedroom: small, large, tidy, untidy, attractive, unattractive.

### Exercise 6

- Advise students to read through the whole text quickly to get an idea of the situation before filling in the gaps.

#### Answers

1 takes 2 goes to 3 plays 4 goes 5 plays 6 answers  
7 does 8 goes out 9 go to 10 meet

### Exercise 7

- Say the two words ('paint', 'friend') with the class and have students say the words softly to themselves to focus on the final sound.
- Tell students to listen to the words on the cassette and write '1' if the final sound is /t/, and '2' if the final sound is /d/.

#### Tapescript and Answers

1 bad /d/ 2 sit /t/ 3 hat /t/ 4 sad /d/ 5 fat /t/ 6 bed /d/  
7 write /t/ 8 ride /d/

### Exercise 8

- Look at the three words with the class, and explain that the largest circle indicates the main stress in the word.
- Students listen and repeat the three words.

### Exercise 9

- Students work in pairs, saying the words to themselves and deciding if the stress pattern is 1, 2 or 3 as in Exercise 8.
- Before playing the cassette, have students pronounce the words according to the stress patterns they have written down, and see if there is any disagreement.
- Then play the cassette for students to check their answers.

#### Answers

Monday (2), friendly (2), computer (3), shy (1), school (1), swimming (2), lesson (2), British (2), sport (1), dance (1), untidy (3), romantic (3), cooking (2), fantastic (3), film (1), answer (2), people (2), Wednesday (2), lazy (2), homework (2), party (2), house (1), bedroom (2), often (2), unhappy (3), piano (3)

# Language Problem-Solving 1

## ARTICLES

There are notes on the use of articles on page 127 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises, or for reference at the end.

### a/an

#### Exercise 1

- Have students say the words and then circle the correct words in the rule. Check that students know what the vowels are (a, e, i, o, u).

##### Answers

consonant vowel

#### Exercise 2

- Students do the exercise working individually, and then compare answers in pairs before checking answers as a class.

##### Answers

1 a/an 2 a/an 3 an/a 4 an/a 5 an/a

### a/an/the

#### Exercise 3

- Students work in pairs, discussing whether the sentences are about one of many people/things or a specific person/thing.
- When checking students' answers, have them support their view (in L1 if necessary).

##### Answers

1 a 2 b 3 a 4 b

#### Exercise 4

- Check students' answers by having them read out the sentences.

##### Answers

1 the 2 a/an 3 the 4 a/the 5 the

## A song

#### Exercise 1

- Have students look at the picture and say who the people are (Judy and Brian) and what they can remember about them.
- Ask students what they can remember about the song in the picture story.
- Give students time to read through the song and guess the missing words.

#### Exercise 2

- Students listen to the song and check their answers.

##### Answers

1 me 2 speak 3 lazy 4 knows 5 play 6 OK

##### Tapescript

I sit next to her, she sits next to me.  
She uses my pens, my dictionary.  
But she doesn't see me, doesn't speak.  
Monday, Tuesday, five days a week.  
She only knows my name  
And that's not the game ...

##### Chorus:

She doesn't love me now.  
She doesn't know me now.  
But she's my girl.  
She's my baby.

Teacher says I'm no good, I'm lazy.  
She's good at maths and history.  
She answers the questions, she knows.  
But after class she doesn't talk, she goes.  
She only knows my name  
And that's not the game ...

When she hears me sing, hears me play,  
She can understand, understand what I say.  
Now it's not a problem. Now it's OK.  
We can meet every day, every day.  
She doesn't only know my name  
And that's the game ...

##### Chorus:

She loves me now.  
She knows me now.  
She's my girl.  
She's my baby.



# Communities

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students which of the reading activities they think will be most difficult, and which of the listening activities will be most difficult. At the end of the module, students can see if their predictions were correct.
- Ask students if any of them have penfriends (as opposed to the e-mail friends they talked about in Module 1). Encourage students to tell the class about their penfriends.

## Resources used

Mini-dictionary, cassette.

## Background

Owlpen is a village near Gloucester in England. Whitby is an historic sea front town in North Yorkshire. London is the capital of England and has a population of seven million.

## Warm-up

### Exercise 1

- As a class, students say if they live in a city, town or village.
- Elicit names of cities, towns and villages in the students' own country.
- Ask students which sort of place they prefer to live in.

### Exercise 2

#### KEY WORDS: Places

bank, church, cinema, museum, newsagent's, park, post office, railway station, restaurant, school

- Students check the meaning of the Key Words by referring to the Mini-dictionary.
- Ask students which words are similar in their own language.
- Students write the new words in their vocabulary books. Remind them to put the part of speech (noun), the translation and an example sentence with the word in context.
- Students then repeat the words after the cassette.

### Exercise 3

- Students listen to the four dialogues and make a note of where the people are.
- Check students' answers by playing the cassette again, pausing after each dialogue. Ask students what clues were in the dialogue to help them identify the place.

#### Answers

1 post office 2 school 3 railway station 4 newsagent's

## Tapescript

1

**Woman:** Next, please.

**Man:** Morning. How much is it to send this letter to Hungary?

**Woman:** Let's see, that'll be thirty-five pence, please.

**Man:** OK.

2

**Woman:** OK, quiet please. Open your books on page twenty-four. Page twenty-four. Now, look at the picture ...

3

**Woman:** A ticket to London, please.

**Man:** That's six pounds fifty.

**Woman:** Six fifty. There you are. Thanks.

4

**Man:** Er, this magazine and a newspaper, please.

**Woman:** One pound twenty.

**Man:** Thanks.

### Exercise 4

- Read the example sentence with the class.
- Students then work in pairs, taking turns to tell each other about the places they go to.
- Some of the students then say their sentences to the class.

### Exercise 5

- Have students repeat the expressions after you: 'next to', 'opposite'.
- Students then look at the map. Have them say the names of the places after you to practise pronunciation.
- Students do the exercise working individually. They then compare answers in pairs, before checking answers as a class.

#### Answers

1 opposite 2 next to 3 opposite next to

## Options

### Practice

Students play a game in groups of five or six. They close their books and take turns to say the names of places in a town. If a student cannot think of a place within five seconds, he/she is out of the game.

### Extension

Refer students to the Mini-dictionary page on Places. In pairs, students rank the places in order of importance for a community. The pairs then report back to the class and see how much agreement there is about the most important places for a community.



# 5 A Living Museum

## Objectives

- To practise using *there is/there are*.
- To practise using vocabulary of places.
- To practise saying the contracted verb forms with *there is/there are*.

## Resources used

Mini-dictionary, Grammar Summary 2, cassette.

## Possible problem

Some students may have fewer ideas about their dream house than others.

## Background information

The Black Country is an old industrial area near Birmingham in the Midlands of Britain. In the eighteenth and nineteenth centuries, it had a lot of factories and coal mines. It was called the 'Black' Country because of all the coal mines and smoke from the factories. Britain was the first country in the world to have an Industrial Revolution, and Birmingham and the Black Country were important for the manufacturing of metal goods.

The Black Country Living Museum has authentic factories, shops and houses from the nineteenth and early twentieth centuries. You can see people working in the factories and shops. Sometimes you can also see people living in the houses, as people did more than a hundred years ago. Fish and chip shops are still common in Britain.

## Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 6 and 7).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 20–21.

Mini-Grammar: 13.1.

## Before you start

### Exercise 1

#### KEY WORDS: Places

bakery, canal, castle, chemist's, factory, fish and chip shop, pub, supermarket

- Have students repeat the Key Words after you to check pronunciation.
- Students then use their Mini-dictionaries to check the meaning of the words.
- As a class, students discuss which of the places they have got in their area.

### Exercise 2

- Have students look at the pictures and say what they can see and what they think the place is.
- Read through the true/false sentences with the students before they read the text.
- Students then read the text to find out if the sentences are true.
- When checking students' answers, have them correct the false statements.

#### Answers

1 F 2 T 3 F 4 T

### Exercise 3

- Before students listen, give them time to read through the dialogue and guess the missing words.
- Students then listen and complete the dialogue. They can see if their guesses are correct. Play the cassette twice if necessary.
- Check students' answers by playing the cassette again, pausing after each item.

#### Answers

1 museum 2 factories 3 shops 4 supermarket 5 chemist's  
6 bakery 7 cinema 8 restaurant

## there is/there are

### Exercise 4

- Students work in pairs, reading the dialogue again and completing the table.
- Check students' answers by having them read out the sentences in the table.

#### Answers

1 is 2 are 3 isn't 4 aren't 5 is 6 is 7 Are 8 Are 9 are  
10 is 11 isn't 12 are 13 aren't 14 are

- Check that students have identified the singular and plural verb forms.
- Ask students how they say the sentences in the table in their own language.
- Refer students to Grammar Summary 2, Students' Book page 124, to study at home and ask them to bring any queries to the next lesson.

### Exercise 5

- Look at the example sentence with the class and point out the contracted verb 'there's' (= 'there is') which replaces two words. Have students say the sentence after you. Explain that the apostrophe (') goes in the place of the missing letter.

- Students listen to the cassette and write down the five sentences. Pause the cassette appropriately to give students time to write.
- After they have written the sentences, students count how many words there are in each sentence.
- Check students' answers by playing the cassette again and having individual students write their sentences on the board and say the number of words.

**Answers and Tapescript**

- 1 There's an old cinema. (5 words)
- 2 There aren't old cars. (5 words)
- 3 There's a coal mine. (5 words)
- 4 There're old houses. (4 words)
- 5 There're shops but there isn't a supermarket. (9 words)

- After checking answers, students listen and repeat the sentences after the cassette.

**Exercise 6**

- Students work in pairs, discussing if they think the things are in the museum and writing sentences. Remind them that the museum shows life in the nineteenth and early twentieth centuries.
- If there is any disagreement about the answers, encourage students to give their reasons for their answers and argue their case, e.g. they may say that poor people had fewer possessions than rich people.

**Answers**

There is a table. There isn't a TV set. There is a bed.  
 There isn't a shower. There isn't a computer.  
 There isn't a stereo. There is/isn't a piano. There is/isn't a radio.  
 There is/isn't a toilet.

**Exercise 7**

- Tell students to write the full verb forms, not contracted forms, in this exercise.
- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read the sentences aloud.

**Answers**

1 is 2 are 3 is 4 are 5 isn't 6 Are 7 is

**Exercise 8**

- Students write the questions using the prompts.
- Check students' answers before they go on to the pair work.

**Answers**

2 Is there a supermarket?  
 3 Is there a school?  
 4 Is there a disco?  
 5 Is there a cinema?

- Have two students read out the example exchange.
- Students work in pairs, taking turns to ask the questions and using the map to answer them with short answers.

**Answers**

2 Is there a supermarket? – No, there isn't.  
 3 Is there a school? – Yes, there is.  
 4 Is there a disco? – No, there isn't.  
 5 Is there a cinema? – Yes, there is.

**Exercise 9**

- Before students do the exercise, elicit some affirmative and negative sentences about the area near the school.
- Students then work individually, writing six sentences about the area near their home.
- Then have two students read the example dialogue.
- Students then work in pairs, asking and answering questions to find out about their partner's area.

**Exercise 10**

- Refer students to the At Home page in the Mini-dictionary and have them repeat some of the words (e.g. 'kitchen') after you to practise pronunciation.
- Read the example sentence to the class.
- Students work individually, writing their sentences about their dream house. Go round and help with vocabulary if necessary.
- Students then work in pairs, reading out their description to their partner.
- Some of the students then read out their descriptions to the class.

**Options****Practice**

Students look back at Exercise 3 and listen to the cassette again.

Students work in pairs, reading the dialogue aloud to practise pronunciation, stress and intonation patterns.

Have some of the pairs read out the dialogue to the class.

**Extension**

In groups of four or five, students design a 'living museum' of life a hundred years ago in their own town or city. First, each group draws a map of its museum and writes sentences about it, e.g. 'There are two churches.'

Each group then presents its museum to the class, drawing their map on the board, reading out their sentences and answering questions about their museum.

If you wish, the class can then vote for the best living museum for their town or city.



# 6 Desert Island

## SKILLS FOCUS

### Objectives

- To predict the content of a reading text from a photograph.
- To practise making adjectives from nouns.
- To practise using the vocabulary of weather.
- To practise listening for specific information.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may feel they need to understand every word in a reading or listening text to do the exercise and will need to be reassured that this is not necessary.

### Background

The text is based on a real TV programme – 'Castaways 2000'. This project involved selecting people with survival skills and filming their exploits for a year on a desolate uninhabited island. The group of people consisted of men and women (married and single) and some children. They were to be allowed minimal contact with the outside world. The first of four 'Castaway 2000' programmes was shown on BBC1 on 18 January 2000. The BBC website is: [www.bbc.co.uk](http://www.bbc.co.uk).

Quote: Marshall McLuhan (1911–1980), Canadian writer who was interested in the media, and who became famous for phrases such as 'the medium is the message' and 'global village'. McLuhan thought that telecommunications were making the world seem smaller and that countries were becoming more dependent on one another.

### Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 5 and 6).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook** pages 22–23.

### Before you start

#### Exercise 1

#### KEY WORDS: Weather

changeable, cloudy, cold, hot, icy, rainy, snowy, sunny, warm, windy

- Students check the meaning of the words in the Mini-dictionary.
- Have students repeat the Key Words and the seasons after you to practise pronunciation.

- Read the example sentence about 'spring' with the class and point out the use of adverbs of frequency.
- Students then write one sentence about the weather in each season in their area.
- Students read out their sentences to their partners.
- Some students then read out their sentences to the class.

### Reading

#### Exercise 2

- As a class, students look at the photo and guess what the weather is like on the island.
- Students then read the first paragraph of the text and see if their guesses are right.
- Check that students understand the 'experiment' – the TV cameras film these people for a year on the island. The people do not normally live on the island and are there for a year only.

#### Exercise 3

- Have students read through the questions before reading the text so they know what information to look for in the text.
- Students read the text and answer the questions.
- Students compare their answers in pairs, before checking answers as a class.
- When checking students' answers, have them read out the section of the text which gives the answer.

#### Answers

1 c 2 b 3 b 4 b 5 a

#### Exercise 4

- Read the example sentences with the class.
- Students work in pairs, making lists of things they miss and things they don't miss on their island.
- The pairs then read their two lists to the class.
- Students can find out if the class as a whole have more things they miss or more things they don't miss.

### Vocabulary: Wordbuilding

#### Exercise 5

- As a class, read through the sentences and have students say if the underlined words are nouns or adjectives.

#### Answers

icy/adjective ice/noun wind/noun windy/adjective

- Students work in pairs, making adjectives from the nouns.

- Students then check their answers by referring back to the text and the Key Words in Exercise 1.

**Answers**

different icy windy deserted friendly rainy sunny  
interesting famous snowy

**Exercise 6**

- Students do the exercise, working in pairs. Tell them not to look at the text as they write sentences using the adjectives in Exercise 5.
- The pairs then form groups of four and read each other's sentences.
- Some of the students then read out their sentences to the class.

**Listening****Exercise 7**

- Give students time to read through the table before they listen to the cassette.
- Tell them they have to complete the 'Scotland' column only in this exercise.
- Play the cassette twice for students to complete the column.
- Check students' answers by having them make sentences, e.g. 'In winter it is ...'.

**Answers**

Winter: very cold (sometimes below zero), icy winds, cloudy, rainy, sometimes snows  
Spring: changeable, sunny days, a lot of rain  
Summer: sometimes hot (25 degrees), sunny, often cloudy or rainy  
Autumn: very rainy

**Tapescript**

**Woman:** What's the weather like in winter?

**Man:** It's very cold, sometimes below zero and there are icy winds. It gets dark early and it's often cloudy and rainy. It sometimes snows.

**Woman:** What is the weather like in the spring?

**Man:** Well, it's very changeable. There are sunny days, but there's a lot of rain.

**Woman:** What is the weather like in the summer?

**Man:** Well, it's sometimes hot – 25 degrees. That's hot for us! There are sunny days, but it's often cloudy or rainy.

**Woman:** And what's the weather like in the autumn?

**Man:** It's usually very rainy.

**Exercise 8**

- Give students time to read through the Function File and guess the missing words.
- NB:** Where two exercises use the same listening piece (as here in Exercises 7 and 8), you will have to rewind the cassette.
- Play the cassette for students to fill in the missing words and check their guesses.
- Check students' answers by having them read out the dialogue.

**Answers**

1 weather 2 zero 3 dark 4 like 5 changeable 6 hot  
7 degrees 8 rainy

**Speaking****Exercise 9**

- Students work in pairs, each turning to page 123 in the Students' Book. Student A's text is in a blue box. Student B's text is in a pink box. Tell them to complete the last column in the table in Exercise 7 by asking and answering questions.
- Check students' answers by having individuals write their answer on the board in two columns, one for London and one for Cape Town.

**Answers**

London: winter – cold, rainy, sometimes snows; spring – changeable, cloudy, rainy, sometimes sunny; summer – sometimes hot and sunny, 20–23 degrees; autumn – cloudy, rainy, windy  
Cape Town: winter – 10–18 degrees, rainy; spring – changeable, sometimes rainy; summer – hot and sunny, 20–25 degrees; autumn – warm, some rain

**QUOTE ... UNQUOTE**

- Read the quote with the students and ask them what 'a global village' means. Do students agree that the whole world is a global village?
- Ask students how communication is different now from fifty years ago.

**Options****Practice**

Write these words on the board:

radio, CD player, five books, television, computer, e-mail  
connection, football, camera, mobile phone

In pairs, students discuss and order the things in importance for them to have on a desert island. If they wish, they can add other things to the list.

The pairs then report back to the class and find out which are the three most important things for the majority of the class to have on a desert island.

**Extension**

Each student draws his/her own island community, with facilities such as shops, houses, and cinema shown on the map. Students then work in pairs, asking and answering questions to find out about their partner's community.





# Communication Workshop

## Objectives

- To read and understand an informal letter.
- To use diagrams to help get ideas for what to write about.
- To practise linking sentences with *and* and *but*.
- To write an informal letter.
- To have a telephone conversation with a penfriend.

## Resource used

Cassette.

## Routes through the material

- ▷ If you are short of time, have students do some of the Writing stages for homework.
- ▷ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Description of a Place

### Before you start

#### Exercise 1

- Tell students not to worry about the gaps in the letter at this stage. They can answer Exercise 1 without knowing the missing words.
- Students do the exercise working individually, matching the topics to the paragraphs.

#### Answers

A the weather B places to see C going out

#### Exercise 2

- Check that students remember the function of 'and' (to join similar ideas) and 'but' (to join contrasting ideas).
- Students complete the gaps with 'and' or 'but'.

#### Answers

1 but 2 but 3 and 4 and

## Stages

- **Stage 1.** Read the Strategies box with the class. Ask students if they use diagrams in other school subjects to help them think of and organise ideas before writing.
  - Have students look at the diagram and say which idea was not used in the letter in Exercise 1 ('nice people to meet'). Elicit ideas from the class for a paragraph in the letter about 'nice people to meet'.
  - Students then work individually, using the diagram to note down ideas for their own letter.
- **Stage 2.** Remind students to write their letter in paragraphs and to use 'and' and 'but' to link ideas.
  - Students work individually, writing their letters to a penfriend who is going to visit them.

- **Stage 3.** Students check their letters for grammar and spelling. Go round and monitor their writing. Point out mistakes for students to correct themselves.

## Talkback

- Students pass their letters to another student in the class, but not their usual partner.
- The students then read the letter they have 'received' and choose a place to visit and an activity to do. They write the place and the activity they have chosen on the letter and 'send' it back to the writer.

## Speaking: A Roleplay

### Before you start

- Give students time to read through the questions before they listen to the cassette.
- Students then listen to the cassette and choose the correct answers.

#### Answers

1 b 2 b 3 c

#### Tapescript

**Colin:** Hello.

**Brad:** Hi, Colin. It's me, Brad.

**Colin:** Oh, how are you?

**Brad:** I'm fine. Tell me about your plans for my visit! What's the weather like?

**Colin:** It's OK, warm but not really hot.

**Brad:** Right. Are there interesting places to visit?

**Colin:** No, not really, but London is only an hour on the train.

**Brad:** OK, and are there places to have fun?

**Colin:** Well, it's not bad. There's a cinema and a sports centre and a new disco.

**Brad:** I can't wait. See you on Wednesday ...

## Stages

- **Stage 1.** Students use the information in their own letters to prepare answers to the three questions from the exercise.
- **Stage 2.** Then students work in pairs with their usual partner. They take turns to have the telephone conversation, asking and answering questions about each of their places. Tell students to use the three questions from the exercise and any other questions they can think of.

## Talkback

- In groups or as a whole class, students say what they think of their partner's places. Encourage students to give reasons for their opinions.



# Going Places

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students which of the reading, listening, talking and writing activities they have done in their own language. Which of the activities haven't they done in their own language? Do they think these activities are difficult to do? (Why/Why not?)

## Resources used

Mini-dictionary, cassette.

## Background

Christmas Day in Australia is usually very hot, and many Australians spend the day on the beach.

## Warm-up

### Exercise 1

- As a class, students look at the three photos. They discuss which of the places they want to go to and give reasons.
- Students can find out which place is most popular in their class and which is least popular.

### Exercise 2

#### KEY WORDS: Things to do and Months

**Things to do:** (go) backpacking, camping, climbing, diving, sailing, sightseeing, skiing, surfing, travelling, walking  
**Months:** January, February, March, April, May, June, July, August, September, October, November, December

- Students use their Mini-dictionaries to check the meaning of the holiday vocabulary.
- Students listen and repeat the words.
- Read the two examples (with word stress marked) to the class and have students repeat them after you.
- Students then write out the Key Words and mark the main stress in each word.
- Students listen and check their answers.

#### Answers and Tapescript

backpacking camping climbing diving sailing sightseeing  
 skiing surfing travelling walking  
 January February March April May June July August  
 September October November December

### Exercise 3

- Students listen to the cassette and write down the activities and months that each of the four speakers mentions. Play the cassette twice, if necessary.

#### Answers

- sightseeing in Turkey/June
- diving in Mexico or Florida/January
- climbing in the Alps/October
- backpacking in Europe/August

#### Tapescript

- I'm interested in history. I want to go sightseeing in Turkey in June. It's summer, but it isn't very hot then.
- My dream is to go diving. Somewhere like Mexico or Florida in the USA. The sea is fantastic there. I want to go in January. It's a good time of year.
- I love climbing, and I want to go to the Alps in October. In autumn the mountains are fantastic.
- My friends and I want to go backpacking around Europe in August. We want to go by train, you know, and visit famous cities like Paris, Rome, Prague ...

### Exercise 4

- Read the example sentence with the class and point out the order of activity first, then place, then time (season or month).
- Give students time to think and write a sentence about the activity, place and time they choose.
- Students then take turns to read their sentences out to the class.

### Exercise 5

- Students find the prepositions in the captions to the photos. Have students read out the captions.
- Students do the exercise, working individually. They then compare answers in pairs, before checking answers as a class.

#### Answers

1 on 2 in 3 in 4 in

## Options

#### Practice

Have students look back at Exercise 3. Tell them to listen for more information this time. Play the cassette, pausing after each speaker. Ask students what else they heard, and encourage them to repeat phrases after the speakers on the cassette.

#### Extension

Write on the board:

January/February – skiing in the mountains  
 March – sightseeing in London  
 April –

In pairs, students make a calendar of activities to do at different times of the year in their own country. The pairs then form groups of four and show each other their calendars.



# 7 Souvenirs

### Objectives

- To practise using vocabulary of holidays and souvenirs.
- To practise possessive forms.

### Resources used

Mini-dictionary, Grammar Summary 3, cassette, a large paper or plastic bag for each group to put objects in (Exercise 11).

### Possible problems

- Some students may have problems working out where to put the apostrophe in Exercise 10.
- Some students may find it difficult to distinguish the /s/ and /z/ endings in Exercise 7.

### Background information

This lesson focuses on some of the more typical souvenirs. Other common souvenirs include posters, badges, models and key rings.

### Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 8 and 9).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 24–25.  
Mini-Grammar: 10.1.

### Before you start

#### Exercise 1

#### KEY WORDS: Souvenirs

bar of soap, box, doll, football programme, football shirt, glass, plate, ticket

- As a warm-up, bring some of your own souvenirs to class and show students. Students can try to guess where they are from.
- Students read the Key Words and check their meaning in the Mini-dictionary.
- Students then match the Key Words with the photos.

#### Answers

A football programme B football shirt C tickets D boxes  
E bars of soap F glasses G plate H dolls

#### Exercise 2

- As a class, students discuss what holiday souvenirs they collect. If any students don't collect holiday souvenirs, ask them if they collect anything else, e.g. stamps, recordings of a particular singer, etc.

#### Exercise 3

- Students work in pairs, reading the texts and matching the souvenirs in the photos to the names of the people.
- Check students' answers then have them read out the texts.

#### Answers

Tony and Claire – glasses (F)  
Claire – boxes (D)  
Mike – football shirt (B)/football programme (A)/football tickets (C)  
Jane – bars of soap (E)  
Sally and Chris – dolls (H)/plates (G)

## POSSESSIVE FORMS

#### Exercise 4

- Give students time to look at the table and guess the missing possessive pronouns before they refer back to the text.
- Check students' answers by having them read out pairs of possessive adjectives and possessive pronouns.

#### Answers

mine his hers its ours theirs

#### Exercise 5

- Read through the expressions with the class.
- In pairs, students complete the rule.

#### Answers

plural singular plural

#### Exercise 6

- Read through the sentences with the class.
- In pairs, students complete the sentences.

#### Answers

Who Whose

- Look at Grammar Summary 3, Students' Book page 124, with the class and read through the summary. Have students study the summary at home and tell them to bring any queries to the next lesson.

**Exercise 7**

- Read through the examples for Group 1, Group 2 and Group 3 sounds.
- Have students say the words after you.
- Play the cassette for students to focus on the sounds at the end of the names.
- Students then listen again and put the names into the correct group according to the final sound.
- Check students' answers by playing the cassette again, pausing after each name.

**Answers**

Group 1: Pat's, Keith's, Kate's

Group 2: John's, Anna's, Sue's, Gary's, Tony's

Group 3: Chris's, James's

- When students have checked their answers, play the cassette again for them to repeat the words.

**Exercise 8**

- Students do the exercise, working individually.
- Check students' answers by having them read out the sentences.

**Answers**

1 My/yours 2 hers/mine 3 Our/their 4 mine/yours 5 her/ours

**Exercise 9**

- Students do the exercise, working in pairs.
- Check students' answers by having them read out the sentences.

**Answers**

1 his 2 Theirs 3 our/their 4 mine/my 5 hers/her

**Exercise 10**

- Students do the exercise, working individually.
- They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having individuals write the sentences on the board.

**Answers**1 Peter's dogs 2 John's/sister's 3 teacher's husband  
4 parents' garden 5 James's computer**Exercise 11**

- Suggest the type of small objects students can put in the bag, e.g. pens, pencils, rubbers, rulers, combs, keys.
- Give students time to decide which two objects to put in the bag.

- Have three students read out the example dialogue before dividing the class into groups.
- Students work in groups of five or six. Each student puts two objects in his/her group's bag.
- The objects are then taken out and put on a table where all the group members can see them. Tell students not to say which are their own objects.
- Students take turns to guess whose objects they are.

**Options***Practice*

Students look back at the table in Exercise 4.

Each student chooses two possessive adjectives and two possessive pronouns and writes four sentences containing these words.

The students then form groups of three or four and read each other's sentences. Go round and monitor the activity as students are working.

*Extension*

Have students bring in one or two of their own souvenirs.

Display the souvenirs on your table. Hold up the souvenirs one by one and have students guess where each one is from and whose it is.



# 8 Backpacking

### Objectives

- To read and understand a CD game.
- To practise using expressions with *get*.
- To practise using international and travel vocabulary.
- To practise asking for information and making arrangements at the travel agent's.
- To practise saying the time.
- To practise using the prepositions *at* and *on*.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may have travelled less than others and not met some of the International words.

### Background

The CD-ROM game is an interactive game in which players have to see how far they can travel around the world. When they run out of money, they have to get a job. To do this, they have to answer quiz questions. The game has photos and maps of the cities that are visited.

'Backpacking' is the name given to travel around the world taking a backpack (or rucksack). A good website about backpacking is: [www.backpacker.com](http://www.backpacker.com).

### Routes through the material

- ◊ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 11).
- ◊ If you have time, do the Options activities.
- ◊ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 26–27.

### Before you start

#### Exercise 1

- Students look at the photos and, working in pairs, ask and answer the questions.
- The pairs then report back to the class and see how much agreement there is. The cities in the photos are Paris, London, Rio de Janeiro and Istanbul.
- If any of the students have been backpacking, encourage them to tell the class about it.

#### Exercise 2

### KEY WORDS: International words

airport, bank, bus, hotel, museum, passport, police, restaurant, souvenir, station, taxi, telephone, theatre, tourist information, train, zoo

- Students use the Mini-dictionary to check the meanings of the Key Words.
- As a class, students discuss which words are similar in their own language.
- In pairs, students answer the questions about where a backpacker can do certain things.
- Check students' answers by having them make sentences, e.g. 'A backpacker can change money in a bank.'

#### Answers

1 bank 2 station 3 restaurant 4 zoo 5 tourist information

### Reading

#### Exercise 3

- Read through the sentences first with the class so that students know what information they are looking for when they read the text.
- Students read the text and answer the questions.
- Students compare their answers in pairs, before checking answers as a class.
- When checking students' answers, have them correct the false statements.

#### Answers

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

### Vocabulary: *get*

#### Exercise 4

- Students work in pairs, completing the diagram with phrases with 'get' from the text.
- Students then check the meanings of the phrases in the Mini-dictionary.

#### Answers

1 get money 2 get a job 3 get a taxi 4 get the (wrong) answer  
5 get a bus 6 get an enormous variety of activities 7 get home

#### Exercise 5

- Read the example sentence with the class.
- Students work individually, writing sentences with 'get'.
- Check students' answers by having them read out their sentences.

## Listening

### Exercise 6

- Students listen to the quiz questions. They answer the questions working in pairs or as a class.
- Play the cassette and have students write the name of the country/city or a letter (a, b or c) for the answer.
- Play the cassette twice if necessary.

#### Answers

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

#### Tapescript

- What is the capital of the USA?  
a) Los Angeles b) New York c) Washington
- In what city is Big Ben?  
a) London b) Rome c) Paris
- When you pay with 'pesetas', what country are you in?  
a) Italy b) France c) Spain
- In what city is the Alhambra palace?  
a) Paris b) Granada c) Amsterdam
- What is the capital of Canada?  
a) Toronto b) Ottawa c) Montreal
- Where is the Coliseum?  
a) Cairo b) Istanbul c) Rome
- Where is Heathrow Airport?  
a) London b) Berlin c) Moscow
- In what country is EuroDisney?  
a) Spain b) France c) Italy

### Exercise 7

- Give students time to read through the Function File and guess the missing words.
- Play the cassette twice for students to complete the dialogue.
- Check students' answers by having them read out the dialogue.

#### Answers

1 ten o'clock 2 half-past seven 3 quarter-past twelve  
4 quarter to nine 5 half-past ten 6 seventy-five pounds  
7 ninety pounds 8 ten thirty

- After checking the answers, students can practise reading the dialogue aloud in pairs.

### Exercise 8

- Read the examples with the class and explain that it is correct to say '6.15' in either of the ways that are given.
- Students work individually, writing the times.
- They then check their answers by listening to the cassette.

#### Answers and Tapescript

b) seven o'clock c) half-past ten/ten thirty  
d) quarter to four/three forty-five e) half-past six/six thirty  
f) ten past seven/seven ten g) twenty past ten/ten twenty  
h) twenty to two/one forty i) five past four/four-oh-five  
j) ten to eight/seven fifty k) twenty-five past five/five twenty-five  
l) five to three/two fifty-five

- When students have checked their answers, they can repeat the times after the cassette.

## Speaking

### Exercise 9

- Students work in pairs, using the Function File, the Mini-dictionary and the texts on page 123.
- Student A's text is in a blue box; Student B's text is in a pink box.
- Go round and monitor the activity as students are working.

### Exercise 10

- Have students read out the sentences.
- In pairs, students answer the questions.
- Check students' answers and have them read out dates, times, days, etc. from the sentences.

#### Answers

dates – on times – at days – on the weekend – at

### Exercise 11

- Students complete the exercise with the prepositions.
- Students compare their answers in pairs, before checking answers in the next exercise.

### Exercise 12

- Students check their answers to Exercise 11 by listening to the cassette.
- After they have checked answers, students repeat the sentences after the cassette.

#### Answers

1 at 2 on/at 3 at/on 4 on 5 at/on 6 on

## Options

### Practice

Have students look back at the quiz in Exercise 6. In groups of four or five, students write three or four more questions for the quiz. Tell the groups they must know the correct answers to their questions. If you wish, give them time to look up information in reference books.

The groups take turns to ask each other their questions. If you wish, this can be made into a competition with points being awarded for correct answers.

### Extension

Students work in pairs or groups of three, planning a round-the-world tour. Tell them to see how many countries they can visit and tell them they must see or do three things in each country. Start the tour off yourself by writing on the board:

'Get on a plane to Paris in France. See the Eiffel Tower and the Louvre. Go on a boat on the Seine. Take a train to Spain. Arrive in Madrid and ...'

The groups then report back to the class and describe their tours.

The class votes for the most interesting tour.



# Communication Workshop

## Objectives

- To read and understand a tourist brochure.
- To practise linking ideas with *also* and *and*.
- To write a city brochure.
- To prepare to give a talk from notes.
- To give a talk about a city

## Possible problems

Some students may know less about cities than others and may not have access to resources such as the Internet.

## Background

Good websites giving information about cities around the world are:

[www.excite.com/travel](http://www.excite.com/travel)

[www.cities.com](http://www.cities.com) (this supplies a database of city guides)

[www.inyourpocket.com](http://www.inyourpocket.com) (city guides for Central and Eastern Europe)

## Routes through the material

- ⇒ If you are short of time, have students do some of the Writing stages for homework.
- ⇒ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Brochure

### Before you start

#### Exercise 1

- Have students look at the pictures of New York and ask them what they know about New York. Have them look at the three titles and predict what might be said about New York in each section.
- Tell students to ignore the gaps in the text when they are reading. Have them read through the text to match the sections with the titles.

#### Answers

1 Going Places 2 Sightseeing 3 Having Fun

#### Exercise 2

- Students work in pairs, reading through the text again and completing the gaps with 'also' or 'and'.
- Check students' answers by having them read out the sentences with 'also' and 'and'.

#### Answers

1 also 2 and 3 and 4 and 5 also

## Stages

- **Stage 1.** Students work in groups of three to write a city brochure.
- Each group chooses a city in their own country or abroad – advise students to choose a city they know something about or one for which they can easily find information.
- Each group discusses (in English if possible) how to divide the work so that each student researches and write notes about one aspect of their city. Give students time to do their research using encyclopedias, geography books and the Internet, as well as their own knowledge. Encourage students to collect pictures and maps of their city, if possible.
- **Stage 2.** Students work in their groups, exchanging the information they have found and organising their notes. Each group decides whether to write the first draft as a group or to divide the work and have each student write the first draft of one section of the brochure.
- **Stage 3.** Each group works together to check their writing for spelling and punctuation.
- They then write the final version of the brochure, adding their drawings, pictures and maps.

## Speaking: A Talk

### Stages

- **Stage 1.** Students stay in their groups of three and prepare to give a talk to the class about their city. Each group divides their talk so that each member of the group chooses a part of the city to talk about.
- Read the Strategies with the class.
- Tell students they can look at their notes but must not read out whole sentences from their notes when giving their talks.
- Each student practises giving his/her part of the talk. Students can either practise quietly to themselves or practise within their group.
- **Stage 2.** Each group gives its talk to the class, referring to their notes and showing pictures when appropriate.

### Talkback

- Display the projects in class, either on the walls or on the top of students' desks.
- Students then discuss which cities they would like to visit and give their reasons. The class can find out which is the most popular city to visit.
- Students can then vote for 1) the best project and 2) the most interesting city.

**Objectives**

- To check and consolidate grammar studied in Modules 3 and 4: the verb *to be*, possessive pronouns, use of apostrophe.
- To revise prepositions.
- To practise making adjectives from nouns.
- To revise weather vocabulary.
- To practise pronunciation of the two sounds of 'th': /θ/ and /ð/.

**Resources used**

Mini-dictionary (Wordbuilder 8, 14 and 15), cassette.

**Language Powerbook** pages 28–29.

**Exercise 1**

- Check students' answers by having them read the dialogue aloud.
- Students then work in pairs, reading the dialogue aloud.

**Answers**

1 is 2 is 3 are 4 are

**Exercise 2**

- Look at the diagram with the class. Read the example sentences and do the first item in the exercise.
- Students then work in pairs, completing the exercise.

**Answers**

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

**Exercise 3**

- Read the example sentences with the class. Elicit from students when the apostrophe is used and where it is placed.
- Students do the exercise, working individually.
- Check students' answers by having them say the sentences and write the word containing the apostrophe on the board.

**Answers**

- That is Carol's CD player.
- Those are my parents' photos.
- That is my uncle's video.
- Those are my friends' cassettes.

**Exercise 4**

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.

**Answers**

1 to 2 in 3 on 4 in 5 in 6 opposite

**Exercise 5**

- Read out the example sentence to the class.
- Students work individually, making the adjectives and writing sentences.

**Answers**

different famous friendly sunny windy

**Exercise 6**

- Have one of the students read out the example sentences.
- Students work in pairs, writing five sentences about the weather where they live.

**Exercise 7**

- Students listen to the two 'th' sounds on the cassette.
- Check that students can distinguish the two sounds. It may be helpful to have them say the sounds separately, feeling the voiced sound and the unvoiced sound.
- Have students look at the words and say them quietly to themselves, predicting which group each sound belongs to.
- Students listen and check their answers.

**Answers**

Group 1: theatre thank thirty Thursday three north  
Group 2: there the weather these their

**Exercise 8**

- Students listen to the cassette and repeat the numbers. The numbers on the cassette go from 'first' to 'twenty-first', then 'thirtieth, thirty-first'. Point out that the 'th' sound is the Group 1 sound.

**Tapescript**

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, thirtieth, thirty-first

- Students then listen and repeat the dates.
- Have students practise saying dates by getting them to ask each other, 'When's your birthday?'



# Language Problem-Solving 2

## GENITIVE: APOSTROPHE +S OR *of (the)*

There are notes on the use of apostrophe 's' and 'of' on page 127 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises or for reference at the end.

Mini-Grammar: 5.1, 5.2.

### Exercise 1

- Read the table through to the class.
- Students work in pairs, studying the table and matching the rules.

#### Answers

1 b 2 a

### Exercise 2

- Do the first item with the whole class.
- Students then complete the exercise, working individually.
- Check students' answers by having them read out the sentences.

#### Answers

- The end of the book
- my grandfather's stories
- The capital of Hungary
- the result of the football match
- My parents' house
- the end of the world

## It's AND its

- Read the sentences. Draw students' attention to the absence of an apostrophe in the possessive adjective ('its').

### Exercise 3

- Students do the exercise, working in pairs.
- Check students' answers by having them write either 'its' or 'it's' on the board for each sentence and say the full verb form of 'it's'.

#### Answers

1 It's 2 Its 3 It's 4 its

## Culture Corner 1

### Exercise 1

- If you have a large map of England and Scotland, bring it to class to show students where the places are in relation to other places they may know.

- Ask students to look at the seven names of towns/cities and ask them if they know anything about any of them. Encourage students to tell the rest of the class what they know of these places.
- Students then read the text, working individually, and decide where they would like to go.
- In groups of three or four, students tell each other where they would like to go, giving their reasons.
- The groups then report back to the class to see which are the two most popular places.

### Exercise 2

- Students work in pairs, listing all the positive adjectives in the text.
- Check students' answers by having them read out the adjectives together with the nouns they describe.

#### Answers

famous fantastic brilliant magnificent excellent interesting.  
(NB: 'big' and 'modern' could be either positive or negative, depending on context.)

- Have students write three or four sentences using some of the positive adjectives. They can then read their sentences to their partner before some of them read their sentences to the class.

### Exercise 3

- Students work in pairs, choosing the best place for each of the five people to visit.
- The pairs then discuss their answers as a whole class, giving reasons for their choices.

#### Answers

1 Oxford or Salisbury 2 Stratford-upon-Avon or Edinburgh  
3 Liverpool 4 Liverpool or York 5 York

- As a competition, ask students more questions about the text and see who can find the answers first, e.g. 'Which places are on rivers?' (Cambridge, Liverpool, Stratford-upon-Avon), 'Which places mention souvenirs?' (Liverpool, York), 'Which places have museums?' (Oxford, York), 'Which places mention universities?' (Cambridge, Oxford).
- Have students look back at the texts in Exercise 1. Write these sentences on the board for students to put in the apostrophe where necessary.

Liverpool:

- Its cathedral is modern. (no apostrophe)
- Its famous because of the Beatles. (apostrophe)

Cambridge:

- Its on the river Cam. (apostrophe)
- Its university is famous. (no apostrophe)
- Its got a lot of old buildings. (apostrophe)



# History

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they can remember how to talk about the past in English.
- Ask them which famous people they have studied in their history lessons.

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

#### KEY WORDS

century, discovery, event, exploration, invention, revolution, war

- Students work in pairs, discussing the Key Words and checking the meanings in the Mini-dictionary.
- Students listen to the cassette and repeat the words. Check that they use the correct word stress.
- Students work in pairs, reading through the eight events, and matching four of them with the pictures.
- Check students' answers and have them describe what they can see in each picture.

#### Answers

1 B 3 A 6 C 7 D

### Exercise 2

- Students work in pairs, matching the events and dates.
- The pairs then compare their answers in groups of four, before checking answers as a class.
- Students listen to the cassette to check their answers.

#### Answers

1492/7 fifteenth century/2 1543/5 1789/4 1939-45/3  
1958/8 1969/6 1989/1

#### Tapescript

**Man 1:** Two important dates in history? For me, 1989 and 1789. The end of the Berlin Wall in 1989, a very important year. And 1789, the French Revolution, a major event in European history.

**Woman 1:** I love history. I'm interested in fifteenth-century Italy, so for me, the Renaissance in the fifteenth century is a very important time. Also, of course, it was a great time for exploration ... people like Columbus who landed in America in 1492.

**Man 2:** I'm interested in space travel, so for me, the discovery of the solar system by Copernicus in 1543, and, of course, Apollo 11 going to the moon in 1969, a very exciting time.

**Woman 2:** Well, I suppose World War II is the great event this century, 1939 to 1945, six terrible years. And I suppose now that we're in the age of computers, the invention of the microchip, in about 1958, I think.

### Exercise 3

- Students listen to the cassette and write down the dates (in numbers).
- Have students say the dates, then listen again and repeat them after the cassette.

#### Answers and Tapescript

1740 1804 1955 2001 14th century 20th century

### Exercise 4

- Read the example sentences with the class.
- Elicit suggestions from the students of other important events in world history.
- Students work in pairs, discussing and agreeing three important events.
- The pairs then report back to the class and see which are the most popular events.

## Option

### Extension

In groups of three or four, students prepare four questions for a history quiz on important dates. If you wish, give students time to check their dates in reference books. The groups then ask their questions for the others to answer. If you wish, points can be awarded for correct answers.



# 9 Genius

### Objectives

- To practise using the Past Simple (affirmative) regular and irregular verbs.
- To practise the pronunciation of regular Past Simple endings.
- To practise using vocabulary of jobs and areas of study.
- To practise using prepositions (*in, from, to*) with dates.

### Resources used

Mini-dictionary, Grammar Summary 4, cassette.

### Possible problems

- Some students may have difficulty distinguishing between the /t/ and /d/ endings of Past Simple regular verbs.
- Students may forget the endings of irregular Past Simple verbs.

### Background information

Leonardo da Vinci (1452–1519) was an Italian artist, scientist and engineer. He trained as a painter in Florence, and his few surviving works include the *Mona Lisa* (now in the Louvre, Paris) and the fresco *The Last Supper* (in Milan). Living mainly in Milan and Florence, he also worked as a military engineer and made copious notes on his investigations of architecture, anatomy, biology, military and civil engineering, mathematics and music. The most famous collection of his notes, which includes drawings of a tank, a helicopter and a submarine, is the famous *Atlantic Codex* in Windsor Castle, London.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 5 and 10).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 7.

**Language Powerbook:** pages 30–31.

Mini-Grammar: 12.4.

### Before you start

#### Exercise 1

#### KEY WORDS

architecture, art, biology, engineering, mathematics, music, science

- Students use their Mini-dictionaries to check the meaning of the words.
- Have students say the words after you and check that they use correct word stress.

- In groups of three or four, students discuss which subjects they are interested in.

#### Exercise 2

- Read the example words with the class.
- Students then work individually, reading the text and finding the words for the people who work in the subjects.
- Check students' answers and pronunciation by having them read the words aloud.

#### Answers

artist biologist engineer mathematician musician scientist

### PAST SIMPLE (1): AFFIRMATIVE (REGULAR VERBS)

#### Exercise 3

- Read the first two sentences of the text to the class and point out the underlined verbs ('worked', 'liked').
- Students work in pairs, finding regular Past Simple verbs in the text.
- Check students' answers by having them read out the verbs and decide which ending each verb has.

#### Answers

hated moved finished started designed studied worked returned painted carried travelled lived continued died

- Refer students to Grammar Summary 4, Students' Book page 125, for study at home.

#### Exercise 4

- Students listen to the endings of the three verbs.
- Students then listen to the other verbs and put them in Group 1, 2 or 3.
- Check students' answers, then have them listen and repeat the verbs.

#### Answers

1: finished, liked 2: started, studied, painted  
3: returned, lived, died

#### Exercise 5

- Students do the exercise, working individually.
- They then compare their answers in pairs, reading out their sentences to each other.
- Check students' answers by having individuals read out the sentences.

**Answers**

1 helped 2 painted 3 started 4 discovered 5 married  
6 invented

**Exercise 6**

- Students work individually, writing their own sentences, using the Past Simple form of the verbs in Exercise 5.

**Exercise 7**

- Students work in groups of four or five, taking turns to read out their sentences. Encourage the group to check that the facts and the grammar are correct.
- Each group can then choose two sentences to be read out to the class.

**PAST SIMPLE (2): AFFIRMATIVE (IRREGULAR VERBS)****Exercise 8**

- Students read the text and then, as a whole class, discuss which facts surprised them most.
- Ask students if any of them can do mirror writing, or write one word/sentence with their right hand and a different word/sentences with their left hand.

**Exercise 9**

- Students refer back to the text to find the Past Simple forms of the verbs.

**Answers**

wrote made had built lost

- Students then look back at the text to find the two Past Simple forms of the verb 'to be' and complete the table.

**Answers**

was were

- Refer students to Grammar Summary 4, Students' Book page 125, for further study at home, and ask them to bring any queries to the next lesson.

**Exercise 10**

- Students do the exercise, working individually.
- Check students' answers by having them read out the text. Check students' pronunciation of the verbs and have them spell them.

**Answers**

1 was 2 began 3 left 4 studied 5 worked 6 met  
7 married 8 had 9 discovered 10 died 11 got 12 died

**Exercise 11**

- Read through the verbs with the class, and elicit example sentences for some of the verbs.
- Students then work individually, writing five sentences about things they did last week.

- Have some of the students read their sentences to the class.

**Exercise 12**

- Point out that students should try to say a sentence for every verb that their partner says. They can read out their five sentences from Exercise 11 and make up sentences for the other verbs.
- Students work in pairs, taking turns to say the infinitive of a verb for their partner to use in the Past Simple in a sentence.
- Some of the pairs then say their sentences for the rest of the class to hear.

**Exercise 13**

- Students do the exercise working individually, and then compare answers in pairs before checking answers as a class.
- Check students' answers by having them read out the sentences.

**Answers**

1 from/to 2 in 3 from/to 4 in 5 in

**Options***Practice*

Students look back at the verbs in Exercise 4 and, working in pairs, write sentences using five of the verbs in the Past Simple form.

The pairs then work in groups of four, taking turns to read out their sentences.

*Extension*

Write on the board:

invent, discover

Students work in pairs, writing four sentences using these verbs in the Past Simple. Tell students their sentences can give true or false information. Give students an example:

'John Baird invented television.' (true)

'Edison invented the telephone.' (false)

The pairs then read out their sentences to the class, who decide if the information is true or false.



# 10 A Great Leader

SKILLS FOCUS

## Objectives

- To read and understand a text in a history textbook.
- To practise working out the meaning of unknown words.
- To practise using feminine and masculine nouns.
- To practise using words with more than one meaning.
- To practise asking classroom questions.
- To listen to a history lesson and extract key facts.
- To give and find out information with a partner.

## Resources used

Mini-dictionary, cassette.

## Possible problem

Some students may have less confidence in making an informed guess at the meaning of unknown words.

## Background

Elizabeth I (1533–1603), Queen of England from 1558, is regarded as one of the greatest English monarchs. The daughter of Henry VIII and Anne Boleyn, she led a hazardous early life during which both her mother and her stepmother, Catherine Howard, were executed. Well educated and of striking appearance, she came to the throne at the age of 25. Despite many marriage plans made on her behalf, and flirtations with men, notably the Earls of Leicester and Essex, she never married, and became known as the 'Virgin Queen'. Elizabeth re-established Protestantism, but remained tolerant towards Catholics until her excommunication by the Pope. A series of Catholic plots aiming to replace her with Mary, Queen of Scots, ended with Mary's execution in 1587. The defeat of the Spanish Armada (1588) was one of the most notable events of her reign. There was also considerable progress in exploration, colonization and discovery.

## Routes through the material

- ⇨ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 6).
- ⇨ If you have time, do the Options activities.
- ⇨ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 32–33.

## Before you start

### Exercise 1

- Have students look at the picture of Elizabeth I, and ask them what they know about her.
- Give students time to think about and note down the names of great leaders of their country.
- Students then exchange ideas as a whole class. Encourage students to give reasons for their choices.

## Reading

### Exercise 2

#### KEY WORDS

actor, boy, brother, father, husband, king, man, son

- Read through the Key Words and the example pair of words with the class. Ask students if they know or can guess the feminine words of the Key Words.
- Students then read the text and write down the feminine words.
- Check students' answers by having them say the pairs of words.

#### Answers

actress girl sister mother wife queen woman daughter

### Exercise 3

- Read the Strategies box with the class.
- Elicit examples of words that are similar in English and the students' own language.

### Exercise 4

- Read the example 'sailed' with the class and work through the steps to arrive at the meaning.
- Students do the rest of the exercise, working in pairs.
- Students check their answers in the Mini-dictionary.

#### Answers

1 c 2 b 3 b 4 a

### Exercise 5

- Have students cover the text and, working in pairs, correct the sentences.
- Check students' answers by having them read out the correct sentences.

#### Answers

1 potatoes 2 Henry VIII 3 four 4 actresses 5 Protestant  
6 did not marry 7 Spain 8 peace

#### QUOTE ... UNQUOTE

- Read the quote with the class and have students guess the meaning of 'feeble'.
- Elicit suggestions of adjectives meaning the opposite of 'weak'/'feeble'.

## Vocabulary: Same word, different meaning

### Exercise 6

- Students do the exercise, working individually.
- They then discuss their answers in pairs, before checking answers in the Mini-dictionary.

#### Answers

1a) noun 1b) noun 2a) verb 2b) verb 3a) noun 3b) verb  
4a) noun 4b) noun 5a) adjective 5b) adjective

## Listening

### Exercise 7

- Give students time to read through the sentences and predict the missing words before playing the cassette.
- Play the cassette for students to complete the sentences.
- Check students' answers by playing the cassette again, pausing after each item.

#### Answers

1 coffee 2 1533 3 three 4 head 5 music

#### Tapescript

**Teacher:** OK. Close your books. Listen, please, and write notes on Elizabeth I. Ready? Right. The Elizabethan period was a very exciting time in English history. Drake sailed round the world and Walter Raleigh went to America.

**Boy:** Can you spell that, please?

**Teacher:** What, America?

**Boy:** No, Raleigh.

**Teacher:** Yes, it's R-a-l-e-i-g-h. Walter Raleigh introduced new things to Europe – tobacco, potatoes and coffee. Well, back to Elizabeth. Elizabeth was born in 1533.

**Girl:** Sorry, can you repeat the date, please?

**Teacher:** Yes, 1533. Now, her father, Henry VIII, wanted a divorce, but it was impossible, so when Elizabeth was only three years old, Henry executed Elizabeth's mother.

**Girl:** What does 'execute' mean?

**Teacher:** It means 'kill' – they cut off her head! And he sent Elizabeth away. She had a good classical education.

**Boy:** Can you explain that, please?

**Teacher:** Yes, a 'classical education' means you study Greek and Latin. She was good at languages and Elizabeth also loved music and the theatre and often ...

### Exercise 8

- Give students time to read through the Function File and guess the missing words.
- Play the cassette again for students to complete the Function File
- Check students' answers by having them read out the sentences.
- Then replay the cassette for students to focus on stress and intonation patterns.

#### Answers

1 spell 2 Sorry/repeat 3 mean 4 explain

## Speaking

### Exercise 9

- Divide the class into pairs. Have Student A close his/her book and tell a partner facts from the text. Student B checks the information and uses classroom questions from the Function File.

### Options

#### Practice

Have students look back at the Key Words and their feminine equivalents in Exercise 2.

In pairs, students write sentences containing pairs of words, e.g. 'My brother is 15 and my sister is 9 years old.'

Students then read out their sentences to the class.

#### Extension

Play the cassette of Exercise 7 again and ask more detailed comprehension questions, e.g. 'What did Drake do?' (He sailed round the world.).

Then, play the cassette again, pausing after each sentence for students to repeat the sentence, paying particular attention to stress and intonation patterns.



# Communication Workshop

## Objectives

- To read and understand a profile of an historical figure.
- To practise linking ideas with *in*, *from*, *when* and *to*.
- To write a biography.
- To talk about a famous person.
- To practise checking information.

## Possible problem

Some students may know less about the lives of famous people than others.

## Background

Florence Nightingale (1820–1910) was a British nurse and hospital reformer. At the age of 34, she took a party of volunteers to work in British military hospitals in Turkey during the Crimean War. She improved the terrible conditions there, reducing the death rate by 40%. She returned to Britain in 1856 to enormous public acclaim and devoted the rest of her life to improving the army's medical service and developing civic training for nurses and midwives. She founded the Nightingale School for Nurses (the first in the world) at St Thomas's Hospital, London. In 1907, she became the first woman to receive the Order of Merit.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have time, do the Option activity.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Biography

### Before you start

- Have students look at and describe the picture. Encourage them to guess what the text is going to be about.
- Read through the linking words with the class.
- Students then work individually, reading the text and putting in the linking words.
- Check students' answers by having them read the text aloud.

### Answers

1 In 2 When 3 from 4 to 5 When 6 in

### Stages

- **Stage 1.** Tell students to choose a famous person so that they can use the Past Simple tense in their writing.
- Give students time to research their chosen person and find out sufficient information for their biography.

- Students write notes about their famous person.
- **Stage 2.** Have students look again at the biography of Florence Nightingale and analyse how the information is organised, e.g. beginning with when she was born and her childhood.
- Students then write their biographies, organising their information in a logical and chronological way. Remind students to write in paragraphs.
- **Stage 3.** Students check their writing for past tenses, prepositions and linking words.
- Go round and monitor students' work as they are checking it.

## Speaking: Giving and Checking Information

### Stages

- **Stage 1.** Tell students to use their notes from Stage 1 of the Writing, not their final biography.
- Give them time to read their notes and prepare what they are going to say.
- **Stage 2.** Then read the example dialogue with the class and explain the activity.
- Students work in pairs, taking turns to talk about their own famous person, then take notes about their partner's person and ask questions to check information, meaning and spelling.

### Talkback

- Each student tells the class an interesting piece of information about their partner's famous person.

### Option

#### Extension

Each student writes out on a piece of paper one piece of information about their famous person. Tell them not to write the name of the famous person and not to use the same information that their partner gave in the Talkback stage. The pieces of paper are then collected and mixed up. Go round the class, having each student read out a sentence and the rest of the class discuss who the famous person is. The writer of the sentence can then give the correct answer.



# Legends

## Module objectives

- Draw students' attention to the module objectives, and read them through with the class.
- Ask students what was the last film they saw and the last fiction book they read.

## Resources used

Mini-dictionary, cassette.

## Background

The book covers in the illustrations are all from Level 2 (Elementary) of the Penguin graded readers series.

## Warm-up

### Exercise 1

- Students look at the pictures of book covers and, in pairs or groups of three, discuss which book(s) they would like to read.
- The students then report back to the class and see which are the two books most students have chosen. Have students explain why they would like to read these books. If there is a book that none of the students has chosen, have them say why they would not like to read this book.

### Exercise 2

#### KEY WORDS

adventure story, comedy, ghost story, horror story, legend, love story, science fiction

- Students listen and repeat the Key Words after the cassette.
- Have students check the meaning of the words in their Mini-dictionaries.
- Elicit the titles of books written in the students' own language for each kind of story.

### Exercise 3

- As a whole class, students look at the pictures of book covers and discuss which story is a legend ('Hercules') and what kinds of story the other books are (ghost, horror, comedy).

### Exercise 4

- Students listen to the descriptions of the stories and match them with the books.
- Play the cassette twice.
- Check students' answers by playing the cassette again, pausing after each description.

## Tapescript

- 1 A dead man walks through a house every night because he wants the people there to catch his killer ... sometimes the dead return ...
- 2 It is a very cold winter and Nat is frightened. But why? Then the birds come – thousands and thousands of birds. They are hungry. And they want to kill ...
- 3 This story is based on the legend of Hercules. A sea monster frightens a village and Hercules goes there to help the people.
- 4 This is a very funny story about a very strange man called Mr Bean. He always gets into trouble and lots of silly things happen to him.

## Exercise 5

- Read through Questions 1 to 4 with the class.
- Students work individually, reading the questions again and thinking about their answers, and ticking the relevant boxes.

## Option

### Extension

Students look back at Question 4 in Exercise 5.

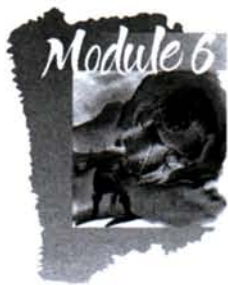
Each student prepares a short talk telling a story they can remember from when they were a child.

Students then work in groups of three or four, taking turns to tell their story to the rest of the group.

## Answers

2D 3B 4C





# 11 Ghosts

## Objectives

- To practise using the Past Simple (questions and negatives).
- To practise the pronunciation of regular Past Simple endings.
- To practise using prepositions (*in, into, out, out of, to* and *at*).

## Resources used

Mini-dictionary, cassette, Grammar Summary 4.

## Possible problems

Some students may have problems manipulating the interrogative and negative forms of the Past Simple.

## Background information

Loch Ness is a very deep lake, 36.4 km. long, in Scotland. There is supposed to be a large monster in the lake and photographs have been taken showing the possible monster.

## Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 12).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook:** pages 34–35.

Mini-Grammar: 12.4.

## Before you start

### Exercise 1

- Read through the questions with the class. Then students work in pairs, discussing their answers.
- Students tell their answers to the class and find out how many of them believe in ghosts.
- If any of the students say they have seen a ghost, have them tell the class about it.
- Have students pool their ideas about places in their areas where there are supposed to be ghosts or where strange things are supposed to happen.

### Exercise 2

- Have students read through the dialogue silently, and see if they can guess any of the missing words.
- Play the cassette for students to complete the dialogue.
- Check students' answers by having them read the dialogue aloud.

### Answers

1 house 2 ghost 3 night 4 twelve 5 parents 6 woman  
7 century 8 bathroom

### Exercise 3

- Students do the exercise working individually, then compare their answers in pairs before checking answers as a class.

### Answers

1 b 2 b 3 b 4 b 5 b

### Exercise 4

- Students do the exercise, working in pairs.
- Check students' answers by having them read out the sentences.

### Answers

1 in 2 into 3 in/in 4 out of 5 to/in

## PAST SIMPLE (3): QUESTIONS AND NEGATIVES

### Exercise 5

- Students look back at the dialogue and complete the sentences.
- Check students' answers by having them read out the sentences.

### Answers

didn't wasn't didn't weren't

### Exercise 6

- Students look back at the dialogue to complete the questions.

### Answers

1 Were 2 Did 3 was 4 did

### Exercise 7

- Students work in pairs, completing the rules.
- Check students' answers by having them read out the rules.

### Answers

1 was/were 2 did

- Have students look back at the dialogue and read out all the questions.

- Refer students to Grammar Summary 4, Students' Book page 125, for study at home.

### Exercise 8

- Read the first item and example with the class.
- Students work in pairs, reading the sentences and correcting the wrong information.
- Check students' answers by having them read out their correct sentences. Notice that there may be more than one possible answer for some of the sentences.

#### Answers

- He didn't live in the USA. He lived in England.
- She didn't write ghost stories. She wrote detective stories.
- He didn't direct *Star Wars*. He directed *The Birds*.
- His monster wasn't good-looking. It was ugly.
- He didn't kill monsters. He killed enemies.

### Exercise 9

- Students work in pairs, matching the question words with the answers.

#### Answers

- 1 d 2 c 3 a 4 e 5 b

- Students work individually, writing their full questions.
- Students then work in pairs, taking turns to ask their questions and give the answers.

### Exercise 10

- Read the example situations with the class and explain that students should think of as many questions for each situation as possible.
- Students work in pairs, noting down possible questions for each situation.
- Check students' answers by having them say all the different questions for each situation.
- Students then work in pairs or groups of three, discussing explanations for each story.
- The groups then give their explanations to the class, who vote on the best explanation for each story.

### Exercise 11

- Have students read out the example sentences.
- They then work individually, writing six or seven sentences about things they did or didn't do yesterday. Go round and monitor their writing.

### Exercise 12

- Have two students read out the example dialogue.
- Elicit more 'yes/no' questions from the class. Remind students to ask 'yes/no' questions only when they work in pairs.
- Students work in pairs, asking and answering questions about what they did last weekend.
- Have some of the students tell the class one thing that their partner did and one thing that he/she didn't do last weekend.

## Options

### Practice

Students look back at Exercise 4. Write these phrases on the board:

- |                  |                    |
|------------------|--------------------|
| in the room      | into the room      |
| in the castle    | into the castle    |
| in the classroom | into the classroom |

Students work in pairs, writing six sentences, using each of the phrases.

Check students' answers by having them read out their sentences.

### Extension

Write these answers on the board:

- At the bus stop.
- On Saturday.
- Because I didn't have his telephone number.
- English and mathematics.
- My friends.

As a whole class, have students make as many questions as they can for each answer, using question words and Past Simple verbs.



# 12 Beowulf

## SKILLS FOCUS

### Objectives

- To read and understand a legend.
- To practise working out the meaning of unknown words.
- To practise using legend words.
- To practise using multi-part verbs.
- To practise telling and listening to stories.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may be less interested in legends and find storytelling difficult.

### Background

*Beowulf* is an Anglo-Saxon epic poem, the most important work of Old English literature. The only surviving manuscript is in the British Museum; it is written in the West Saxon dialect and is believed to date from the late tenth century. On the basis of this text, *Beowulf* is generally considered the work of an eighth-century Anglian poet who fused Scandinavian history and pagan mythology with Christian elements. It tells of a hero, a Scandinavian prince named Beowulf, who rids the Danes of the monster Grendel, half man and half fiend, and Grendel's mother, who comes that evening to avenge Grendel's death. Fifty years later, Beowulf, now king of his native land, fights a dragon that has devastated his people. Both Beowulf and the dragon are mortally wounded in the fight.

### Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 5).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook** pages 36–37.

### Before you start

#### Exercise 1

#### KEY WORDS: Legends

armour, castle, cave, dragon, knight, lake, monster, sword, treasure

- Students work in pairs, matching the pictures and the words. Tell them to use their Mini-dictionaries to check the meaning of the words.
- Have students say the Key Words after you to practise pronunciation.

#### Answers

A: armour, cave, dragon, knight, sword, treasure  
B: monster  
C: lake, monster, sword  
D: knights, swords, castle

#### Exercise 2

- In pairs or groups of three, students look at the pictures and guess the correct order.
- Have groups report back to the class and see if their orders agree. If there are different orders, write the sequences on the board for students to check after they have read the story.

### Reading

#### Exercise 3

- Students work individually, reading the story and noting the correct order of the pictures.
- Check students' answers and see if their guesses in Exercise 2 were correct.

#### Answers

B C D A

#### Exercise 4

- Students read the story again and answer the questions.
- Students compare their answers in pairs, before checking answers as a class.

#### Answers

1 to help the king/to kill the monster  
2 in a lake  
3 He pulled off one of Grendel's arms and he killed Grendel's mother with a special sword.  
4 presents and money  
5 They were afraid.  
6 Because his knights were afraid so he had to kill the dragon.

### Vocabulary: Multi-part Verbs

#### Exercise 5

- Students work in pairs, first finding the past form of the verbs in the story, and then using their Mini-dictionaries to check the meaning and match the verbs with their meanings.
- Check students' answers by having them say the past verb form and the meaning.

#### Answers

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

## Exercise 6

- In pairs or groups of three, students discuss the three endings and guess which is the correct one.
- Have the groups report back and see if there is agreement about the correct ending.
- Students then listen to the ending of the story and see if their guess was correct.

### Answer

2

### Tapescript

**Female:** When they arrived, the dragon came out of the cave.

**Male:** What did they do?

**Female:** They were afraid and they all ran away. Only one knight stayed with Beowulf. Suddenly the dragon breathed fire. Beowulf hit the dragon with his sword.

**Male:** Did he kill it?

**Female:** No he didn't. The sword broke and then the dragon attacked Beowulf.

**Male:** Oh dear! What happened next?

**Female:** Well, next he killed the dragon with his knife.

**Male:** Did he get the treasure?

**Female:** No, he didn't. In the end, he died. His last words were: 'Look after my country.'

**Male:** That's sad!

## Exercise 7

- Give students time to read through the Function File and guess the missing words.
- Play the cassette again for students to complete the Function File and see if their guesses were correct.
- Check students' answers by having them read the dialogue aloud.

### Answers

1 When 2 Suddenly 3 then 4 next 5 In the end

## Exercise 8

- The instructions for this exercise are on Teacher's Book page 140. The 'beginning' and 'ending' for the story are on Teacher's Book page 144.
- Students read the notes and the Mini-dictionary and prepare to tell their part of the story. Remind students to tell the story in the Past Simple tense.

### QUOTE ... UNQUOTE

- Read the quote with the class. Have students explain what it means and discuss whether they agree with it.

## Options

### Practice

Students look back at the multi-part verbs in Exercise 5. In pairs, students write five sentences using five of these verbs. The pairs then form groups of four and read out their sentences. The groups then choose two sentences to read to the class.

### Extension

Students close their books. As a whole class, students collaborate to tell the story of Beowulf, pooling their ideas and using the words from the Function File to link events in the story.

## Story Spot 2

Language Powerbook: pages 96–97

### Background

Oscar Wilde (1854–1900) was born in Dublin in Ireland. After university, he moved to London and began writing poetry, plays (e.g. *The Importance of Being Earnest*), stories and a novel (*The Picture of Dorian Gray*). He was known for his quick humour and his extravagant lifestyle.

### Answers

1 1 blood library servant

2 chains corridor ghost

3 jewellery skeleton

2 2

3 1 T 2 F 3 F 4 T 5 T

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

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

### Background

(see *Communication Workshop*, Teacher's Book page 60)  
 Ali Baba is the hero of 'Ali Baba and the Forty Thieves', in the collection of stories known in English as *Arabian Nights*. According to the story, Ali Baba, a poor woodcutter, is gathering wood in the forest when a band of thieves approaches. He hides and watches them enter a cave that opens when they say the words, 'Open Sesame'. After they depart, Ali Baba stands before the cave and gives the command; to his surprise, the cave opens to reveal an enormous supply of gold and treasures. Ali Baba packs some of the gold on his donkeys and returns home. When his brother Qasim, a rich, hard-hearted merchant, discovers Ali Baba's new wealth, he demands an explanation. The next day, Qasim visits the cave and greedily gathers as much treasure as he can, but forgets the formula for leaving the cave. He is found and killed, and the thieves soon trace him to Ali Baba. They plan to kill him, too, but Ali Baba's slave, Murganah, discovers and foils their scheme. In gratitude, Ali Baba frees Murganah and marries her (in some variants of the story, he marries her to his son).  
 The folktale depicts common themes: two brothers with contrasting characteristics, the rewarding of goodness or contentment, and the punishment of evil or greed. In the early eighteenth century, French writer Antoine Galland added the folktale to his translation of the *Arabian Nights*, and the story became popular in Europe. The exact origin of the folktale is uncertain, although it derived from Arab, probably Syrian, oral traditions. The literary version of the Ali Baba story is now known throughout the world.



# Communication Workshop

## Objectives

- To sequence events in a story and write the story
- To practise using linking expressions: *one day, suddenly, then, the next day, when, in the end, and, but.*
- To practise using hesitation expressions when speaking.
- To tell a story.

## Resources used

Mini-dictionary, cassette.

## Possible problem

Some students may be less familiar with the stories of Ali Baba and may have less imagination when inventing new stories.

## Background

(See Teacher's Book page 59.)

## Routes through the material

- ⇒ If you are short of time, have students do some of the Writing stages for homework.
- ⇒ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Story

### Stages

- **Stage 1.** Students work in pairs, reading the notes and using the Mini-dictionary to check the meaning of any new words.
- Students look at the pictures and put the notes in the correct order.
- Check students' answers by having them read out the notes.

<p><b>Answers</b> b e d a c</p>
-------------------------------------

- **Stage 2.** Read through the linking words with the class and elicit translations for the expressions from the students.
- Students work in pairs, discussing where to put the linking expressions in the notes in Stage 1.
- **Stage 3.** Read the example sentences with the class and tell students to continue the story.
- Students then work individually, using the notes and linking expressions to write the story in the Past Simple tense.

## Speaking: Telling a Story

### Before you start

#### Exercise 1

- Students listen to the story. Play the cassette a second time for

students to listen out for the linking expressions and see if they come in the same places as they put them in the writing activity.

#### Tapescript

**Boy:** You know, something really amazing happened to Ali Baba once.

**Girl:** Yes? What happened?

**Boy:** Well ... one day, he was in the forest. It was late at night. And he saw this group of men.

**Girl:** Yeah? What did they do?

**Boy:** Well ... they went to a rock and stood there and said, 'Open Sesame'. And then ...

**Girl:** What happened then?

**Boy:** Suddenly, the rock opened and there was a cave, and the men went in. And, then ... when the men came out they went away.

**Girl:** What did Ali Baba do?

**Boy:** He went into the cave and found some treasure. So ... he took some gold rings and put them in his bag and went home. And, well ... the next day his brother saw the gold rings. So Ali Baba told him about the treasure.

**Girl:** What did he do?

**Boy:** His brother went to the cave, but the men came back and they killed him with their swords. Then ... well, then Ali Baba was very afraid. So the men came to his house to find him, but his slave girl, Murganah helped him to escape.

**Girl:** Wow, that's a great story! What happened in the end?

**Boy:** In the end, Ali Baba and Murganah got married.

#### Exercise 2

- Read the Speaking Strategies with the class.
- Have students repeat the hesitation words after you. Ask them what words and expressions they use in their own language when hesitating.
- Students listen to the story again and count how many times the speaker hesitates.

#### Answer

See the underlined words in the Tapescript.

### Stages

- **Stage 1.** Read through the questions with the whole class and elicit ideas for possible story lines.
- Students work individually or in pairs, using the questions to think of ideas for a story about Ali Baba.
- **Stage 2.** Then students practise telling their stories, speaking quietly to themselves. Remind them to use linking words and hesitation words when appropriate.
- **Stage 3.** Finally, students work in groups of four or five, taking turns to tell their stories.
- Encourage students to ask questions about each story after the narrator has finished the story.

### Talkback

Each group chooses the best story in their group and, in turn, tells the story to the class.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 5 and 6: Past Simple.
- To revise multi-part verbs.
- To revise words with more than one meaning.
- To practise making nouns and adjectives from the root word.
- To practise pronunciation of the three sounds /tə/, /eə/ and /əʊ/.
- To practise pronunciation of words with silent /r/.

## Resources used

Cassette, Mini-dictionary (Wordbuilder 13).

**Language Powerbook:** pages 38–39.

### Exercise 1

- Students do the exercise, working individually.
- They then practise reading out the text in pairs and compare their answers.

#### Answers

1 went 2 stayed 3 didn't like 4 was 5 did 6 met 7 ate  
8 danced 9 went 10 visited 11 took

### Exercise 2

- Students work in pairs, writing questions for the answers.
- Check students' answers by having pairs read out the question and answer for each item. Explain that there may be more than one possible correct answer for some of the questions.

#### Answers

1 Where did you go?  
2 Did you like the beach?  
3 What (sports) did you do?  
4 Where did you eat?  
5 Did you meet a lot of people?  
6 When did you visit Montevideo?  
7 What did you see there?

### Exercise 3

- Read the first item and example with the class.
- Students do the exercise in pairs, using their Mini-dictionaries to check the meaning of the words.

#### Answers

2a) adjective 2b) adjective 3a) noun 3b) verb 4a) noun  
4b) verb

- Students work in pairs, writing their own sentences for each word.

### Exercise 4

- Advise students to read through the text quickly before completing the sentences.
- Students do the exercise, working individually.

#### Answers

1 up 2 up 3 on 4 to 5 for 6 back 7 out 8 to

### Exercise 5

- Students do the exercise working individually, and checking their answers in the Mini-dictionary.

#### Answers

1 scientist 2 horrible 3 building 4 discovery 5 engineering

### Exercise 6

- Play the cassette for students to hear the three words and repeat them quietly to themselves.
- Students listen to the sentences and write down 1 /tə/, 2 /eə/ or 3 /əʊ/ for the group each sound belongs to.
- Check students' answers by playing the cassette again, pausing after each sentence.

#### Answers

1 there/group 2 2 here/group 1 3 wear/group 2  
4 wrote/group 3 5 their/group 2 6 hear/group 1  
7 near/group 1 8 know/group 3 9 where/group 2  
10 cold/group 3

#### Tapescript

1 There. I arrived there at three o'clock.  
2 Here. She lived here in 1988.  
3 Wear. Do you wear fashionable clothes?  
4 Wrote. I wrote her three letters.  
5 Their. Their parents died when they were young.  
6 Hear. I'm sorry. I didn't hear you.  
7 Near. I lived near the centre when I was younger.  
8 Know. I didn't know the answer to that question.  
9 Where. Where do you come from?  
10 Cold. It was very cold yesterday.

- After students have checked their answers, play the cassette again, pausing for students to repeat the words and sentences.

### Exercise 7

- Play the cassette for students to listen to the /r/ sound in the two words.
- Have students repeat the words.
- Students then read through the list of words and predict which words have a silent /r/ sound.
- Students listen to the cassette and check their answers

#### Answers

Silent /r/ in: heard, hear, person, near, sword, four, disappear, car

# Language Problem-Solving 3

## QUESTIONS

There are notes on questions on page 127 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises or for reference at the end.

Mini-Grammar: 11.

### Exercise 1

- Students work individually, completing the questions.
- They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the questions.

#### Answers

1 How 2 What time 3 When 4 What 5 Where 6 Who  
7 Why 8 Which 9 Whose

- After students have checked their answers, have them say the questions again and give appropriate answers.

### Exercise 2

- Students match the questions (1–4) to the answers (a–d).

#### Answers

1 c 2 d 3 a 4 b

- As a whole class, students discuss which questions ask about the subject and which ask about the object of the sentence.

#### Answers

Questions A ask about the subject and questions B ask about the object.

- Students then complete the rule.

#### Answer

object

### Exercise 3

- Point out that some of the questions are about the present and some are about the past. Students work in pairs, asking and answering the questions.
- Check students' answers by having some of the pairs say their questions and answers.
- Elicit as many answers as possible for question 5: What makes people laugh?

### Exercise 4

- Remind students of the rule about subjects and objects in questions.
- Students do the exercise working individually, looking at the pictures and answering the questions.

- Check students' answers by having pairs of students say the questions and answers.

#### Answers

1 Mark 2 Mark 3 Pat and Ann 4 Ann 5 Pat 6 Bill  
7 Mark

## A SONG

### Exercise 1

- Students listen to the song and complete the gaps.

#### Answer

1 Greece 2 philosophers 3 Rome 4 story 5 West  
6 Revolution 7 right 8 you 9 space 10 technology

#### Tapescript

Time machine,  
Let's go back in time.

First stop was Ancient Greece,  
Times of war and times of peace,  
Mathematicians and philosophers,  
Socrates and Herodotus.

Next stop a long way from home,  
I was in the streets of Ancient Rome  
The Coliseum in all its glory  
The circus games were another story.

Columbus sailed from East to West,  
America was born, you know the rest.  
I saw the days of the French Revolution  
The guillotine was no solution.

I saw times of darkness and times of light,  
Politicians from the left and right,  
World War I and World War II,  
An iron curtain between me and you.

I saw a man walking up in space,  
The Berlin Wall sink without a trace,  
A world of robots and technology,  
What's the future for you and me?

### Exercise 2

- Brainstorm ideas with the class. If they had a time machine, where would they go?



# Fitness

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Have students predict what the module will say about healthy living.
- Ask students if they have ever been stopped in the street for a survey – if so, encourage them to tell the class about it (in English, if possible).

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

- Have students look at the pictures and say what the people are doing. Revise known vocabulary and present any new vocabulary, using the pictures.
- Read through the list (a–j) and check students' understanding before they start working in pairs.
- Students work in pairs, discussing if the activities are good for you.
- When checking students' answers, encourage them to support their decisions and explain why they have chosen the answers.

#### Answers

- a) good for you
- b) sometimes bad for you (depends on time in sun, protective creams, etc.)
- c) always bad
- d) good for you (regular exercise)
- e) good for you (laughing relaxes you and helps the body fight stress)
- f) good for you
- g) always bad (breakfast is the most important meal of the day)
- h) sometimes bad for you (too much TV = inactivity + no exercise)
- i) sometimes bad (races this long are very bad for the body; only OK if done with lots of preparation and run gently; marathon runners often die before the age of 50)
- j) good for you (keeps people positive)

### Exercise 2

#### KEY WORDS: Food and Drink

bread, cabbage, carrots, cereal, cheese, fish, meat, orange juice, oranges, pasta, potatoes, sugar, tomatoes

- Students work in pairs, checking the meaning of the Key Words in their Mini-dictionaries.
- Students listen to the cassette and repeat the words.
- Have students say the words without the cassette, and pay particular attention to correct word stress.

### Exercise 3

- Play the cassette twice for students to note down five things that Simon ate yesterday.
- Check students' answers and then have them discuss if his diet is healthy.

#### Answers

Simon's diet is healthy.

#### Tapescript

**Female:** OK Simon, tell me. What did you have for breakfast yesterday?

**Simon:** Mmm ... for breakfast. Well, I had an orange and some cereal. And I had tea.

**Female:** Right. And what did you have for lunch?

**Simon:** For lunch. Well, I had fish and vegetables – cabbage and potatoes I think.

**Female:** And what did you have for dinner?

**Simon:** Dinner? Well ... I had pasta ... that's right, pasta. It was great. And a salad with tomatoes.

**Female:** OK, thanks a lot Simon.

- Divide the class into three groups and have one group listen for breakfast, one group listen for lunch and one group listen for dinner as you play the cassette again. The groups then see if they can remember all the food Simon had for the three meals.

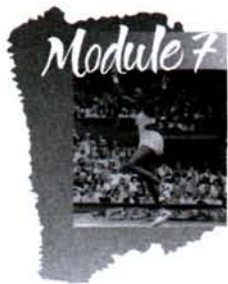
### Exercise 4

- Students copy the table.
- In groups of three or four, students see how many words they can add to the columns (meat, fruit, vegetables, drinks) in five minutes.
- After five minutes, have students report to the class the words they have thought of. At this stage do not write the words on the board.
- Tell students to check their words (and spelling) in their Mini-dictionaries, and add more examples to each column.
- Check students' answers and spelling by having them write their words on the board, taking turns to add a word to each column.

### Exercise 5

- Elicit the question ('What did you have for ... yesterday?') from the class before students start the pairwork.
- In pairs, students ask each other what they had for breakfast, lunch and dinner yesterday. Tell them to make a note of what their partner had. Go round and monitor the activity as students are working and help with any necessary food vocabulary.
- Some of the pairs then report back to the class what their partner had to eat yesterday.





# 13 Food for Thought

### Objectives

- To practise using countable and uncountable nouns with *some, any* and *a lot of*.
- To practise using the vocabulary of food and drink.
- To practise using prepositions of place (*in, on*).

### Resources used

Mini-dictionary, cassette, Grammar Summary 5.

### Possible problem

Some students may have problems distinguishing between countable and uncountable nouns.

### Background information

'Food for thought' is an expression used when you have been given some interesting or challenging information that you need to think over.

The pictures and information in the caption are from a newspaper article in *The Times* that appeared on 1 January 2000. It compared food in 2000 with that in 1900. In 2000, there were large numbers of new products in Britain, e.g. foreign food (pizza, pasta, Indian food), and exotic fruits and vegetables, e.g. kiwi. Ice cream was very uncommon in 1900, and there were no burgers, Coca Cola™, yoghurt or olive oil. In 1900, food and health in Britain were bad – people lived on a diet of tea and bread. Malnutrition was common and there was terrible disease and infant mortality. The average height for men to go in the army was 1.50m. In 2000, health problems such as obesity and heart disease were caused by eating too much food and fat.

### Routes through the material

- ⇨ If you are short of time, set some of the exercises for homework (e.g. Exercises 9 and 10).
- ⇨ If you have time, do the Option activity.
- ⇨ If you have two lessons for this unit, a suitable natural break is after Exercise 8.

**Language Powerbook** pages 40–41.

Mini-Grammar: 4.1, 4.2, 4.3, 4.4, 9.

### Before you start

#### Exercise 1

- Have students look at the picture and elicit from the class the names of three or four items of food and drink.
- Students work in pairs, naming as many items as they can in the picture without using the Mini-dictionary.
- They then use the Mini-dictionary to help them find the names of the remaining food and drink.
- Check students' answers by having them say the names and write them on the board to check spelling.

#### Exercise 2

- Read the caption to the picture with the class.
- Have students look at the picture and guess what other food or drink was not available in Britain a hundred years ago.
- Then elicit what students think poor people ate in their country a hundred years ago. What food products do students have today that were not available in their country a hundred years ago?

#### Exercise 3

- Give students time to read through the dialogue before they hear the cassette, to guess what the missing words are.
- Play the cassette twice for students to complete the dialogue.
- Check students' answers by playing the cassette again, pausing after each missing word.

#### Answers

1 milk 2 meat 3 crisps 4 fruit 5 potatoes 6 money

#### Exercise 4

- In pairs, students read through the dialogue again, and list the food and drink that is unhealthy.
- The pairs report back to the class and students see if they agree about the unhealthy food. If students disagree, have them give reasons for their point of view. Students may wish to argue that 'unhealthy' food in moderation is acceptable; medical opinion changes about what is healthy; too much 'healthy' food can be detrimental.

#### Suggested answers

Coke coffee sausages chocolate biscuits

## COUNTABLE AND UNCOUNTABLES: *some, any, a lot of*

#### Exercise 5

- Have students read through the table and say which things they can count.
- In pairs, students read through the dialogue again, adding more nouns to each column.

#### Answers

Countables: sausages, biscuits, oranges, vegetables, carrots  
Uncountables: milk, fruit, Coke, lemonade, fruit juice, fish, tuna, chocolate, money

#### Exercise 6

- Students work individually, looking back at the table in Exercise 5 and completing the rules in Exercise 6.

**Answers**

1 b 2 c/d/e

**Exercise 7**

- Students refer back to the text and complete the table with 'some' and 'any'.

**Answers**

Affirmative: some apples some Coke some carrots

Negative: any oranges any coffee any potatoes

Question: any crisps any fruit any vegetables

- Check the table before students complete the rules.

**Answers**

some – affirmative any – questions and negative sentences

**Exercise 8**

- Read the sentences to the class and have students translate them into their own language.
- Students then decide if we use 'a lot of' with countable or uncountable nouns or both.

**Answer**

both

- Refer students to Grammar Summary 5, Students' Book page 125, for study at home.

**Exercise 9**

- Students work individually, reading the shopping list and writing in 'some' or 'a/an'.

**Answers**

some bread some butter some potatoes a cabbage

some biscuits a melon some sweets some oranges

some shampoo some toilet paper a toothbrush a pencil

**Exercise 10**

- Students work in pairs, reading the dialogue and filling in the gaps.

**Answers**

1 some 2 some 3 any 4 some 5 some 6 a 7 any

8 some 9 some 10 any 11 a 12 a

- Ask students if any of them babysit. If so, do the parents leave them any food?
- What do they eat when they are babysitting?

**Exercise 11**

**KEY WORDS: Containers**

a packet of (biscuits/crisps/cereal/sweets)

a bottle of (milk/lemonade/oil)

a tin of (tuna/beans)

a carton of (yoghurt/fruit juice)

a bar of (chocolate)

a can of (Coke)

- Students use their Mini-dictionaries to check the meaning of the Key Words.
- Elicit other food to go with the containers, e.g. 'a carton of orange juice', 'a packet of tea', 'a bottle of water'.
- Students then look back at the photo and name the containers they can see there.

**Answers**

packet bottle tin carton can

**Exercise 12**

- Read the example sentence with the class.
- Do the first three items orally with the class.
- Students then do the exercise, writing a sentence about each thing, and then writing what Mrs Smith needs to buy.
- Students compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out their sentences.

**Answers**

She's got some tomatoes a lot of milk hasn't got any cheese

some apples hasn't got any bread some potatoes

hasn't got any bananas hasn't got any meat some tea

hasn't got any coffee some (a lot of) Coke

I think she needs some cheese, some bread, some bananas, some meat and some coffee.

**Exercise 13**

- Have students put their bags on or near their desks.
- Have two students read out the example dialogue.
- Elicit suggestions for other objects from the class before students start the pair work.
- Students work in pairs, taking turns to ask and answer questions about what they have got in their bags. Tell them to keep a note of how many correct objects they guess. The class can then find out who is the winner.
- As a whole class, have some of the pairs say some of their questions and answers again.

**Exercise 14**

- Look at the example sentence with the whole class.
- Students work in pairs, completing the sentences with 'in' or 'on'.

**Answers**

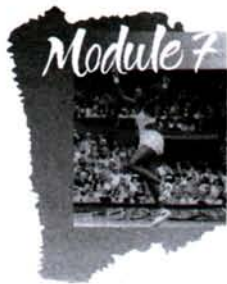
in on in on

**Option**

*Practice*

Have students look back at Exercise 9. Each student chooses five of the items and writes five sentences using 'some', 'any' or 'a/'an'.

The students then form groups of four or five and read out their sentences to each other.



# 14 Healthy Living

### Objectives

- To read and understand a factfile and a newspaper article.
- To practise listening for gist.
- To practise using adjectives to express opinions.
- To practise giving advice.

### Resources used

Mini-dictionary, cassette.

### Possible problems

- Some students may find it difficult to listen for gist and worry about individual words they don't understand.
- The subject of smoking needs to be treated sensitively with some students.

### Background

All the facts about smoking given in materials in this lesson are true.

A useful website for more information about smoking is: [www.ash.org.uk](http://www.ash.org.uk).

Quote: Mark Twain (1835–1910), American humourist and author of *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 5).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook:** pages 42–43.

### Before you start

#### Exercise 1

- Students work in pairs, reading the factfile and discussing whether they think the statements are true or false.
- Students then check their answers at the bottom of the page.
- Ask the class if they are surprised by any of these true facts.
- As a whole class, have students discuss what they think the statistics are in their own country for these facts. Would they be different from the British facts or about the same?

#### Exercise 2

#### KEY WORDS: Adjectives

bad, clever, cool, glamorous, good, optimistic, nasty, nice, right, stupid, useful

- Students work in pairs, checking the meaning of the adjectives in their Mini-dictionaries and deciding which are positive and which are negative.

#### Answers

Positive: clever, cool, glamorous, good, optimistic, nice, right, useful  
Negative: bad, nasty, stupid

- Ask students if they can think of more adjectives to add to the lists, e.g. 'excellent' (positive), 'terrible' (negative).

## Reading

### Exercise 3

- Read the headings with the class.
- Students work individually. Give them a time limit (e.g. one minute) to read the article quickly and match the headings with the numbers in the text.

#### Answers

1 Daily Meetings 2 No Money 3 Chew Gum!  
4 A Good Example

- Ask students if they know people who have tried to stop smoking. Did they succeed?
- If you think it appropriate, ask students how many of them smoke or have smoked, and if they have tried to stop.

### Exercise 4

- Students work individually, reading the text again and answering the questions.
- Students can compare their answers in pairs, before checking answers as a class.

#### Answers

1 in the toilets  
2 the teachers and Karen Robinson, the school nurse  
3 He never had any money to go out or buy CDs  
4 She thought it was a glamorous thing to do.  
5 She chews some special chewing gum.

## Vocabulary: Opinion

### Exercise 5

- Read the instruction with the class and check that students understand 'slogan'.
- Students work in pairs, looking back at the Key Words in Exercise 2 and completing the slogans.
- Check students' answers by having some of the pairs read out their slogans. Explain that there may be more than one possible answer in some of the slogans.

**Suggested answers**

1 bad 2 cool, clever/glamorous 3 bad 4 useful 5 right

## Listening

### Exercise 6

- Read the listening strategies with the class.
- Ask students to think of occasions when they listen for gist in their own language, e.g. when listening to the news, when listening to someone telling a story, or when listening to advertisements.
- Give students time to read through items a–e.
- Students listen to the radio programme and mark the items in the correct order that the man talks about them. Play the cassette twice if necessary.
- Check students' answers by playing the cassette again, pausing after each item.

**Answers**

c e b d a

**Tapescript**

**DJ:** You're listening to Radio One-Ten on FM! Now listen to this from today's newspaper – Five Easy Steps to Healthy Living! Step One, start the day with a healthy breakfast – for example, cereal with fruit and yoghurt. Yes, a good breakfast to start the day. Step Two, do exercise! Yes, don't sit at your desk in school all day – run around at break time! And in the evenings, don't spend hours doing homework – take breaks and go for walks. Take ten-minute breaks every hour. When you go out, don't take the bus – walk or cycle. And don't use lifts – use the stairs! Now then, Step Three, eat a balanced diet – don't eat a lot of one thing. Step Four, eat lots of fruit and vegetables! Put fruit like apples and oranges in salads. Mmm. And finally, Step Number Five, don't smoke! Tobacco smoke has got four thousand nasty chemicals in it. Yuk, nasty habit. Well, so there you are. And after the break, I'll be talking to ...

### Exercise 7

- Give students time to read through the sentences and guess the missing words.
- Then play the cassette for them to compare the sentences.
- Check students' answers by having them read out the sentences.
- Then play the cassette again for students to repeat the sentences, paying attention to stress and intonation patterns.

**Answers**1 sit 2 Run 3 spend 4 Take 5 take/walk 6 use 7 Eat  
8 Put 9 smoke

## Speaking

### Exercise 8

- Have one of the students read out the example sentences.
- Students work individually, writing the five sentences and writing in brackets who the advice is for. Go round and monitor the writing, helping where necessary.
- Students then work in pairs, reading out their sentences.

### Exercise 9

- Divide the class into pairs. Student A in each pair looks at page 123 (text in blue box) and Student B in each pair looks at page 123 (text in pink box).
- Give students time to read their texts.
- Students then work in pairs, taking turns to tell their partner what they do and asking for advice.
- Have some of the students say their conversations for the class to hear.

**QUOTE ... UNQUOTE**

- Ask students what they know about Mark Twain.
- Read the quote to the students. Ask them what Mark Twain could be thinking of when he said 'eat what you don't want to' (e.g. green vegetables?), 'drink what you don't like' (e.g. water?), 'do what you don't want to' (e.g. go to bed early?).
- In groups of four or five, students discuss things they eat, drink and do that are not very healthy.

## Options

**Practice**

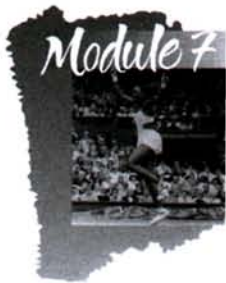
Students look back at Exercise 6.

Tell students to listen for more detailed information this time as they listen to the cassette, e.g. 'what does he say is a good breakfast?' (cereal with fruit and yogurt). Play the cassette again, pausing after each item to ask students for more detailed information.

**Extension**

Students look back at the Factfile in Exercise 1.

In groups of four or five, students write a factfile about smoking in their own country. Give them time to research information. The groups can then show each other their factfiles and see how much agreement there is.



# Communication Workshop

## Objectives

- To listen to and understand a street survey interview.
- To design and carry out a class health survey.
- To practise using linking expressions: *but*, *however*.
- To read and understand a report.
- To write a report.

## Resource used

Cassette.

## Possible problem

Some students may find writing the report and calculating the results of their survey in percentages less easy than other students.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Speaking activity.

## Speaking : A Survey

### Before you start

- Give students time to read through the questions and answers before they listen to the cassette.
- Play the cassette for students to complete the questionnaire.

#### Answers

1 a 2 c 3 b

#### Tapescript

**Girl:** Excuse me, can I ask you some questions for a survey, please?

**Boy:** Yes, OK.

**Girl:** First, do you eat a lot of sweets?

**Boy:** Er, yes, I do. I buy some sweets every day.

**Girl:** Right, a lot. And do you buy sugar-free chewing gum?

**Boy:** Sugar-free? No, never.

**Girl:** OK, never. Er, one more question, do you do any regular exercise?

**Boy:** Well, I do some exercise, I suppose, at school, you know, in sports lessons.

**Girl:** Right, some exercise. OK, thank you very much.

- In pairs, have students ask and answer the questions.

### Stages

- **Stage 1.** Read the instructions, ideas and example item with the class.

- Elicit suggestions for more questions and topics for the survey.
- Students work individually or in pairs, writing five questions and multiple-choice answers for a health survey.
- **Stage 2.** Ask students if they can remember how the interview started politely. Play the cassette again, and have students practise saying: 'Excuse me, can I ask you some questions for a survey, please?'
- Ask students how they can record the results of their surveys. Have some of them draw the outline of a results table on the board, e.g. Questions 1a, 1b, 1c, etc. written down the side with space for 'ticks' to be put on a line with each answer.
- Have students work in groups of five or six or, if practical, walking round the classroom asking and answering questions and noting down their results.

### Talkback

- In turn, each student tells the class one result of their survey.

## Writing: A Report

### Before you start

- Have students read out the two sentences. Draw their attention to the use of 'but' as a linking word in a sentence and 'However' as a linking word to start a sentence.
- Students work in pairs, reading the report and completing the gaps with 'but' or 'however'.
- Check students' answers by having them read the report aloud.

#### Answers

1 However 2 but 3 However 4 but

### Stages

- **Stage 1.** Students look at the results of their own surveys and calculate the results in percentages.
- **Stage 2.** Students then write out their results in sentences, using 'but' and 'however' to join some information. Go round and monitor the activity.
- **Stage 3.** Draw students' attention to the advice given at the end of the report.
- Students then write their own advice to the class, based on the results of their survey.

### Talkback

- Students work in groups of three or four, reading each other's reports and discussing any surprising results.
- The groups then tell the class about their surprising results.



# Sport

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students which of the activities in the objectives they think they will find difficult and which will be most interesting. At the end of the module, students can see if their predictions were correct.

## Resources used

Mini-dictionary, cassette.

## Background

See Culture Corner 2, Students' Book page 66, for information about sports in the UK. Football is still the most popular participant and spectator sport. Popular sports in the USA are football (American rugby), basketball and ice hockey.

## Warm-up

### Exercise 1

#### KEY WORDS: Sports

athletics, basketball, diving, golf, hang gliding, hockey, horse riding, ice skating, judo, rock climbing, skiing, water skiing

- Have students look at the photos and talk about what they can see. Ask them if they do any of these sports, or if they would like to do them.
- Students check the meaning of the Key Words in their Mini-dictionaries and check that they know the names of the sports in the photos (hang gliding, basketball).

#### Answers

hang gliding basketball

### Exercise 2

- Look at the example ('athletics') with the class and have them repeat the word with the correct stress after you.
- Students work in pairs, saying the words quietly to themselves and marking the main stress.
- Students check their answers by listening to the cassette.

#### Answers and Tapescript

basketball, diving, golf, hang gliding, hockey, horse riding, ice skating, judo, rock climbing, skiing, water skiing

- Students then repeat the words.

### Exercise 3

- Read through the questions with the class.
- Play the cassette twice for students to make a note of the answers to the questions.
- Check students' answers by playing the cassette again, pausing after each item.

#### Answers

Do often: swimming like watching: athletics  
think is boring: golf think is dangerous: hang gliding

#### Tapescript

**Interviewer:** Can I ask you some questions for a sports survey?

**Girl:** Yeah, sure.

**Interviewer:** Do you go swimming often?

**Girl:** Yes, every week.

**Interviewer:** What other sports do you like?

**Girl:** Well, I like ice skating.

**Interviewer:** Are there any dangerous sports you would like to do?

**Girl:** Well, I'd like to try rock climbing.

**Interviewer:** Are there any dangerous sports you wouldn't like to do?

**Girl:** Er, hang gliding. It's really dangerous – definitely not for me!

**Interviewer:** Right. What sport do you think is boring?

**Girl:** Oh, golf. I hate golf, it's very slow ... I think it's boring.

**Interviewer:** And what sports do you like watching on TV?

**Girl:** I like watching athletics on TV.

**Interviewer:** That's all. Thank you very much.

**Girl:** You're welcome.

### Exercise 4

- Students work in pairs, asking and answering the questions from Exercise 3.
- Some of the pairs then report back to the class about their partner.
- The class then find out which sport most of them think is boring and which sport most of them like watching.

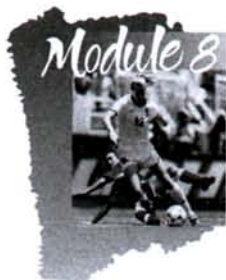
## Options

#### Practice

Students work in groups of three or four, taking turns to mime a sport for the others to guess.

#### Extension

Play the cassette of Exercise 3 again, pausing after each speaker for individual students to repeat. Pay particular attention to stress and intonation patterns.



# 15 Crazy Sports

## GRAMMAR FOCUS

### Objectives

- To practise using *have to/don't have to/can/can't*.
- To practise using the contractions with *can't* and *don't have to*.
- To practise using the vocabulary of parts of the body.
- To practise using the vocabulary of equipment.
- To practise verb/noun collocations to do with sport.
- To practise using prepositions *in, into, on, over, to, with*.

### Resources used

Mini-dictionary, Grammar Summary 6, cassette.

### Possible problems

- Some students may have problems distinguishing between the uses of *have to, don't have to, can* and *can't*.
- Some students may know less about, and be less interested in, sport.

### Background information

For more information about underwater hockey, see website: [www.uiuc.edu/ro/uwhockey](http://www.uiuc.edu/ro/uwhockey).

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 3, 8 and 9).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 44–45.

Mini-Grammar: 8.1, 8.2, 8.3.

### Before you start

#### Exercise 1

#### KEY WORDS: Parts of the body

eyes, face, foot, hand, head, mouth, nose

- Have students look at the pictures and guess what sport this is (underwater hockey). Tell them they will be reading more about this sport in the lesson. Ask if any of the students play underwater hockey – if so, encourage them to tell the class about it.
- Students use their Mini-dictionaries to check the meaning of the Key Words.
- Have students point to different parts of their body as they say the Key Words. Check pronunciation of the Key Words.
- Students work in pairs, matching the objects in the picture with the parts of the body.

#### Answers

hand: glove, puck, stick  
 face: mask  
 mouth: snorkel  
 head: mask, swimming cap  
 feet: flippers

#### Exercise 2

- Students work individually, reading the statements about underwater hockey and thinking if they are true or false.
- Then students read the text and check their guesses.
- When checking students' answers, have them correct the false statements. Ask them how many of their initial guesses were correct.

#### Answers

1 T 2 T 3 F 4 F

#### Exercise 3

- Students look back at the text and match the verbs and nouns.
- After checking students' answers, have them make sentences using the expressions.

#### Answers

1 d 2 c 3 b 4 a

### *have to/don't have to/can/can't*

#### Exercise 4

- Have students look back at the text and complete the sentences.
- Check students' answers by having them read out the sentences.

#### Answers

1 can't 2 don't have to 3 can 4 have to

#### Exercise 5

Students work in pairs, matching the verbs (1–4) with the meanings (a–d).

#### Answers

1 b 2 a 3 d 4 c

- Read through Grammar Summary 6, Students' Book page 125, with the class, and have students study it at home and bring any queries to the next lesson.

## Exercise 6

- Play the cassette once and ask students to write down the short forms of the verbs they hear.
- Check students' answers by playing the cassette again, pausing after each sentence.

### Tapescript

- You can touch the ball with your hands.
- You can't touch the ball with your feet.
- You don't have to wear gloves or a mask.
- You can't touch the other players.
- You have to be quite tall.

- Students listen to the cassette again and write down the sentences.
- Check students' answers by having them read out their sentences.
- Students then guess the sport.

### Answer

volleyball

## Exercise 7

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

### Answers

1 can/can't 2 can't 3 can't 4 can

## Exercise 8

- Students do the exercise, working individually.
- Check students' answers by having them read out the sentences.

### Answers

1 don't have to/have to 2 have to 3 have to 4 don't have to

## Exercise 9

- Students work in pairs, completing the rules.
- Check students' answers by having them read out the sentences.

### Answers

1 have to 2 can 3 has to 4 can't 5 have to 6 don't have to  
7 have to

## Exercise 10

- If you are short of time, divide the class into three groups and have each group write the rules for one of the sports.
- If you have sufficient time, have students do the whole exercise working individually. They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the rules.

### Answers

ice hockey: have to wear skates, can't hit other players, can't touch the puck, have to use the stick to score goals  
football: have to score goals, can't use your hands, can touch the ball with your head, don't have to wear a helmet  
tennis: can't walk over the net, have to serve over the net, have to wear white clothes, can't touch the net with the racket

## Exercise 11

- Read the example sentences with the class. Draw students' attention to the use of 'but' to join two contrasting ideas. Remind students of the use of 'and' to join two similar ideas.
- Students then work individually, writing four to six rules for themselves at home.

## Exercise 12

- Students work in pairs, telling each other about the rules in their homes and comparing them.
- Some of the pairs then report back to the class about the rules they both have and any rules that are different.

## Exercise 13

- Have students do the exercise in pairs, filling in the prepositions and guessing the sports.
- Check students' answers by having them read out the sentences.

### Answers

1 in/with (underwater hockey) 2 to/in, (football)  
3 on/over (tennis) 4 with/over (rugby) 5 with/in (golf)

## Options

### Practice

Each student thinks of a sport and writes down five sentences describing the sport (but not mentioning the name of the sport). Tell students to use 'have to', 'don't have to', 'can', and 'can't' in their sentences.

Then, in pairs, students read out their sentences, pausing after each sentence to see if their partner can guess the sport. If the partner guesses after the first sentence, he/she scores five points, after the second sentence four points, and so on.

### Extension

Students prepare a one-minute talk on their favourite sport, describing the rules of the sport, and saying why they like it, where they play it, when they play it and who they play it with. In groups of three or four, students take turns to give their talks. The other students in the group can ask questions at the end of each talk.





# 16 Football

### Objectives

- To read and understand a magazine article.
- To listen to and understand football results.
- To practise using the vocabulary of football.
- To practise using adjectives and adverbs of manner.
- To practise talking about sport.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may know less about, or be less interested in, football than others.

### Background

A useful website for women's soccer is: [www.womensoccer.com](http://www.womensoccer.com).

Students will probably know the names of the major English clubs, e.g. Manchester United, Liverpool, Arsenal, and Aston Villa.

### Routes through the material

- ◊ If you are short of time, set some of the exercises for homework (e.g. Exercises 3 and 5).
- ◊ If you have time, do the Option activity.
- ◊ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook** pages 46–47.

## Before you start

### Exercise 1

- Have students look at the photo and talk about what they can see.
- Students work in groups of four or five, reading the questions and discussing the answers.

## Reading

### Exercise 2

#### KEY WORDS

advert, captain, doughnuts, final, head, match, nil, penalty, president, scorer, stick, tournament

- Students use their Mini-dictionaries to check the meaning of the Key Words.
- Have students say the Key Words and check their pronunciation.

- Students guess which two words are not in the text about women's soccer.
- Students read the text quickly and check their guesses.

#### Answers

head stick

### Exercise 3

- Students work in pairs, reading the text again and answering the questions.

#### Answers

- 1 over 90,000
- 2 She has scored over 100 goals in international football and made a TV advert.
- 3 basketball legend Michael Jordan
- 4 number 9
- 5 Brazil, the USA, China, Norway

## Vocabulary: Adverbs

### Exercise 4

- Students look back in the text and find the adverbs for the adjectives.
- Check students' answers by having them say and spell the adverbs.

#### Answers

badly nervously easily brilliantly successfully well

### Exercise 5

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.

#### Answers

1 successful 2 badly/well 3 happy 4 brilliantly 5 easily

- As a whole class, students discuss the difference between 'win' and 'beat' (i.e. 'win a match', 'beat an opponent').
- Students then write two sentences using each verb.
- In groups of three or four, students read their sentences to each other. The groups then choose two sentences to read out to the class.

## Listening

### Exercise 6

- Read the instructions with the class, and have students write in the boxes their guesses for the results of the six matches.

- Students listen to the results and see if they guessed any of them correctly.
- Students then listen to the cassette again, and note down the results.
- Check the results by having the students say them and then listen to the cassette to check.

#### Answers and Tapescript

And here are the results of tonight's European Champions League matches: Barcelona 2, Steaua Bucharest 2; Inter Milan 1, Arsenal 1; River Plate 1, Bayern Munich 0; Olympiakos 2, Manchester United 1; Ajax Amsterdam 0, Vasco da Gama 1; Sporting Lisbon 2, Galatasaray Istanbul 4. ... And now a look at the weather ...

### Exercise 7

- Give students time to read through the Function File and guess the missing words.
- Students then listen to the cassette and complete the dialogues, and see if their guesses were correct.
- Check students' answers by having them read out the dialogues.

#### Answers

1 match 2 score 3 badly 4 scored 5 athletics 6 well  
7 win 8 beat 9 sets 10 Brilliantly

## Speaking

### Exercise 8

- Read through the options with the class, and give students time to decide which topic to talk about.
- Students work individually, writing notes about their topic.

### Exercise 9

- Students work in pairs, having conversations about the sporting events they have made notes on in Exercise 8.
- Remind them to use expressions from the Function File as they have their conversations.
- Go round and monitor the activity.
- Some of the pairs then say their conversations for the class to hear.

#### QUOTE ... UNQUOTE

- Read the quote to the students. Ask them if they agree with it.
- As a whole class, students discuss how seriously they take football.

## Option

#### Extension

In groups of three or four, students discuss and make notes for a two-minute sports report for a radio news programme, giving information of recent events, personalities and the results of games.

The groups then read out their news to the rest of the class.



# Communication Workshop

## Objectives

- To practise using the linkers *during*, *after* and *before*.
- To read and understand a student's composition.
- To practise strategies for dictionary use.
- To write a description of a sport.
- To listen to and understand a student giving a talk
- To give a talk about sport.

## Resources used

Mini-dictionary, cassette, students' own possessions relating to their sport.

## Possible problem

Some students may be less interested in sport and not have very much to say in their talk.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: Description of a Sport

### Before you start

#### Exercise 1

- Have students read the three sentences (a–c) and order them.
- Check students' answers by having them read out the sentences in the correct order.

#### Answers

c a b

#### Exercise 2

- Students do the exercise, working individually and completing the text.
- They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the text.

#### Answers

1 During 2 Before 3 After 4 during

## Stages

- **Stage 1.** Read the Strategies box with the class.
- Have students look back at the Key Words in the module and then make a list of up to five words that they need to know in English to describe their sport.

- Students write down ideas about their sport under these headings: rules, actions, equipment. Go round and monitor the activity, paying particular attention to the new words students have looked up.
- **Stage 2.** Students then organise their ideas into three paragraphs and write notes for each paragraph.
- **Stage 3.** Students use their notes to write out the three paragraphs.
- Tell them to check for punctuation, spelling and linking words.

## Speaking: A Class Talk

### Before you start

- Give students time to read through the questions before they listen to the cassette.
- Play the cassette once and see how many questions students can answer correctly. If necessary, play the cassette again.

#### Answers

1 c 2 a 3 b

#### Tapescript

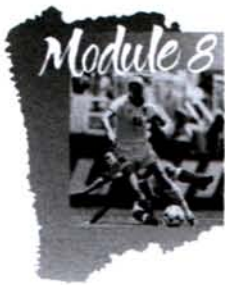
**Girl:** I joined a judo club last year. I think it's a good idea for girls to learn self-defence. You don't have to buy a lot of special equipment. You have to wear white trousers and a white jacket with a belt. The colour of the belt is important because it shows how good you are. My belt is orange. The best judo teachers wear a black belt. In judo, you fight on a carpet. There are different ways of scoring points. I like watching judo in the Olympics, but I don't think I'll ever be that good! Here's a photo of me and my friends at our club. I go every Thursday and ...

## Stages

- **Stage 1.** Tell students to use their notes from the Writing Workshop, not their written descriptions.
- Students work in pairs, taking turns to practise talking about their sport and helping each other with more ideas.
- Students work individually, making changes to their notes, if necessary, and rehearsing their talk quietly to themselves. Tell students their talk should last one minute.
- **Stage 2.** Students bring things from home to show to the class when giving their talk.
- Each student in turn gives their talk to the class. If you are short of time, tell students they can each talk for one minute, then you will have to stop them. There may not be time for students to ask questions after each talk.

## Talkback

As a whole class, students discuss the presentations and say which ones they liked a lot. Make sure that students are not too critical about any individual presentation.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 7 and 8: *some, any, a lot of; have to, don't have to, can, can't*.
- To revise the vocabulary of food.
- To revise adjective and adverb formation and use.
- To practise pronunciation of the three sounds /dʒ/, /tʃ/ and /ʃ/.
- To practise pronunciation of words with silent letters.

## Resources used

Mini-dictionary (Wordbuilder 3, 9 and 10), cassette.

**Language Powerbook** pages 48–49.

## Exercise 1

- Students do the exercise, working individually. They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

### Answers

1 any/some 2 some(a lot of)/any 3 any/a lot of 4 a lot of  
5 any

## Exercise 2

- Students first work individually, writing down six items of food and drink for their favourite meal.
- Have two students read out the example exchange.
- Students then work in pairs, asking and answering questions about their meals. Tell students to keep a record of their correct guesses. The winner in each pair is the one with the most correct guesses.

## Exercise 3

- Advise students to read the text through quickly before they start filling in the gaps.
- Students work individually, completing the text.
- Check students' answers by having them read out the text.

### Answers

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

## Exercise 4

- Students work in pairs, choosing the correct alternative for each school rule.

### Answers

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

- Elicit suggestions from the students for more school rules using *can, can't, have to, don't have to*.

## Exercise 5

- Students work in pairs, seeing how many words they can add to the diagram in five minutes.
- Students check spelling in their Mini-dictionaries.
- The pairs then form groups of four and compare their diagrams.
- Check students' answers by having them say the words they have in each group.

## Exercise 6

- Students do the exercise, working individually. They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the text.

### Answers

1 nervous 2 badly 3 good 4 well 5 brilliant 6 happily

## Exercise 7

- Give students time to practise saying the sentences quietly to themselves before listening to the cassette.
- Students then listen to the cassette and repeat the sentences.

## Exercise 8

- Students listen to the cassette and repeat the three words. If students have problems with any of the three sounds, isolate the sound and have them repeat it several times slowly after you.
- Students then listen and repeat the sentences. First, have students repeat the sentences as a whole class.
- Then play the cassette again for individual repetition.

# Language Problem-Solving 4

## how much/how many

- There are notes on the use of 'how much'/'how many' on page 128 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises, or for reference at the end.

Mini-Grammar: 4.5.

### Exercise 1

- Have individual students read the questions aloud to the class.
- Students then work individually, reading the questions again and completing the rule.

#### Answers

'how much'/uncountable 'how many'/countable

### Exercise 2

- Students do the exercise, working individually.
- Check the question forms before students do the pairwork

#### Answers

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

- Students then work in pairs, asking and answering the questions.

### Exercise 3

- Read the example with the class.
- Students then work individually, writing the questions.
- Check students' answers before they go on to the pairwork.

#### Answers

1 How many films do you watch every week?  
2 How many lessons do you have today?  
3 How much fruit juice do you drink every day?  
4 How much free time do you have today?  
5 How much money do you spend a week?  
6 How many parties do you go to a year?

- Students then work in pairs, asking and answering the questions.

### Exercise 4

- Read the instructions with the class.
- First, have students work individually, writing the questions for 'cameras', 'money', etc. and making their own questions about two countable and two uncountable things. Go round and monitor the activity as students are writing.
- Check students' answers and hear some of their own questions before they do the pair work.

#### Answers

How much money How many tents How many sleeping bags  
How much tea How many cups How much bread  
How much pasta

- Students then work in pairs, asking and answering the questions, including their own four questions.

## Culture Corner 2

- Have students look at the photo and describe what they can see.
- Students work in pairs, reading the four statements and discussing if they are true or false.
- Have the pairs report back to the class and see if there is any disagreement about the answers. At this stage, do not give the correct answers.
- Students then work individually, reading the text and checking their guesses.
- When checking students' answers, have them read out the section of text which gives the answer and correct the false statements.

#### Answers

1 F 2 T 3 F 4 F

- Read through the text again with the students, pausing after each item to elicit what else students know about it, e.g. in football, which of the four teams (England, Scotland, Wales, and Northern Ireland) have been most successful recently.
- In groups of four or five, students write a similar factsheet about sport in their own country. The groups can then exchange their work and read each other's factsheets.



# On Holiday

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they send postcards when they are on holiday. How many do they send? What do they write?
- Ask students what they know about the Present Continuous.

## Resources used

Mini-dictionary, cassette.

## Background

Holidays abroad have become common for most British families. Favourite destinations are Spain, Greece, Turkey and of course Disney World in the USA. Many people have two holidays abroad each year. They may go skiing in Austria or go to a warmer country such as Spain in the winter.

## Warm-up

### Exercise 1

#### KEY WORDS: Holidays

**Kinds of holiday:** adventure holiday (e.g. trekking in the mountains), relaxing on the beach, safari, sightseeing

**Places to stay:** beach apartment, bed and breakfast (B and B), campsite, hostel, hotel, caravan park

- Students work individually, checking the meaning of the words in their Mini-dictionary.
- Students then listen to the cassette and repeat the Key Words.
- In pairs, students discuss what kinds of holiday they can see in the photos.
- The pairs then report back to the class.

#### Answers

A beach holiday B sightseeing  
C adventure holiday/trekking

### Exercise 2

- Give students time to read through the options before they listen to the cassette.
- Play the cassette once and see if students can extract the necessary information. If necessary, play the cassette again for students to complete their answers.

#### Answers

1 b 2 a 3 d 4 c

## Tapescript

1

**Woman:** So do you want a game of tennis, then?

**Man:** Mm?

**Woman:** Tennis. Do you want to play?

**Man:** Tennis? No, I'm happy here in the sun.

**Woman:** Mm. Me too.

2

**Woman:** ... Now let me tell you about this room here. This was the queen's library. Queen Elizabeth lived here for ten years, when she was a young woman. Here you can see the queen's favourite books. This is a picture of the queen when she was twenty-one. You can see that she had ...

3

**Woman:** OK. Let's have a look. Oh, there's everything we need here.

**Man:** The bedroom is nice and clean, too. Great! You can see the beach from the window.

**Woman:** Yes, it's great. Remember last year. The food was terrible and outside the window of the hotel there was a factory!! And there wasn't ...

4

**Man:** Move a bit to the left. Stand in front of the cathedral. Yes, that's fine. Hold it. Smile! Good. Right, now let's go to the castle!

### Exercise 3

- Read the questions through with the class.
- Give students time to think about their answers. If any of your students did not go on holiday last year, tell them to talk about a holiday from a previous year.

### Exercise 4

- Have two students read the example dialogue.
- Students then work in pairs, asking and answering the questions about their holidays.
- Have some of the students tell the class about their partner, e.g. 'He/She usually goes ...'.

## Options

### Practice

Students look back at Exercise 3 and write a paragraph about their last holiday, extending their answers to Questions 4 to 7. Students then form groups of three or four and read each other's paragraphs.

### Extension

Students look back at Exercise 2. Play the cassette again, pausing after each item to ask more intensive comprehension questions, e.g. item 1 – 'Does the woman ask the man to go swimming?' (No, to play tennis.)



# 17 A Fantastic Time

## GRAMMAR FOCUS

### Objectives

- To practise using the Present Continuous.
- To practise using contractions with the Present Continuous.
- To practise verb/noun collocations to do with holidays.

### Resources used

Grammar Summary 7, cassette.

### Possible problem

Some students may have problems with the question form of the Present Continuous.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 8 and 13).
- ◇ If you have time, do the Option activity.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 7.

**Language Powerbook:** pages 50–51.

Mini-Grammar: 12.2.

### Before you start

#### Exercise 1

- Students work individually, matching the verbs and the other words.
- They then compare answers in pairs, before checking answers as a class.
- When students are checking answers, they can use the phrases to make their own sentences about their holidays.

#### Answers

1 d 2 a 3 b 4 e 5 c

#### Exercise 2

- Elicit suggestions from the class for their ideal holiday – where they would go, where they would stay, what they would do.
- Students then work individually, making notes about the location, accommodation and activities for their ideal holiday.
- Have a student read out the three example sentences.
- Students work in pairs, each saying three sentences to describe their ideal holiday.
- Some of the students then say their sentences for the class to hear.

#### Exercise 3

- Give students time to read through the dialogue before reading again and listening to the cassette to find the five differences.
- Play the cassette twice, if necessary.
- Check students' answers by playing the cassette again, pausing after each different item.

#### Answers

- 1 reading near the bar (not relaxing in the pool)
- 2 cloudy (not sunny)
- 3 writing letters (not postcards)
- 4 Canadian (not French)
- 5 tennis (not volleyball)

#### Tapescript

- A:** Oh, hi! Where are you phoning from?  
**B:** I'm at the library, but I'm not studying at the moment. I'm having lunch in the café. Are you enjoying your holiday?  
**A:** Yes, we are. It's fantastic!! Right now I'm sitting in the sun and reading near the bar in the hotel. The hotel's brilliant.  
**B:** Lucky you! What's the weather like?  
**A:** Great. It's very cloudy and hot. What's it like at home?  
**B:** Oh, it's raining – as usual! So, what's Tony doing? He hates the sun!  
**A:** I'm not sure. He isn't sunbathing! I think he's writing letters in our hotel room.  
**B:** And Stephanie?  
**A:** She's got a new boyfriend!  
**B:** Really?  
**A:** Yes. He's called Gérard and he's Canadian. I think they're playing tennis on the beach.  
**B:** So you're having a good time!  
**A:** Yes, really great. How are your brothers' exams?  
**B:** Well, they aren't studying a lot. They're watching the Olympics on TV.  
**A:** Oh, Tony is calling me. See you next week! Bye!

## PRESENT CONTINUOUS

#### Exercise 4

- Students work in pairs, referring back to the dialogue in Exercise 3 to complete the table.
- Check students' answers by having them read out the sentences, using both full and contracted forms.

#### Answers

I'm (am) having lunch. I'm (am) not working ... Am I having ... ?  
 No, I'm not.  
 He/she's (is) writing ... It's (is) raining. He/she isn't (is not) sunbathing. Is he/she writing ... ? Is it raining? Yes, he/she is. No, he/she isn't. Yes, it is. No, it isn't.  
 You/we/they're (are) swimming. You/we/they aren't (are not) studying ... Are you/we/they swimming? Yes, you/we/they are. No, you/we/they aren't.

**Exercise 5**

- Students work in pairs, reading the sentences in the dialogue in Exercise 3 and completing the rule.

**Answer**

now

**Exercise 6**

- As a whole class, students look back at the dialogue in Exercise 3 to find and read out expressions that mean 'now'.

**Answers**

at the moment Right now

- Refer students to Grammar Summary 7, Students' Book page 126, to study at home, and tell them to bring any queries to the next lesson.

**Exercise 7**

- Read the example sentence with the class.
- Students listen to the cassette and repeat the sentences as a whole class.
- Play the cassette again for individual repetition of the sentences.

**Tapescript**

- I'm not working.
- She's playing tennis.
- They aren't swimming.
- They're playing games in the hotel.
- We're having a good time.

**Exercise 8**

- Do the first two items with the whole class.
- Students then work individually, completing the exercise. Tell students to use contracted forms where appropriate.
- Students compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read the sentences aloud.

**Answers**

- We're learning English.
- Are you thinking about grammar?
- I'm not eating.
- Are your parents working now?
- Your dog's sleeping.
- Our teacher isn't listening to music.
- My friends are doing an exercise.

**Exercise 9**

- Play the cassette two or three times for individual students to reply to the questions.

**Tapescript**

- Are you learning English?
- Is the teacher speaking French?
- Are you sitting in the classroom?
- Are your friends dancing?
- Is the student next to you singing?
- Is the teacher standing?
- Are you standing?

- Is the teacher writing on the blackboard?
- Are your friends listening to the cassette?
- Are you reading the book?

**Exercise 10**

- Give students three minutes to study the picture and think about how to say in English what the people are doing.

**Exercise 11**

- Have two students read out the example dialogue.
- If you wish, write the names of the characters in the picture on the board as a memory prop for students.
- Students close their books and take turns to ask each other questions about what the people in the picture are doing. Either have all students work with their books closed, or allow the 'questioner' in each pair to have his/her book open to check the answers.
- Check students' answers by asking the class about all the people in the picture.

**Exercise 12**

- Read through the list of places and the example sentences with the class.
- Give students time to think of sentences for one of the places.
- Have two students read out the example dialogue.
- Students work in pairs, guessing what their partner is doing in the place he/she has chosen.
- Some of the pairs then say their dialogues for the class to hear.

**Exercise 13**

- Students think about what their family and friends are doing and write five sentences about them.
- Have two students read out the example dialogue.
- Students work in pairs, telling each other which five people they have chosen, and then asking and answering questions about what they are doing.
- Have some of the students say their dialogues for the class to hear.

**Option***Extension*

Write this 'mobile phone conversation' on the board and have two students read it out:

- A: What are you doing?  
 B: I'm talking to my sister.  
 A: Are you at home?  
 B: No, I'm not. We're sitting down. We're going past a cinema.  
 A: Are you on a bus?  
 B: Yes, I am.

Students work in pairs, making similar conversations and taking turns to tell each other where they are and guess what their partner is doing.





# 18 A Horrible Holiday! SKILLS FOCUS

## Objectives

- To read and understand a personal letter, using the Mini-dictionary when necessary.
- To practise the language of checking in at a hotel.
- To practise asking for and giving directions.
- To practise using the prepositions *down, through, on, next to*.
- To practise using the vocabulary of places in a hotel.
- To practise using negative adjectives.
- To practise discriminating between words with the same sound but different spelling and different meaning.

## Resources used

Mini-dictionary, cassette.

## Possible problem

Some students may have less confidence in guessing the meaning of new words.

## Background

Many of Britain's seaside resorts, such as Blackpool and Brighton, grew up in the nineteenth century with the development of the railway system. Because of unreliable summer weather and comparatively high accommodation prices, many people now go abroad for a summer holiday. The traditional British seaside resorts are still popular for short breaks and some have developed as conference centres.

## Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 3 and 4).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook** pages 52–53

## Before you start

### Exercise 1

#### KEY WORDS: Negative adjectives

awful, dirty, disgusting, expensive, horrible, noisy, terrible, unfriendly

- Have students read out the Key Words and check pronunciation.
- Get students to match the positive adjectives 'cheap', 'friendly', 'quiet' and 'clean' with their opposites in the Key Words.

#### Answers

cheap/expensive friendly/unfriendly quiet/noisy clean/dirty

- Give students time to work individually, writing notes about a real or imaginary bad holiday. Go round and monitor the activity.
- Students then take turns to tell the class about their bad holiday, and the class have to guess if the experience is real or imaginary.

## Reading

### Exercise 2

- Read through the Strategies box with the class. Encourage students to guess the meaning of important new words as they read the letter and only to use the Mini-dictionary as a last resort.
- Have students look at the pictures and say what they can see and what the problems are.
- Students then read the letter and find which things in the pictures did not happen to George.
- Check students' answers by having them read out the sections of the letter that describe the things in the pictures and say what is not in the letter.

#### Answer

He didn't have his wallet stolen.

### Exercise 3

- Students work individually, referring back to the letter in Exercise 2 to choose the correct meaning of the words.
- Students then compare answers in pairs, before checking answers as a class.

#### Answers

1 b 2 c 3 b 4 a 5 b

- As a class, students say how many words in the letter they guessed the meaning of, and how many they looked up in their Mini-dictionaries.

## Vocabulary: Same sound, different word

### Exercise 4

- Students do the exercise working in pairs, using their Mini-dictionaries if necessary.

#### Answers

1 see/sea 2 Their/there 3 hear/here 4 by/buy 5 write/right

## Listening

### Exercise 5

- Give students time to read the Function File and guess where the missing words will go.
- Play the cassette for students to complete the Function File and see if their guesses are correct.
- Check students' answers by having them read the dialogue.

#### Answers

1 help 2 room 3 much 4 pounds 5 long 6 nights 7 form  
8 key

## Speaking

### Exercise 6

- Read the instruction and the phrases with the class. Elicit suggestions for changing the information in the phrases, e.g. 'a double room with shower'.
- Students work in pairs, taking turns to be the guest and the receptionist. Go round and monitor the activity.
- Have some of the pairs say one of their dialogues for the class to hear.

## Listening

### Exercise 7

- Students look at the map of the hotel and check the meaning of any new words in the Mini-dictionary.
- Have students say the words and check their pronunciation.

### Exercise 8

- Read through the list of prepositions with the class.
- Students listen to the dialogue and complete the Function File.
- Check students' answers by having them read the dialogue aloud.

#### Answers

1 down 2 through 3 on 4 next to

- Have students look at the map of the hotel in Exercise 7. Tell them they are in the lift in the hotel. Give them directions: 'Go out of the lift, go down the corridor and turn left. Go down the corridor and turn left again.' Ask students where they are now. (Answer: at the main door)

### Exercise 9

- Students work in pairs, one student saying where he/she is in the hotel and the other giving directions to another place. The first student follows the directions and says the new place. Students then change roles.

## Options

### Practice

Students look back at the map in Exercise 7 and the dialogue in Exercise 8.

In pairs, students make similar dialogues asking for and giving directions within the hotel. Remind them to start by deciding where they are when they begin the dialogue. Have some of the pairs say one of their dialogues for the class to hear.

### Extension

Have students look back at the letter in Exercise 2. Tell them they are going to write a letter of complaint to their travel agent about a terrible holiday.

Elicit useful phrases from the class and write them on the board, e.g.:

Dear Sir/Madam

I am writing to complain about ...

In the brochure the (hotel/swimming pool) was ... . However, in reality, ... .

I would like my money back.

Yours faithfully,

Students work in groups of three or four, writing a letter of complaint.

The groups then exchange letters and read each other's letters.



# Communication Workshop

## Objectives

- To practise using the linkers *and*, *also* and *too*.
- To read and understand a holiday postcard.
- To write a holiday postcard.
- To listen to and understand one side of a telephone conversation and predict what the other speaker says.
- To take part in a telephone conversation.

## Resource used

Cassette.

## Possible problem

Some students may be less imaginative than others when inventing their holiday information.

## Routes through the material

- ⇒ If you are short of time, have students do some of the Writing stages for homework.
- ⇒ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Holiday Postcard

### Before you start

- Have students read out the sentences and draw their attention to the linking words and the position of each linking word in the sentence.
- Students then work in pairs, reading the postcard and completing it with the linking words.
- Check students' answers by having them read out the postcard.

#### Answers

1 and 2 too 3 also 4 and 5 too 6 too

### Stages

- **Stage 1.** Give students time to decide if they are going to write about a good or bad holiday at a real or invented place.
- **Stage 2.** Read through the headings with the class.
- Students write notes about each topic. Go round and monitor the activity, helping where necessary.
- **Stage 3.** Students write their postcards, using linking words where appropriate. Go round and monitor the activity.
- Have students check their writing for spelling, grammar and punctuation.

## Speaking: A Phone Call

### Before you start

#### Exercise 1

- Tell students they are going to listen to only one side of a telephone conversation. Read through the questions with the class before playing the cassette.
- Play the cassette for students to answer the questions.
- Have students give their suggested answers for the questions but do not give them the correct answers.

#### Exercise 2

- Students listen to the full conversation and check their answers.

#### Answers

1 hot 2 having dinner 3 a lovely hotel near the beach  
4 Rob and the girls 5 meeting some new friends in a disco

#### Tapescript

**Jenny:** Hello?

**Kate:** Jenny, it's me, Kate.

**Jenny:** Oh, hi Kate!

**Kate:** What's the weather like, then?

**Jenny:** Wonderful. Really hot, about thirty-five degrees.

**Kate:** Thirty-five degrees? Wow! And what are you doing at the moment?

**Jenny:** I'm having dinner in the hotel restaurant.

**Kate:** Dinner? A bit late, isn't it? Where are you staying?

**Jenny:** In a lovely hotel near the beach.

**Kate:** Yes, sounds nice – dinner in a restaurant!

**Jenny:** Yes, just me and Rob.

**Kate:** Just the two of you? And what are the girls doing?

**Jenny:** They're meeting some new friends in a disco.

**Kate:** Tell them to be careful in those discos.

**Jenny:** Oh, they're OK.

**Kate:** Well, it's time for bed here – enjoy the rest of your holiday, Jenny!

**Jenny:** Thanks for phoning, Kate. Bye!

**Kate:** Bye!

### Stages

- **Stage 1.** Give students time to look at their own postcards from the Writing workshop and think about the answers to the five questions in Exercise 1.
- **Stage 2.** Then read through the instructions with the class and point out that the 'friend' does not know that the other person is on holiday at the beginning of the conversation.
- Students work in pairs, taking turns to phone each other and ask and answer questions.

### Talkback

- Students tell the class which holiday each of them prefers, giving reasons.

# Cultures

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they have read a website or a menu in English. If so, encourage them to tell the class what they can remember about what they read.
- Ask students what they know about the Present Simple and the Present Continuous.

## Resources used

Mini-dictionary, cassette, students' own objects from different countries (for the Option activity).

## Answers

Argentinian Australian Brazilian British Canadian Danish  
French Dutch Hungarian Indian Japanese Kenyan Peruvian  
Romanian Russian Turkish Ukrainian American Uruguayan

- In groups of three or four, students think of more nationality adjectives with the endings '-(i)an' (e.g. Austrian, German), '-ish' (e.g. Finnish, Irish) and '-ese' (e.g. Burmese, Chinese).
- Students then listen to the cassette and repeat the words.

## Tapescript

Argentina/Argentinian, Hungary/Hungarian, Italy/Italian,  
Japan/Japanese, China/Chinese, Portugal/Portuguese.

## Warm-up

### Exercise 1

#### KEY WORDS: Countries

Australia, Brazil, Britain, Canada, Denmark, France, Holland, Hungary, India, Japan, Kenya, Peru, Romania, Russia, Turkey, Ukraine, the United States, Uruguay

- Have students look at the Countries pages in the Mini-dictionary.
- Have students say the Key Words and check their pronunciation.
- In pairs, students look at the other objects and discuss where they are from.
- The pairs then report back to the class and students see if there is agreement.

#### Answers

A print/Hungary B carving/Canada (Inuit)  
C rug/Peru (Peruvian Indian) D necklace/India  
E statue/India F clock /France (18th-century Louis XV)  
G mask/Kenya

### Exercise 2

- Have students put the nationalities in four groups according to their endings: 1 -(i)an, 2 -ish, 3 -ese, 4 other endings.
- Students work in pairs, making adjectives from the Key Words in Exercise 1.
- Have students write the nationalities on the board in the four groups.

### Exercise 3

- Play the cassette for students to listen to the music and match the five pieces with countries from Exercise 1.
- Play the cassette again, pausing after each piece for students to discuss where they think it comes from, giving reasons.

#### Answers

1 Peru 2 Argentina 3 Turkey 4 India 5 Brazil

### Exercise 4

- Read through the questions with the class.
- Students work in pairs, asking and answering the questions.
- Have the pairs report back to the class. Students can then find out what answers the majority of the class gave to the questions

## Option

### Extension

Ask each student to bring to class one or two objects from a different country. If any of the students haven't got an object from another country, ask them to bring in a picture of one, if they can.

Each student then shows the class his/her objects and the rest of the class try to guess where it is from and what it is. Encourage students to talk about their objects, if you have time.



# 19 Changing Lifestyles

## GRAMMAR FOCUS

### Objectives

- To practise using the Present Simple and the Present Continuous.
- To practise using prepositions: *from, to, in, on, at*.
- To practise using the vocabulary of animals.

### Resources used

Mini-dictionary, Grammar Summary 8.

### Possible problem

Some students may have problems with the contrasting uses of the Present Simple and Present Continuous.

### Background information

Nunavut is a self-governing region of Canada, formerly part of the Northwestern territories. It has suffered radical changes in the last fifty years – the Inuit have changed from being a nomadic people, living in tents and hunting, to a prosperous modern community.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 4 and 9).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 54–55.

Mini-Grammar: 12.3.

### Before you start

#### Exercise 1

#### KEY WORDS: Animals

caribou, fox, penguin, polar bear, seal, walrus, whale, wolf

- Have students check the meaning of the Key Words in their Mini-dictionaries.
- Have them say the Key Words after you to practise pronunciation.
- Students look at the map, the photo and the heading of the article and, as a class, discuss which animals they think the text mentions.

#### Exercise 2

- Students read the text quickly and check their answers to Exercise 1.

#### Answers

caribou walrus whale

#### Exercise 3

- Read through the statements with the class and have students guess if they are true or false.
- Students work individually, reading the text again and marking the statements true or false. They can see if their guesses are correct.
- When checking students' answers, have them correct the false statements.

#### Answers

1 F 2 T 3 T 4 F 5 T

#### Exercise 4

- Read the example sentences with the class and draw their attention to the use of the Present Simple.
- Elicit more suggestions from the class of differences in interests and lifestyles.
- Students work individually, writing five sentences.
- In groups of three or four, students read out their sentences.
- Each group chooses two sentences to read out to the class.

## PRESENT SIMPLE AND PRESENT CONTINUOUS

#### Exercise 5

- Have students read out the sentence in the table and identify the tense being used in each column.

#### Answers

Left column: Present Simple Right column: Present Continuous

- Students then refer to the table to do the matching exercise.

#### Answers

1 b 2 a

#### Exercise 6

- Students work in pairs, reading the text and finding two more examples of each tense.
- Have students read out their examples to the class.
- Refer students to Grammar Summary 8, Students' Book page 126, and ask them to study it at home and bring any queries to the next lesson.

#### Exercise 7

- Read through the instructions and two questions with the class and draw their attention to the verb form in each question.
- Students work in pairs, reading the text and writing answers to the questions.

- Check students' answers by having them read out the questions and answers.

**Answers**

1 Hunter Tootoo works in a bank. 2 He is cutting up meat.  
1 Jimmy Elkho works in the Iqaluit's Museum of Inuit History. 2 He is standing next to a large stone walrus in the museum.

**Exercise 8**

- Students work in pairs, reading the sentences and deciding which is correct in each context.
- When checking students' answers, have them explain (in their L1 if necessary) why the sentence is correct.

**Answers**

1 a 2 a 3 b

**Exercise 9**

- Advise students to read through the dialogue quickly before they start completing the verbs.
- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read the dialogue aloud.

**Answers**

1 eat 2 don't eat 3 is cutting up 4 do you usually do 5 go  
6 hunt 7 is he doing 8 is working 9 is meeting  
10 is snowing 11 snows 12 is raining

**Exercise 10**

- Read through the two questions and the example with the class.
- Students then work in pairs, taking turns to ask and answer questions about the people in the picture.
- Check students' answers by having pairs ask and answer questions about all the people in the picture. There may be more than one correct answer to the questions.

**Suggested answers**

cook: He cooks food. He is talking on his mobile phone.  
doctor: He cares for patients. He is using his computer.  
hunter: He hunts animals. He is listening to his Walkman™.  
nurse: She cares for patients. She is eating a sandwich.  
bus driver: He drives a bus. He is reading a newspaper.

**Exercise 11**

- Read the example sentences with the class.
- Elicit more sentences from the students, before they work individually.
- Students write four to six sentences about people in their class, using the Present Simple and Present Continuous verb forms. Go round and monitor the activity.
- Students then work in pairs, reading their sentences to each other.
- Some of the pairs then read their sentences to the class.

**Exercise 12**

- Have students work in pairs, completing the sentences.

- Check students' answers by having them read out the sentences.

**Answers**

1 from/to/in 2 from/to/at 3 on/in 4 at/at

**Options***Practice*

Have students look back at Exercise 8.

As a whole class, ask students to think of contexts (using L1 if necessary) for sentence 2b, 'I'm taking a photo of an animal.' (e.g. a child telling his mother what he is doing), and sentence 3b, 'I'm not doing my homework.' (teenager refusing to do her homework after her mother has told her to do it).

*Extension*

Have students look back at Exercise 4. For homework, students ask their parents and older relatives about their lifestyles and find out what traditional things they still do. Students then write sentences in the Present Simple about what their parents, grandparents, etc. still do.

In groups of four or five, students read each other's sentences and compare what their parents and older relatives still do.



# 20 Britain Today

SKILLS FOCUS

## Objectives

- To read and understand a website.
- To practise listening for specific information.
- To practise using polite expressions.
- To practise using the vocabulary of food and drink.
- To roleplay a café dialogue, ordering food and drink.

## Resources used

Mini-dictionary, cassette, large map of the UK (for Exercise 4).

## Possible problem

Some students may know less about, and be less interested in, superstitions.

## Background

A good website on British culture is: [www.englishculture.about.com](http://www.englishculture.about.com), and a good website about superstitions is: [www.cyberteens.com](http://www.cyberteens.com).

Quote: George Bernard Shaw (1856–1950) was an Irish dramatist, famous for his wit and exposure of hypocrisy. His plays include *Pygmalion*, *Man and Superman* and *Saint Joan*.

## Routes through the material

- If you are short of time, set some of the exercises for homework (e.g. Exercises 2 and 6).
- If you have time, do the Options activities.
- If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook** pages 56–57.

## Before you start

### Exercise 1

- As a whole class, students look at the drawings and discuss which of the things bring good or bad luck in their own culture.
- Elicit suggestions of other things that are lucky or unlucky in the students' own culture.

## Reading

### Exercise 2

- Read the task first with the whole class.
- Students then work individually, reading the website and finding things that bring good or bad luck, or that stop bad luck.
- When checking students' answers, have them read out the section of text that gives the answer.

### Answers

Good luck: a black cat, a rabbit's foot

Bad luck: thirteen, a broken mirror, spilling salt

Stop bad luck: touching wood, throwing salt over your left shoulder

### Exercise 3

- Read the last section of the website ('In books and films, British people are often very formal ...') with the class.
- Students then work in groups of three or four, discussing the differences between their own country and Britain for superstitions and for politeness.
- The groups then report back to the class and exchange ideas.

## Listening

### Exercise 4

- Read the Strategies box with the class. Have students discuss which of these strategies they usually use when listening in their own language, and when listening in English.
- Tell students they are going to listen to a school lesson about Britain. Have them look at the Factfile about the United Kingdom.
- If you have a large map of the UK, show it to the students and have them point to England, Scotland, Wales and Northern Ireland.
- Tell students to listen for specific information so that they can select the correct facts in the Factfile.
- Play the cassette twice for students to complete the exercise.

### Answers

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

### Tapescript

**Teacher:** Right, this morning I want to look at important information about Britain. Take out your notebooks. I want you to take notes about Britain.

OK. First the United Kingdom, that is Great Britain and Northern Ireland. Great Britain has a total area of just over two hundred and forty-four thousand square kilometres. That's not very big. France is over five hundred thousand square kilometres and the United States is three million six hundred thousand!

The population of the United Kingdom is about 56 million people. Over eighty percent of the population live in England.

OK, now the symbols of Great Britain. A lot of countries have symbols. For example, the symbol of the United States is an eagle. Well, the symbol of Great Britain is a lion ... that's right, a lion. The symbol of England is a rose – a red rose. The symbol of Scotland is a thistle – yes ... a thistle! And the symbol of Wales is a dragon. You can see a red dragon on the Welsh flag.

- Students then answer the questions about the area, population and symbols of their own country.

### Exercise 5

- Give students time to read through the dialogue in the Function File and guess the missing words.
- Play the cassette for students to complete the dialogue and see if their guesses are correct.
- Check students' answers by having them read out the dialogue.

#### Answers

- 1 Excuse me 2 Could I have 3 Thank you 4 I'd like 5 I'm sorry  
6 I'm afraid 7 please

### Exercise 6

- Students work in pairs, looking at the dialogue in Exercise 5 and answering the questions.

#### Answers

- 1 to thank somebody: 'Thank you'  
to apologise: 'I'm sorry', 'I'm afraid'  
to ask for something: 'Could I have ... please',  
'I'd like ... please'  
to get attention: 'Excuse me'  
2 b

## Speaking

### Exercise 7

- Read through the list of food and drink with the students.
- Have two students demonstrate the activity for the class.
- Students then work in pairs, taking turns to be a customer and a waiter in a café.
- Have some of the pairs say one of their dialogues for the class to hear.

### Exercise 8

- If you wish, give students a minute to look through the information in this lesson before closing their books.
- As a whole class, students pool the information they can remember about Britain.

#### QUOTE ... UNQUOTE

- Read the quotation to the class and elicit what 'feeling at home' means (e.g. 'Does it mean you feel strange? Or does it mean you feel comfortable?').
- Ask the class to suggest why Shaw disliked feeling at home when he was abroad (e.g. he wanted new experiences, not familiar ones).
- Ask if any of the students have been abroad. If so, what was different from their own country? Did they feel strange or at home?
- Ask students to suggest which countries they think they would feel 'at home' in and which countries they would feel strange in. Encourage them to give reasons for their views.

## Options

### Practice

Have students look back at Exercise 4. Tell them to listen again to the cassette and see if they can find two more bits of information.

Play the cassette again, and then see what extra information students have heard.

Play the cassette once more, pausing after each fact to elicit the information from the students, e.g. the area of France, the area of the USA, the symbol of the USA.

### Extension

As a whole class, students suggest questions that British tourists ask about superstitions, behaviour and factual information about the students' own country. Build up a list of questions on the board.

In pairs, students take turns to roleplay the conversation between a British tourist and themselves about superstitions, behaviour, culture and facts of their country.

Some of the pairs can then act out their roleplays for the class to hear.

### Story Spot 3

Language Powerbook: pages 98–99

#### Answers

1 donkey: 2, 3, 4 to dig: 4 to paw the ground: 3, 4  
pieces of silver: 4

3 3

- 4 1 His daughter needed a good home.  
2 To ask him for money.  
3 Because he was a kind man.  
4 To sell the donkey.  
5 Twenty pieces of silver.  
6 Because his uncle had been killed.  
7 The donkey started pawing the ground.  
8 Two months after he found the silver.  
9 Five.  
10 With Mansoor and Amina.

5 1 to 2 for 3 to 4 at 5 to 6 back

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

7 1 Once upon a time 2 One day 3 but 4 so 5 then  
6 Suddenly 7 later 8 Immediately 9 in the end





# Communication Workshop

## Objectives

- To read and understand a menu.
- To write a menu.
- To roleplay ordering a meal in a restaurant.

## Resource used

Mini-dictionary.

## Background

There are some traditional British dishes on the menu. Cheddar is a yellow/orange cheese. Stilton is a strong blue and white cheese. Yorkshire pudding is made from eggs, milk and flour and put in the oven at a high temperature.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Menu

### Before you start

#### Exercise 1

- Have students look at the menu and, as a whole class, read out the words they already understand.
- In pairs, students then check the meaning of the new words on the menu, using their Mini-dictionaries.
- Have students say the new words after you to practise pronunciation.

#### Exercise 2

- Students work individually, finding the things in the menu. They then compare answers in pairs, before checking answers as a class.

#### Suggested answers

a dessert   b Scotch broth   c steak and kidney pie  
d Cheddar

## Stages

- **Stage 1.** Tell students that they should plan a traditional menu of dishes from their own country.
- In pairs, students make a list of possible starters, main courses and desserts.
- The pairs report back to the class and exchange ideas. Help students with translations, if appropriate, or keep the L1 names of the dishes.
- **Stage 2.** Read the example description with the class.

- Working in pairs, students choose one starter, one main course and one dessert and write descriptions of the dishes. Go round and monitor the activity, helping if necessary.
- **Stage 3.** With the whole class, look at the prices in the Britannia Restaurant. Have students ask and answer questions about the prices, e.g. 'How much is the apple pie with cream?' 'It's three pounds fifty.'
- In pairs, students write out their menu, including the descriptions they wrote in Stage 2.
- Students think of an English name for their restaurant and add English prices to all the dishes.

## Talkback

- In groups of four or six, students compare their menus and prices.
- Each student chooses a three-course meal from one of the other menus.
- The students then tell the class about their chosen menu, e.g. 'I'd like ... to start. For my main course I'd like ... , and then for dessert I'd like ... !'

## Speaking: Roleplay

### Stages

- **Stage 1.** As a whole class, have students look at the menu of the Britannia Restaurant again, and ask students what dishes are missing from this menu.
- Students then work in pairs, thinking of other dishes a customer would like and other possible dishes on the menu. They can refer to the Mini-dictionary to help with vocabulary.
- **Stage 2.** As a whole class, have students look back at the Function File in Lesson 20.
- Have students repeat the expressions after you.
- Then have students work in pairs, reading aloud the dialogue in the Function File.
- **Stage 3.** Have two students read aloud the example dialogue.
- Students work in pairs, taking turns to be the waiter and customer in the Britannia Restaurant, using the dishes they thought of in Stage 1, and those on the menu.

## Talkback

- Read the example sentence with the class.
- Students then tell the class what they chose in the restaurant for each course.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 9 and 10: Present Simple and Present Continuous.
- To revise words with the same sound but different meaning.
- To practise making adjectives from nouns.
- To practise using prepositions: *down, left, next to, opposite, right, through*.
- To practise pronunciation of the two sounds /ŋ/ and /g/.
- To practise pronunciation of the three sounds /əʊ/, /ɒ/ and /ɔ:/.

## Resources used

Cassette, Mini-dictionary (Wordbuilder 1, 2 and 7).

**Language Powerbook** pages 58–59.

### Exercise 1

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.

#### Answers

1 eat 2 are you eating 3 wear 4 are wearing 5 is raining  
6 rains 7 is she making 8 makes

### Exercise 2

- Advise students to read through the letter quickly before completing the sentences.
- Students work in pairs, completing the letter.

#### Answers

1 am writing 2 am staying 3 go 4 visit 5 meet 6 go  
7 is cleaning 8 is preparing 9 is listening 10 is ringing

### Exercise 3

- Students do the exercise, working individually.
- Check students' answers by having them spell the words.

#### Answers

1 son/sea 2 Their/too 3 Right/by 4 meet 5 hear/here

### Exercise 4

- Students work in pairs, making adjectives and putting them into three groups.
- Check students' answers by having them write the adjectives on the board in the three groups. Have students say the adjectives and check pronunciation.

#### Answers

nationalities: Argentinian, French, Dutch, Polish, Portuguese  
negative adjectives: dirty, disgusting, expensive, noisy  
positive adjectives: brilliant, comfortable, friendly, important, lovely, lucky

### Exercise 5

- Read through the prepositions and example sentences with the class.
- Each student thinks of a place in the school and works out instructions how to get there from the classroom.
- Students then work in pairs, giving each other their instructions and seeing if their partner guesses the place correctly.

### Exercise 6

- Read the first item with the class.
- Students then work individually, writing the answers to the questions.

#### Answers

Prepositions used are: 1 on (date) 2 in (month) 3 on (day)  
4 from (time) to (time) 5 from (time) to (time)

### Exercise 7

- Students listen to the two sounds, /ŋ/ and /g/.
- Then students listen to the words and put them in Group A or Group B.

#### Answers

Group A: 2 3 4 7 8  
Group B: 1 5 6 8

#### Tapescript

1 magazine 2 sightseeing 3 talking 4 long 5 dog  
6 art gallery 7 having 8 single

- Students listen to the words again and write them down.
- Check students' answers by having them write the words on the board.
- Have students' read out the words and check pronunciation.

### Exercise 8

- Students listen to the three words.
- Have students pronounce the words after the cassette.
- Students then work in pairs, putting the words into the correct groups.

#### Answers

Group 1 /əʊ/: home, snow, no, cold, sofa  
Group 2, /ɒ/: long, sorry, shop, coffee, dog, watch, not  
Group 3 /ɔ:/: your, tall, all, August, more, short, small, daughter

# Language Problem-Solving 5

## INDEFINITE PRONOUNS

There are notes on the use of pronouns on page 128 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises, or for reference at the end.

Mini-Grammar: 10.2.

### Exercise 1

- Have two students read the dialogue aloud.
- Students then work in pairs, studying the dialogue and answering the questions.

#### Answers

1

Negative words: no one, nothing

Used in questions and negative sentences: anyone, anything, anywhere

Used in affirmative sentences: everyone, something, no one, someone, somewhere, everything, nothing.

2 singular

3 everyone: singular verb

### Exercise 2

- Students do the exercise, working individually. They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

#### Answers

1 everyone 2 no one 3 anything 4 anyone 5 nothing

6 anywhere 7 everything 8 anything 9 everywhere

10 someone 11 somewhere

### Tapescript

One day I saw a pretty lady there  
Walking out and taking the air;  
She met a sailor on her way,  
So I listened to them  
I listened to what they did say.

Said William: 'Lady, why walk alone?  
The night is coming and the day near gone.'  
She said, and tears her eyes did send: 'It's a dark eyed sailor!  
It's a dark eyed sailor that is my end.'

Two long years ago he left this land;  
He took a gold ring from my hand.  
We broke the ring – here's half with me,  
The other half lies,  
The other half lies at the bottom of the sea.

Then William took out half the ring.  
The lady was happy and smiling.  
'Oh, welcome William! I've lands and gold  
For my dark eyed sailor ...  
or my dark eyed sailor so true and bold.

### Exercise 2

- Students work in pairs, answering the questions.
- Check students' answers by having pairs say both the question and the answer.

#### Answers

1 because she thought the sailor was dead

2 because the sailor had the other half

3 because they were together again

## A Song

### Exercise 1

- Read the verses aloud to the class in the order a, b, c and d.
- Students work in pairs, ordering the verses by reading them again.
- The pairs tell the class their order and see if they agree.
- Students listen to the song and check the order of the verses.

#### Answers

b d c a



# Image

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they are interested in fashion. Ask them what the latest fashions for teenagers are. Ask them if they read fashion magazines. If so, what are the names of some fashion magazines?

## Resources used

Mini-dictionary, cassette, pictures of people cut out from fashion magazines (Exercise 5).

## Warm-up

### Exercise 1

- In pairs, students look at the pictures and discuss if the people are in group a, b or c.
- The pairs then report back to the class and see if there is general agreement.
- Students then tell the class which group they belong to, and see how many of them are in each group.

### Exercise 2

#### KEY WORDS: Clothes

boots, dress, earring, jacket, jeans, jumper, shirt, skirt, shoes, sunglasses, sweatshirt, tie, trainers, trousers, T-shirt

- Have students check the meaning of the Key Words in the Mini-dictionary.
- Students work in pairs, matching the Key Words with the things in the photos.

#### Answers

A: jacket shirt shoes tie trousers  
 B: dress shoes  
 C: earring jeans trainers T-shirt  
 D: sunglasses sweatshirt trainers

### Exercise 3

- Students look at the pictures as they listen to the cassette, and match the people with the photos. Play the cassette twice if necessary.
- Check students' answers by playing the cassette again, pausing after each description to check the answer.

#### Answers

1 C 2 B 3 E

## Tapescript

- 1 I'm not very interested in clothes. I like wearing my old baggy, comfortable jeans, a T-shirt and my old trainers. I hate ties. I never wear ties. My mum and dad don't mind, but they don't like my earring!
- 2 I love wearing fashionable clothes. But I don't like wearing dresses. I usually wear skirts or jeans, but good jeans. And I don't often wear jackets. I like jumpers. I like dark colours. You know, black or dark green.
- 3 I like fashionable clothes. I usually wear jeans and a sweatshirt. And trainers! Oh, and I often wear my sunglasses. Yeah, I've got some good designer sunglasses.

## Exercise 4

### KEY WORDS

bright red, cotton, dark green, leather, light blue, long, narrow, polyester, short, wide

- Students copy the table and complete it with the Key Words.
- When checking students' answers, also check their pronunciation of the Key Words.

#### Answers

Size: long, narrow, short, wide  
 Colour: bright red, dark green, light blue  
 Material: cotton, leather, polyester

## Exercise 5

- Bring some fashion magazine pictures to class and show them to the students.
- As a whole class, have students discuss what is fashionable at the moment.
- Students then work in pairs, making a list of things that are fashionable.
- The pairs then read out their lists to the class and see if there is general agreement.

## Option

### Practice

Have each student bring to class two cuttings of people from magazines – tell them these need not be fashion magazines. Students work in groups of three or four, writing captions for all their pictures, describing what the people are wearing. Tell the groups to write the captions on a separate piece of paper and number them. The groups then read each other's captions and match them to the pictures.



# 21 Looking Good

## GRAMMAR FOCUS

### Objectives

- To practise using comparative adjectives.
- To practise using opinion adjectives.
- To read and understand a magazine article.
- To re-write a magazine article.

### Resources used

Mini-dictionary, cassette, Grammar Summary 9.

### Possible problem

Students may have difficulty selecting and forming the three comparative types.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 8 and 11).
- ◇ If you have time, do the Option activity.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 7.

**Language Powerbook:** pages 60–61.

Mini-Grammar: 1.1.

### Before you start

#### Exercise 1

#### KEY WORDS

casual, cheap, colourful, comfortable, expensive, fashionable, formal, practical, smart, trendy

- Have students check the meaning of the Key Words in their Mini-dictionaries.
- Have two students read out the example dialogue and have the class guess which drawing the dialogue is about.
- Students then work in pairs, looking at the drawings and using the Key Words to talk about the clothes
- As a whole class, have some of the pairs discuss the drawings.

#### Exercise 2

- Working in pairs, students read the article and make a list of all the things that are 'in' or 'out of' fashion.
- Check students' answers by having them read out the section of text which gives the answer.

#### Answers

In: bright colours, formal clothes, ties, shirts, wide trousers, leather trousers, cotton dresses, long cotton skirts, leather boots, sweatshirts, red or yellow jackets, white shirts and ties  
Out: dark colours, casual clothes, trainers, T-shirts, earrings, short skirts

### COMPARATIVE ADJECTIVES

#### Exercise 3

- Students work individually, reading the table and completing the comparatives.
- Have students read out the comparatives in the table and check pronunciation.

#### Answers

cheaper longer trendier more/less comfortable  
more/less formal

- Students then find more examples of sentences with comparatives in the text and read them out.
- If you feel it is appropriate for your class, tell them that some common adjectives with two syllables can either take '-er' or be preceded by 'more', e.g. 'narrower'/'more narrow', 'quieter'/'more quiet'. Reassure students that they will not be wrong if they follow the rule, but they may see examples like these in texts.

#### Exercise 4

- Students work individually, matching the beginnings and endings of the rules. They then compare their answers in pairs, before checking answers as a class.

#### Answers

1 c 2 a 3 b

#### Exercise 5

- Read the rule to the class.
- Students then complete the exercise.
- Check students' answers by having them write the comparative forms on the board or spell them aloud.

#### Answers

fatter hotter sadder thinner redder

- Students then say the adjective forms of the comparatives 'better' and 'worse'.

#### Answers

good bad

#### Exercise 6

- As a whole class, students say what the missing word is and translate it into their own language.

#### Answer

than

**Exercise 7**

- Students listen to the cassette and write down the comparative adjectives.
- Check students' answers by having them write the adjectives on the board.

**Answers and Tapescript**

bigger, better, trendier, cheaper, smarter, wider, longer, shorter, cooler, darker, brighter

- Students then listen again and repeat the words.
- Refer students to Grammar Summary 9, Students' Book page 126, to study at home and tell them to bring any queries to the next lesson.

**Exercise 8**

- Students do the exercise, working individually.
- Check students' answers by having them read out the sentences and spell the comparative forms where necessary.

**Answers**

1 longer 2 more fashionable 3 more attractive 4 smarter  
5 cheaper 6 more expensive 7 better/brighter

**Exercise 9**

- Have one of the students read out the example sentence.
- Read through the example adjectives with the class.
- Students work in pairs, saying sentences about the pairs of objects.
- Some of the pairs then say their sentences, using the given adjectives and their own adjectives, for the class to hear.

**Exercise 10**

- Have two students read out the example exchange.
- In pairs, students look at the magazine article again and make conversations comparing their clothes with those of the girl or boy in the picture. Go round and monitor the activity.
- Some of the pairs then say their conversations for the class to hear.

**Exercise 11**

- Elicit suggestions from the class about what is fashionable for boys and girls at the moment.
- Have students look back at the magazine article and write the beginnings of each paragraph on the board:
  - Spring/Autumn/Summer/Winter is here ...
  - This year, colours ...
  - For boys, ...
  - For girls, ...
- Students then work individually, rewriting the magazine article. Go round and monitor the activity, helping where necessary.
- In pairs, students read each other's articles and then discuss if they agree with each other.
- As a whole class, students discuss what they think is fashionable at the moment.

**Option***Practice*

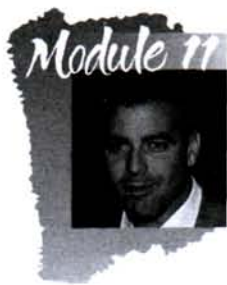
Write on the board:

cheap, long, big, old, hot

Elicit suggestions of what can be compared using these adjectives, e.g. food (cheap), rivers (long), countries (big, hot), people (old).

Students then work individually, writing five sentences using these adjectives to compare things (other than clothes).

In groups of four or five, students read out their sentences to each other.



# 22 Appearance

## Objectives

- To read and understand a magazine article.
- To practise using the preposition *with*.
- To practise using adjective/noun collocations.
- To practise using vocabulary of physical description.
- To practise describing people.

## Resources used

Mini-dictionary, cassette.

## Background

Quote: Coco Chanel (1883–1971), French fashion designer who started the fashion company Chanel, and who is also known for her perfumes such as Chanel No 5.

## Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 6 and 7).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 62–63.

## Before you start

### Exercise 1

#### KEY WORDS: Appearance

**General:** short, medium height, plump  
**Hair:** short, dark, blond, brown, red  
**Face:** square, thin, big/small mouth/nose/eyes

- Students use their Mini-dictionaries to check the meaning of the Key Words.
- Then, working individually, students add the six words in the list to the correct groups in the Key Words. Tell students that some of the words may fit into more than one group.

#### Answers

General: tall, thin, fat  
Hair: fair, long  
Face: long, round, fat

### Exercise 2

- Have two students read out the example dialogue.
- Students work in pairs, discussing the differences between the three photos.

- As a whole class, students talk about the differences between the three photos.
- Explain to students that the adjective 'blond(e)' can be spelled with or without the 'e'. 'Blonde' is also a noun, meaning a woman with pale or yellow hair.

## Reading

### Exercise 3

- Students read the title of the article and the list of topics.
- As a whole class, students discuss what topics they think are in the article.
- Students then work individually, reading the article and checking their guesses.

#### Answers

physical appearance film characters personality ambitions

### Exercise 4

- Read through the list of items with the class.
- Students then read the article again and, in pairs, discuss how she is different from a typical Hollywood star.
- The pairs then report back to the class and see if there is general agreement.

#### Answers

Lifestyle: She does not like Hollywood. She prefers the East Coast. She lives a normal life and likes watching TV, cooking and going out with her friends.  
Physical appearance: She is not 'beautiful'.  
Film characters: She plays strange and even bad characters.  
Her career and ambitions: She does not want to be rich and famous. She wants to be a good actress, not a star. She chooses interesting parts and often works in small, independent films.

### Exercise 5

- Read out the example sentences with the class.
- Students then work individually, using the cues and writing sentences.
- Check students' answers by having them read out the sentences.

#### Answers

- 1 Christina worked with Sigourney Weaver in *The Ice Storm*.
- 2 Sam is tall and thin with blonde hair.
- 3 She lives with her boyfriend in London.
- 4 Chris works with his brother.
- 5 Tim has (got) a square face with a small nose.

## Vocabulary: Adjectives and Nouns

### Exercise 6

- Students work individually, referring back to the text and matching the adjectives with the nouns. They then compare their answers in pairs, before checking answers as a class.

#### Answers

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

### Exercise 7

- Elicit an example sentence from the class about Christina Ricci, using an expression from Exercise 6, e.g. 'She has got a round face'.
- Students then work in pairs, covering the text and taking turns to say things about Christina, using the words from Exercise 6.
- Some of the students then say their sentences for the class to hear.

## Listening

### Exercise 8

- Tell students they are going to hear two people talking about and describing one of the three film stars.
- Play the cassette twice if necessary for students to identify the star.

#### Answer

Nicolas Cage

#### Tapescript

**Girl:** ... it's a really good film. And he plays a fantastic part.

**Boy:** Who? I don't know him. What does he look like?

**Girl:** Well, he's got big brown eyes. He's got a long face with a large mouth. He's got dark hair – but he hasn't got a lot of hair!

**Boy:** So, why do you like him?

**Girl:** I think he's very good-looking. He's shy and I think he's romantic. He's a brilliant actor. He plays very different parts. He won an Oscar in ...

### Exercise 9

- Give students time to read through the Function File and guess the missing words.
- Play the cassette again for students to complete the Function File.
- Check students' answers by having them read out the dialogue.

#### Answers

1 look 2 big 3 long 4 large 5 dark 6 good-looking 7 shy  
8 romantic

## Speaking

### Exercise 10

- Have two students read out the example dialogue.
- Students work in pairs, asking and answering questions about their friends and family.
- Have some of the pairs say their questions and answers for the class to hear.

### Exercise 11

- Have students look at the notes about Jennifer Aniston, and make sentences from the notes.
- Each student looks through the book, chooses a photo of a person and writes notes about the person's physical appearance.

### Exercise 12

- Students work in pairs, describing their person but not saying his/her name. Their partner looks through the book and guesses the name of the person.
- Some of the students then describe their person to the whole class and see who guesses it first.

#### QUOTE ... UNQUOTE

- Read the quote with the class.
- Ask students to give examples of earlier fashions that are unfashionable today.
- Ask them if they can think of any earlier fashions that have come back into fashion at a later stage, e.g. mini-skirts.

## Options

#### Practice

Write these expressions on the board and have students work in pairs completing them using 'with':

She usually goes on holiday ...

He's good-looking ...

She's got a thin face ...

They live in a big house ...

The town centre is very modern ...

He's wearing jeans ...

The pairs then form groups of four and read each other's sentences. The groups of four then select three sentences to read out to the class.

#### Extension

Have students look at the dialogue in the Function File in Exercise 9.

Play the cassette again, pausing it for students to repeat the speeches, including the parts not given in the Function File.





# Communication Workshop

## Objectives

- To read and understand a description of a person.
- To practise using the linking expressions *however* and *for example*.
- To write a description of a person.
- To practise listening for specific facts.
- To practise strategies for preparing for speaking.
- To describe and draw a person.

## Resource used

Cassette.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Description of a Person

### Before you start

#### Exercise 1

- Read out the example sentences to the students.
- Have students translate 'for example' and 'however' into their own language.

#### Exercise 2

- Students work individually, reading the text and completing the gaps with 'however' or 'for example'.
- Students compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the text.

#### Answers

1 However 2 For example 3 However 4 For example  
5 For example 6 However

### Stages

- **Stage 1.** Read through the table with the class and elicit examples of information for each of the three paragraphs.
- Students make a copy of the table with the three paragraph headings.
- Students work individually, choosing a person and writing notes in the table.
- **Stage 2.** Students use their notes to write three paragraphs. Go round and monitor the activity.
- **Stage 3.** Students check their descriptions for spelling, use of adjectives and comparatives, clothes vocabulary and linking words.

### Talkback

- Read the example to the class.
- Students work in pairs, reading each other's descriptions.
- Each student thinks of two things he or she likes about the person in their partner's description.
- Students tell the class about the two things they like.

## Speaking: Describing People

### Before you start

- Tell students to look closely at the picture as they listen to the cassette, and find four mistakes in the picture.
- Play the cassette twice, if necessary.
- Check students' answers by playing the cassette again, pausing after each different item.

#### Answers

1 fifties/twenty-five years old 2 blonde/dark hair  
3 big/small nose 4 leather shoes/black and white trainers.

#### Tapescript

This is a police announcement. The police are looking for a man in North London. He is twenty-five years old. He is tall and very thin. He has got long dark hair. He has got a square face with a small nose, small eyes and a small mouth. He is probably wearing a leather jacket, jeans, a T-shirt and black and white trainers. He has got an earring.

### Stages

- **Stage 1.** Tell students the person they imagine and draw can be real or invented. Reassure them that they need not be good artists – the drawing need not be very good.
- **Stage 2.** Read the Speaking Strategies with the class.
- Have students look back at the Key Word boxes and the Function File in this module and give them time to study the language.
- Students use the Strategies to write notes about the person they are going to describe.
- **Stage 3.** Students work in pairs. Each student describes his/her person to their partner, who draws the person who is being described.

### Talkback

- In their pairs, students compare their two drawings and talk about the things that are the same and the things that are different in their drawings.



# Celebrities

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students to say what the last film was that they saw. Who was in it? Did they think it was a good film? Why/Why not?

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

#### KEY WORDS: Jobs

actor, actress, film director, magician, model, opera singer, pop singer, tennis player

- Students use their Mini-dictionaries to check the meaning of the Key Words.
- Have students say the Key Words after you to check pronunciation.
- Then, working in pairs, they match the Key Words with the people in the photos.

#### Answers

Steven Spielberg/director Antonio Banderas/actor  
Calista Flockhart/actress Luciano Pavarotti/opera singer  
David Copperfield/magician Anna Kournikova/tennis player

### Exercise 2

- This exercise can be done as a group quiz. Students work in groups of three or four.
- Tell students to call out the answers in the pauses between the sentences on the cassette.
- Play the cassette and, as soon as they can guess the name of the person, students call it out. If the name is incorrect, continue playing the cassette until the correct name is guessed.
- Award one mark to the group if they guess correctly after the first statement, two marks if they guess correctly after the second statement, three marks if they guess correctly after the third statement, and so on.
- The winning group is the one with the fewest marks.

#### Answers

1 David Copperfield 2 Steven Spielberg 3 Luciano Pavarotti  
4 Calista Flockhart

#### Tapescript

- He was born in 1956. He went out with Claudia Schiffer, the super-model, for many years. When he was sixteen, he taught magic at New York University. His magic tricks include making an aeroplane disappear.

- This person is very famous all over the world. He works in Hollywood but he doesn't act. He makes films and he won one Oscar as best director for *Saving Private Ryan*. Some of his famous films are *Jaws*, the Indiana Jones films, *E.T.*, and *Jurassic Park*.
- His family was very poor. His father was a baker and his mother worked in a factory. He started work as a teacher and then decided to study music. Now he is a brilliant singer and he gives concerts all over the world. He is an opera singer.
- She was born in 1964. Her father was a businessman and her mother was a teacher. She studied acting while she was at university. She acts in theatres and in films, but most people know her as a television actress. She stars in the TV series *Ally McBeal*.

### Exercise 3

- Have students do the exercise working in pairs, reading the questions aloud to each other and filling in the prepositions.
- Check students' answers by having them read the questions aloud.
- Students work in pairs, taking turns to ask and answer the questions.
- Some of the pairs then report back to the class about their partner's answers.

#### Answers

1 at 2 on 3 in 4 about 5 to

### Exercise 4

- Give students time to work individually, thinking of five celebrities from their own country. Tell them the celebrities need not be pop stars or film stars but must be well-known in their country.
- Students then write a sentence about each of their celebrities, giving the name and the job.
- Have students form groups of four or five and tell each other about their celebrities.
- The groups then read out some of their sentences to the class and see how many different celebrities they have thought of.

## Options

#### Practice

Students look back at the five questions in Exercise 3 and write five sentences giving the information about themselves. If you wish, do the first item with the class, e.g. 'I like looking at X's photo.'

Students then read out their sentences to their partner.

#### Extension

Students look back at the Key Words in Exercise 1 and, as a whole class, suggest names of people who do the jobs not shown in the photos.



# 23 Hollywood Greats

## GRAMMAR FOCUS

### Objectives

- To practise using superlative adjectives.
- To practise using opinion adjectives.
- To read and understand a Factfile.
- To practise giving opinions.

### Resources used

Mini-dictionary, Grammar Summary 9.

### Possible problems

Students may have difficulty forming and using superlative adjectives.  
Some students may know less than others about actors and films.

### Background information

The reference to *Gone with the Wind* and *Heaven's Gate* in the Factfile are based on converting their box office receipts to modern-day prices.

### Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 6 and 7).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 64–65.

Mini-Grammar: 1.1.

### Before you start

#### Exercise 1

#### KEY WORDS: Adjectives

all right, boring, brilliant, exciting, funny, good-looking, over-rated, talented

- Students check the meaning of the Key Words in their Mini-dictionaries as they are putting them into two groups.
- When checking students' answers, have them say the words and check pronunciation.

#### Answers

Note that 'all right' can be positive or somewhat negative, depending on intonation and context.

Positive: all right, brilliant, exciting, funny, good-looking, talented

Negative: (all right), boring, over-rated

#### Exercise 2

- Elicit some suggestions of film titles, actresses and actors from the whole class.

- Students work individually, making a list of three actors, three actresses and three films.
- Then have two students read out the sample exchange. Remind students to use the Key Words from Exercise 1 as they give their opinions.
- Students work in pairs, taking turns to give opinions about the people and films in their lists, and practising agreeing and disagreeing with each other.
- Some of the pairs then give their opinions to the class and see if other students agree with them.

#### Exercise 3

- Students work individually, reading the Hollywood Factfile and answering the questions.
- When checking students' answers, have them read out the section of text which gives the answer.

#### Answers

1 *The Cure for Insomnia* 2 over \$200 million 3 Alfred Hitchcock  
4 *Gone With The Wind* 5 about \$1 million a day

## SUPERLATIVES

#### Exercise 4

- Students refer back to the Factfile as they complete the table.
- When checking students' answers, also check pronunciation and spelling of the superlative form.

#### Answers

2 the funniest 3 the biggest 4 the most popular  
5 the least successful 6 the best 7 the worst

- Students then work in pairs, finding and reading out more examples of superlatives in the text, e.g. 'the most expensive', 'the most famous'.

#### Exercise 5

- Read through the rules with the class.
- Students then work in pairs, discussing which rule is not correct.
- When checking students' answers, have them give an example of each form of superlative in the correct rules, e.g. a) the biggest, b) the funniest, c) the most expensive.

#### Answer

d

- Refer students to Grammar Summary 9, Students' Book page 126, to study at home. Tell them to bring any queries to the next lesson.

**Exercise 6**

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

**Answers**

1 the most successful 2 the most beautiful 3 the fastest  
4 the youngest 5 the oldest

**Exercise 7**

- As a whole class, have students look at the first line of information about age and make sentences with superlatives, e.g. 'Lindsey is the youngest actress.'

**Answers**

Lindsey is the youngest actress. Gabriella is the richest actress.  
Lindsey is the tallest actress. Gabriella is the shortest actress.  
Gabriella is the most experienced actress.  
Gabriella is the most successful actress.  
Ewa is the least successful actress.

**Exercise 8**

- Have students read through the list of actors and the list of adjectives.
- Have one of the students read out the example sentence.
- Students then write sentences about the actors, using the superlatives of the seven adjectives.
- Students then work in pairs, reading out their sentences to each other.
- Some of the students then read out some of their sentences to the class.

**Exercise 9**

- Read the example sentence to the class.
- Then read through the optional expressions and elicit one or two example sentences from the class.
- Students work individually, writing sentences giving their own opinions of the things.
- Go round and monitor the activity, helping with language if necessary.

**Exercise 10**

- Have two students read out the example dialogue.
- Students work in pairs, going through the things and comparing their opinions.
- The pairs then give their opinions about some of the things to the class, and see if there is general agreement or if other students have different opinions.

**Options***Practice*

Students look back at the Key Words in Exercise 1.  
In pairs, students discuss and write a sentence for each of the Key Words. Tell them to use 'all right' in a sentence and the superlative form of the remaining Key Words.

Students then form groups of four and read out their sentences to each other.

*Extension*

As a whole class, students look at the Factfile and pool what they know about the actors and films mentioned in the texts.



# 24 Star Watching

## Objectives

- To read and understand a magazine article.
- To practise forming adjectives from nouns.
- To practise making and responding to suggestions.

## Resources used

Cassette, copy of a current or recent 'What's On' in the local newspaper (Exercise 9).

## Possible problem

Some students may find it difficult to imitate the intonation patterns when making and responding to suggestions in Exercise 7.

## Background

Quote: The Rolling Stones, British rock group who first became popular in 1963, and went on to become one of the most successful groups ever. Keith Richards wrote most of their songs.

## Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 3 and 5).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

Language Powerbook pages 66–67.

## Before you start

### Exercise 1

- Have students look at the photos and read the questions.
- Elicit what the students know about Sophie Marceau, and encourage them to guess the answers to the questions. Do not give the correct answers at this stage.

## Reading

### Exercise 2

- Students work individually, reading the article and checking their answers from Exercise 1.
- Check students' answers and have them read out the section of text which gives the answer.

#### Answers

- 1 France 2 (born 1966)  
3 *Braveheart/Anna Karenina/A Midsummer Night's Dream*

### Exercise 3

- Students work in pairs, reading the article again and answering the questions.
- Check students' answers by having them read out the questions and answers.

#### Answers

- 1 fourteen 2 film director 3 Paris and Warsaw 4 Mel Gibson  
5 You can say more in books than in films. 6 1999

## Vocabulary: Wordbuilding

### Exercise 4

- Students work in pairs, reading the article and finding adjectives from the nouns.
- When checking students' answers, check their pronunciation of both nouns and adjectives.

#### Answers

successful romantic famous disappointing exciting

### Exercise 5

- Students work individually, writing five sentences about films and celebrities using the adjectives from Exercise 4. Tell students they need not write about films and celebrities mentioned in the article.
- Students then read their sentences to their partner.
- Have some of the students read their sentences to the class.

### Exercise 6

- Give students time to read the newspaper advertisements for the Odeon Cinema and the Classic Cinema.
- Students then listen to the cassette and find out what film Mick and Lucy decide to see.

#### Answer

Casablanca

#### Tapescript

**Mick:** What's on this weekend, Lucy?

**Lucy:** Er, let's go and see *Sleepy Hollow*. I think Christina Ricci's brilliant.

**Mick:** Mmm. I don't like horror films. What about *Gladiator*? People say it's good.

**Lucy:** No, I don't know the actors.

**Mick:** What about an old film? I'd like to see *Casablanca* again. It's my favourite film.

**Lucy:** OK. That's a good idea. Let's do that!

### Exercise 7

- Give students time to read through the Function File and guess the missing words.

- Play the cassette for students to listen and complete the dialogue.
- Check students' answers by having them read out the dialogue.

**Answers**

1 on 2 Let's 3 think 4 about 5 'd like 6 good idea

**Exercise 8**

- Students listen to the cassette and repeat the suggestions and replies. Pay particular attention to correct intonation and stress patterns.

**Tapescript**

- 1 Let's go and see *Sleepy Hollow*.
- 2 Mmm. I don't like horror films.
- 3 What about *Gladiator*?
- 4 No, I don't know the actors.
- 5 What about an old film?
- 6 OK. That's a good idea. Let's do that!

**Extension**

Have students look back at the article and read Sophie's last speech – 'When I'm tired, my English gets worse and worse.' As a whole class, students compare experiences when they feel they are using English well and when they feel their English gets worse.

## Speaking

**Exercise 9**

- If you have a copy of a current or recent 'What's On' for your area, bring it to class and encourage students to talk (in English) about the films, sport, concerts, etc. that are on in their town.
- Read through the list of events in Exercise 9 with the class and elicit suggestions for specific films, plays, concerts, etc. that could be on the local 'What's On' page.
- Students work individually, writing their imaginary 'What's On' page. Go round and monitor the activity, helping where necessary.

**Exercise 10**

- Have two students read through and complete the example dialogue.
- Students work in pairs, looking at both of their 'What's On' pages and deciding what to do tonight.
- Some of the pairs then do their roleplays for the class to hear.

**QUOTE ... UNQUOTE**

- Read the quote with the class. Ask students what they know about the Rolling Stones.
- Ask students if they would like to be famous. Why/Why not?
- As a whole class, students list the advantages and disadvantages of being famous.

**Options****Practice**

Students look back at Exercise 4 and, working individually, write five sentences containing the five nouns.

Students then read their sentences to their partner.

Have some of the students read their sentences to the class.



# Communication Workshop

## Objectives

- To read and understand a profile of a celebrity.
- To practise using the linking words: *after, also, and, but, for example, however and then.*
- To practise using strategies for organising ideas before writing.
- To write a profile of a celebrity.
- To ask and answer questions about a celebrity.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: Celebrity Profile

### Before you start

#### Exercise 1

- Read through the topics with the class and ask students to guess the order of the topics in the text. Ask them to think about the order they would use if they were writing a text about a celebrity, and how they would group the five topics into three paragraphs.
- Students read the text and put the topics in the correct order. They then see if their guesses were correct.

#### Answers

A physical appearance B successes  
C personality/free time/personal life

#### Exercise 2

- Students work individually, completing the text with the linkers.
- They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the text.

#### Answers

1 but 2 for example 3 and 4 but 5 Then 6 After 7 also  
8 however 9 also 10 also

## Stages

- **Stage 1.** Read through the list of celebrities with the class and elicit suggestions of people for each category.
- Give students time to collect information about their chosen celebrity.
- **Stage 2.** Read the Strategies box with the class.

- Read through the topics of paragraphs A to C in Exercise 1 with the class and then ask students if they have any additional topics about their celebrity. If so, ask them to suggest which paragraph to put the extra topic(s) in.
- Students then work individually, organising their information into three paragraphs.
- **Stage 3.** Remind students to use linking words when they are writing their paragraphs.
- Go round and monitor the activity, helping where necessary.
- **Stage 4.** Students check their writing for grammar, spelling and punctuation.
- Go round and monitor students' corrections.

## Speaking: Information Gap

### Stages

- **Stage 1.** Read the example question with the class. Have students look back at the topics in Exercise 1 and elicit questions for the first two topics (success, free time). Students then work individually, writing questions for all the topics in Exercise 1.
- Have students read out their questions and check accuracy.
- **Stage 2.** Students work in pairs, taking turns to ask and answer questions about their celebrities.
- Tell students not to say the name of their celebrity when answering their partner's questions. Each student has to guess the name of their partner's celebrity.

### Talkback

- Read the example sentence with the class.
- In turn, students tell the class interesting information about their partner's celebrity.
- The class then see how many different celebrities they thought of.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 11 and 12: comparative and superlative adjectives.
- To revise adjectives used to describe people.
- To practise making nouns from adjectives.
- To practise pronunciation of some difficult words.
- To practise pronunciation of the three sounds /æ/, /e/ and /ʌ/.

## Resource used

Cassette, Mini-dictionary (Wordbuilder 4).

Language Powerbook pages 68–69.

## Exercise 1

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.

### Answers

1 cheapest 2 more comfortable 3 more formal  
4 most exciting 5 more practical 6 longest 7 happiest  
8 brighter

## Exercise 2

- Have students repeat the adjectives in the list after you and check their pronunciation.
- Students work in pairs, comparing the two celebrities (Arnold Schwarzenegger and Leonardo DiCaprio) and using comparative forms of the adjectives.

## Exercise 3

- Have one of the students read out the example sentences. Draw students' attention to the use of comparative and superlative forms, and both present and past tenses.
- Elicit some names of celebrities (e.g. sports people, film stars, singers, politicians, writers) from the students' own country and from other countries.
- Students work individually, writing their list of five celebrities from their country and five celebrities from other countries.

## Exercise 4

- Have one or two students read out one of their sentences from Exercise 3 and elicit from the class ways of agreeing or disagreeing with the statement.
- Students work in pairs, taking turns to say their sentences from Exercise 3 to each other and agreeing or disagreeing with their partner's statements.
- Some of the pairs then say their exchanges for the class to hear.

## Exercise 5

- Students work individually, rewriting the description with the opposite adjectives.
- They then compare their answers in pairs, before checking answers as a class. Tell students that there may be more than one possible answer for some of the adjectives.

### Answers

He's quite young. He's tall and thin. He's got a square/thin face with big/large eyes. He's got short, dark/black/brown hair. He's very outgoing. He's quite hard-working and he thinks his job is interesting.

## Exercise 6

- Students work in pairs, reading the text and writing the nouns from the adjectives.

### Answers

1 talent 2 disappointment 3 success 4 fame

## Exercise 7

- Have students say the example word ('leather') after you.
- Play the cassette for students to listen and write down the words.
- Check students' answers and spelling of the words.

### Answers and Tapescript

1 leather 2 comfortable 3 fashionable 4 future 5 trousers  
6 height 7 famous 8 sweatshirt

## Exercise 8

- Students listen to the three sounds in the words 'bad' /æ/, 'bed' /e/ and 'but' /ʌ/.
- Have students repeat the three words.
- Tell students they are going to hear pairs of words and have to write down the sounds (a, b or c) they hear in the words.
- Play item one for students to listen and read the example answer.
- Students then listen to the cassette and write down the sounds they hear. Play the cassette twice, if necessary.

### Answers

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

### Tapescript

1 run/ten 2 get/cat 3 can/sun 4 won/red 5 black/Czech  
6 come/am 7 map/cup 8 men/man 9 love/have 10 sun/send

- Students then listen again to the cassette and write down the words.
- Check students' answers and spelling of the words. Draw their attention to the different spellings for the sound /ʌ/.



# Language Problem-Solving 6

## Culture Corner 3

### it/there

There are notes on the use of 'it'/'there' on page 128 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises or for reference at the end.

Mini-Grammar: 13.2.

#### Exercise 1

- Have some of the students read out the sentences in the table.
- Elicit from the class the translations of the underlined words into the students' own language. Have students discuss the differences between 'it is'/'it was' and 'there is'/'there was'.
- In pairs, students discuss the answers to questions a) and b).

#### Answers

a) There b) It

#### Exercise 2

- Students work in pairs, discussing which word fits into the sentences and whether the underlined words are nouns or adjectives.

#### Answers

It/adjectives

#### Exercise 3

- Students work individually, completing the sentences with 'it' or 'there'.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

#### Answers

1 It/there 2 There/it 3 there 4 it/it 5 There/it 6 It  
7 It/there 8 There/it

#### Exercise 4

- Read through the weather vocabulary with the class and elicit more weather vocabulary from the class, e.g. 'hot', 'snow', etc.
- Have one of the students read out the example sentence. Elicit the names of the other seasons from the class.
- Students work individually, writing about their favourite season. Go round and monitor the activity.
- Students then work in pairs, reading out their descriptions to each other.
- Have some of the students read out their descriptions to the class.
- The class then vote for their favourite season and find out which is the most popular season.

#### Resources used

Cassette, large wall map of the UK.

- Have students look at the map in their books (or a large wall map if available).
- Elicit what students already know about places in the UK (e.g. London, Manchester, Liverpool, Oxford, Cambridge, Edinburgh, Glasgow).
- Students work in groups of three or four, reading the questions and referring to the map as they try to answer them.
- Students then listen to the cassette and check their answers

#### Answers

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

#### Tapescript

**Teacher:** Right, let's start with Question 1 to Group 1. What is the biggest city in Britain?

**Student 1:** Is it London?

**Teacher:** Yes, it is. Correct. OK, Group 2, Question 2. What is the highest mountain?

**Student 2:** ... Mount Snowdon?

**Teacher:** No, Group 1, do you know?

**Student 1:** Is it Ben Nevis?

**Teacher:** Yes, it is! Group 1, this is Question 3 for you. What is the oldest university?

**Student 1:** Cambridge?

**Teacher:** No, it isn't. Group 2. Do you know the answer?

**Student 2:** Is it Oxford?

**Teacher:** Yes, Oxford is the oldest university in Britain. Question 4 for you, Group 2. What is the richest football club?

**Student 2:** Manchester United!

**Teacher:** Correct. Question 5 for Group 1. What is the longest river?

**Student 1:** Er ... the Humber?

**Teacher:** No, Group 2. What do you think?

**Student 2:** ... Is it the Severn?

**Teacher:** Yes – correct! Now, Question 6 to Group 2 again. What is the longest bridge?

**Student 2:** Tower Bridge?

**Teacher:** No, it isn't. Group 1. Do you know?

**Student 1:** The Humber bridge?

**Teacher:** Yes, well done! The longest bridge in Britain is the Humber Bridge.

- If you have time in the lesson, students can work in groups of three or four, writing a similar quiz about their own country, using their own ideas (e.g. oldest castle, highest building, most beautiful city, most modern city) as well as topics in the Around Britain Quiz (biggest city, highest mountain, oldest university, richest football club, longest river, longest bridge).
- As a whole class, students ask and answer their quizzes.

# Volunteers

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students to guess the difference between an article and a leaflet.
- Ask them what sort of events happen in their country to raise money.

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

#### KEY WORDS

**help** at local/school events (e.g. concerts/parties)  
**do** voluntary work (e.g. visit old people, clean up parks or rivers)  
**raise** money for a charity (e.g. collect money in the street/go on a sponsored walk/run)  
**give** money/toys/clothes/food to charities

- Have students read through the Key Words and check pronunciation. Tell them to use their Mini-dictionaries to check the meaning of the Key Words.
- Students name the activities shown in the photographs.

#### Answers

clean up (beach) sponsored walk clean up park/plant a tree  
 give food to charities

### Exercise 2

- Students listen to the cassette and find out the activities the people do. Play the cassette twice, if necessary.
- Check students' answers by playing the cassette again, pausing after each speech.

#### Answers

1 collect money in the street for a local children's charity  
 2 play in concerts for charity  
 3 plant trees and clean the local river

#### Tapescript

- 1 I do voluntary work for a local children's charity. We collect money three or four times a year for children who are ill or come from poor families. We stand in the street and collect money. People are usually very friendly.
- 2 I really love music, you know. I play the violin and I'm in the school orchestra. We play concerts at school. We often have concerts to collect money for charity.
- 3 I think it's important to do something about our planet. So I'm in a 'green' group. We meet every week to do things. For example, we plant trees, help clean the local river. It's terrible; it's really dirty and there's always a lot of rubbish in it.

### Exercise 3

- Tell students that there are two correct definitions of the word 'volunteer'. Students work in pairs, reading the definitions and selecting the two correct ones.

#### Answers

1 not for money 2 wants to

### Exercise 4

- Read through the two types of activity and examples with the class and elicit further examples of each from the students.
- Students work individually, making a list of their own activities in both categories. Go round and monitor the activity, helping with vocabulary, if necessary.

### Exercise 5

- Have two students read the example dialogue.
- Remind students to use the Key Words from Exercise 1 as they ask and answer questions about what they do.
- Have some of the pairs say their exchanges for the class to hear.

## Option

### Extension

Have students listen to the cassette of Exercise 2 again. Play each section of the cassette twice, and have students report back what they can remember. If necessary, ask detailed comprehension questions, e.g. 'How often does he collect money?' 'Are people usually friendly?'



# 25 Voluntary Work

## GRAMMAR FOCUS

### Objectives

- To practise using future *going to* to express intentions.
- To practise using the preposition *for* + period of time.
- To practise assimilation, e.g. *gonna* (*going to*).
- To read and understand an interview dialogue.

### Resources used

Mini-dictionary, cassette, Grammar Summary 10.

### Possible problems

Students may not use the correct form of the verb *to be* (*am/are/is*) with *going to*.

### Background information

Students take 'A' (advanced) level exams when they are 18 years old. The exams are marked in grades, grade 'A' being the highest grade.

The year off between school and university is often called a *gap year*.

Native speakers, especially Americans and younger people, use *gonna* instead of *going to* in informal conversation.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 7 and 11).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook:** pages 70–71.

Mini-Grammar: 12.6a.

### Before you start

#### Exercise 1

#### KEY WORDS

teach in a primary school, work with refugees, help in a hospital, work with animals, work with homeless children, plant trees

- Read through the Key Words with the class and have students use their Mini-dictionaries to check the meanings.
- Look at the photos and read through the questions with the class. Give students time to think about what they would like to do as a volunteer abroad.
- Have each student tell the class what he/she would like to do. If any of the students say they would not like to do voluntary work abroad, ask them what they would like to do in their own country.

#### Exercise 2

- Tell students not to worry about the gaps in the dialogue as they read it the first time to find out what kind of voluntary work Diane would like to do. Tell students to read the text quickly to find the answer.

#### Answer

help build schools in Africa

#### Exercise 3

- Read through the expressions with the class. Give students time to read the dialogue again and guess where the expressions fit.
- Play the cassette for students to complete the dialogue and see if their guesses were correct.
- Check students' answers by having them read the interview aloud.

#### Answers

1 next year 2 six months 3 next autumn 4 this summer  
5 two months

## FUTURE *going to* (INTENTIONS)

#### Exercise 4

- Students work in pairs, referring back to the dialogue and completing the sentences in the table.
- Check students' answers by having them read out the sentences.

#### Answers

1 going 2 is 3 are 4 going 5 am 6 to

#### Exercise 5

- As a whole class, students read through the three sentences and discuss the information each sentence gives so they can decide which sentence does not give the same information as the 'going to' sentence.

#### Answer

a

- Refer students to Grammar Summary 10, Students' Book page 126. Tell them to study it at home and bring any queries to the next lesson.

#### Exercise 6

- Read the instruction to the class and have them say both 'gonna' and 'going to' after you so that they are aware of the assimilation.
- Play the cassette, pausing after each utterance for students to say whether they hear 'gonna' or 'going to'.

- After checking answers, play the cassette again for students to repeat after the cassette.

**Answers**

2 4 6

**Tapescript**

- So Diane, what are you going to do next year?
- Well, I'm going to take a year off before university.
- What kind of work are you going to do?
- I'm not going to teach.
- He's going to help me this summer.
- I'm going to study really hard for the next two months.

**Exercise 7**

- Do the first two examples with the whole class.
- Students then complete the exercise, working individually.
- Students compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

**Answers**

1 am going to 2 Are/going to 3 isn't going to 4 am going to  
5 am not going to 6 are going to

**Exercise 8**

- Have one of the students read the example sentences.
- Read through the other situations with the class.
- Give students time to think about what they are going to do in the other situations and write their sentences. Go round and monitor the activity, helping if necessary.

**Exercise 9**

- Have two students read through the example dialogue.
- Students work in pairs, guessing what each other is going to do in each situation from Exercise 8.
- Some of the pairs then say their dialogues for the class to hear.
- The class then find out how many different things they thought of for each of the situations.

**Exercise 10**

- As a whole class, students look at and talk about the people and what they are doing in each of the pictures.
- Have one of the students read out the example sentence.
- Students work in pairs, discussing the pictures and writing sentences about the people, using 'going to'.
- Some of the pairs then read out their sentences to the class.

**Exercise 11**

- Have one of the students read out the example sentences.
- Tell students to write as many sentences as they can about their plans for when they leave school, using 'going to'.
- Go round and monitor the activity, helping with vocabulary if necessary.

**Exercise 12**

- Have two students read out the example sentences.
- Draw students' attention to 'for' used before a period of time such as 'six months', but not used before a specific time such as 'this autumn'.
- Students do the exercise, working in pairs and deciding if 'for' is needed in the sentences.
- Check students' answers by having them read out the sentences.

**Answers**

1 -/for 2 -/for 3 for/- 4 for/-

**Options***Practice*

Have students look back at the careers teacher's questions in the interview in Exercise 2 and the prompts in Exercise 3. Write these on the board as students say them:

What are you going to do (next year/this summer/ next autumn/at Christmas)?

What do you want to study at university?

What kind of work are you going to do?

Students work in pairs, asking and answering the questions. Some of the students then tell the class about their partner.

*Extension*

Have students look at Exercise 8 again. Write these sentences on the board for students to continue by saying what they are going to do in these situations:

It's my friend's birthday tomorrow. I'm going to ...

I finish my exams this week. ...

I'm cold. ...

I can't do this homework. It's too difficult. ...

I can't find my pen. ...

Give students a few minutes to think of sentences. Then elicit as many sentences as possible for each situation.



# 26 Raising Money

## Objectives

- To read and understand a newspaper article.
- To practise vocabulary of 'causes'.
- To practise collocations with certain verbs.
- To practise distinguishing meaning of similar adjectives.
- To listen to and understand a phone call.
- To participate in a phone call.

## Resources used

Mini-dictionary, cassette.

## Background

It is common for schools to organise sponsored events, e.g. a sponsored walk or swim to raise money for both school funds and charities.

Quote: Confucius (551–478 BC), Chinese philosopher whose ideas encouraged justice and peace, and who taught social and moral principles which had a great influence on the Chinese people.

## Routes through the material

- If you are short of time, set some of the exercises for homework (e.g. Exercises 6 and 7).
- If you have time, do the Options activities.
- If you have two lessons for this unit, a suitable natural break is after Exercise 7.

Language Powerbook: pages 72–73.

## Before you start

### Exercise 1

- Ask students about their own experiences of raising money for charity at school and/or in activities outside school. What did they do? How much money did they raise?
- Read the instruction and two examples to the class.
- Students work in pairs, thinking of another two good ways of raising money for charity at their school.
- The pairs report back to the class, and the class find out how many different ways they have thought of to raise money.

### Exercise 2

#### KEY WORDS

help for blind people, (e.g. guide dogs), help for disabled people, hospitals, homes (e.g. a children's home), medical research (e.g. into cancer), protection for children/animals/the environment

- Have students check the meaning of the Key Words in their Mini-dictionaries.

- Have students say the Key Words after you to practise pronunciation.

### Exercise 3

- Students work in pairs, looking at the photo and the headline and discussing which two causes from the Key Words the canoeist raises money for.
- Have students exchange ideas as a whole class. Do not tell them the correct answers at this stage.

## Reading

### Exercise 4

- Students work individually, reading the article quickly and checking their answers from Exercise 3.
- Check students' answers by having them read out the section of text that gives the answer.

#### Answers

medical research for children    guide dogs for blind people

### Exercise 5

- Students work individually, reading the text again and answering the questions.
- They then compare answers in pairs, before checking answers as a class.

#### Answers

- 1 six months
- 2 to raise money for a charity that does medical research for children
- 3 The weather was bad.
- 4 They felt proud.

## Vocabulary: Words that go together

### Exercise 6

- Students work individually, referring back to the text to match the verbs and other words.
- Check students' answers by having them read out the matched pairs.

#### Answers

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

- Students work individually, writing five sentences using five of the expressions.
- Students then read their sentences to their partner.
- Have some of the students read their sentences to the class.

**Exercise 7**

- Students do the exercise in pairs, referring back to the text and choosing the most appropriate adjective.
- Check students' answers by having them read out the sentences.

**Answers**

1 b 2 a 3 b 4 c 5 b

**Listening****Exercise 8**

- Read through the three answers with the class. Tell students to listen for what Sally is not ringing for.
- Play the cassette once for students to answer the question.
- Check students' answers by playing the cassette, pausing appropriately.

**Answer**

c

**Tapescript****Male:** Allens Bank. Good morning. Can I help you?**Female:** Ermm yes. Could I speak to Mrs Smithson, please.**Male:** I'm afraid she's out at the moment. Can I take a message?**Female:** Yes, please. My name is Sally Thornton.**Male:** Sorry, can you spell your surname please?**Female:** Yes, it's T - H - O - R - N - T - O - N.**Male:** Thanks.**Female:** Well, I am at Lawnside High School. We are organising a sponsored walk next month at the school. It's for cancer research. And we are looking for sponsors. The bank was very generous last year. You sponsored our magazine.**Male:** So it's Lawnside High School and a sponsored talk ...**Female:** No, it's a walk. We're going to walk fifty miles!**Male:** Oh right. And you're looking for sponsors. Have you got a phone number?**Female:** Well, the school number is 0899.**Male:** 0899.**Female:** 873 ... 275.**Male:** Well, I'll pass on the message to Mrs Smithson.**Female:** Thank you very much.**Male:** Not at all. Goodbye.**Female:** Goodbye.**Exercise 9**

- Give students time to read through the Function File and guess the missing words.
- Play the cassette for students to complete the dialogue and check their guesses.
- Check students' answers by having them read out the conversation.

**Answers**1 help 2 Could 3 afraid 4 take 5 please 6 Sorry 7 walk  
8 for 9 sponsors 10 phone 11 pass on

- Students listen to the conversation again and repeat the sentences after the cassette. Pay particular attention to intonation and stress patterns.
- Students then practise reading the dialogue aloud in their pairs.

**Speaking****Exercise 10**

- Read through the suggested information with the class, and give students time to think about what they are going to ring for.
- Students act out the dialogue in their pairs, taking turns to be the secretary and the person asking for sponsorship.
- Some of the pairs then act out their conversations for the rest of the class to hear.

**QUOTE ... UNQUOTE**

- Read the quote with the class. Have students explain what it means and discuss whether they agree with it.

**Options****Practice**

Have students look back at Exercise 7. Write the adjectives that were not the correct answers on the board:

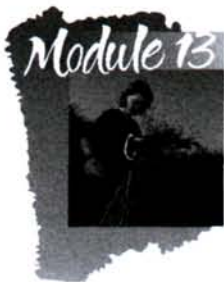
strong, hard, great, brilliant, three-month, eight-month, difficult, strong, confident, pleased

Elicit sentences from the class using the word 'brilliant' – encourage students to think of as many sentences as they can. In pairs, students choose six of the remaining adjectives and write six sentences using them in appropriate contexts. The pairs then form groups of four and read each other's sentences.

Each group chooses four sentences to read out to the class.

**Extension**

Students look back at the newspaper article in Exercise 4. In pairs, they read the article again and write down four questions about it to ask the rest of the class, e.g. 'How old is Steve MacDonald?' (24), 'What is his mother's first name?' (Sheila). All the students then close their books. The pairs take turns to ask and answer their questions. If you wish, give points for correct answers.



# Communication Workshop

## Objectives

- To read and understand a leaflet advertising a forthcoming event.
- To practise using the linking words *to* and *for*.
- To practise using speaking strategies for checking information.
- To write a leaflet.
- To ask and answer questions about events.

## Routes through the material

- ⇒ If you are short of time, have students do some of the Writing stages for homework.
- ⇒ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: A Leaflet

### Before you start

#### Exercise 1

- Students work individually, reading the text and answering the questions.
- When checking students' answers, have them read out the section of text that gives the answer.

#### Answers

1 to help them in a dance marathon 2 cancer research  
3 dance for three-hour sessions and find sponsors

#### Exercise 2

- Students work individually, reading the text and choosing the correct linking words.
- Students then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the text.

#### Answers

1 to 2 for 3 for 4 to 5 to 6 for 7 for

## Stages

- **Stage 1.** Have one of the students read out the suggested activity and cause. Elicit further suggestions from the class.
- Students then work individually, thinking about and deciding their cause and activity.
- **Stage 2.** Read through the topics with the class.
- Students make notes about how their event is going to be organised.
- **Stage 3.** Students use their notes to write their leaflets. Advise students to look back at the leaflet for the dance marathon to get ideas for the layout and design of their leaflet.

- Go round and monitor the activity.
- **Stage 4.** Students work individually, checking their leaflet for mistakes, and writing a final version.

## Speaking: A Roleplay

### Stages

- **Stage 1.** Read through the questions with the class.
- Give students time to think of the answers about their own event and make a note of any information that is not on their leaflet.
- **Stage 2.** Read the Strategies box with the class.
- Have students repeat the expressions after you: 'Sorry, can you repeat/spell that, please?', 'So, it's a sponsored talk.'
- Students work in groups of four or five, asking and answering questions about their events and checking the information they are given.

### Talkback

- Students in each group show each other their leaflets and the group decide which is the most interesting event.
- Each group then tells the class about their most interesting event.



# Shopping

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Find out how many students like shopping. What are their favourite shops?
- Find out how many students use e-mail. Who do they send e-mails to?

## Resources used

Cassette, British or American money if you have any (Exercise 4).

## Background

'Window-shopping' refers to looking at goods in shop windows without necessarily intending to buy.

Pence: '40p' can be said as 'forty pence' or 'forty pee'.

## Warm-up

### Exercise 1

- Students look at the photos and the captions.
- As a whole class, students discuss which of the activities they enjoy most when they are shopping.

### Exercise 2

- Students listen to the cassette and note down where the four people are.
- Check students' answers by playing the cassette again, pausing after each section.

#### Answers

1 at an expensive clothes shop 2 in a shopping centre  
3 in a music shop 4 in a street market

#### Tapescript

1

**Female 1:** Look at that! That's beautiful!

**Female 2:** What?

**Female 1:** That dress. It's fantastic!

**Female:** Yes, but it's expensive!

2

**Male 2:** Where do you want to go now? I'd like to get some shoes.

**Female 3:** No, I'm tired. Why don't we sit down? There's a new café on the first floor.

**Male 2:** What about that new place on the third floor. It's got good music.

3

**Female 4:** Can I help you?

**Male 3:** No, thanks I'm just looking. Well, one thing. Have you got the new CD by Beck?

**Female 4:** Yes, we have. Do you want to listen to it?

**Male 3:** Thanks. How much is it?

**Female 4:** It's ten pounds ninety-nine.

4

**Male 1:** Excuse me?

**Stallholder:** Yes, can I help you?

**Male 1:** Mmm, how much is that T-shirt, please?

**Stallholder:** It's three pounds fifty.

**Male:** OK, thanks.

### Exercise 3

- Read through the questions with the class.
- Students work in pairs, asking and answering the questions about themselves.
- The pairs then decide what sort of shopper each of them is.
- Have some of the pairs report back to the class, saying what sort of shopper their partner is and giving examples to support this.

### Exercise 4

#### KEY WORDS: Prices

**UK:** five pounds twenty, forty pence, ten pounds ninety-nine.

**US:** three dollars, fifty cents, nine dollars fifty

**EU:** six euros fifty, fifty cents, twelve euros thirty

- Have students say the Key Words after you.
- If you have any UK or American money, show it to the class and let them pass it round and identify it.
- Students work in pairs, matching the Key Words and the prices.

#### Answers

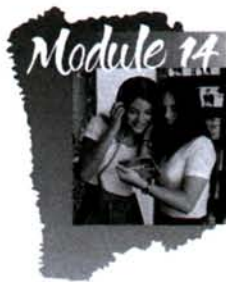
twelve euros thirty ten pounds ninety-nine three dollars  
nine dollars fifty fifty cents five pounds twenty forty pence  
six euros fifty fifty cents

- Students then listen to the cassette and repeat the prices.

### Exercise 5

- Have two students read out the example dialogue.
- Have students repeat the dialogue after you to practise correct intonation patterns.
- Students then work in pairs, asking for and giving prices of objects in the classroom. Tell students they can give the prices in UK, US or EU money. Go round and monitor the activity.
- Have some of the pairs say their dialogues for the class to hear.





# 27 Tomorrow's Shops

## GRAMMAR FOCUS

### Objectives

- To practise using *will* and *won't* for predictions.
- To practise using shopping vocabulary.
- To practise using prepositions (*around, for, into, on, to*) with verbs.
- To practise contractions, e.g. *they'll*.
- To read and understand a magazine article.

### Resources used

Mini-dictionary, cassette, Grammar Summary 11.

### Background information

All the predictions in this lesson come from articles by business people. E-mail commerce is already taking off in the USA and other countries will soon catch up. The most successful area is that of books, music and films (e.g. Amazon.com).

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 7 and 8).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 6.

**Language Powerbook** pages 74–75.

Mini-Grammar: 12.6b.

### Before you start

#### Exercise 1

#### KEY WORDS: Shopping

corner shop, high street shop, online shopping, shopping mall

- Have students use their Mini-dictionaries to check the meaning of the Key Words. Students then work in pairs, matching the Key Words with their descriptions. Do not give the correct answers at this stage.

#### Exercise 2

- Students read the article and check their answers.

#### Answers

- a) corner shop   b) online shopping   c) shopping mall  
d) high street shop

- As a whole class, students discuss which kind of shopping they think is most interesting and which kind of shopping they think is boring.

- Ask students what types of shop are in their area and to give the names of any of these shops.

#### Exercise 3

- Students do the exercise, working individually. They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read the sentences aloud.

#### Answers

- 1 to   2 for   3 into   4 around   5 on

### will AND won't (PREDICTIONS)

#### Exercise 4

- Students refer back to the text and complete the sentences.
- Check students' answers by having them read out their sentences.

#### Answers

- 1 will   2 will   3 Will   4 Will   5 won't   6 won't

#### Exercise 5

- As a whole class, students complete the rule.

#### Answer

b

- Refer students to Grammar Summary 11, Students' Book page 127, to study at home and tell them to bring any queries to the next lesson.

#### Exercise 6

- Write on the board: *'ll, won't*.
- Read the example sentence with the class and draw their attention to the use of the contracted verb forms. Tell students to use these forms in the sentences they write down.
- Students listen to the cassette and write down the sentences. Play the cassette twice if necessary.
- Check students' answers by having individuals write the sentences on the board.
- Play the cassette again for students to repeat the sentences. Draw students' attention to the contracted verb forms in the sentences.

#### Answers and Tapescript

- 1 They'll be enormous.
- 2 Corner shops won't disappear.
- 3 Shopping centres'll be bigger.
- 4 We'll do our shopping online.
- 5 Some shops won't do badly.

**Exercise 7**

- Students work in pairs, referring back to the article as they complete the sentences. Tell students to use the full verb form of 'will' in this exercise.
- Check students' answers by having them read out the sentences.

**Answers**

1 will 2 won't 3 will 4 will 5 won't/will 6 will

**Exercise 8**

- Students work individually, ordering the words to make questions.
- When checking students' answers, have one student ask a question and another student answer it.

**Answers**

1 Will we have traditional shops?  
2 Will there be shopping centres?  
3 Where will we buy our newspapers?

**Exercise 9**

- Have students read out the list of vocabulary and check their pronunciation.
- Have students look at the picture and talk about what they can see.
- Have one student read out the example sentences.
- Students work individually, writing predictions about school in the future. Tell them to write two sentences about each of their predictions, one using 'won't' and the other using 'will', as in the example sentences. Go round and monitor the activity.

**Exercise 10**

- Have two students read out the example dialogue.
- Students work in pairs, taking turns to ask and answer questions about school in the future, using their ideas from Exercise 9.
- Have some of the pairs say their questions and answers for the class to hear.

**Exercise 11**

- Have one student read out the example sentences.
- Students work individually, choosing three people in their class and writing predictions about their futures.
- Students take turns to read out their predictions to the class, who then guess which student they are talking about.

**Options***Practice*

Have students write predictions about themselves in ten years' time. Tell them to write two predictions using 'will' and two predictions using 'won't'. Students then form groups of three or four and read out their predictions to each other.

*Extension*

In groups of three or four, students discuss and make predictions about what shops in their town will close down in the next few years and what new shops will open. The groups then report back to the whole class and see how much general agreement there is.



# 28 Real or Virtual?

### Objectives

- To read and understand a website.
- To practise vocabulary of clothes and sizes.
- To practise using singular and plural nouns.
- To understand pronoun references in texts.
- To listen to and understand a shopping dialogue.
- To participate in a shopping dialogue.

### Resources used

Mini-dictionary, cassette.

### Possible problem

Some students may be less familiar with the Internet and websites than others.

### Background

The Internet provides access to everything from online editions of newspapers to games and gossip. Web pages have underlined or highlighted words and pictures (hypertext) that will 'open' new pages when you click on them. A collection of web pages run by one person or organisation is called a website.

Quote: Oscar Wilde (1854–1900), Irish writer of poems, stories and especially humorous plays. He is best known for his play *The Importance of Being Earnest* and his novel *The Picture of Dorian Gray*.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (Exercises 4 and 6).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 4.

**Language Powerbook** pages 76–77.

### Before you start

#### Exercise 1

#### KEY WORDS: Sizes

**T-shirts/jumpers, etc.:** small (S), medium (M), large (L), extra large (XL)  
**shoes/trousers, etc.:** size 42

- Students use their Mini-dictionaries to check the meaning of the Key Words.
- In pairs, students tell each other their sizes and measurements for T-shirts, shoes and trousers.

## Reading

### Exercise 2

- In pairs, students look at the different shops on the website and discuss which part of the virtual shop they would visit first.
- Students report back to the class and find out which is the most popular shop for the class.

### Exercise 3

- Students work in pairs, matching the imaginary websites with the numbers in the text.
- Check students' answers by having them read out the sections of the web page.

#### Answers

- 1 Sportswear.com 2 Jeans-R-Us.com 3 TopShirts.com  
4 Books'n'films.com 5 Bags&things.com 6 LondonRock.com  
7 Ticketsforyou.com 8 Beachworld.com 9 Gift2000.com

### Exercise 4

- Read the Strategies box with the class.
- Students work in pairs, reading the text again and finding the reference for the underlined pronoun.
- Check students' answers by having them read out the sentences first with the pronoun in and then with the noun in.

#### Answers

- 1 trainers and football shirts 2 jeans and trousers  
3 a book or a film 4 this bag 5 your friends  
6 something special for someone's birthday

## Vocabulary: Singular and Plural Nouns

### Exercise 5

#### KEY WORDS

children, clothes, jeans, men, people, scarves, shorts, trousers, watches, women, trainers

- Students work in pairs, discussing which of the words do not have a singular form and writing down the singular of the other words.
- When checking students' answers, have them spell the singular nouns.

#### Answers

No singular: clothes, jeans, shorts, trousers  
Singular: child, man, person, scarf, watch, woman, trainer

**Exercise 6**

- Students do the exercise, working individually. Remind them to make sure that they change other parts of the sentence, e.g. verbs, if necessary.
- Students then compare answers in pairs, before checking answers as a class.
- When checking students' answers, also check the spelling of the plural nouns.

**Answers**

- The men spoke to the children.
- They took the scarves out of the boxes.
- The boys bought digital watches.
- These shoes are hurting my feet.
- The women are wearing blue jeans.

**Listening****Exercise 7**

- Give students time to read through the dialogue and guess the missing words.
- Play the cassette for students to complete the dialogue and check their guesses.
- Check students' answers by having them read out the dialogue.

**Answers**

- Have you got
- size
- try
- too
- How much
- too
- Can I help
- here you are
- enough

**Tapescript**

**Boy:** Excuse me?

**Man:** Yes, can I help you?

**Boy:** Yes, please. Have you got these jeans in black?

**Man:** What size are you?

**Boy:** I'm size 36.

**Man:** Just a moment. Here you are.

**Boy:** Where can I try them on?

**Man:** Over there.

**Boy:** They're too small. Can I try on the next size?

**Man:** Certainly.

**Boy:** How much are they?

**Man:** Er, those are thirty-five pounds.

**Boy:** Oh, sorry, they're too expensive.

**Man:** Yes, can I help you?

**Girl:** Have you got these trainers in size 42?

**Man:** Yes, here you are.

**Girl:** No ... they're not very comfortable. They're not wide enough.

- Before students start the pairwork, elicit or present the expression for agreeing to buy something, e.g. 'I'll take/have it/them, thank you.'
- Students work in pairs, taking turns to be the customer and the shop assistant. Remind them to use expressions from the Function File in their dialogues. Go round and monitor the activity.
- Have some of the pairs say their dialogues for the class to hear.

**QUOTE ... UNQUOTE**

- Read the quote to the class and have students discuss what it means. Ask students to think of examples of things whose price and value are different, e.g. a meal in a very expensive restaurant compared with the same meal in a medium-priced restaurant, designer-label clothes/trainers.

**Options***Practice*

In pairs, students study the website and write three questions to ask the rest of the class about the information on the page. The class then close their books. The pairs take turns to ask their questions. If you wish, points can be awarded for correct answers.

*Extension*

In groups of four or five, students make their own website for their local shops.

The groups then display their pages for all the class to see and read.

**Speaking****Exercise 8**

- Have students read through the list of clothes and check their pronunciation.
- Students work individually, choosing something to buy from the list and deciding the size, colour and price they want to pay.
- Have two students read out the example dialogue.



# Communication Workshop

## Objectives

- To read and understand an e-mail.
- To practise using the vocabulary of products.
- To write an e-mail.
- To listen to and understand a shopping dialogue.
- To participate in a shopping dialogue.

## Resources used

Mini-dictionary, cassette.

## Background

This is an example of a page on a website where you can send an e-mail to the company, with comments or asking for information.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: An e-mail

### Before you start

#### Exercise 1

#### KEY WORDS: Products

catalogue, colour, cost of postage, material, price, size, selection, style

- Ask students if they have ever sent e-mails to a company.
- Ask students what they think Posterworld is and what they think Henry wrote about.
- In pairs, students check the meaning of the Key Words in their Mini-dictionaries and guess which words they think Henry mentions in his e-mail.

#### Exercise 2

- Students read the e-mail and check their guesses.

#### Answers

size cost of postage price catalogue

- As a class, students discuss the advantages and disadvantages of ordering products from the Internet.

## Stages

- **Stage 1.** Read the example notes to the class.
- Elicit from the class a few examples of other products and information needed.
- Students then work individually, writing their notes.

- **Stage 2.** Ask those students who have e-mail addresses to write their addresses on the board. Other students then invent their own e-mail address.
- Students invent the name of a website for their product.
- They then copy the e-mail form from the coursebook and write their e-mail.

## Talkback

- Students work in pairs and read each other's e-mails.
- Each student in turn takes the role of the manager of the website and phones their partner to give the information he/she asked for.

## Speaking: A Roleplay

### Before you start

- Students listen to the dialogue to find out what the girl buys.

#### Answer

a blue skirt and a bag

#### Tapescript

**Girl:** Excuse me. How much is this skirt?

**Woman:** Er, that's twelve pounds.

**Girl:** Can I try it on?

**Woman:** Yes, certainly. The changing room's over there.

**Girl:** Thanks.

**Woman:** Is it OK?

**Girl:** No, it's too big. Have you got a smaller size?

**Woman:** I'm sorry, we've only got that size. But we've got these blue skirts in a smaller size. And they're only £9.99!

**Girl:** Thanks. I'll try one on. OK. That's great. And I'm looking for a bag. How much are these ones?

**Woman:** Fifteen pounds.

**Girl:** Oh, they're really nice! Yes, I'll take this one.

**Woman:** Right, that's twenty-four pounds ninety-nine, please.

## Stages

- **Stage 1.** Put students in pairs. Tell one member of each pair to be the customer and the other to be the shop assistant.
- Have students look at the list of items and use their Mini-dictionaries to check the meaning of the words. Have students say the words after you to practise pronunciation.
- Read out the instructions for the customer and shop assistant to the whole class.
- Give students time to think about what they are going to say, and to look back at the Function File in Lesson 28.
- **Stage 2.** Students act out their roleplay in pairs. Go round and monitor the activity.

## Talkback

- The pairs report back to the class and find out who bought the most things and who spent the least money.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 13 and 14: *will/won't* and *am/are/is (not) going to*.
- To practise using prepositions.
- To practise noun/adjective formation.
- To practise word stress.
- To practise pronunciation of words containing the letter 'r'.

## Resources used

Mini-dictionary (wordbuilder 16, 17 and 18), cassette.

**Language Powerbook** pages 78–79.

## Exercise 1

- Read the first item with the class and elicit from the class the different functions of 'will' (prediction) and 'going to' (intention).
- Students complete the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

### Answers

2 will 3 will 4 is going to 5 will 6 am going to 7 will  
8 am going to

## Exercise 2

- Have two students read out the example dialogue.
- Students work in pairs, taking turns to ask and answer questions about what they are going to do. Go round and monitor the activity.
- Have some of the pairs say their dialogues for the class to hear.

## Exercise 3

- Have one of the students read out the example sentence.
- Students work individually, writing five sentences about things they are not going to do in the future.
- Students work in pairs, reading out their sentences to each other.
- Have each student read out one of their sentences to the class.

## Exercise 4

- Students do the exercise, working individually.
- Check students' answers by having them read out the sentences.

### Answers

1 trip 2 at 3 do 4 with 5 took 6 for 7 save

## Exercise 5

- Advise students to read through the whole text quickly first before starting to complete the sentences.
- Students compare their answers in pairs, before checking answers as a class.

### Answers

2 for 3 at 4 in 5 from 6 to 7 in 8 for 9 in 10 for

## Exercise 6

- Students do the exercise, working in pairs and using their Mini-dictionaries to check spelling.
- Check students' answers by having them read out the sentences and spell the words.

### Answers

2 voluntary 3 protection 4 information

## Exercise 7

- Read through the first sentence with the class and have students repeat the word stress patterns after you.
- Give students time to read through the other sentences and, in pairs, guess the stress patterns of the underlined words.
- Play the cassette for students to mark the word stress patterns and see if their guesses are correct.

### Answers

2 magazine/newsagent's 3 colourful/jacket 4 Internet/computer  
5 cassette/birthday 6 expensive/motorbike

- Students then listen again and repeat the sentences.

## Exercise 8

- Read through the example with the class and have students repeat the words ('am', 'arm') after you.
- Students work in pairs, adding an 'r' to the words and saying the two words to each other.
- Students then listen to the cassette and repeat the words and check if their pronunciation was correct.

### Answers and Tapescript

1 am/arm  
2 had/hard  
3 at/art  
4 he/her  
5 you/your

# Language Problem-Solving 7

## ZERO CONDITIONAL

- There are notes on the use of zero conditionals on page 128 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises or for reference at the end.

Mini-Grammar: 3.1.

### Exercise 1

- Read the sentences with the class and read through answers a) to d).
- In pairs, students discuss what the sentences are talking about, and what tense we use in sentences like these.

#### Answers

a) no b) yes c) yes d) no We use the Present Simple tense.

### Exercise 2

- Students do the exercise, working individually.
- Check students' answers by having them read out the complete sentences.

#### Answers

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

### Exercise 3

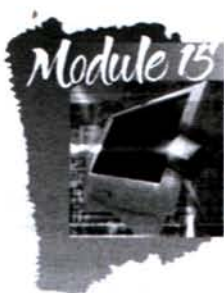
- Students work individually, completing the sentences.
- When checking students' answers, elicit as many different endings as possible from the class, checking that students use the Present Simple tense.

## Culture Corner 4

### Resource used

Mini-dictionary.

- Ask students if they know anything about shopping in the UK. What time do shops open and close? What are the names of some of the shops?
- Have students work in pairs, reading the text and using their Mini-dictionaries to check the meaning of any new words. Have the pairs make notes of differences from and similarities to shopping in their own country.
- Write these topics on the board:
  - open-air markets, car boot sales, supermarket chains (opening times)
  - corner shops, charity shops, Harrod's, PYO farms
- Have students close their books.
- Pairs then choose one of the topics and tell the class what they can remember about the topic when shopping in the UK and any differences from or similarities to shopping in their country.



# Computers

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Find out how many students have got a computer at home/like using a computer in school/want to work with computers when they leave school.

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

- Read through the areas with the class and have one of the students read out the example sentences.
- Give students time to work individually, thinking of the areas and making notes about how computers will change our lives in these areas.
- As a whole class, have students discuss each of the areas and exchange views.

### Exercise 2

#### KEY WORDS: Using the computer

CD (compact disk), floppy disk, keyboard, mouse, printer, screen

- Have students check the meaning of the Key Words in their Mini-dictionaries.
- Have students say the Key Words after you to practise pronunciation.
- Students work in pairs, matching the Key Words with the objects in the photo.

#### Answers

1 keyboard 2 mouse 3 floppy disk 4 CD 5 printer 6 screen

### Exercise 3

- Read through the questionnaire with the class before playing the cassette.
- Students then listen to the cassette and complete the questionnaire. Play the cassette twice if necessary.
- Check students' answers by playing the cassette again, pausing after each item.

#### Answers

1 No 2 doing homework 3 Yes

## Tapescript

**Girl:** Can I ask you some questions, please?

**Boy:** Yeah, sure.

**Girl:** Are you interested in computers?

**Boy:** Er, no, not really, no.

**Girl:** When do you use computers?

**Boy:** Well, we've got a computer at home, and I use it for homework. My parents use the computer for e-mail, but I don't. My friends haven't got e-mail.

**Girl:** Do you think computers are important for your future work?

**Boy:** Yes, I'm sure they are. I want to be an architect, and I need to work with computers ...

## Exercise 4

- Students work in pairs, taking turns to ask and answer the questions in the questionnaire in Exercise 3.
- Some of the students then report back to the class about their partner's answers to the questionnaire.

## Option

### Extension

Play the cassette from Exercise 3 again and ask students:

What do the boy's parents use the computer for? (e-mail)

Have his friends got e-mail? (no)

What does he want to be? (an architect)

Ask students how computers are used by architects.

Play the cassette again, pausing after each speaker for students to repeat after the cassette. Pay particular attention to stress and intonation patterns.





# 29 Inventors

### Objectives

- To practise using the Present Perfect for indefinite past (regular).
- To practise using vocabulary of computers.
- To practise using prepositions with verbs.
- To practise contractions, e.g. *they've*.
- To listen to and understand an interview.

### Resources used

Mini-dictionary, cassette, Grammar Summary 12.

### Possible problem

Students may find it difficult remembering the negative and interrogative forms of the Present Perfect.

### Routes through the material

- ◇ If you are short of time, set some of the exercises for homework (e.g. Exercises 7 and 8).
- ◇ If you have time, do the Options activities.
- ◇ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 80–81.

Mini-Grammar: 12.5.

### Before you start

#### Exercise 1

- Students work in pairs, reading and matching the expressions and descriptions.
- Students then work individually, reading the text and checking their answers.

#### Answers

computer code/c mini-computer/b operating system/a

#### Exercise 2

- Give students time to read through the interview and guess the missing words.
- Students listen to the cassette and complete the interview.
- Check students' answers by having them read out the interview.

#### Answers

1 computers 2 name 3 great 4 surf

## THE PRESENT PERFECT (1)

### Exercise 3

- Students refer to the text and complete the sentences in the table.
- Check students' answers by having them read out the sentences.

#### Answers

We have produced ... My son has tried ...  
 ... have you invented? Has your company decided ... ?  
 I haven't worked ... The company hasn't started ...

### Exercise 4

- As a whole class, students read through the text again and read out more examples of the Present Perfect.
- Read out the rules and possible answers to the class.
- Students then work in pairs, discussing and completing the rules.
- Check students' answers by having them read out the complete rules.

#### Answers

1 have/has 2 c

- After checking students' answers, have them say which verb form is used and give an example for 2a (action happening now – Present Continuous), and for 2b (to show exactly when the action happened – Past Simple).

### Exercise 5

- As a whole class, students read the sentences and translate the underlined words into their own language.
- Ask students which word is only used in questions. (Answer: 'ever')
- Refer students to Grammar Summary 12, Students' Book page 127, to study at home, and tell them to bring any queries to the next lesson.

### Exercise 6

- Students listen to the cassette and write down the contractions. Do the first item with the class and write the contraction on the board. ('We've')
- Students then continue the exercise.
- Check students' answers by having them write the contractions on the board, and check correct position of the apostrophe.

**Answers and Tapescript**

- 1 We've finished.
- 2 She hasn't started.
- 3 They've arrived.
- 4 I haven't used it.
- 5 He's designed it.
- 6 He hasn't asked me.
- 7 You've decided.
- 8 It's stopped.

- Students then listen to the cassette again and repeat the sentences.

**Exercise 7**

- Students do the exercise, working individually. Tell them to use full verb forms (not contractions) in their answers.
- Check students' answers by having them read out the sentences and spell the verb form in sentences 3 ('tried'), and 5 ('sent').

**Answers**

- 1 have decided    2 Have you ever used    3 has/have not tried  
4 Has he ever designed    5 have never sent

**Exercise 8**

- Have one of the students read out the example sentence about Linus Torvalds.
- Students do the exercise, working individually. They then compare their answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

**Answers**

- 2 He has moved from Finland to California.  
3 Millions of people have started to use his program.  
4 He has not earned any money from it.  
5 He has refused offers from big software companies.

**Exercise 9**

- Make sure that students understand that these predictions were made in the past, in 1900. Read the first item and example sentence with the class.
- Students do the exercise working in pairs, discussing if the predictions have come true and writing the sentences.
- Check students' answers by having them read out the sentences.

**Answers**

- 2 People have climbed Mount Everest.  
3 People have not developed a cure for all diseases.  
4 People have invented a computer.  
5 People have not started a colony in space.  
6 People have not discovered life on other planets.

**Exercise 10**

- Read through the items in the table with the class. Tell students to use their Mini-dictionaries to check the meaning of any words they are not sure of.
- Students work individually, ticking the things they have done.

- Have two students read through the example exchange before students start the pair work.
- Students then work in pairs, asking and answering the questions about what they have done and finding out the activities they have both done.
- Each pair then tell the class what activities they have both done.

**Options***Practice*

Students look back at the table in Exercise 10 and, working in pairs, think of another two or three activities to ask the rest of the class about. Elicit some suggestions from the whole class before students work in pairs, e.g. 'write to a magazine', 'have a camping holiday', 'visit the USA'.

The pairs then work in groups of four, asking and answering their questions. Each group chooses two questions to ask the rest of the class.

*Extension*

Students look back at the texts on Students' Book page 110. Give them one minute to study the texts carefully again. Then have students close their books and ask them to write down the answers to these questions:

- 1 How old is Sarah? (16)
  - 2 Is she from Ireland or England? (Ireland)
  - 3 What is the name of Dr Yo's new mini-computer? (Cyclops)
  - 4 What sort of phone has this computer got? (a videophone)
  - 5 What is Linus Torvalds' computer operating system called? (Linux)
  - 6 What is Microsoft's operating system called? (Windows)
- Check students' answers and see if any of them had answered all the questions correctly.



# 30 Computer Magic

SKILLS FOCUS

## Objectives

- To read and understand a newspaper article.
- To practise vocabulary of verbs of sensation.
- To practise verb–noun collocations.
- To practise listening for stressed words to aid comprehension.
- To practise giving instructions.
- To practise using multi-part verbs.

## Resources used

Mini-dictionary, cassette.

## Possible problem

Some students may know less about the uses of computers than others.

## Routes through the material

- ▷ If you are short of time, set Exercise 5 for homework.
- ▷ If you have time, do the Options activities.
- ▷ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 82–83.

## Before you start

### Exercise 1

#### KEY WORDS

feel, hear, move, see, speak, think, touch

- Students work in pairs, matching the Key Words with parts of the body. Students use their Mini-dictionaries to check the meaning of the words.
- Check students' answers by having them say full sentences, e.g. 'I (see) with my (eyes).'

#### Answers

feel/fingers hear/ears move/fingers see/eyes speak/mouth  
think/brain touch/fingers

## Reading

### Exercise 2

- Read the example incomplete sentence to the class and tell students to complete this sentence and write two more sentences as they read the article.
- Check students' answers by having them read out their sentences.

#### Suggested answers

- 1 Computers can help blind people 'see' a painting by using their ears.
- 2 Computers can help blind people 'see' by touching the screen and feeling vibrations.
- 3 Computers can help blind people 'read' a text by changing text into speech.
- 4 Computers can help people who can't speak communicate how they feel to other people by identifying people's emotions.
- 5 Computers can help very disabled people do activities like eating and drinking.
- 6 Computers can help disabled or very ill children make friends with children who have suffered the same problems.

### Exercise 3

- Read out the example to the class and have students find the word 'them' on line 2 of the text.
- Students work in pairs, referring to the text to find what the underlined words refer to.
- Check students' answers by having them read out the section of text containing the underlined word and its reference.

#### Answers

Section 2 them/pictures Section 3 they/Blind people  
Section 4 it (twice)/Mindmouse Section 6 It/Handy 1  
Section 7 them/disabled or very ill children

### Exercise 4

- In groups of four or five, students discuss which invention they think is most useful and why.
- The groups report back to the class giving reasons for their choice. As a whole class, see how many of them have selected the same invention.

## Vocabulary: Words that go together

### Exercise 5

- Tell students that some verbs go with more than one noun.
- Students work in pairs, matching the verbs with the nouns.
- Check students' answers before they start writing their sentences.

#### Suggested Answers

- 1 e) f) (make friends/a noise) 2 d) (do my homework)
- 3 e) g) (meet friends/people)
- 4 b) e) g) h) (see a picture/friends/people/an accident)
- 5 a) f) (hear music/a noise) 6 a) c) (listen to music/television)
- 7 c) g) (watch television/people)
- 8 b) c) g) (look at a picture/television/people)

- Read the example sentence to the class and point out that the same word ('music') or a similar word ('CDs') can be used in their own sentences.
- Students then work individually, writing eight sentences about themselves or people they know.
- Then, in pairs, students read out their sentences to each other.
- Some of the students then read out some of the sentences for the class to hear.

### Exercise 6

- Read the Strategies box with the class.
- Demonstrate how the stressed words carry the meaning by writing the first sentence in the Strategies box on the board and show students that they need only to hear the stressed words to understand the meaning:

When you listen in English, concentrate on the stressed words.

- Before students listen to the cassette, have them read through the phrases (1–6) and guess how the person does her shopping.
- Students then listen to the cassette and see if their guesses are correct.

#### Answer

on the Internet

#### Tapescript

**Man:** So you're using your new computer a lot?

**Woman:** Yes, it's great. You know, I can do lots of things. I don't have to go shopping. I can do it on the Internet. You know, I can get food, clothes, anything.

### Exercise 7

- Give students time to read through the Function File and guess the missing words.
- Then play the cassette for students to complete the Function File and see if their guesses are correct.
- Check students' answers by having them read out the dialogue.

#### Answers

1 first 2 next 3 After 4 When 5 So 6 To 7 Like 8 before  
9 Then 10 Finally

#### Tapescript

**Man:** How do you use it?

**Woman:** Well, first, you switch it on here.

**Man:** What do you do next?

**Woman:** After that, you wait a bit. When it is ready, you can start.

**Man:** So, how can you get on to the Internet?

**Woman:** To get on to the Internet, click on this icon. Like this – with the mouse. You can send or receive e-mail messages. Click on this program.

**Man:** How do you print something?

**Woman:** Well, before you start, make sure there's paper in the printer! Then click on this. To switch it off, click on this. Finally, switch it off here.

- Make sure that students know which verb form is used in instructions (the infinitive).

### Exercise 8

#### KEY WORDS

click on (the mouse), pick up, press (a button), put (something) in, put (something) down, switch (it) off/on, take (something) out, turn the volume down/up

- Have students read through the Key Words and say them after you. If they wish, students then check meanings in their Mini-dictionaries.
- Read through the list of machines with the class, and then the example instructions for the drinks machine.
- Students work individually, writing five instructions for one of the machines. Remind them to use the sequencing words from the Function File. Go round and monitor the activity.

### Exercise 9

- Students work in groups of three or four and take turns to read out their instructions while the rest of the group mime the actions. If the group find that an important instruction is missing, they can add it to the list of five instructions.
- Each group chooses one set of instructions to read to the rest of the class, who mime the actions as the instructions are read out.

### Options

#### Practice

Give more practice in using stressed words in sentences by playing the cassette of Exercises 6 and 7 again, pausing after each speaker for students to repeat what the speaker says.

#### Extension

In groups of four or five, students discuss what invention they think would be useful for disabled people. The groups then report back to the class.



# Communication Workshop

## Objectives

- To practise writing instructions.
- To revise linking words.
- To explain how a machine works and what it is used for.

## Possible problem

Some students may have less imagination when 'inventing' a machine than others.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: Instructions

### Before you start

- Advise students to read through all the instructions quickly before they start to complete them.
- Students work individually, completing the instructions. They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the instructions.

### Answers

1 First 2 Then 3 Before 4 For example 5 When 6 After  
7 Finally

### Stages

- **Stage 1.** Have the class look at the four pictures and elicit what is happening in each picture.
- Remind students to use the Key Words in the module and the Function File (Lesson 30) when writing their notes about how to use a digital camera.
- **Stage 2.** Students use their notes to write instructions. Tell them to number the instructions and use linking words as in the exercise.
- Go round and monitor the activity.
- **Stage 3.** Students check their instructions for correct prepositions, linking words and spelling.

### Talkback

- Students work in groups of three or four, taking turns to read out their instructions. Encourage the members of each group to cooperate and peer correct any remaining mistakes in the instructions.
- Each group discusses and decides whose instructions are the clearest.

- Each group then reads out their clearest set of instructions to the whole class.

## Speaking: Explaining

### Stages

- **Stage 1.** Read through the list of computerised machines with the class, and then the example notes for the computerised fridge.
- Each student chooses one of the machines (not the fridge) and draws a picture of it and then writes notes under the three headings ('What it does', 'Advantages', 'How it works').
- **Stage 2.** Read through the questions with the class.
- Students work in groups of five or six, taking turns to ask and answer questions about their machines.

### Talkback

- Still in their groups of five or six, students discuss and decide which of their machines was the most useful, the most imaginative and the silliest.
- Each group then reports back to the class for the whole class to vote on the most useful, most imaginative and silliest machine.

# Flying Saucers

## Module objectives

- Draw students' attention to the module objectives and read them through with the class.
- Ask students if they are interested in science fiction and aliens. Do they watch science-fiction films or read science-fiction books?
- Ask students if they can remember any examples of Present Perfect sentences from Module 15.

## Resources used

Mini-dictionary, cassette.

## Warm-up

### Exercise 1

#### KEY WORDS: In Space

**general:** alien, galaxy, moon, solar system, spaceship, star, UFO, universe

**the planets:** Earth, Jupiter, Mars, Mercury, Neptune, Pluto, Saturn, Uranus, Venus

- Have students look at the picture on the page and talk about what they can see.
- Have students look at the Key Words and say which are similar in their own language.
- Students look in their Mini-dictionaries and check the meanings of the new words.
- In pairs, students look at the Key Words and the picture on the page and say which things they can see.

#### Answers

UFO spaceship moon star Saturn

### Exercise 2

- Students listen to the cassette and mark the stress on the Key Words in Exercise 1.
- Check students' answers by playing the cassette again and pausing after each word for a student to write the word on the board with the stress marked on it.
- Then play the cassette again for students to repeat the words.

#### Answers and Tapescript

alien galaxy moon solar system spaceship star UFO  
universe Earth Jupiter Mars Mercury Neptune Pluto  
Saturn Uranus Venus

### Exercise 3

- Students work in pairs, reading and answering the quiz.
- Students then listen to the cassette and check their answers.

#### Answers and Tapescript

**Female 1:** Hello and welcome to Cosmic Quiz. First question. How old is the universe?

**Male 1:** 50 billion years.

**Male 2:** 15 billion years.

**Female 1:** Correct! The universe is growing and scientists have calculated that it is somewhere between 10 and 20 billion years old. Question two. How big is our galaxy – the Milky Way?

**Female 2:** 100,000 light years.

**Female 1:** Brilliant. Yes, there are millions of stars in our galaxy and it's a big place! Question three. How many planets are there in our solar system?

**Female 2:** Nine.

**Female 1:** Yes, that's right. Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Now, question four. What is the biggest planet?

**Male 2:** Jupiter.

**Female 1:** Great. Question five. What is the hottest planet?

**Female 2:** Venus.

**Female 1:** Yes, Mercury is nearer to the Sun, but Venus is hotter. Last question. Which other planet (not Earth) had water on it in the past?

**Male 2:** Mars.

**Female 1:** Yes, scientists think that in the past Mars had water on it.

#### Answers

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

## Option

### Extension

Students work in groups of three to five making their own quiz about the Earth. Elicit some suggestions of possible questions from the class, e.g. number of continents, people, countries, rivers, etc. Each group writes five questions. Tell students they must know the right answers to their questions. Give them time to research their questions and answers, e.g. in the library or at home.

The groups then take turns to ask their questions to the other groups. If you wish, give one mark for each correct answer.



# 31 Astronomers

## Objectives

- To practise using Present Perfect for indefinite past (irregular).
- To practise using the Present Perfect with *just*, *ever* and *never*.
- To practise using the prepositions *to*, *on*, *back*, *in* and *at*.

## Resources used

Mini-dictionary, cassette, Grammar Summary 12.

## Possible problems

- Students will need to learn the third forms of irregular verbs.
- Some students may have less imagination when thinking of things that are not true in Exercise 10.

## Background information

There actually exists an organisation to look for alien life. It is called SETI (the Search for Extra-Terrestrial Intelligence). It uses telescopes in Puerto Rico and Australia to look for messages from space. Several well-known scientists (e.g. Frank Drake) are involved in this project.

## Routes through the material

- ⇒ If you are short of time, set some of the exercises for homework (e.g. Exercises 2, 7 and 8).
- ⇒ If you have time, do the Options activities.
- ⇒ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook:** pages 84–85.

Mini-Grammar: 12.5, 12.5a.

## Before you start

### Exercise 1

- Read the title of the interview and the introduction ('We have seen ... Carl Jackson interviews her.') to the class to set the context for Exercise 1.
- Students work in pairs, reading through the sentences and discussing whether they think they are true or false.
- Students then work individually, reading the interview and checking their answers.

#### Answers

1 F 2 F 3 F 4 F 5 T

### Exercise 2

- Students do the exercise, working individually.
- Check students' answers by having them read the text aloud.

#### Answers

1 in 2 to 3 in 4 on 5 back 6 to 7 at 8 on

## PRESENT PERFECT (IRREGULAR VERBS)

### Exercise 3

- Students look back at the interview and complete the sentences.
- Check students' answers by having them read out the sentences.

#### Answers

a) seen b) written c) had d) sent

- Students work in pairs, finding more examples of third form verbs in the interview and writing them down in two groups – regular and irregular.

#### Answers

regular: received, used, discovered

irregular: read, heard, been, come, found, taken, made

### Exercise 4

- Students work individually to complete the rule.

#### Answer

b)

### Exercise 5

- As a whole class, students read the sentences and translate 'just'.
- Students then look back at the interview to find and read out more sentences with 'just' in them.
- Refer students to Grammar Summary 12, Students' Book page 127, for study at home. Tell them to bring any queries to the next lesson.

### Exercise 6

- Students look at the three forms of the verbs as they listen to the first section of the cassette.
- Then have students repeat the three forms of each verb after the cassette.
- Students listen to the last section of the cassette and write down the three forms of each verb.
- Give students time to look at the verbs and see which pattern each follows – a), b) or c).
- Check students' answers by having them write the verbs on the board.

#### Answers

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

**Tapescript**

- 1 take took taken
- 2 make made made
- 3 do did done
- 4 come came come
- 5 eat ate eaten
- 6 drink drank drunk
- 7 know knew known
- 8 say said said
- 9 swim swam swum
- 10 write wrote written

- Students then listen to the cassette again and repeat the verb forms.

**Exercise 7**

- Read through the first item and example sentence with the class.
- Students complete the exercise, working in pairs.
- Check students' answers by having them read out the sentences. Check pronunciation and spelling of third forms of the verbs.

**Answers**

- 2 She has not seen a UFO.
- 3 She has not met any aliens.
- 4 She has written a book about space exploration.
- 5 She has given a lot of interviews.
- 6 She has not starred in a film.

**Exercise 8**

- Students work individually, completing the sentences with 'ever', 'never' or 'just'.
- Check answers by having students read out the sentences.

**Answers**

- 1 ever 2 just 3 just 4 never 5 ever 6 never

**Exercise 9**

- Have one of the students read out the example question.
- Students then work individually, completing the exercise by using the cues to write questions in the Present Perfect with 'ever'.
- Check students' questions before they go on to the pair work.

**Answers**

- 2 Have you ever written a science-fiction story?
- 3 Have you ever taken a photo of the sky at night?
- 4 Have you ever seen a UFO?
- 5 Have you ever met anybody who has seen a UFO?
- 6 Have you ever talked to an alien?

- Students then work in pairs, taking turns to ask and answer the questions.
- Have some of the pairs say their exchanges for the class to hear.

**Exercise 10**

- Have two students read out the example sentences.

- Elicit more suggestions for 'false' things from the whole class.
- Students then work individually, writing two true and two false sentences. Go round and monitor the activity, helping if necessary.
- Students then work in pairs, taking turns to read out their four sentences and guessing which of their partner's sentences are not true.
- Some of the students then read out their four sentences for the class to guess the false sentences.

**Options***Practice*

Have students look back at the ten verbs in the list in Exercise 6 ('take' ... 'write').

Each student chooses four of the verbs and writes four sentences (two positive sentences and two negative sentences) using the Present Perfect form of the verbs.

The students then form groups of four or five and read their sentences to each other.

Each group chooses one positive and one negative sentence to read to the class.

*Extension*

Students work in groups of three or four, writing a message to send to aliens. Tell them to write five sentences in their message and to include some important things about our civilisation.





# 32 True Stories?

## Objectives

- To read and understand a newspaper article.
- To practise using the vocabulary of UFOs.
- To practise using multi-part verbs.
- To practise expressing opinions.

## Resources used

Mini-dictionary, cassette.

## Possible problem

Some students may not find it easy to think of reasons for the stories in Exercise 9.

## Background

All these stories are based on stories told by people about their 'experiences' with UFOs and aliens. The USA is the place with the greatest number of sightings and experiences. Thousands of Americans have claimed to have been kidnapped by aliens.

Quote: Albert Einstein (1879–1955), US physicist and mathematician, born in Germany, who developed the theory of relativity, which completely changed the way that scientists understand space and time.

## Routes through the material

- ↻ If you are short of time, set some of the exercises for homework (e.g. Exercises 3 and 6).
- ↻ If you have time, do the Options activities.
- ↻ If you have two lessons for this unit, a suitable natural break is after Exercise 5.

**Language Powerbook** pages 86–87.

## Before you start

### Exercise 1

- Have students say the words after you (alien, light, plane, police officer, spaceship, UFO). Students check the meaning of the words in their Mini-dictionaries.
- Students work in pairs, looking at the pictures and finding the objects.

## Reading

### Exercise 2

- Have one of the students read the example sentence and the class discuss which picture the sentence matches.
- Students work in pairs, discussing and guessing what happens in the three stories.
- Some of the pairs tell the class their ideas and see how many different stories they have thought of.

- Students then read the text and check their guesses.
- As a whole class, students briefly tell the three stories.

### Exercise 3

- Read through the questions with the class.
- Students work individually, reading the text again and answering the questions.
- When checking students' answers, have them read out the section of text which gives the answer.

#### Answers

- 1 the star people
- 2 frightened
- 3 They visit her when she is sleeping and take her to their spaceship.
- 4 There was a noise, his car stopped and the lights went out.
- 5 They took samples of plants and trees.

### Exercise 4

- Read the questions to the class. Have students think about the answers, making notes if they wish.
- Students then discuss their answers in pairs or groups of three, before checking the answers as a whole class.

#### Answers

- 1 The same kind of things happened and the people described the aliens in a similar way.
- 2 Perhaps because people might think they are crazy and they would lose their jobs.
- 3 She has marks on her body.
- 4 Because five other people also saw the spaceship.

### Exercise 5

- Students work in pairs, reading the questions and exchanging opinions about the answers.
- Students then discuss their answers as a whole class.

## Vocabulary: Multi-part Verbs

### Exercise 6

- Students do the exercise, working individually.
- Check students' answers by having them read out the sentences.

#### Answers

- 1 into 2 up 3 on 4 out 5 off 6 into 7 off 8 on

## Listening

### Exercise 7

- Students listen to the cassette to find out which person, Phil or Simon, believes the story. Play the cassette twice if necessary.
- Check students' answers. Play the cassette again if some of the students got the wrong answer.

#### Answer

Simon

#### Tapescript

**Simon:** Hey, Phil, have you seen these stories in the newspaper?

**Phil:** Oh, the ones about the aliens. Yes, I have.

**Simon:** Well, personally, I think they're probably true. I mean, in the third story there were five or six people. They all saw the UFO.

**Phil:** I don't agree Simon. I think the people are mad.

**Simon:** That's not true. They all tell the same story. They're not mad.

**Phil:** But where's the proof Simon? There are no photos, no bodies, nothing.

**Simon:** Well, I think there is proof. Look at the woman. She had marks on her body from the medical experiments.

**Phil:** Do you believe that?

**Simon:** Yes I do. I believe they're true. Look at the US airforce pilot. Lots of people have seen UFOs or had experiences. They just don't want to talk about it.

**Phil:** Well, I'm sorry. I don't believe a word of these stories.

### Exercise 8

- Give students time to read through the Function File and guess the missing words.
- Play the cassette for students to complete the Function File and see if their guesses are correct.
- Check students' answers by having them read out the dialogue.

#### Answers

1 personally 2 probably 3 agree 4 think 5 not true 6 proof  
7 there is 8 believe 9 do 10 don't believe

- After checking students' answers, play the cassette again for them to listen particularly to stress and intonation patterns.
- Students then practise saying the dialogue in pairs, taking turns to take each part.

### Exercise 9

- Read through the cues with the class.
- If you wish, demonstrate the roleplay yourself with one of the students.
- Students work in pairs, acting out the roleplay and taking turns to be the 'believer' and 'non-believer' in UFOs.
- Some of the pairs act out their roleplay for the class to hear.

### Exercise 10

- Students have a class vote on whether they think the stories are true.

#### QUOTE ... UNQUOTE

- Read the quote to the class and check students' understanding of 'comprehensible'.
- As a whole class, students discuss whether they agree that everything in the world can be understood.

## Options

#### Practice

Students look back at Exercise 6.

Write these multi-part verbs on the board:

1 come in, come into, come on

2 turn on, turn off, turn down

3 get out, get up, get on

Students work in pairs. Each pair chooses two of the groups of expressions (1–3) and writes six sentences using the expressions. Go round and monitor the activity.

The pairs then form groups of four and read each other's sentences.

As a whole class, have students say one or two sentences for each of the nine multi-part verbs.

#### Extension

In groups of three or four, students invent their own alien experience. Each group makes notes of their story.

The groups then use their notes to tell their stories to the class.

### Story Spot 4

Language Powerbook: pages 100–101

#### Background

Arthur C Clarke is one of the most famous science-fiction writers of our time. He is the author of more than sixty books, with more than fifty million copies in print. In 1986, he was named Grand Master by the Science Fiction Writers of America. One of his most famous books, *2001, A Space Odyssey*, was made into an award-winning film.

#### Answers

2 c) e) a) f) d) b)

3 1 b 2 b 3 b 4 c

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

6 1 think 2 tell 3 looks 4 find out 5 keeps 6 know



# Communication Workshop

## Objectives

- To practise writing about your opinions and giving reasons for them.
- To practise using the linking word *therefore*.
- To discuss a topic and express opinions.

## Routes through the material

- ◇ If you are short of time, have students do some of the Writing stages for homework.
- ◇ If you have two lessons for this unit, a suitable natural break is after the Writing activity.

## Writing: Your Opinions

### Before you start

#### Exercise 1

- Have three students read out the three texts.
- Give students time to think about which of these opinions (if any) they agree with.
- Students then tell the class their opinions and find out how many agree with each opinion.

#### Exercise 2

- Students read the texts again and look at the use of 'therefore'.
- Students decide which word they can use instead of 'therefore'.

#### Answer

So

- Have three students read the texts again, this time using 'so' instead of 'therefore'.

## Stages

- **Stage 1.** Give students time to think about their opinions of UFOs and aliens.
- Students then make notes of three of their opinions and the reasons for those opinions.
- **Stage 2.** Have one of the students read out the example sentences.
- Point out that the reason comes first and the opinion comes after 'therefore'.
- Students work individually, using their notes to write their three opinions. Go round and monitor the activity.

## Talkback

- Students work in pairs, reading each other's sentences and discussing their ideas.
- Some of the pairs then tell the class their opinions.

## Speaking: A Discussion

### Stages

- **Stage 1.** Read through the rubric with the class, and then the list of topics.
- Take one of the topics, e.g. travel to other stars, and elicit suggestions of what will definitely/possibly/definitely not happen, and reasons for the opinions.
- Students then work individually, making notes of their opinions (and reasons) about each of the topics.
- **Stage 2.** Have one of the students read out the example sentence.
- Students look back at the Function File in Lesson 32 and practise saying their opinions quietly to themselves.
- **Stage 3.** Students work in pairs, discussing their predictions about each of the topics and agreeing and disagreeing with each other.

## Talkback

- Each pair tells the class what things they agreed about.
- Then, as a whole class, find out which things most of them agreed about.



# Review

## Objectives

- To check and consolidate grammar studied in Modules 15 and 16: Present Perfect.
- To practise making compound words.
- To practise using multi-part verbs.
- To practise discriminating between words with similar meanings.
- To review vowel, diphthong and consonant sounds.

## Resources used

Mini-dictionary (Wordbuilder 11 and 12), cassette.

**Language Powerbook** pages 88–89.

### Exercise 1

- Students do the exercise, working individually. They then compare answers in pairs, before checking answers as a class.
- Check students' answers by having them read out the sentences.

#### Answers

1 have become 2 have just made 3 have not yet found  
4 has sent 5 has studied 6 have heard 7 have not read  
8 have seen 9 has had

- The fourth piece of information is false.

### Exercise 2

- Do the first item with the whole class.
- Students work individually, using the cues to make questions. Tell them to check the meaning of words in their Mini-dictionaries if necessary.
- Check students' questions and pronunciation of new words before they go on to the pair work.

#### Answers

1 Have you ever visited a planetarium?  
2 Have you ever looked at the sky at night?  
3 Have you ever seen a shooting star?  
4 Have you ever used a telescope?  
5 Have you ever watched an eclipse?  
6 Have you ever studied basic astronomy at school?  
7 Have you ever read about astronomers (like Copernicus, Galileo or Kepler)?  
8 Have you ever thought about life in the universe?

- Students then work in pairs, taking turns to ask and answer the questions.
- Have some of the pairs then say their exchanges for the class to hear.

### Exercise 3

- Have one of the students read out the example sentences.
- Elicit three or four more suggestions of things students would like to do.
- Students work individually, writing five sentences about things that they haven't done but would like to do. Go round and monitor the activity.
- In pairs, students read each other's sentences.
- Have each student say one of their sentences for the class to hear.

### Exercise 4

- Students work in pairs, making compound words from the words in the boxes.

#### Answers

mobile phone digital camera e-mail radio signal spaceship  
keyboard solar system hard disk tape recorder

### Exercise 5

- Advise students to read through each complete item before filling in any of the gaps.
- Students do the exercise, working individually.

#### Answers

1 on/in/up/down 2 into/off 3 off/at 4 on/onto

### Exercise 6

- Students do the exercise, working individually.
- They then compare answers in pairs, before checking answers as a class.

#### Answers

1 listened 2 see 3 made 4 met 5 asked 6 do

### Exercise 7

- Students listen to the words on the cassette.
- Play the cassette again for students to repeat the words.
- Give students time to read through the list of words and guess the pronunciation of the underlined vowel and diphthong sounds.
- Students listen to the cassette to identify the sounds and check their guesses.
- Check students' answers by having them write each phonetic symbol on the board and say the sound.

#### Answers and Tapescript

program /æ/ frɪdʒeɪ /ɪ/ camera /æ/ feel /i:/ heard /ɜ:/  
read (infinitive) /i:/ hard /ɑ:/ wear /eə/ keyboard /ɔ:/ surf /ɜ:/  
hear /ɪə/ speak /i:/ star /ɑ:/ read (past) /e/ begun /ɪ/ shown /əʊ/ written /ɪ/ seen /i:/ world /ɜ:/ air /eə/ believe /i:/

- Students then listen again and repeat the words.

# Language Problem-Solving 8

## AUXILIARIES

There are notes on the use of auxiliaries on page 128 of the Students' Book. You may wish to direct students to the notes while they are doing the exercises or for reference at the end.

Mini-Grammar: 2.

### Exercise 1

- Have two students read out the dialogue.
- Do the first two or three auxiliary verbs with the class.
- Students then work in pairs, underlining the auxiliary verbs.

#### Answers

Chris: 've (have), haven't Alan: have Chris: Do  
Alan, don't, does Chris: 'm (am), did Alan: 's (has) Chris: can't

### Exercise 2

- Students do the exercise, working individually.
- They then compare their answers in pairs, before checking answers as a class.

#### Suggested answers

1 can 2 has 3 is 4 am 5 will 6 are

### Exercise 3

- Students work individually, making the sentences.

#### Answers

1 Was 2 Did 3 Do 4 Will 5 Can 6 Has 7 Is

- As a whole class, students discuss the answers to the questions.

### Exercise 4

- Have two students read out the conversation.
- Students then work in pairs, translating the underlined expressions.

### Exercise 5

- In pairs, students read and complete the rule.

#### Answers

1 so 2 not 3 neither

### Exercise 6

- Before students do the exercise, have them respond to your statements e.g.:

1 You: At the moment, I'm in room (number of your classroom). (Student: So am I.)

2 You: I'm a teacher. (Student: I'm not.)

- Students then work in pairs, taking turns to read the sentences and agree or disagree with them.

- Check students' answers by going through the exercise, having pairs of students say their exchanges for the class to hear.

#### Answers

1 Neither do I/I do 2 So have I/I haven't 3 Neither am I/I am  
4 So was I/I wasn't 5 So did I/I didn't 6 Neither can I/I can

## A Song

### Exercise 1

- In pairs, students find out which words rhyme.

### Exercise 2

- Students listen to the song and check their answers to Exercise 1.

#### Answers

chat/at war/score skirt/hurt/shirt shop/stop friend/send

#### Tapescript

Chorus:

Get on, get on, click that mouse,  
Click dot.com. Now you're on.  
Get on, get on, get on the Net.

Want that shirt? Want that skirt?  
Don't worry! It won't hurt!  
Find that shop. And don't stop  
Get on. Get on the Net. (Repeat chorus.)

Wanna friend? Wanna chat?  
Now you know where it's at.  
Find a friend. Then click 'send'.  
Get on. Get on the Net. (Repeat chorus.)

Wanna learn? Wanna find out?  
What's everybody talking about?  
Find that website. Get it right!  
Get, on. Get on the Net. (Repeat chorus.)

What's the news? Where's that war?  
What happened? What's the score?  
Find that name. Play that game.  
Get on. Get on the Net. (Repeat chorus.)

### Exercise 3

- Students listen to the song again. Pause after each verse for students to write down the Internet uses.

#### Answers

finding friends finding information latest news game scores

### Exercise 4

- Play the song again, pausing after each line for students to write the lyrics.

# Assessment Guide

This assessment guide contains the following:

- 1 ideas for informal continuous assessment of students' classwork or homework;
- 2 a special section on the assessment of Writing Workshops;
- 3 ideas for carrying out self-assessment activities, and for linking self-assessment with your own assessment;
- 4 information about the Tests in *Opportunities Teacher's Book*, and the special Test Book.

## 1 Informal continuous assessment

This section deals with ways of assessing students' class or homework throughout the course.

### Reading/listening/grammar/vocabulary:

We recommend that students assess their own performance in receptive skills and language as much as possible, as this will enable you to concentrate on areas where your assessment is more necessary (see Section 3). Student self-assessment can then be complemented with the language, reading and listening tests provided (see Section 4).

You can also include students' answers from the following tasks in your assessment:

**Grammar:** Check your Grammar and Vocabulary, and Check your Progress activities at the end of every two modules in the *Language Powerbook*.

**Reading:** the reading tasks in the following lessons – Lesson 2 (Exercises 2 and 3); Lesson 4 (Exercises 3 and 4); Lesson 6 (Exercise 3); Lesson 8 (Exercise 3); Lesson 10 (Exercises 3 and 4); Lesson 12 (Exercises 3 and 4); Lesson 14 (Exercises 3 and 4); Lesson 16 (Exercises 2 and 3); Lesson 18 (Exercises 2 and 3); Lesson 20 (Exercises 2 and 3); Lesson 22 (Exercises 3 and 4); Lesson 24 (Exercises 2 and 3); Lesson 26 (Exercises 4 and 5); Lesson 28 (Exercises 3 and 4); Lesson 30 (Exercises 2 and 3); Lesson 32 (Exercises 3 and 4).

**Listening:** the listening tasks in the following lessons – Lesson 2 (Exercises 6 and 7); Lesson 4 (Exercises 7 and 8); Lesson 6 (Exercises 7 and 8); Lesson 8 (Exercises 6 and 7); Lesson 10 (Exercises 7 and 8); Lesson 12 (Exercises 6 and 7); Lesson 14 (Exercises 6 and 7); Lesson 16 (Exercises 6 and 7); Lesson 18 (Exercise 5); Lesson 20 (Exercises 4 and 5); Lesson 22 (Exercises 8 and 9); Lesson 24 (Exercises 6 and 7); Lesson 26 (Exercises 8 and 9); Lesson 28 (Exercise 7); Lesson 30 (Exercises 6 and 7); Lesson 32 (Exercises 7 and 8).

**Speaking:** the Test Book gives suggestions for one oral test to be administered every two modules. Where this is not possible, observation of students' performance in class must provide the basis for assessment of their performance and progress. It is crucial to give students marks for speaking, thus underlining the importance of this skill. If speaking is not assessed, students will feel (rightly) that it is of little importance and that other areas (such as grammar) are more central to language learning.

### a) Everyday Observation

All the lessons in *Opportunities* include some oral element, so there will be plenty of time to observe students informally. It is important, when observing oral work, to distinguish between these two kinds of activities:

**i) Oral grammar practice** This comes in the Grammar Focus lessons, normally towards the end of the practice section. Even when these activities are freer, the emphasis is on students producing accurately the target structures presented in the lesson. In this case, the teacher should go around the class

correcting mistakes and helping students to produce accurate versions of target structures. If many students keep repeating the same mistakes, especially when related to pronunciation, it might be a good idea to do oral drilling after the activities.

**ii) Communicative speaking activities** There are short speaking activities in the Warm-up, and there are oral warmers in most lessons, in the *Before you start* section. However, the main oral activities come towards the end of Skills Focus lessons and in the Speaking Workshops of each module. During all of the oral activities, the main aim is on communication and fluency. Therefore, rather than correcting students' mistakes, it is advisable to go round the class observing, but not to interrupt and correct. After the activity (at the end of the Talkback section in the workshops), you can go through common mistakes made by the group. Be positive in your feedback to students about their oral performance, and focus on achievement – what students can do rather than what they cannot do.

### b) Systematic Observation

When it is difficult to administer the oral tests provided in the *Opportunities Test Book*, systematic observation over a period of time towards the end of the term is probably the best solution. Before you start, it is a good idea to explain to students which criteria you are going to use to assess them (see list below). While going round and monitoring students' oral work, you can try to observe two or three students during each class and rate them according to the criteria suggested below. It is probably better not to tell students who you are observing and to give them all the results at the end of the period.

Here is a possible checklist of criteria to use for assessment:

**Message:** how well students complete the task in hand and how well they manage to communicate basic messages;

**Fluency:** speed and the number of breakdowns in communication (students should be encouraged to use strategies such as hesitation to keep communication going);

**Accuracy:** very common, basic mistakes of grammar, lexis and pronunciation, which students should know at this level (e.g. the use of the verb *to be*);

**Effort** and participation in oral activities.

## 2 Writing

When students have written something, they need feedback, in order to improve and also to feel that their effort was worthwhile. It is important to assess the Writing Workshop activities: e-mail (Module 1); questionnaire (Module 2); informal letter (Module 3); brochure (Module 4); biography (Module 5); guided story (Module 6); report (Module 7); description of a sport (Module 8); postcard (Module 9); menu (Module 10); description of a person (Module 11); star profile (Module 12); leaflet (Module 13); e-mail (Module 14); instructions (Module 15); opinions (Module 16).

However, in large classes it is sometimes difficult to assess students individually every two or three weeks. The following suggestions are thus made for assessing students' writing and giving them useful feedback:

• **Clear assessment criteria** Discuss assessment criteria with the class beforehand. This makes students more aware of what they are writing, and makes self and peer assessment much more practical. Here is a checklist of possible criteria to be used:

**Message:** relevance of the composition to the task in terms of content – the degree to which the composition completes the task;

**Organisation:** clear organisation and layout of the composition, as well as clear development of ideas;

**Linking:** the use of linking words and expressions, and the use of appropriate punctuation;

**Accuracy:** correct use of grammatical structures and lexis, in particular the number of simple mistakes with structures or vocabulary which students have already studied.

5 marks could be assigned to each criterion, giving an overall total of 20.

• **Use of pairwriting activities** Occasionally, it can be useful to get students to work in pairs when doing the Writing Workshop activities, especially in mixed-level or mixed-ability classes. Firstly, partners brainstorm ideas together and write down the ideas. Secondly, they organise their writing in paragraphs. Thirdly, students individually write up paragraphs or sections of the text. These are then looked at by the whole group, and then checked for content and language. Finally, a final draft is written and eventually handed in to the teacher.

• **Writing as a classwork activity** Writing should be something done in class as opposed to something just 'left' for homework. This means that you will have opportunities to go round and help students and give them feedback on their performance, when it matters most. Feedback can be given after students have written their paragraph plan, and then when they have produced a draft composition.

• **Editing in class with correction codes** One particularly useful aid is the use of correction codes. Rather than correct work, the teacher can signal mistakes for students to work out themselves. If time is actually given for editing in class, either when compositions are given back to students or when the teacher goes round the class and looks at work, then the feedback can be used by students to produce their final draft.

• **Use students' writing** When students have finished their individual or group compositions, it is vital to use what they have written. The Talkback activities at the end of each Writing Workshop are aimed at doing this, to get other students reading and discussing what has been written.

• **Do assessment in class** One useful way of combining self-, peer and teacher assessment is by spending time in class on assessment, especially with pairwork compositions. Put the compositions on the walls around the class, or get students to hand their written work around. Students can use the previously agreed criteria to give other students a mark, writing this at the bottom of the page with their signature. At the same time you can do exactly the same, writing your mark along with that of other students. Finally, you can choose some of the compositions and compare the marks given by students, by the writer and by you. This is a good opportunity to explain why you think the work deserves one mark or another.

• **Portfolios** Encourage students to make a selection of their work throughout the year (e.g. their three best pieces of writing in each term). This can be put into a file for each student (individual portfolios). At the end of the year, take in the portfolios and give the students a mark for the progress that they have made over the year, as well as for the effort that they have put in. Portfolios can be very useful records of individual written performance and progress, and copies can be passed on to teachers before students begin the next year.

### 3 Self-assessment

*Opportunities* provides a systematic approach to self-assessment:

#### Learning to Learn

At the beginning of the year, in Lesson F, there is a questionnaire which gets students to think about what they have learnt in the

Revision module and what they can do in English.

### Modules 1–16

• **Check your Grammar** At the end of each module in the *Language Powerbook* there is a self-test section which enables students to check their learning of target structures from the module. Give students time to do these and check their own answers, writing down their results in the Module Diary.

• **Check your Progress** This self-test section in the *Language Powerbook* looks at all of the structures that students have studied so far in the course.

• **Module Diary** This section of the *Language Powerbook* gets students to reflect on their learning in the module they have just finished, and refers students back to the Module Objectives from the start of the module.

### Linking self-assessment and teacher assessment

When you have got students to assess themselves, it is important to listen to what they say and to take it into account in your assessment of them. One way of doing this is as follows:

Get students to give themselves a mark for the term or semester in the following areas:

Writing /10	Speaking /10
Reading /10	Listening /10
Grammar /10	Vocabulary /10

Students can use their Module Diary and their collection of written work (whether in a portfolio or not) to estimate an overall mark for each area. They can then hand in these marks (plus any comments). You can then compare them with your own assessment. If students' assessments are very similar to yours and you agree with the comments, do not change their report at all. If students' assessments are lower than yours, put the marks up. If students' marks are higher, wait until you talk to them.

Talk to students individually and write the final marks and give comments. When students' marks are higher than yours, ask them to explain why. If they give a good reason (e.g. 'I did very badly on that test because I had flu beforehand.'), you can consider upgrading the marks. If students are obviously not taking the process seriously and are deliberately inflating their marks or 'bargaining' with you, you can lower the mark.

### 4 Tests

There are four progress tests in the Teacher's Book. These are related to the grammar and vocabulary that students have studied in the modules.

In addition, there is a special Test Book. As well as assessing students' progress under test conditions, these tests will help to prepare students for the public examinations that they have to do. The tests in this book have the following features:

- All the tests are closely related to the topics in the modules of *Opportunities*.
- Use of English tests check learning of grammar and vocabulary. Shorter tests are based on the language from two modules. Longer tests are based on the language from the previous four modules. Answer Keys are provided at the end of the Test Book.
- Reading and listening tests contain interesting and relevant texts. Tasks are similar to those that students have been looking at in the Coursebook and students are given opportunities to use the communication strategies that they have acquired. The texts for the listening tests are on the *Opportunities* Test cassette and there are transcripts of them at the end of the Test Book. Answer Keys are also provided at the end of the Test Book.
- Oral tests are related to the functional areas that have been covered in the book.

## Test 1 (Module 1-4)

### 1 Complete the sentences with the correct form of the Present Simple.

- I (not live) *don't live* in New York.  
 He (1 like) ..... mathematics but he (2 not like) ..... music.  
 They (3 go) ..... to the cinema once a week.  
 My cat (4 not drink) ..... milk. It (5 drink) ..... tea.  
 We (6 play) ..... tennis every Saturday.  
 You (7 speak) ..... English well.  
 My sister (8 study) ..... German at university.  
 I (9 live) ..... with my parents. My father and mother (10 work) ..... in a museum.

(Score: 10)

### 2 Complete the sentences with the correct form of *there is/are*.

- Is there* a television in your bedroom?  
 (1) ..... a good film on at the cinema.  
 (2) How many students ..... ?  
 (3) ..... a museum in your town? No, (4) .....  
 (5) .....n't fish and chip shops in my country.  
 (6) .....n't a computer in this classroom.  
 (7) ..... good shops in the city.  
 (8) ..... old cars in the museum? Yes, (9) .....  
 (10) .....n't a sauna in the hotel.

(Score: 10)

### 3 Circle the correct word.

- This is (my) mine book.  
 1 Her/Hers is the old bike.  
 2 This computer is our/ours.  
 3 Your/Yours friend is very shy.  
 4 Is this football their/theirs?  
 5 My/Mine father works in an art gallery.  
 6 Whose is this? It's my/mine.

(Score:6)

### 4 Complete the sentences with the correct prepositions.

- She works *in* a hospital.  
 1 They live ..... London.  
 2 I'm not very good ..... mathematics.  
 3 Where does she come ..... ? Hungary, I think.  
 4 He's not interested ..... music.  
 5 I usually go shopping ..... Saturdays.

(Score: 5)

### 5 Put in apostrophes where necessary.

Anya's mother is a doctor.

- Give me the childrens money.
- They are my parents friends.
- The boys like sports.
- Is that Chriss ball?
- Where is my brothers pen?

(Score: 5)

### 6 Match 1-6 with a-f.

- |              |                  |
|--------------|------------------|
| 1 play (c)   | a) in London     |
| 2 live       | b) from London   |
| 3 bad        | c) basketball    |
| 4 come       | d) at basketball |
| 5 interested | e) a computer    |
| 6 use        | f) in computers  |

(Score 5)

### 7 Complete the table of nouns and adjectives.

noun	adjective
<i>ice</i>	<i>icy</i>
1 .....	cloudy
2 .....	famous
3 excellence	.....
4 .....	different
5 sun	.....

(Score: 5)

### 8 Put the letters in the correct order to make places in a town.

- C H C H R U *church*  
 1 O O C L H S .....  
 2 K A B N .....  
 3 M E I C A N .....  
 4 E N T A G E W N S .....

(Score: 4)

**Total score: 50**



## Test 2 (Modules 5–8)

### 1 Complete the sentences with the correct form of the Past Simple.

A: What (do) *did* you do last weekend?

B: I (1 go) ..... to Tim's house. It (2 be) ..... his birthday. We (3 buy) ..... a lot of food and drink and his mother (4 make) ..... a cake. He (5 have) ..... fifty people at his party on Saturday night. (6 invite) ..... he ..... you?

A: Yes, but I (7 not go) ..... because I'm in a rock group and we (8 play) ..... at a disco in town on Saturday. The disco manager (9 come) ..... up to us at the end and (10 say) ..... 'You're a fantastic group!'

(Score: 10)

### 2 Complete the table with the Past Simple form of the verbs.

Verb	Past Simple form
speak	<i>spoke</i>
1 read	.....
2 make	.....
3 lose	.....
4 begin	.....
5 have	.....
6 get	.....
7 leave	.....
8 build	.....
9 die	.....
10 cut	.....

(Score: 10)

### 3 Complete the sentences with *some*, *any* or *a/an*.

A: I'm hungry. I'd like some sandwiches. Have we got (1) ..... bread?

B: I don't know. There's (2) ..... food in the kitchen. Let's go and look.

A: There's (3) ..... apple and (4) ..... banana and there isn't (5) ..... bread so we can't have (6) ..... sandwiches.

B: There's (7) ..... butter and (8) ..... eggs in the fridge. We can make (9) ..... omelette.

A: Yes, and there's (10) ..... bottle of milk here, too.

(Score: 10)

### 4 Circle the correct words.

In table tennis you *can/have to* hold a bat.

- In tennis you *don't have to/can't* touch the net.
- In tennis you *can/can't* hold the racket with your left hand.
- In football, goalkeepers *have to/don't have to* run all the time.
- In horse-riding, you *can/have to* wear a hat.
- Footballers *can/have to* be tall.

(Score: 5)

### 5 Circle the correct words.

He was hot and pulled *on/off* his coat.

- What time do you usually come *to/back* home?
- I waited two hours *for/to* him.
- The teacher put *on/away* all the books.
- Last night, I went *out/to* with my friends.
- He always gets *up/on* early.

(Score: 5)

### 6 Complete the sentences with the correct prepositions.

He sent an e-mail *to* his girlfriend.

- The boy dived ..... the swimming pool.
- The girl gave the ball ..... her brother.
- I like to play ..... my friends.
- 'Put the books ..... the table,' the teacher said.
- The king lived ..... a castle.

(Score: 5)

### 7 Complete the sentences with an adjective or adverb.

(bad) She played *badly*.

- (easy) The test was ..... .
- (nervous) The child spoke ..... .
- (good) They play tennis very ..... .
- (happy) She doesn't look very ..... .
- (brilliant) She dances ..... .

(Score: 5)

**Total score: 50**

## Test 3 (Modules 9–12)

### 1 Complete the sentences with the correct form of the Present Continuous.

He (not/watch) *isn't watching* television.

- They (do) ..... their homework.
- I (have) ..... lunch.
- (swim) ..... the dog ..... in the sea?
- We (not/listen) ..... to the music.
- (write) ..... she ..... a letter?

(Score: 5)

### 2 Put the verbs in brackets in the correct tense: Present Simple or Present Continuous.

A: What (do) *does* your brother do?

B: He (1 be) ..... a musician. He (2 play) ..... the violin. At the moment, he (3 work) ..... in the USA and he (4 travel) ..... a lot. Today, he is in New York and he (5 make) ..... a CD. He (6 like) ..... America. His girlfriend is American. She (7 live) ..... in Washington. She (8 want) ..... to be a doctor and at the moment she (9 study) ..... hard. My brother (10 phone) ..... her every day.

(Score: 10)

### 3 Write the nationalities.

France                      *French*

- Brazil                      .....
- India                        .....
- Japan                        .....
- Turkey                      .....
- Holland                    .....

(Score: 5)

### 4 Complete the sentences with the correct prepositions.

He goes swimming *on* Saturdays.

- I don't get up early ..... the weekend.
- He works in an office ..... Monday (3) ..... Friday.
- Go down the street and the bank is ..... the left.
- She always drinks tea ..... the afternoon.

(Score: 5)

### 5 Circle the correct word.

The post office is on the right / write.

- I live near the *see/sea*.
- Is that *their/there* new car?
- Can you *here/hear* the music?
- I want to go *buy/by* train.
- I want to *buy/by* a train for my younger brother.

(Score: 5)

### 6 Complete the sentences with the comparative form of the adjective in brackets.

You are (tall) *taller* than my brother.

- Is John (old) ..... than me?
- Your T-shirt is (expensive) ..... than mine.
- He sings (good) ..... than his sister.
- The black cat is (fat) ..... than the white one.
- You look (happy) ..... today than yesterday.
- This chair is (comfortable) ..... than that one.
- Jeans are (casual) ..... than trousers.
- Size 16 is (big) ..... than size 12.
- I want a (colourful) ..... jumper.
- The coffee in this café is (bad) ..... than the tea.

(Score: 10)

### 7 Complete the sentences with *and, but, however, also, after, then*.

Sue does her homework *and then* she watches TV.

- We like swimming ..... we like playing tennis.
- She plays the guitar and she ..... sings.
- He always has a shower ..... he plays football.
- We wanted to go to the pop concert ..... there were no tickets left.
- I want to buy an expensive coat. .... I've got no money so I can't.

(Score: 5)

### 8 Complete the sentences with these words: *long, short, square, bright, small, medium*.

He's got a *small* mouth.

- She's of ..... height.
- He isn't tall – he's quite .....
- She's got ..... brown hair.
- I like ..... colours – I hate black and grey.
- He's got a ..... face.

(Score: 5)

**Total score: 50**

## Test 4 (Modules 13–16)

**1** Complete the sentences with the correct form of *going to*.

Is he *going to* be a lawyer?

- 1 They ..... have a holiday in August.
- 2 I (not) ..... write to her again.
- 3 ..... they ..... work abroad? No, they .....
- 4 ..... you ..... to go to bed early tonight? Yes, I .....
- 5 I think it ..... rain.

(Score: 5)

**2** Put the words in the correct order and write sentences about the future.

be/there/schools/will/2080/?

Will there be schools in 2080?

- 1 Internet/do/will/their/shopping/people/the/on/?
- 2 have/will/a/home/everyone/at/computer/.
- 3 work/day/people/every/won't/.
- 4 moon/people/will/to/travel/the/.
- 5 think/John/pass/will/you/do/his/examination/?

(Score: 5)

**3** Complete the sentences with the correct form of *going to* or *will/won't*.

I am going to work hard next year.

- 1 In the future, people ..... have more free time.
- 2 They ..... watch the football match tonight.
- 3 My grandfather ..... be 100 years old on Saturday.
- 4 My sister ..... study Japanese next year.
- 5 Trainers (not) ..... be in fashion next year.

(Score: 5)

**4** Complete the sentences with the correct form of the Present Perfect.

They (move) *have moved* to the USA.

- 1 He (not phone) ..... her.
- 2 (play) ..... you ever ..... the guitar?
- 3 I (start) ..... to use my new computer.
- 4 (visit) ..... he ever ..... you? No, he .....
- 5 They (never send) ..... me an e-mail.
- 6 She (refuse) ..... to do her homework.
- 7 He (not earn) ..... a lot of money.
- 8 (invite) ..... we ..... him to the party?
- 9 They (travel) ..... all over the world.
- 10 (climb) ..... they ever ..... a mountain? Yes, they .....

(Score: 10)

**5** Write the plural of the words.

	Singular	Plural
	man	<i>men</i>
1	scarf	.....
2	watch	.....
3	woman	.....
4	person	.....
5	child	.....
6	house	.....
7	foot	.....
8	shoe	.....
9	charity	.....
10	beach	.....

(Score: 10)

**6** Complete the sentences.

He switched *on* the TV and watched the programme.

- 1 She took the meal ..... of the microwave oven.
- 2 He took ..... his coat because he was hot.
- 3 Please put the books ..... the table.
- 4 He put the cassette ..... the cassette recorder.
- 5 He switched ..... the light and went to sleep.
- 6 Spaceships have sent ..... pictures from Mars.
- 7 Have you read a lot ..... Mars?
- 8 They got to the airport at 7.30 and their plane took ..... at 10 o'clock.
- 9 I always wake ..... at half past six.
- 10 The boy dived ..... the swimming pool.

(Score: 10)

**7** Match the words (1–6 and a–f) and make compound words.

1 e-	(b)	a) computer
2 mobile		b) mail
3 floppy		c) camera
4 solar		d) phone
5 digital		e) disk
6 mini-		f) system

(Score: 5)

**Total score: 50**

# Notes on photocopiable materials

## Introduction

These activities provide extra practice in using the language and skills of each module by allowing students to work on tasks in small groups. Most of the oral activities aim to encourage confidence and fluency by providing extra freer practice for students. Other oral activities focus on the use of specific grammar forms in context. Reading and writing skills are less prominent in these materials, but do feature in some integrated skills tasks.

The notes for each activity suggest how to use the materials. However, they can be used in a variety of ways to suit your students' particular needs.

### General points:

- Each activity should be introduced in class to ensure that all students are clear about what they have to do. If necessary, use L1 to explain the activity.
- Encourage students to use the Mini-dictionary to look up any words they don't understand.
- Suggested groupings (e.g. pairs, groups of four students) are given for each activity. However, weaker students may find it helpful to work with other students rather than alone. So, for example, for Module 3.1 (page 144), two students can 'share' the role of Student A and/or Student B.
- While students are working in groups, go round and monitor the activity, but don't interrupt students unless it is absolutely necessary. Remember that the main aim of the activities is confidence building and fluency practice. You can note down any language items that need further practice to refer to later.
- After students have completed the activity, ask them how they feel about it. Did they manage to communicate? Did they have any problems? Were there any words they needed which they didn't know? Students may find it helpful to return to an activity at a later stage in the course when they will find they can succeed with ease.

## Module 1.1 (page 142)

*Aim:* To practise speculating about people using the Present Simple tense.

*Grouping:* Pairs and then groups of four.

### Procedure:

- Distribute the papers and have students look at the first picture. Write on the board:  
name? age? nationality? sport? hobby?
- Encourage students to speculate about the person in the picture, using 'I think ...'. Give them some suggestions yourself, e.g. 'I think her name is Anna and I think she is six years old.'
- Students then work in pairs, talking about the people in the pictures and guessing their names, ages, nationalities, sports and hobbies.
- The pairs then form groups of four and exchange opinions.
- As a follow-up activity, take one of the pictures and elicit all the students' suggestions for the character's name, age, nationality, sports and hobbies. Students can see how much agreement there is.

## Module 2.1 (page 142)

*Aim:* To practise intensive reading, and asking and answering questions in the Present Simple tense.

*Grouping:* Pairs (weaker students 'sharing' a part, if necessary).

### Procedure:

- Explain the activity to the class and tell students that they need to listen carefully to their partner.
- First, each student reads his/her text.

- Students then work in pairs, taking turns to ask and answer questions about the people in the texts and to note down the answers.
- The pairs then check their answers by reading both texts again.
- As a follow-up activity, have some of the students read aloud both texts. This will give you an opportunity to check students' pronunciation.

## Module 3.1 (page 143)

*Aim:* To practise using prepositions of place and vocabulary of places.

*Grouping:* Pairs (weaker students sharing a part, if necessary)

### Procedure:

- Distribute the maps to the pairs and explain the activity. Have some students read out the example questions on each card.
- Students work in pairs, asking and answering questions to complete their maps.
- Students check their answers by comparing their two completed maps.
- As a follow-up activity, have students make sentences about the places on the map using prepositions of place, e.g. 'The school is next to the station.'

## Module 5.1 (page 144)

*Aim:* To practise intensive reading, narrating a story using the Past Simple tense, taking notes and using the language of 'checking information'.

*Grouping:* Pairs (weaker students 'sharing' a part, if necessary).

### Procedure:

- As a whole class, have students revise expressions for 'checking information', meaning of words and spelling (from Module 5, Communication Workshop).
- Distribute the papers and explain the activity.
- Each student reads his/her notes and checks the meaning of any new words in the Mini-dictionary.
- Give students time to prepare to say their information in the Past Simple tense.
- Students then work in pairs, telling each other about their king, and taking notes about their partner's king.
- Students then work in pairs, checking their notes by reading both texts again.
- As a follow-up activity, elicit from students what they have learned about their partner's king.

## Module 6.1 (page 144)

*Aim:* To practise narrating a story using the Past Simple tense.

*Grouping:* Pairs (weaker students 'sharing' a part, if necessary).

### Procedure:

- Distribute the papers and explain the activity. Make sure that students understand that Student A tells the first part of the story using the notes, and that Student B tells the end of the story using the notes.
- Each student reads his/her notes and checks the meaning of any new words in the Mini-dictionary.
- Give students time to prepare to tell their part of the story in the Past Simple tense.
- Student A then tells the first part of the story. If Student B has any questions, Student A answers them.
- Then Student B tells the ending of the story. If Student A has any questions, Student B answers them.
- As a follow-up activity, have some of the pairs tell the entire story to the class.

### Module 6.2 (page 145)

*Aim:* To practise telling a story using the Past Simple tense.

*Grouping:* Pairs or groups of three.

*Procedure:*

• Distribute the papers and explain the activity to the class. Students make up a story using the Past Simple tense and including all the objects in the picture plus one more object of their own choice. They should draw this extra object in the blank circle.

- Before students start work in pairs, elicit some suggestions for the first sentence of the story from the class.
- Students then work in pairs or groups of three, discussing and agreeing their story. If they wish, they can make notes of their story, but should not write out the full story.
- The pairs then form groups of four or six, and tell each other their stories. The other students can ask questions to check information.
- As a follow-up activity, have some of the students tell their stories to the whole class.

### Module 7.1 (page 146)

*Aim:* To practise using *any* in questions and negative statements, and using expressions such as *a packet/tin of ...*

*Grouping:* Whole class, then pairs.

*Procedure:*

- Write on the board: crisps fruit juice.

Ask the class 'Have you got any crisps/fruit juice?', and elicit the answer, 'No, I haven't got any crisps/fruit juice'. Then add the number '3' on the board, and ask the questions again to elicit the answers, 'Yes, I've got one packet of crisps/three cartons of fruit juice.'

- Distribute the papers to the pairs. Give students time to study the things they have got and to find out what their partner has got.
- Students then work in pairs, taking turns to ask and answer questions and complete the table for what their partner has got.
- Students check their answers by comparing both papers.
- As a follow-up activity, have students report back to the class saying what their partner has got, e.g. 'He/She's got/hasn't got ...'

### Module 8.1 (page 147)

*Aim:* To practise using *have to/don't have to/can/can't*.

*Grouping:* Groups of four to five.

*Procedure:*

- Each group needs a copy of the board (with 25 squares), a dice and counters. If you wish, students can use small objects of their own or pieces of paper as counters.
- Explain that students take turns to throw the dice and move their counter. When they land on a square, they must make two sentences using the word(s) on the square, one sentence with *can* or *can't* and the other with *have to* or *don't have to*. The rest of the group listens to see if each sentence is correct. If it is not correct, the player goes back to 'Start'. The winner is the player who reaches 'Finish' first.
- Students play the game.
- As a follow-up activity, choose some of the word(s) from the board and elicit sentences from the class using these words.

### Module 9.1 (page 148)

*Aim:* To practise asking and answering questions using the Present Continuous tense.

*Grouping:* Pairs.

*Procedure:*

- Explain that there are five differences in the two pictures. Students have to ask and answer questions to find these differences.
- Distribute the pictures and read out the example questions, 'Is the sun shining?', 'What's Tony doing?'
- Students work in pairs, asking and answering questions to find the five differences.
- When they have found the differences, students check their answers by comparing both pictures.
- Finally, students work together in pairs writing sentences about the differences.
- As a follow-up activity, have some of the students read out their sentences about the differences.

*Answers:*

Differences – 1 sun shining/not shining, 2 boys playing volleyball/football, 3 Mary drinking fruit juice/reading, 4 Dave speaking on phone/listening to music, 5 signpost pointing to swimming pool/tennis court.

### Module 10.1 (page 149)

*Aim:* To practise intensive reading and asking and answering questions using the Present Simple and Present Continuous.

*Grouping:* Pairs (or groups of four, with weaker students 'sharing' a part).

*Procedure:*

- Explain the activity to the class, and tell students that they need to listen carefully to their partner's questions and answers.
- Distribute the papers. Allow time for students to read through their own text and look at the table that they have to complete.
- Students ask and answer questions to complete their tables, Student A asking his/her questions first for Student B to answer.
- Students can check their answers by comparing the two texts and their tables.
- As a follow-up activity, have students take turns to read aloud the two texts to the class. This will give you an opportunity to check students' pronunciation.

*Answers:*

Josh/13/listening to rock music/watching a football match on TV.

Steve/10/folk music/watching a football match on TV.

Chris/15/sports/playing volleyball at Sports Centre.

Louise/12/horse riding/drinking coke and listening to CDs.

Mark/15/football/watching TV.

Pete/13/playing guitar/doing his homework.

### Module 11.1 (page 150)

*Aim:* To practise the language of describing people.

*Grouping:* Pairs.

*Procedure:*

- Distribute the papers, one to each student, and explain the two stages of the activity.
- For Stage 1, read out the notes about Chris to the class. Students then work in pairs, writing a description of Chris. When they have finished writing their descriptions, have some of them read out their descriptions to the class.
- For Stage 2, each student completes the drawing of one of the other people. Tell students that the names Les and Pat are both male and female names. Draw students' attention to the words that are given for hair and clothes. Student A completes

Les and Student B completes Pat, drawing and colouring the hair and clothes.

- Then, in their pairs, students ask and answer questions so that they can each draw their partner's character.
- Finally, students compare their drawings and see how alike they are.
- As a follow-up activity, have one student read out his/her description of Pat or Les and another student draw it on the board as it is being described. The rest of the class can draw the figure in their books as it is being described and then compare their drawing with that on the board.

### Module 12.1 (page 150)

*Aim:* To practise giving opinions, using comparatives and superlatives.

*Grouping:* Pairs or groups of three to four.

*Procedure:*

- Cut up the cards. Each group needs a full set of 20 cards.
- Explain that each student has to make two sentences using the word(s) on the card, one sentence with a comparative and the other with a superlative. The rest of the group listens to see if the grammar is correct and helps to correct any mistakes. Give them an example by writing the word 'sport' on the board and saying: 'I think tennis is a more interesting sport than football. My sister thinks cricket is the most boring sport.'
- Each group puts its set of cards in a pile (face downwards). Students take turns to take a card from the top of the pile and say two sentences about the topic.
- As a follow-up activity, read out some of the cards yourself and elicit sentences from the students about the topics.

### Module 13.1 (page 151)

*Aim:* To use a picture story to practise the language presented in Module 13 in freer situations, and then to write a related newspaper article.

*Grouping:* Pairs or groups of three to four.

*Procedure:*

- Explain the three stages of the activity to the class – first telling the picture story, then completing the newspaper article in Picture 4, and finally acting out a roleplay for either Picture 1 (discussing and deciding the charity) or Picture 2 (telephoning your uncle to ask him to sponsor you).
- For Stage 1, telling the story, have students tell the story in the present. To start them off, write on the board, 'In Picture 1, some friends are talking about charities.'
- Have the groups tell their stories to the class, and see which charity is the most popular for the whole class.
- For Stage 2, have students look at the newspaper article and prompts in Picture 4. Point out that the article is written in the past. Students work in their groups, completing the newspaper article. Go round and monitor their writing.
- The groups then exchange their texts and read each other's articles.
- For Stage 3, each group chooses to roleplay the situation in either Picture 1 or Picture 2.
- Finally, have some of the groups act out their roleplays for the class.

### Module 14.1 (page 152)

*Aim:* To practise talking about prices.

*Grouping:* Pairs.

*Procedure:*

- Distribute the pages, and explain that for Activity 1, students have to find out the missing prices. Read out the question and answer prompts.
- Students work in pairs, asking and answering questions and writing down the missing prices.
- Students check their answers by comparing their cards.
- For Activity 2, students may find it helpful to revise the language of shopping by looking again at the dialogue in Lesson 28.
- Explain that one student is the customer and the other is the shop assistant. If you have a mixed-ability class, it is advisable to give the stronger students the role of the shop assistant.
- Explain that the customer writes down the colours of the T-shirts he/she wants to buy, and the shop assistant completes the table with the number of T-shirts he/she has got in the shop.
- Students then act out the shopping dialogue in their pairs. Go round and monitor the activity.
- Finally, have some of the pairs act out their dialogues for the class.

### Module 15.1 (page 153)

*Aim:* To practise verb–noun collocations and verb forms.

*Grouping:* Groups of four to five.

*Procedure:*

- Each group needs a copy of the board (with 25 squares), a dice and counters. If you wish, students can use small objects of their own or pieces of paper as counters.
- Cut up the noun cards and place these beside the board.
- Explain that students take turns to throw the dice and move their counter. When they land on a square, they must make a sentence using the verb in the square and the noun they have picked up from the cut-up cards. The rest of the group listens to see if the sentence is correct. If it is not correct, the player goes back to 'Start'. The winner is the player who reaches 'Finish' first.
- Give the class an example with the verb *use* and the noun *computer* from the centre of the board: 'My grandmother always uses her computer when she sends e-mails to her friends.'
- Students then play the game.
- As a follow-up activity, choose some of the word(s) from the board and elicit sentences from the class using these words.

### Module 16.1 (page 154)

*Aim:* To practise using the Present Perfect and Past Simple.

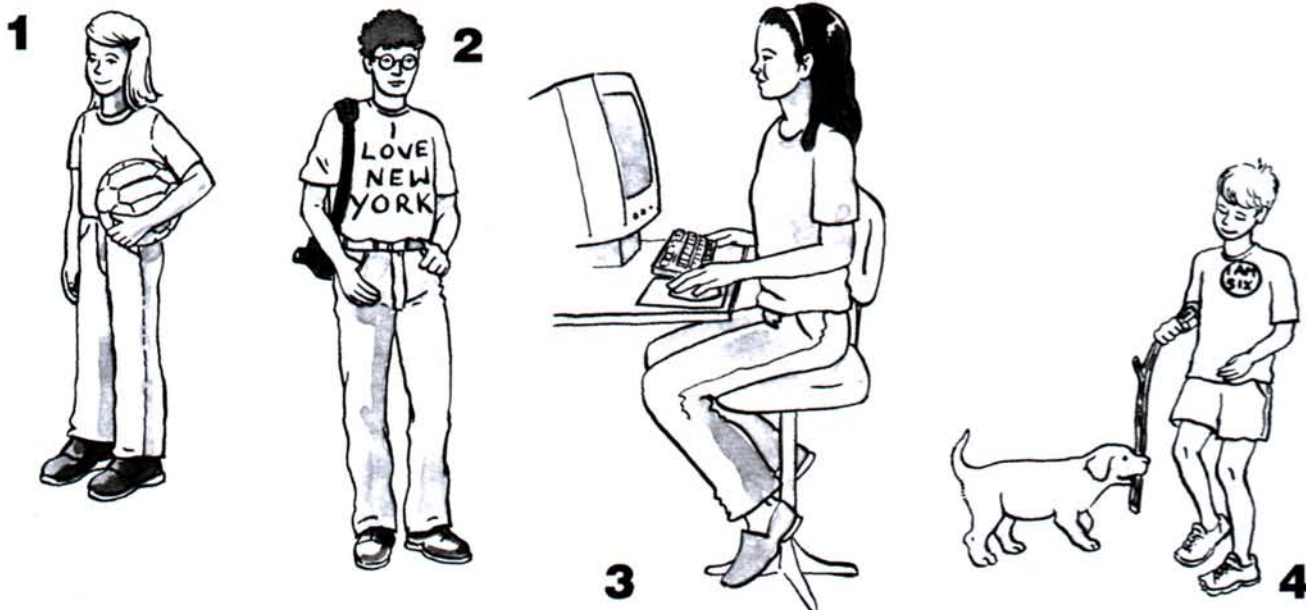
*Grouping:* Pairs.

*Procedure:*

- Distribute the pages. Explain that students have to ask and answer questions and fill in the table for their partner. Have two students read out the example exchanges. Point out that there is space in the table for students to add extra information, e.g. when the person wrote to the magazine ('last year').
- The pairs then ask and answer the questions. Go round and monitor the activity.
- As a follow-up activity, have some of the students report back to the class about their partner, e.g. 'He/She has found some money. He/She found it in a bag on the bus and gave it to the bus driver.'

## MODULE 1.1

name? age? nationality? sport? hobby?



## MODULE 2.1

### Student A

**1** Read about Helen and answer your partner's questions.

Helen is an outgoing person. She likes sports and she goes to the gym twice a week. She is good at basketball. She doesn't like watching TV. When she is bored, she listens to music. She likes folk music, but she doesn't like rock music.

**2** Ask your partner about John, e.g. 'Is John shy or friendly?'

John: shy/friendly?  
like swimming? like football?  
how often go swimming? how often  
go to gym? good at?  
like singing?  
what/do/when bored?  
like jazz?

### Student B

**1** Read about John and answer your partner's questions.

John is a friendly person. He likes swimming, but he doesn't like football. He goes swimming on Saturday. He never goes to the gym. He is good at playing the guitar, but he doesn't like singing. When he is bored, he listens to music. He loves jazz.

**2** Ask your partner about Helen, e.g. 'Is Helen shy or outgoing?'

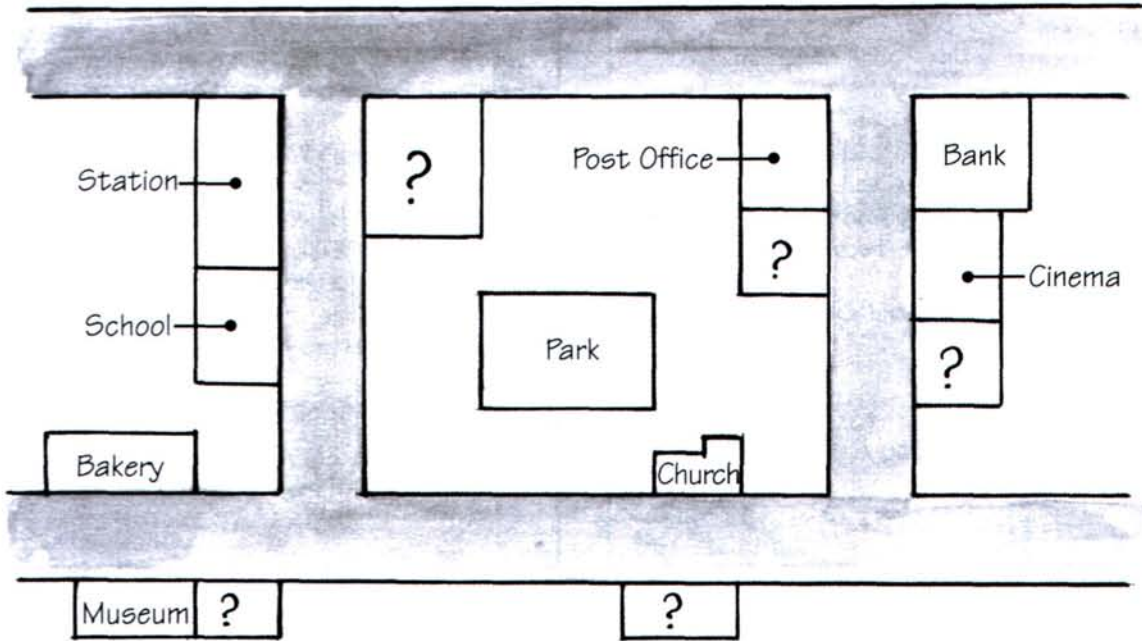
Helen: shy/outgoing?  
like sport? how often go to gym?  
what sport good at?  
like watching TV?  
what/do/when bored?  
like folk music? like rock music?

**Student A**

Look at your map. Ask and answer questions to find where these five places are: chemist's, disco, restaurant, supermarket, swimming pool.

e.g. 'What is next to/opposite/near (the church)?'

'Is the (disco) opposite/next to/near (the church)?'

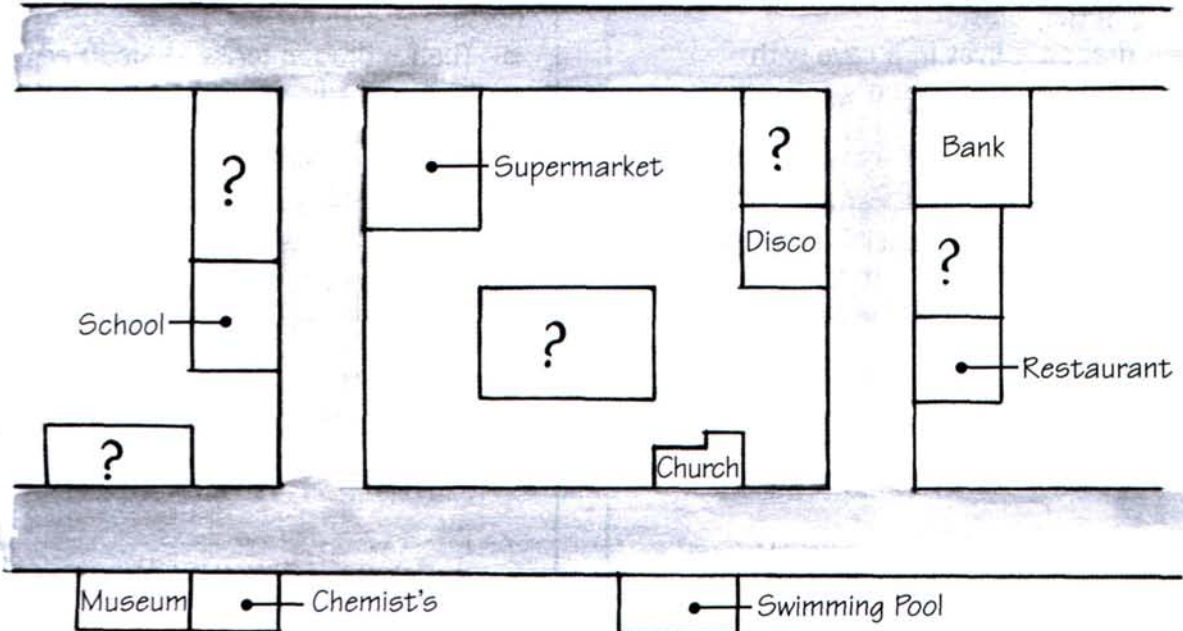


**Student B**

Look at your map. Ask and answer questions to find where these five places are: bakery, cinema, park, post office, station.

e.g. 'What is next to/opposite/near (the church)?'

'Is the (cinema) opposite/next to/near the (church)?'





## MODULE 5.1

### Student A



- 1 Read these notes about an English king. Use the Mini-dictionary and check you understand new words.
- 2 Prepare to say the information in the Past Simple tense.

Alfred the Great (849–899)

Alfred – a very strong king – good education – studies philosophy and translates books from Latin

849: born in the south of England

871: becomes King of the West Saxons

873–8: the Vikings invade England

878: Alfred wins an important battle

886: Alfred goes to London – becomes King of England

893: the Vikings invade England again – Alfred wins more battles

899: Alfred dies

Tell your partner about King Alfred.

### Student B



- 1 Read these notes about an English king. Use the Mini-dictionary and check you understand new words.
- 2 Prepare to say the information in the Past Simple tense.

William the Conqueror (1027–87)

William – from Normandy in France – changes

England – French becomes the important language

1027: born

1045: father dies – William becomes Duke of Normandy

1065: Edward, King of England, dies – Harold becomes King of England

1066: William invades England – wins important battle at Hastings – becomes King of England – builds many castles

1072: William invades Scotland

1087: William dies in France

Tell your partner about William the Conqueror.

## MODULE 6.1

### Student A

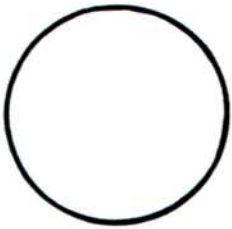
- Siegfried and Regin – friends – live in a castle near a big forest
- One day – Siegfried – hears strange noises in the forest
- A dragon – lives in a cave with treasure – has a gold ring
- Many knights – try to kill the dragon and take the treasure – never come back from the forest
- Regin – makes a special sword – because Siegfried wants to kill the dragon
- One morning – Siegfried and Regin – go to the forest

### Student B

- Suddenly – dragon comes out of the cave – breathes fire
- The fire kills Regin and Siegfried's horse
- Then – dragon looks at Siegfried
- Siegfried kills dragon – takes the treasure
- When he puts on the ring – can understand the language of birds
- In the end – wins many battles – and birds always help him

# MODULE 6.2

Work in pairs and make your own story.



Write notes for your story here (Past Simple tense).

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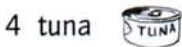
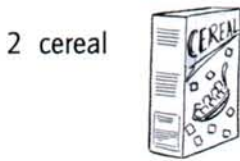
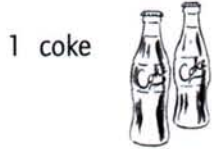
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**Student A**

Find out what your partner has got, and answer your partner's questions, e.g.  
 Have you got any crisps? – Yes, I've got ... ./No, I haven't got ... .

You have got:



Find out if your partner has got:

Yes/No                      Number?

- 1 milk
- 2 chocolate
- 3 coke
- 4 yoghurt
- 5 crisps
- 6 tuna

**Student B**

Find out what your partner has got, and answer your partner's questions, e.g.  
 Have you got any fruit juice? – Yes, I've got ... ./No, I haven't got ... .

You have got:








Find out if your partner has got:

Yes/No                      Number?

- 1 coke
- 2 cereal
- 3 chocolate
- 4 fruit juice
- 5 crisps
- 6 tuna

**START**

1 football	2 athletics	3 basketball	4 diving 	5 golf
10 judo	9 ice-skating 	8 horse riding	7 volleyball	6 hang gliding
11 rock climbing	12 skiing	13 underwater hockey	14 marathon running	15 table tennis 
20 hill climbing	19 horse racing	18 high jump	17 fishing 	16 swimming
21 rugby	22 cricket 	23 hockey	24 long jump	25 water skiing

**FINISH**

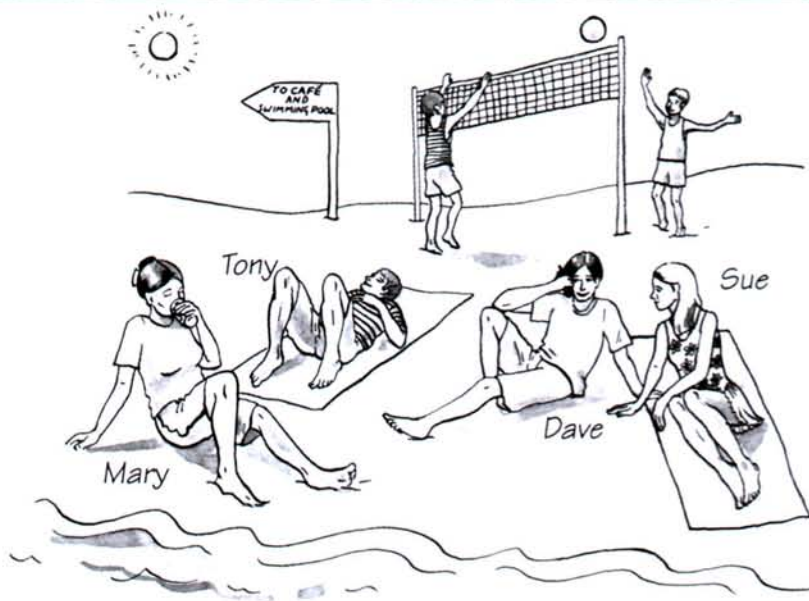
# MODULE 9.1

1 Work in pairs. Ask and answer questions and find five differences, e.g.:  
Is the sun shining? What's Tony doing? Are the boys .....ing?

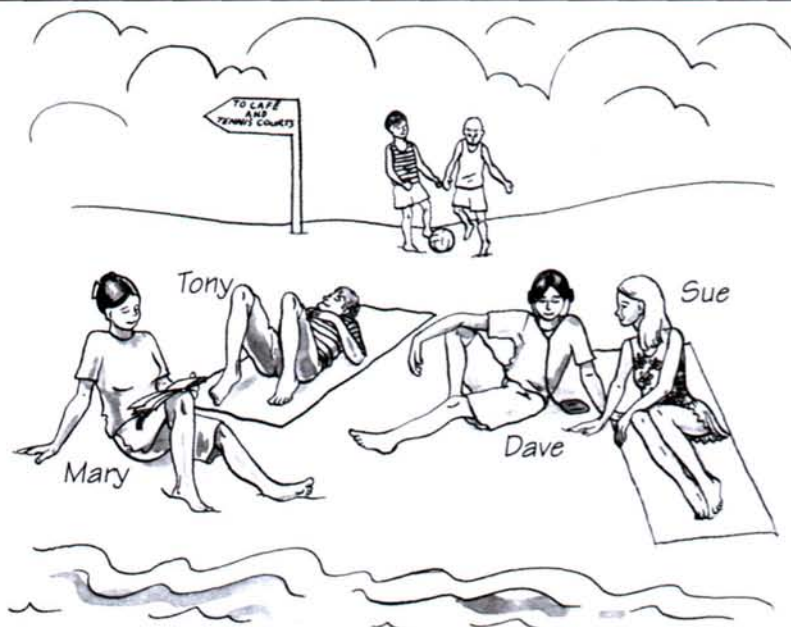
2 Write about the five differences

- 1 In Picture A, ....., but in Picture B, .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## Student A



## Student B



**Student A**

**1** Here is part of a letter from Maria. She is staying with her English penfriend. Read the letter and answer your partner's questions.

*I'm writing to you from my English penfriend's house. I'm staying here for two weeks. My penfriend's name is Louise and she's very nice. She lives with her parents and her two brothers, Mark and Pete. Louise is twelve years old and she likes horse riding. She's got a beautiful white horse. It's called 'Rocket' and it can run very fast. Mark is fifteen and he loves football. Pete is thirteen and he's a good guitarist. At the moment he's doing his homework. Mark isn't doing any homework – he's watching TV. Louise hasn't got any homework tonight. We're drinking Coke and listening to CDs in her bedroom.*

**2** Ask your partner questions and complete the table.

	name	age	hobby	at the moment
penfriend	Josh			
brothers/sisters	1			
	2			

**Student B**

**1** Here is part of a letter from John. He is staying with his English penfriend. Read the letter and answer your partner's questions.

*I'm writing to you from my English penfriend's house in London. I'm staying here for two weeks. My penfriend's name is Josh. He's thirteen years old and he loves listening to rock music. He's got a brother and a sister. His brother, Steve, is ten years old. He doesn't like rock music. He likes folk music. He goes into the garden when Josh plays his rock music. Chris is their sister and she's fifteen years old. She's good at all sports. She's playing volleyball now at the Sports Centre. Josh, Steve and I are at home – we're watching a football match on TV.*

**2** Ask your partner questions and complete the table.

	name	age	hobby	at the moment
penfriend	Louise			
brothers/sisters	1			
	2			

## MODULE 11.1

- 1 Work in pairs. Complete the description of Chris.

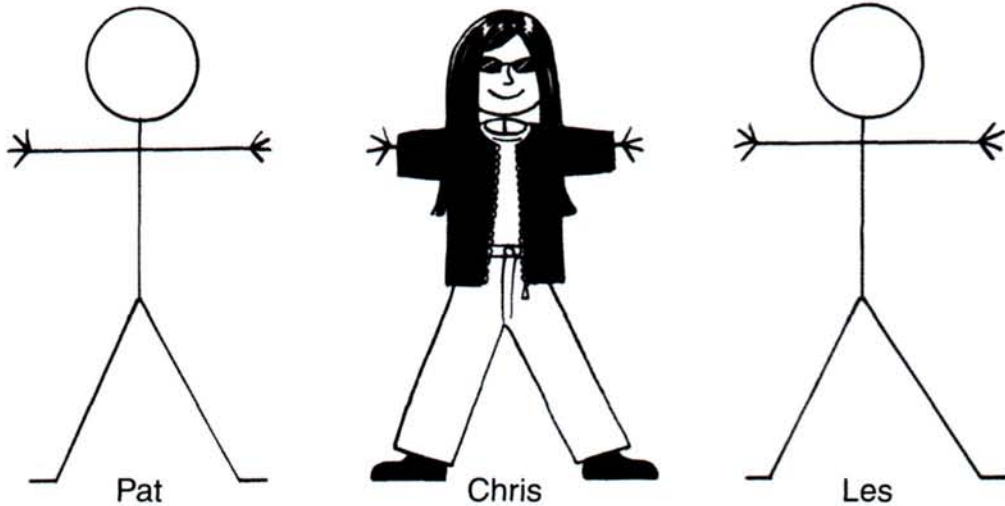
Chris is about (age).....

She is (appearance) .....

She is (personality).....

Today she is wearing (clothes).....

We think she likes/doesn't like (lifestyle).....



- 2 Student A: Complete the drawing of Les and colour the hair and clothes.

Student B: Complete the drawing of Pat and colour the hair and clothes.

Here are some words to help you:

Hair long, short, blond, brown, red

Clothes dress, skirt, jeans, trousers, jacket, shirt, sweatshirt, T-shirt, tie

shoes, boots, trainers

sunglasses, earring

big, small, dark, old, smart, casual, wide, narrow

## MODULE 12.1

1 sport	6 language	11 month	16 film director
2 singer	7 school subject	12 job	17 colour
3 clothes	8 book	13 city	18 animal
4 TV programme	9 song	14 play	19 drink
5 country	10 magazine	15 food	20 day



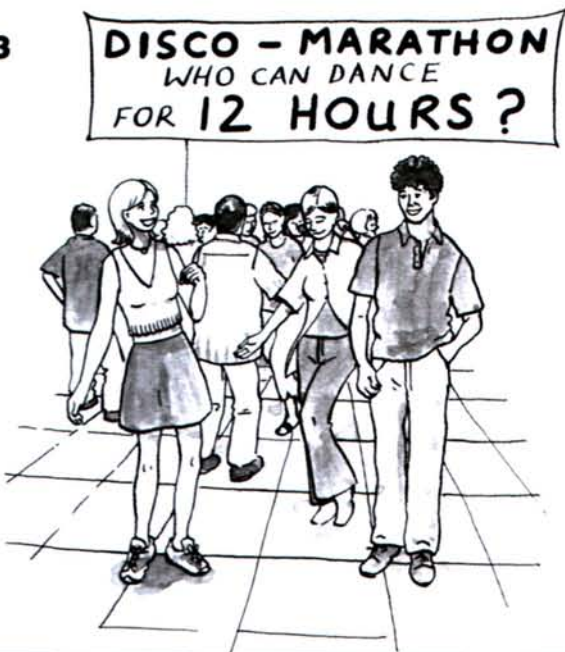
1



2



3



4

# 12-HOUR MARATHON DANCE FOR CHARITY

Last Saturday, students at High College organised a dance marathon to raise money for UNICEF.

What time did it start?  
How long did it last?  
How much money did they raise?

- Which charity?
- Why this charity?
- How many dancers?
- Time started/ended?
- What music?
- How did the dancers feel at the end?
- How much money?



**Student A****Activity 1**

1 Ask and answer questions and write all the prices.

'How much are the .....?' – 'They're .....!'

Shoes	£20.00	T-shirts	.....	Trainers	.....
Sweatshirts	£9.75	Boots	.....	Silk shirts	£60.99

**Activity 2**

1 Complete the number of T-shirts in your shop:

Size	Price	Black	Blue	Red	Green
small	£3.00	1	3	.....	none
medium	£3.50	.....	none	.....	.....
large	£3.80	none	.....	none	.....

2 You are the shop assistant. Your partner wants to buy some T-shirts. Start the dialogue:

'Can I help you?'

**Student B****Activity 1**

1 Ask and answer questions and write all the prices.

'How much are the .....?' – 'They're .....!'

Shoes	.....	T-shirts	£4.40	Trainers	£44.80
Sweatshirts	.....	Boots	£50	Silk shirts	.....

**Activity 2**

1 You want to buy three T-shirts; one small, one medium and one large.

Choose the colours: black, blue, red or green.

Write the colours of the three T-shirts you'd like:

1 small .....      2 medium .....      3 large .....

2 Act out the dialogue.

**START**

1	use	2	do	3	play	4	send	5	design
10	hear	9	want	8	see	7	watch	6	invent
11	move	12	touch	13	buy	14	eat	15	look at
20	help	19	turn on	18	find	17	start	16	listen to
21	receive	22	try	23	discover	24	hate	25	win

**FINISH**

painting	poster	football	head
noise	tennis match	computer	game
apple	car	homework	
table	letter	friend	
elephant	telephone	television	



## Student A

- 1 Use these prompts to ask questions and complete the table for your partner.  
e.g. 'Have you ever written to a magazine?'

	No	Yes	any more information
1 write/a magazine			
2 make/pizza			
3 meet/a famous person			
4 hear/Indian music			
5 drink/tea			
6 go/the USA			

- 2 Answer your partner's questions, e.g.  
'Have you ever written to a magazine?'  
'No, I haven't. I've never written to a magazine.' OR 'Yes, I have. I wrote to a magazine last year.'

## Student B

- 1 Answer your partner's questions, e.g.  
'Have you ever written to a magazine?'  
'No, I haven't. I've never written to a magazine.' OR 'Yes, I have. I wrote to a magazine last year.'

- 2 Use these prompts to ask questions and complete the table for your partner.  
e.g. 'Have you ever written to a magazine?'

	No	Yes	any more information
1 write/a magazine			
2 find/some money			
3 take/photograph of an elephant			
4 eat/fish and chips			
5 swim/a lake			
6 see/spaceship			

# Language Powerbook Answer Key

## Learning to Learn

### Lesson A You

#### Introductions

2 b 3 b 4 a 5 b

#### Word Corner

1 Argentina 2 Britain 3 Turkey 4 Hungary  
5 Italy 6 the USA

#### Grammar

1  
2 is 3 are 4 are 5 is 6 are 7 am

2  
2 We're students. 3 She's a teacher.  
4 I'm from Rome. 5 They're new students.  
6 You're Nina's friend.

3  
2 is not 3 We are not 4 is not 5 are not  
6 You are not 7 I am not

4  
2 isn't 3 aren't 4 aren't 5'm not 6 isn't

5  
2 Am I in the photo? 3 Is she a teacher?  
4 Is he a student? 5 Are you from Spain?  
6 Am I in Class 5?

6  
3 No, I'm not. 4 Yes, they are. 5 No, you aren't.  
6 Yes, he is. 7 No, they aren't. 8 Yes, you are.

7  
What's is Are you I'm not I'm is Is it  
it isn't is You're I am is

### Lesson B Your Class

#### Grammar

1  
1 I 2 you/we 2 she 4 He 5 it 6 They/she

2  
2 Our English teacher is Mr Sullivan.  
3 Where are your English videos?  
4 Their names are Steve and Sandra.  
5 His favourite sports star is David Ginola.  
6 Is *Titanic* her favourite film?  
7 My cassettes are in my bag.

3  
2 They're 3 We're 4 her 5 My 6 He's  
7 your 8 It's

#### Word Corner

1 shopping 2 on holiday 3 celebrities  
4 computer 5 sport 6 flying saucers

### Lesson C Your Classroom

#### Grammar

1  
3 What's this? It's a pen. 4 What's this? It's a ruler.  
5 What's that? It's a file. 6 What's that? It's a video.

2  
2 Those are his pens. 3 These are her files.  
4 Are these your pieces of paper?  
5 Are those my notebooks?  
6 These aren't his cassettes.  
7 Those aren't your videos.  
8 Those photos are yellow.

3  
2 this/That's 3 This is/those are 4 These  
5 That 6 these/Those/thats

#### Colour puzzle

Across: blue, orange, pink  
Down: brown, green, white  
Diagonal: red, grey, black

### Lesson D Your Homework

#### Grammar

1  
2 I've got a cassette. I haven't got a personal stereo.  
3 John's got a workbook. He hasn't got a notebook.  
4 I haven't got a pen. I have got a pencil.  
5 We've got a classroom. We haven't got a teacher.  
6 Dan and Sue haven't got a television. They've got a computer.  
7 Kate's got a photo of Brad Pitt. She hasn't got a photo of Keanu Reeves.  
8 Our classroom hasn't got a computer. It has got a television.

2  
2 Has Clare got a Britney Spears cassette in her room? Yes, she has.  
Have Tim and Ben got a Britney Spears cassette in their room? No, they haven't.  
3 Has Clare got a photo of Leonardo DiCaprio in her room? No, she hasn't.  
Have Tim and Ben got a photo of Leonardo DiCaprio in their room? Yes, they have.  
4 Has Clare got a television in her room? Yes, she has.  
Have Tim and Ben got a television in their room? No, they haven't.

## Lesson E Classroom Language

### Grammar

1  
2 Answer 3 Use 4 Write 5 Speak

2  
2 Don't speak to your friends in your language.  
3 Don't use your mobile phone in class.  
4 Don't write your name on the desk.  
5 Please don't read my postcard from Chris.  
6 Please don't ask questions about my family.  
7 Don't write the answers in the coursebook.

### Word Corner

1 verb 2 noun 3 noun 4 verb 5 verb 6 noun

## Lesson F Check your English

### Grammar

1  
2 He can swim 3 He can play 4 He can use  
5 He can say

2  
2 They can't play the guitar.  
3 Tom can't swim two kilometres.  
4 My friend can't say the alphabet in English.  
5 My teacher can't understand Spanish.  
6 Dorota can't answer the questions.

3  
2 Can you understand Turkish?  
3 Can your teacher use a computer?  
4 Can Jo and Sam play the piano?  
5 Can you understand this film?  
6 Can you spell my name?  
7 Can you read my writing?  
8 Can Filip say it in English?

4  
1 Schwarzenegger. 2 Can you  
3 California or the USA 4 Can you 5 Can you  
6 Can you 7 Can you

### Focus on Writing

2 We can say the alphabet in English.  
3 My friend Ola can use a computer.  
4 Mark can count up to 50 in English.  
5 My teacher can run 100 metres.  
6 I can speak French and Hungarian.  
7 Can you spell that?  
8 Can you do this exercise?

### Word Corner

1  
2 Russian 3 French 4 Turkey  
5 Hungary/ Hungarian 6 Spanish/Italy/England

2  
+ s: bags, desks, holidays, names, photos  
+ es: addresses, classes, sandwiches  
y + ies: babies, biographies, communities,  
countries, dictionaries

## Module 1

### Lesson 1 Grammar

1  
2 like 3 get 4 collect 5 teaches 6 works  
7 come 8 plays

2  
+ s: visits, reads, swims  
+ es: teaches, goes, does, watches  
y + s: plays, says y + ies: studies

3  
2 goes 3 studies 4 collects 5 plays  
6 watches 7 does

4  
2 doesn't go out 3 don't speak  
4 doesn't collect 5 doesn't work 6 don't play  
7 don't take 8 don't like

5  
2 I live in London. I don't live in Manchester.  
3 Dan studies mathematics. He doesn't study languages.  
4 Mum likes painting. She doesn't like photography.  
5 She paints people. She doesn't paint animals.  
6 We work in a restaurant. We don't work in a shop.  
7 Mum and Dad go swimming. They don't go windsurfing.  
8 You use the computer for games. You don't use it for work.

6  
2 works 3 love 4 go 5 play 6 thinks  
7 doesn't play 8 watches 9 don't watch

7  
Nick Wharton lives in Liverpool. He's a student but on Saturdays he works in his father's camera shop.  
'I love photography. I go to football and tennis games and I take photos of sport. My father thinks photography is great but he doesn't take photos! He reads a lot of photo magazines. I don't read photo magazines. I haven't got time.'

### Word Corner

3 boyfriend 4 computer game 5 TV show  
6 Windsurfing 7 postcard 8 grandmother

## Lesson 2 Communication

1  
1 c 2 b 3 a

3  
Sports: basketball, football, tennis, gymnastics, volleyball, diving, swimming, windsurfing  
Hobbies: painting, reading, collecting things, playing the guitar, playing the piano, photography, playing computer games, chess

### Focus on Writing

1  
1 Alita 2 Córdoba 3 an Argentinian 4 Brazilian  
5 Roberto Carlos 6 Muzzy Izzett 7 Turkish  
8 English 9 Leicester City 10 Friends 11 Argentina  
12 Friday 13 Rachel - Jennifer Aniston

2  
2 goes 3 plays 4 likes 5 collects 6 visits  
7 teaches 8 helps 9 gets up 10 opens  
11 says 12 loves

3  
2 Kemal and Robert like football.  
3 Sue lives and works in Edinburgh.  
4 Dorota gets up early and has a shower every day.  
5 Paul likes computers and he uses a computer in the office.

## Module 2

### Lesson 3 Grammar

1  
2 What do you do after school?  
3 Why does your brother collect photos of Sandra Bullock?

4 Do your parents visit your grandmother every day?  
5 What music does your sister play on the guitar?  
6 Do you help your brother with his homework?  
7 Where do you and your friends meet after school?  
8 Does your mother use a computer for her work?

2  
3 Yes, they do. 4 No, I don't. 5 No, you don't.  
6 Yes, she does. 7 Yes, they do.

3  
2 g/Yes, they do. 3 f/No, she doesn't.  
4 a/No, I don't. 5 h/Yes, he does. 6 d/Yes, I do.  
7 e/No, he doesn't. 8 c/Yes, you do.

5  
2 Ben always takes photos of people at parties.  
3 I am usually very tired on Mondays.  
4 I sometimes have breakfast in bed on Sundays.  
5 My mother never plays games on her computer.  
6 Our geography teacher is often very funny.  
7 Nina often talks about her aunt in Brazil.

6  
2 How often does Liz do sport? She does sport three times a week.  
How often does Sam do sport? He does sport four times a week.  
3 How often does Liz phone a friend? She phones a friend three times a day.  
How often does Sam phone a friend? He phones a friend six times a week.  
4 How often does Liz go shopping? She goes shopping twice a week.  
How often does Sam go shopping? He goes shopping once a month.

### Language Problem-Solving

2 the 3 an 4 - 5 an 6 a 7 - 8 The 9 a  
10 an 11 - 12 -

### Lesson 4 Communication

1  
2 He hates basketball. 3 She loves dancing.  
4 He doesn't mind chess.  
5 She doesn't mind swimming.  
6 He likes cooking. 7 She doesn't mind computers.

3  
2 romantic 3 outgoing 4 active 5 shy  
6 hard-working

### Focus on Writing

1  
1 This is my mother, my father, my brother and my sister. We live near Bratislava.  
2 This is all the family. You can see my grandmother and grandfather and my uncle and two aunts.  
3 Here you see my sister Magda at the gym. She is active and outgoing.  
4 Here is my brother Karel. He is interested in films and music. He is very lazy.  
2  
2 interested 3 group 4 guitar 5 brilliant  
6 singing 7 nervous 8 about 9 brother

**Check your Grammar and Vocabulary**

- 1 loves 2 says 3 starts 4 drives 5 uses  
6 works 7 doesn't work 8 asks  
9 do you prefer 10 don't know

- 2  
1 We sometimes go to the park after school.  
2 My sister never gets up early on Saturday.  
3 How often does Angela play tennis with you?  
4 My dog is never late for his dinner.  
5 They go to the cinema three times a week.

- 3  
1 Where/from 2 What/sport 3 What/good  
4 What/hate 5 What/interested

- 4  
1 photography 2 painting 3 the guitar  
4 swimming 5 windsurfing 6 football  
7 watches 8 writing 9 computer 10 friends

**Check your Progress**

- 1b 2b 3a 4b 5c 6c 7b 8a  
9c 10a 11c 12b 13c 14a 15b  
16c 17a 18c 19b 20b

**Module 3**

**Lesson 5 Grammar**

- 1  
2 There are eighty people on the island.  
3 There are three supermarkets in this town.  
4 There is a great programme on TV.  
5 There are three new sports shops in our town.  
6 There is ice in the sea.  
7 There are good places for diving on the island.  
8 There's a mobile phone in my bag.

- 2  
2 aren't 3 isn't 4 aren't 5 isn't 6 aren't  
7 aren't 8 isn't

- 3  
2 Are there good places to eat in this town?  
3 Is there a radio in the car?  
4 Is there a new film at the cinema?  
5 Are there American students at your school?  
6 Are there showers at the sports centre?

- 4  
2 Are there videos at the library? Yes, there are.  
3 Is there a piano at your house? Yes, there is.  
4 Are there thirty days in this month? No, there aren't.  
5 Are there two Ps in APPLE? Yes, there are.  
6 Is there a phone in your bedroom? No, there isn't.

- 5  
3 There's one pen in picture 1. There are four pens in picture 2.  
4 There's a cat in picture 1. There isn't a cat in picture 2.  
5 There's a magazine in picture 1. There isn't a magazine in picture 2.  
6 There's a postcard in picture 1. There isn't a postcard in picture 2.  
7 There are two photos on the wall in picture 1. There are three photos on the wall in picture 2.

- 6  
2 There aren't seven vowels in OPPORTUNITIES. There are six.  
3 There isn't one B in HOBBY. There are two.  
4 There aren't fifty centimetres in a metre. There are a hundred.  
5 There aren't 40 pages in this book. There are 112.  
6 There isn't one picture on this page. There are two.

**Word Corner**

- Across: 1 park 2 chemist 3 school  
4 post office 5 village 6 museum  
7 supermarket 8 newsagent 9 town 10 city  
Down: 11: restaurant  
Clue 11: People go there to eat.

**Lesson 6 Communication**

- 1  
2 rainy 3 changeable 4 zero 5 strong 6 sun  
7 dark

- 4  
2 false 3 true 4 false 5 true 6 false  
The restaurant is opposite the pub/next to the museum.  
The church is opposite the factory/next to the school.  
There is a place to eat/a restaurant in the picture.

**Focus on Writing**

- 1  
2 What is the weather like?  
3 Is there a place to eat here?  
4 Is there a chemist's in the village?  
5 Are there two pubs in this town?  
6 Do you want to go to the supermarket?

- 2  
2 autumn 3 canal 4 restaurant 5 post office  
6 newsagent 7 school 8 castle

- 3  
2 The village is small but there are three good places to eat.  
3 My brother and I play basketball on Monday and then we go to a restaurant.  
4 My sister likes swimming but she doesn't like diving.  
5 When I am on holiday I miss fish and chips but I don't miss the cold rainy weather.  
6 In the summer, they take a boat and they go to the island.

**Module 4**

**Lesson 7 Grammar**

- 1  
2 her 3 your 4 our 5 His 6 my 7 their  
8 its

- 2  
2 his 3 hers 4 mine 5 theirs 6 ours 7 hers

- 3  
2 mine 3 Their 4 our 5 his 6 hers

- 4  
2 I like having lunch at Charles's house.  
3 Your sister's collection of dolls is fantastic.  
4 Where is the men's toilet, please?  
5 I don't know the actress's name.  
6 Look at Liz's beautiful plates from Turkey.  
7 Where is Francis's train ticket?  
8 My grandmother's cat likes listening to music.

- 5  
2 His friends' sailing boat is beautiful.  
3 Your sisters' friends are very nice.  
4 The actors' stories about the theatre are interesting.  
5 My grandparents' flat is very attractive.  
6 Her neighbours' garden is untidy.  
7 Our penfriends' summer holidays are long.

- 6  
2 girls' 3 children's 4 Chris's 5 men's  
6 Jess's 7 girlfriend's

**Language Problem-Solving**

- 1  
1 the first day of the month 2 my friend's letter  
3 the door of their house 4 the dog's plate  
5 the last day of the year 6 Jack's age  
7 the roof of the house  
8 the first letter of the Arabic alphabet

- 2  
This is my brother's dog./It's a nice dog but it's got a funny name./Really? What's its name?/Tiny./Yes. It's a very funny name for a big dog.

**Lesson 8 Communication**

- 1  
2 on Saturday 3 at about ten o' clock  
4 What time are the trains?  
5 there's one at ten thirty. 6 How much  
7 and a return is

**Focus on Writing**

- 1  
1 brother's birthday is ... 2 It's the first day ...  
3 There's a big lake ... 4 Paul's fifteen this year -  
5 that's my brother ... 6 parents' friends go ...  
7 don't have their bikes ...

- 2  
2 know 3 listen 4 writer 5 honest 6 autumn  
7 guitar 8 when 9 ice 10 two

- 3  
2 but he doesn't send postcards.  
3 We also go to a restaurant on dad's birthday.  
4 and then she gets a train.  
5 We also do a lot of sightseeing.  
6 but mine is in December.

**Check your Grammar and Vocabulary**

- 1  
1 There is 2 there is 3 There aren't 4 There is  
5 there is 6 there are 7 there are 8 there isn't  
9 there are 10 there isn't

- 2  
1 e/my 2 b/her 3 c/Ours 4 d/mine 5 a/your

- 3  
1 mother's 2 children's 3 Darius's 4 It's  
5 end of the letter

- 4  
1 Turkish 2 personal 3 different 4 beautiful  
5 rainy 6 snowy 7 windy 8 sunny 9 icy  
10 interesting

- 5  
1 goes skiing 2 goes surfing 3 At weekends  
4 gets a taxi 5 airport

**Check your Progress**

- 1a 2b 3a 4a 5c 6b 7a 8a  
9b 10a 11a 12c 13b 14a 15b  
16c 17b 18b 19c 20c

**Module 5**

**Lesson 9 Grammar**

- 1  
+ d: liked, lived  
+ ed: visited, helped, watched  
y + ed: played  
y + ied: studied, carried  
+ double consonant: travelled, stopped

- 2  
2 learned 3 danced 4 moved 5 started  
6 studied 7 travelled 8 married 9 lived  
10 died

- 3  
2 g/designed 3 e/discovered 4 f/painted  
5 h/married 6 a/died 7 d/invented  
8 i/travelled 9 c/studied 10 b/worked

- 4  
2 were 3 was 4 were 5 was

- 5  
2 had 3 read 4 saw 5 bought 6 gave  
7 wrote 8 met

- 6  
2 Last night she went to bed at two in the morning.  
3 Yesterday they were angry with him.  
4 Yesterday he lost them three times!  
5 Yesterday she left at nine.  
6 Last Saturday he worked in a clothes shop.  
7 Last night he sang for two hours!  
8 Last summer we played every day.

**Word Corner**

- Across: 5 architecture 6 science 7 medicine  
Down: 1 mathematics 2 engineering 3 music  
4 painting 5 art

**Lesson 10 Communication**

- 1  
2 What does 'spaceship' mean? 3 Sorry!  
4 spell 5 Thank you.  
6 Can you explain that, please?

- 2  
Discovery: the solar system/radium and polonium  
Event: A man walks on the moon/The Berlin Wall comes down/The French Revolution  
Invention: car/aeroplane/computers/scissors/  
the helicopter/the telephone

- 3  
1 music 2 biologist 3 painting 4 scientist  
5 invention

**Focus on Writing**

- 1  
1 John D. Rockefeller (1839-1937) had £124,000,000 after he started Standard Oil in the USA.  
2 People in China played football - they called it 'T'su chu - 2,000 years before people in England first played it in the fourteenth century.  
3 The Great Pyramid of Egypt is 146 metres tall. The people of Egypt made it 4,500 years ago.  
4 On the first day that the Berlin Wall came down, 10,000 people went from East to West Berlin but only 1,000 said they wanted to stay in the West.  
5 In World War I, 60,000 British soldiers died on 16 September 1916 - the first day of the battle of the Somme.

- 2  
2 began 3 were 4 became 5 went 6 came  
7 married

- 3  
2 after 3 when 4 before 5 when 6 after  
7 before 8 After

**Module 6**

**Lesson 11 Grammar**

- 1  
2 Was 3 Were 4 Was 5 Were

- 2  
2 Did you buy it in Turkey?  
3 Did Stacey get one from him?  
4 Did Irina give it to you? 5 Did Mark see it?

- 3  
2 When was he 3 Why were they 4 Who were  
5 What was 6 Where was

- 4  
2 What did you have for lunch yesterday?  
3 Why did Steve go to New York?  
4 When did you learn to play chess?  
5 Who did you dance with at Sally's party?  
6 How often did you go sailing in the holidays?

- 5  
2 It wasn't. 3 There weren't. 4 There wasn't.  
5 I wasn't.

- 6  
2 didn't meet 3 didn't shine 4 didn't go  
5 didn't know 6 didn't dance 7 didn't like

7

- 2 Yes, I was./No, I wasn't. 3 Yes, I did./No, I didn't.  
4 Yes, they were./No, they weren't.  
5 Yes, I did./No, I didn't. 6 Yes, I was./No, I wasn't.

- 8**  
2 Was the weather OK?  
3 Were the people friendly? 4 went 5 saw  
6 ate 7 took 8 didn't go 9 loved  
10 didn't like 11 didn't want

### Language Problem-Solving

- 2 Who brought tobacco from America to Europe?  
Walter Raleigh.  
When did he bring it?/In the 16th century.  
What else did he bring?/Potatoes.  
3 Who sang *Yesterday*?/The Beatles.  
When did they sing it?/In 1965.  
What else did they sing?/Hey Jude.  
4 Who directed *E.T.*?/Steven Spielberg.  
When did he direct it?/In 1982.  
What else did he direct?/Jurassic Park.

### Lesson 12 Communication

- 1**  
2 happened next? 3 Really? 4 One night  
5 and walked 6 Did he fight the dragon?  
7 Suddenly 8 before it breathed fire

- 2**  
2 pulled off 3 put away 4 went back  
5 came to 6 woke up

- 3**  
1 a 2 n 3 a 4 n 5 v 6 a 7 v 8 n

### Focus on Writing

- 1**  
1 Beowulf and Grendel lived in Denmark.  
2 Was George's dragon a monster like Beowulf's dragon?  
3 There is a painting of George and the Dragon by Paulo Uccello (1397-1475) in the National Gallery in London.  
4 People in England remember George on April 23rd every year but George was born in Turkey (Cappadocia).  
5 All the knights' swords were useless when the dragon used its fire.

- 2**  
2 activities 3 coffee 4 reading 5 speaking  
6 green 7 team 8 sightseeing

- 3**  
2 after that 3 Suddenly 4 When 5 In the end

### Check your Grammar and Vocabulary

- 1**  
1 What did he buy you for your birthday?  
He bought (me) a CD.  
2 What time did they leave the party?  
They left at midnight.  
3 What did you all have for supper?  
We had fish and salad.  
4 Who did you meet at the shops?  
I met two school friends.  
5 Who did Sally take to the dance?  
She took a boy called Tom.

- 2**  
1 What did Maria give Andy?  
2 Who gave Andy a jumper?  
3 Who gave Andy a book?  
4 What did Mum and Dad give Andy?  
5 What did Sandy give Andy?

- 3**  
1 put away 2 went out 3 came back  
4 woke up 5 put on

- 4**  
1 century 2 exploration 3 armour 4 cave  
5 escape 6 biology and physics 7 painting  
8 discovered 9 ghost story 10 physicist

### Check your Progress

- 1c 2b 3a 4c 5c 6c 7c 8c 9b  
10c 11a 12b 13c 14a 15c 16c  
17a 18c 19c 20b

## Module 7

### Lesson 13 Grammar

- 1**  
2 There's some ice-cream.  
3 There are some apples.  
4 There are some bananas.  
5 There's some yoghurt.  
6 There are some cherries.

- 2**  
2 We haven't got any pasta.  
3 We haven't got any orange juice.  
4 We haven't got any onions.  
5 We haven't got any bread.

- 3**  
2 Are there any good films on TV tonight? Yes, there are.  
3 Is there any water in the swimming pool? No, there isn't.  
4 Is there any fruit on the table? No, there isn't.

- 5 Are there any sweets in the packet? Yes, there are.

- 4**  
2 some 3 any 4 some/some 5 any  
6 some/any

- 5**  
2 a lot of 3 some 4 any 5 any 6 a lot of  
7 a lot of 8 some 9 a lot of 10 any

- 6**  
2 We've got a lot of new students in our class.  
3 I made a lot of mistakes in my homework.  
4 We spent a lot of money yesterday.  
5 I ate a lot of sweets at my sister's party.  
6 She always puts a lot of oil on her salad.

### Word Corner

- 1 fish 2 bread 3 meat 4 cheese 5 butter  
6 bananas 7 oranges 8 cereal 9 yoghurt  
10 I am hungry.

### Lesson 14 Communication

- 1**  
2 Do more exercise.  
3 Give up smoking.  
4 Don't eat lots of sweets.  
5 Eat breakfast before you go to work.  
6 Use the stairs.

- 3**  
breakfast: a carton of milk, some bread, some butter, some cereal  
lunch: a tin of tuna, a bottle of lemonade, a can of mineral water, some sausages, some carrots, a carton of yoghurt, some beans  
between meals: a packet of biscuits, a bottle of lemonade, a can of mineral water, a bar of chocolate, some apples, a packet of crisps, a carton of yoghurt

- 4**  
2 clever 3 optimistic 4 bad 5 cool 6 useful

### Focus on Writing

- 1**  
1 For lunch on Monday we have tuna, beans and potatoes.  
2 He had bread, potatoes, sugar, tomatoes and cheese on his shopping list.  
3 Get a carton of fruit juice, a can of Coke and some sweets, please.  
4 We have got some oranges, apples, tea, coffee, melon and milk.  
5 Eat a lot of bananas, yoghurt, apples, oranges, melon and vegetables.

- 2**  
1 carrots 2 tomatoes 3 sausages 4 butter  
5 potatoes 6 cabbage 7 sandwiches 8 yoghurt

- 3**  
1 A lot of our teachers are women. However, we have some men teachers.  
2 A lot of pupils learn English but some learn German.  
3 Many of the pupils in my class are helpful. However, some are not.  
4 We all do sport but only a few of us play tennis.  
5 My friends are cool but they don't always do their homework.

## Module 8

### Lesson 15 Grammar

- 1**  
2 can 3 can't 4 can 5 can't 6 can 7 can't  
8 can/can

- 3**  
2 My brother has to do the washing up every day.  
3 We have to clean our classroom once a week.  
4 To be a doctor you have to study for about six years.  
5 In Britain you have to be seventeen to drive.  
6 We sometimes have to use calculators in mathematics classes.  
7 My mother has to leave the house at six-thirty every morning.  
8 This party has to end at midnight because we have to get up early tomorrow.

- 4**  
2 don't have to 3 doesn't 4 doesn't have to  
5 don't 6 don't 7 doesn't

- 5**  
2 How old do you have to be to get married?  
3 How old do you have to be to leave school?  
5 Do you have to join the army after school?  
6 Do you have to do sport at school?  
7 Do you have to pay for your school books?  
8 How many languages do you have to study at school?  
9 What time do students have to be at school?  
10 Do most students have to wear school uniform?

- 6**  
2 can't 3 has to 4 doesn't have to 5 has to  
6 has to 7 has to 8 can't 9 don't have to  
10 have to 11 have to 12 can't

### Language Problem-Solving

- 2 How many letters did you write last month?  
3 How many times did you wash your hair last week?  
4 How much time did you spend on your homework yesterday?  
5 How many magazines did you buy last month?  
6 How much money did you spend last weekend?  
7 How many cups of coffee did you drink this morning?

### Lesson 16 Communication

- 1**  
2 set 3 brilliantly 4 athletics 5 win 6 won  
7 well 8 match 9 beat 10 scored

- 3**  
Across: 1 football 2 ice skating 3 skiing  
4 hockey 5 tennis 6 athletics 7 climbing  
8 gymnastics 9 golf 10 cycling  
Down: 11 basketball

- 4**  
2 racket 3 cap 4 gloves 5 flippers 6 mask

### Focus on Writing

- 1**  
1: 1 family's got two ... 2 didn't play for ...  
2: 3 isn't a goalkeeper... 4 doesn't play for ...  
3: 5 can't score goals ... 6 brother's Ronald ...  
7 they're from Holland  
4: 8 aren't in every England ...  
9 isn't always in the Manchester ...  
5: 10 Here's something ... 11 don't know  
12 There's a third Neville ...  
13 she's not in the football ... 14 dad's name?  
15 It's Neville Neville.

- 2**  
2 usually 3 quickly 4 easily 5 nervously

- 3**  
1 Before 2 After 3 during 4 during 5 before  
6 after

### Check your Grammar and Vocabulary

- 1**  
1 any 2 some 3 any 4 some 5 any 6 some  
7 any 8 some 9 any 10 some

- 2**  
1 How many 2 How many 3 How much  
4 How much 5 How many

- 3**  
1 have to 2 can't 3 don't have to 4 can  
5 have to

- 4**  
1 breakfast 2 healthy 3 However 4 hungry  
5 before 6 always 7 some 8 chocolate  
9 meals 10 habit

- 5**  
Adjectives: bad, good, useful, optimistic  
Adverbs: cleverly, well, quickly, usefully, often, nervously

### Check your Progress

- 1b 2c 3b 4a 5a 6b 7c 8c  
9a 10c 11b 12c 13a 14b 15c  
16a 17b 18c 19c 20c

## Module 9

### Lesson 17 Grammar

- 1**  
2 are sunbathing/a 3 is reading/e 4 are sitting/d  
5 is buying/g 6 am playing/h 7 is eating/c  
8 are sleeping/f

- 2**  
2 You aren't talking a lot.  
3 She isn't playing table tennis.  
4 We aren't staying in a beach apartment.  
5 I'm not making tea.  
6 They aren't taking photos.

- 3**  
2 Why are they talking to that man?  
3 Why is Maria wearing my jacket?  
4 What am I doing in this photo?  
5 Who are you thinking about right now?  
6 What are you eating?  
7 Where is Alan standing in this photo?

- 4**  
2 Is Tom writing to his girlfriend? No, he isn't.  
3 Are Rita and Tamara helping in the shop? No, they aren't.  
4 Are we standing at the right bus stop? Yes, we are.  
5 Am I sitting in your place? No, you aren't.  
6 Are you thinking about the holidays? Yes, I am.

- 5**  
2 am not doing 3 am not thinking 4 am sitting  
5 am eating 6 is taking 7 am smiling  
8 are you doing 9 Are you helping 10 is raining  
11 is not having 12 are wearing 13 are calling

- 6**  
2 am sitting 3 am looking 4 am drinking  
5 aren't listening 6 are taking 7 Are you having  
8 Is he teaching

**Word Corner**

- 2 safari 3 cruise/sightseeing 4 hostel  
5 apartments/beach

**Lesson 18 Communication**

- 1  
2 Go down this corridor.  
3 How long are you here for? 4 Three nights.  
5 Have you got a single room or a double room?  
6 forty pounds a night.  
7 Can you complete this form, please?  
8 Here's your key.

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

- 3  
2 unfriendly 3 expensive 4 terrible 5 dirty

**Focus on Writing**

- 1  
1 The Royal Hotel, London NW3 5RE, England.  
2 24 Calton Road, Edinburgh ED2 5JH, Scotland.  
3 The Old Beach House, Newcastle Avenue,  
Buxton, Derbyshire, England.  
4 4041 West 154th Street, The Bronx, New York, USA.  
5 258 Queen Street, Autea Square, Auckland,  
North Island, New Zealand.

- 2  
2 trekking 3 swimming 4 waiting 5 watching  
6 sailing 7 putting 8 snorkelling

- 3  
2 The waiters were also rude.  
3 The hotel and its gardens were next to the  
beach.  
4 You can also see the Royal Hotel.  
5 You can buy them in the town, too.  
6 My sister also likes it a lot.

**Module 10**

**Lesson 19 Grammar**

- 1  
2 Tina is making a cake for her mother's birthday.  
(PC)  
3 Does it snow in Istanbul in winter? (PS)  
4 Marina isn't playing very well today. (PC)  
5 Why are you singing that sad song? (PC)  
6 I am thinking about the dance on Thursday. (PC)  
7 A lot of British people go on holiday in Spain. (PS)

- 2  
2 is playing 3 Do you wear 4 eat  
5 am not having 6 is making 7 don't go

- 3  
2 e/They don't like the music.  
3 h/It isn't raining at the moment.  
4 f/It often rains there in summer.  
5 a/I'm putting another blanket on his bed.  
6 c/He's standing on his head.  
7 g/My baby brother is sleeping.  
8 d/He usually works there in the summer.

- 4  
2 wear 3 are doing 4 are wearing  
5 are practising 6 is sitting 7 is watching  
8 practise 9 don't get 10 helps  
11 does not get 12 dance 13 love  
14 don't dance

**Language Problem-Solving**

- 2 something 3 everywhere 4 Nowhere  
5 someone 6 nothing 7 everyone 8 anything  
9 no one 10 anyone

**Lesson 20 Communication**

- 1  
2 I'm afraid 3 Excuse me 4 please 5 I'd like  
6 please 7 Thank you  
3  
2 to 3 on 4 in 5 after 6 from 7 to 8 at  
9 at 10 on

**Focus on Writing**

- 1  
a b c  
1) 1/4/05 2) 1.04.05  
3) 25 December 2004 4) 25.12.04  
5) 6 May 2002 6) 6/5/02  
7) 19/8/04 8) 19.08.04

- 2  
1 shoot/caribou 2 through/blue  
3 mushroom/soup/too/you

- 3  
2 Anyway 3 Well 4 because 5 Well  
6 Anyway 7 because 8 Well

**Check your Grammar and Vocabulary**

- 1  
1 Does it rain 2 go 3 tells 4 am listening  
5 are you reading

- 2  
1 am staying 2 am having 3 isn't raining  
4 rains 5 starts 6 gets 7 writes 8 does

- 9 doesn't do 10 buys 11 cooks 12 is making  
13 eat 14 Are you reading 15 do you think

- 3  
1 anywhere 2 anything 3 Anything 4 nothing  
5 nothing 6 nowhere 7 something  
8 everywhere 9 everyone 10 something

- 4  
1 please 2 I'm afraid 3 How much  
4 Forty pounds 5 How long

**Check your Progress**

- 1 c 2 b 3 c 4 b 5 c 6 b 7 a 8 c 9 c  
10 a 11 c 12 c 13 a 14 c 15 c 16 b  
17 b 18 a 19 c 20 b

**Module 11**

**Lesson 21 Grammar**

- 1  
Add -er: short/shorter, light/lighter  
Add -r: safe/safer, wide/wider, nice/nicer  
Double the consonant: slim/slimmer, thin/thinner,  
big/bigger  
Drop -y and add -ier: funny/funnier, pretty/prettier,  
easy/easier

- Put the word *more* in front: attractive/more  
attractive, intelligent/more intelligent,  
expensive/more expensive  
Irregular comparatives: good/better, bad/worse

- 2  
2 taller 3 bigger 4 heavier, 5 more common  
6 longer 7 hotter

- 3  
2 *Baby Drack* is newer than *Slow 3*.  
3 *Slow 3* is shorter than *Baby Drack*.  
4 *Baby Drack* is longer than *Slow 3*.  
5 *Slow 3* is better than *Baby Drack*.  
6 *Slow 3* is more expensive than *Baby Drack*.  
7 *Baby Drack* is cheaper than *Slow 3*.  
8 *Slow 3* is funnier than *Baby Drack*.

- 4  
2 more colourful 3 longer 4 more formal  
5 cheaper 6 easier 7 more practical 8 busier

**Word Corner**

- Across: 2 bright 5 tie 6 casual 7 trainers  
8 earring  
Down: 1 sunglasses 2 boots 3 trousers  
4 leather

**Lesson 22 Communication**

- 1  
Peter: tall/round/small/short dark/polyester shirt,  
wide tie and leather trousers  
Paul: short/round/big/long blond/T-shirt, jeans and  
trainers

- 3  
1 earring 2 jacket 3 dress 4 shoes  
5 sunglasses 6 sweatshirt 7 trousers 8 boots

**Focus on Writing**

- 2  
2 wider 3 longer 4 dirtier 5 sadder 6 hotter  
7 thinner 8 lazier

- 3  
2 I think Laura Jackson is very shy. For example,  
she never talks to people at parties.  
3 Tim likes yellow. For example, he always wears  
those horrible yellow ties.  
4 Jackie wears trendy clothes. For example, she's  
wearing this year's leather trousers now.  
5 Mr Reynolds wears formal clothes. For example,  
he always wears a jacket and tie when he  
teaches us.  
6 I like wearing bright clothes on holiday. For  
example, when I go to the beach I always wear  
my orange shirt.

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

**Module 12**

**Lesson 23 Grammar**

- 1  
Add -est: rich/the richest, tall/the tallest  
Add -st: large/the largest, rude/the rudest  
Double final consonant: fat/the fattest,  
hot/the hottest, red/the reddest

- Drop -y and add -iest: easy/the easiest,  
lazy/the laziest, happy/the happiest  
Put the words *the most* in front:  
boring/the most boring,  
exciting/the most exciting  
talented/the most talented

- Irregular superlatives: bad/the worst,  
good/the best

- 2  
2 Waterworks is the oldest.  
3 Aqua is the cheapest.  
4 The Blue Lagoon is the most expensive.

- 5 The Blue Lagoon is the cleanest.  
6 Aqua is the most popular.  
7 Aqua is the nearest to the town centre.  
8 The Blue Lagoon has the best café.  
9 The Blue Lagoon has the longest pool.  
10 Aqua has the shortest pool.

- 3  
2 Which is the hottest month in your country?  
3 Who is the best cook in your family?  
4 Who is the worst singer in your family?  
5 Which is the funniest film this year?  
6 Which is the most boring programme on TV?  
7 Which is the most popular sport in your country?  
8 Who is the youngest person in your class?

- 4  
2 Which was the least popular film last year?  
3 What is the least interesting book of all time?  
4 What is the least exciting sport to watch?  
5 Who is the least talented singer of all time?  
6 What's the least expensive café in your town?

- 5  
2 Elvis Presley is one of the most famous singers  
in history.  
3 *E.T.* is one of the most popular films of all time.  
4 The Rolling Stones are one of the most  
successful rock bands of all time.  
5 'Of' is one of the most common words in English.  
6 ... is one of the most talented people in my class.  
7 ... is one of the best football teams in the world.  
8 ... is one of the most interesting celebrities in  
my country.

**Language Problem-Solving**

- 2 It/There 3 There/It 4 It 5 There/It 6 there/It

**Lesson 24 Communication**

- 1  
2 on 3 I don't like 4 what about 5 I'd like  
6 good idea 7 I like 8 Let's

- 2  
Andy: Hitchcock's *Psycho*. Do you want to go?  
Sue: Not really, I don't like horror films. What's the  
film at the Ritzy?  
Andy: The Ritzy's got a new film called *Coming  
Home*. Do you know anything about it?  
Sue: Yes, it's about two brothers in Australia.  
People say it's very good. When does it start?  
Andy: Seven-thirty.  
Sue: Let's meet at the cinema then. Is that OK?  
Andy: Fine. I'll see you there.

- 3  
2 boring 3 talented 4 over-rated 5 funny  
6 good 7 exciting

- 4  
2 Martina Hingis 3 Leonardo DiCaprio  
4 Sophie Marceau 5 Julia Roberts  
6 Steven Spielberg

**Focus on Writing**

- 1  
1 full stop 2 question mark 3 question mark  
4 full stop 5 question mark 6 full stop

- 2  
2 daughter 3 caught 4 morning 5 taught  
6 boring 7 Ford

- 3  
2 also 3 then 4 too 5 However 6 because  
7 when 8 because

**Check your Grammar and Vocabulary**

- 1  
1 dirtier 2 most comfortable 3 the cheapest  
4 taller/the tallest 5 more careful 6 worse  
7 best 8 smarter/more expensive

- 2  
2 Chocko's is the most expensive café.  
Cyberkaff is more expensive than Brazilians.  
Brazilians is the least expensive.  
3 Brazilians is the noisiest café.  
Cyberkaff is noisier than Chocko's.  
Chocko's is the least noisy.  
4 Chocko's has the most exciting food.  
Brazilians has more exciting food than Cyberkaff.  
Cyberkaff has the least exciting food.  
5 Cyberkaff has the friendliest waiters.  
Brazilians has friendlier waiters than Chocko's.  
Chocko's has the least friendly waiters.  
6 Brazilians has the most comfortable chairs.  
Chocko's has more comfortable chairs than  
Cyberkaff.  
Cyberkaff has the least comfortable chairs.

- 3  
1 There 2 It 3 There 4 there 5 it

- 4  
1 successful 2 exciting 3 famous 4 expensive  
5 fashionable 6 comfortable 7 colourful  
8 interesting 9 trendy 10 attractive

**Check your Progress**

- 1 a 2 c 3 b 4 c 5 b 6 b 7 a 8 b 9 b  
10 a 11 c 12 b 13 a 14 c 15 b 16 c  
17 c 18 a 19 a 20 b

## Module 13

## Lesson 25 Grammar

- 1
- 2 They're going to see a film.
- 3 She's going to play in a jazz band.
- 4 She's going to paint the room.
- 5 He's going to sail round the world.
- 2
- 2 They aren't going to see a film. They're going to see a play.
- 3 She isn't going to help in a hospital. She's going to help in a school.
- 4 We aren't going to see Eva. We're going to see Anna.
- 5 He is not going to work with refugees. He's going to work with homeless children.
- 6 I'm not going to teach in Africa. I'm going to teach in India.

- 3
- 2 Where are they going to build the new swimming pool? They're going to build it behind the Save-It supermarket.
- 3 What are we going to buy her for her birthday? We're going to buy her a CD.
- 4 How many people is she going to invite to her party? She's going to invite the whole class.
- 4
- 2 Are you going to buy the new Ricky Martin CD? No. And I'm not going to listen to it!
- 3 Is Laura going to work in India? No. She's going to study photography in New York.
- 4 Are they going to close the club in Newbridge Road? Yes. They're going to open one in Raymond Avenue.
- 5 Is Matt going to drive us to the airport? No. He's going to phone for a taxi.
- 6 Are you going to work in the garden today? Yes. I'm going to plant these flowers.

- 5
- 2 am going to take 3 am going to come back
- 4 am going to live 5 am going to get
- 6 Are you going to try. 7 am not going to study
- 8 am going to decide

## Word Corner

- 2 Luke 3 Marta 4 Pete 5 Stan 6 Alina

## Lesson 26 Communication

- 1
- 1 b 2 c 3 a 4 c 5 b 6 a
- 2
- 2 helped 3 read 4 clean up 5 went 6 raised 7 planted 8 had 9 taught 10 worked

## Focus on Writing

- 1
- 1 Hi Maria. This is Peter from London. How are you?
- 2 Peter! It's great to hear from you! I'm fine. How are you?
- 4 We're all fine. It's Sonia's first day back at university, so she's not here but she sends her best wishes.
- 5 That great! When are you going to visit us here in Bogotá?
- 6 Well, I'm phoning about that. How about next month? I can take two weeks' holiday in November.

- 2
- 2 doctor/volunteer 3 programme/environment
- 4 homeless/refugees 5 sponsor/marathon
- 6 university/voluntary 7 engineering/computer

- 3
- 1 to 2 for 3 for 4 to 5 to 6 for

## Module 14

## Lesson 27 Grammar

- 1
- 2 will meet 3 will ask 4 will give 5 will go
- 6 will tell 7 will be 8 will want 9 will be
- 10 will give 11 will get angry 12 will ask

- 2
- 2 h/I won't win the match.
- 3 c/He won't invite me to his party.
- 4 e/It won't rain. 5 f/I won't be cold.
- 6 a/He won't pass the exam.
- 7 d/They won't arrive before midnight.
- 8 g/She won't lend you any.

- 3
- 2 Will it rain in London tomorrow? Yes, it will.
- 3 Where will it snow tomorrow? It will snow in Moscow and Warsaw.
- 4 Will it be warm in Cairo tomorrow? Yes, it will.
- 5 What will the weather be like in New York tomorrow? It will be cloudy in New York.
- 6 Which city will have the coldest weather tomorrow? Moscow will have the coldest weather.
- 7 How many places will have rain tomorrow? Two places will have rain.

- 8 Will it be cloudy in Barcelona tomorrow? No, it won't.
- 9 Will Dublin have wet weather tomorrow? No, it won't.
- 10 What will the temperature be in Paris tomorrow? It will be 7° Centigrade.

- 4
- 2 will study 3 will go 4 won't eat
- 5 will only eat 6 will live 7 won't use
- 8 won't need

## Language Problem-Solving

- 2 I feel hungry by ten o'clock if I don't eat breakfast.
- 3 If I drink coffee at night, I don't sleep.
- 4 Plants die if you don't water them.
- 5 If she doesn't understand a word, she always looks in the dictionary.
- 6 You have to work hard if you want to get rich.
- 7 If you leave the dog in the kitchen, it always eats all the food.
- 8 If you don't shut the windows, birds fly in.

## Lesson 28 Communication

- 1
- 2 I'm usually medium for shirts.
- 3 Where can I try it on?
- 4 It's too small. Can I try on the next size?
- 5 Excuse me. 6 How much are these scarves?
- 7 I'm afraid they are too expensive.
- 8 No, they are not colourful enough. I want orange or yellow.

- 2
- Types of shop: corner shop, shopping mall, high street shop

Things you can buy in shops: a pair of trainers, shorts, a pair of shoes

Prices: six euros fifty, three dollars, five pounds twenty

Sizes and measurements: medium, large

## Focus on Writing

- 1
- 23 Fortran Road,  
St Mellons,  
Cardiff  
CF3 0WB  
Tel: 029 2099 5894  
Fax: 029 2099 5877

23 September 2003

Dear Sir or Madam,  
I phoned your shop, Bondings, yesterday and a shop assistant told me to write to the manager. When I was on holiday in Brighton, I bought a pair of jeans from Bondings, but when I tried them on at home, they were too small. Can I take them back and get a bigger size at Bondings High Street shop, here in Cardiff, please?

Yours truly,  
David Malone

- 2
- 2 clothes 3 forty pence 4 two pairs of jeans
- 5 two cities 6 three watches

- 3
- 1 First I went into a high street shop to buy these jeans and then I went to a shopping mall. Finally I came home and bought them on the Internet.
- 2 First we bought some shoes. Then we bought a shirt. Finally we got a new sweater.
- 3 We've got shirts from five pounds to fifty pounds.
- 4 She tried on all the skirts in the shop. Finally she bought the dark blue skirt.
- 5 The sizes are from small to extra large.
- 6 They have all kinds of clothes from trainers to formal shirts.

## Check your Grammar and Vocabulary

- 1
- 2 f/there won't be time
- 3 e/you'll get bored on the train
- 4 c/there'll be food on the train
- 5 d/there won't be any blankets
- 6 a/it'll be cold at night
- 2
- 1 am going to 2 will 3 aren't going to 4 will
- 5 is not going to 6 is going to
- 3
- 2 d/If cats fall from a high place, they always land on their feet.
- 3 e/If you never write letters, you never get any.
- 4 f/The sun won't burn your face if you wear a hat.
- 5 c/She feels tired in the morning if she goes to bed late.
- 6 a/I get very angry if anyone reads my letters.

- 4
- 1 Can I help you? 2 a pair of 3 What size is he?
- 4 How much are they? 5 too expensive
- 6 Have you got a phone number? 7 My number is

## Check your Progress

- 1 a 2 b 3 c 4 c 5 b 6 b 7 c 8 a 9 b  
10 c 11 b 12 a 13 b 14 c 15 b 16 c  
17 b 18 a 19 b 20 c

## Module 15

## Lesson 29 Grammar

- 1
- 2 has moved 3 has earned 4 has travelled
- 5 have tried 6 have decided 7 has opened
- 8 have looked

- 2
- 2 has called/hasn't talked
- 3 have climbed/haven't climbed
- 4 have started/haven't finished
- 5 has used/hasn't tried
- 6 has prepared/hasn't cleaned

- 3
- 2 How many train times have Tim and Jo checked? They've checked five. They now need to check two.
- 3 How many video cameras has Aisha fixed? She has fixed two. She now needs to fix one.
- 4 How many actors has Alex phoned? He has phoned six. He now needs to phone four.
- 5 How many tickets has Kerim picked up? He has picked up three. He now needs to pick up one.
- 6 How many maps has Martina looked at? She has looked at four. She now needs to look at one.

- 4
- 2 Have you ever invited more than 30 people to a party?
- 3 Have you ever received three party invitations on the same day?
- 4 Have you ever decided to have a party at the last minute?
- 5 Have you ever played in a band at a party?
- 6 Have you ever invented a new party game?
- 7 Have you ever stayed up all night at a party?

- 5
- 2 Magda has never tried windsurfing.
- 3 They have never walked up this mountain.
- 4 Carly has never worked in a shop.
- 5 Steve has never played chess in a tournament.
- 6 We have never travelled by boat.
- 7 I have never looked in my sister's diary.

## Word Corner

- 1
  - 1 compact 2 modem 3 games 4 printer
  - 5 mouse 6 Internet 7 e-mail 8 screen 9 disk
  - 10 keyboard 11 program 12 code 13 floppy
  - 14 volume 15 company
- The secret message is: Computers are fun

## Lesson 30 Communication

- 1
- 2 Before you can receive e-mail, you have to start your e-mail program.
- 3 Then you click on the Send and Receive button in the program.
- 4 When you see a message like this – 'You have 2 e-mails' – you know there are e-mails for you.
- 5 After that you read the e-mails by clicking on them. That opens them.
- 6 Lastly, you can print the e-mails.

- 2
- 2 mouse 3 printer 4 Internet 5 keyboard
- 6 screen

- 3
- 2 up 3 on 4 down 5 down 6 out of 7 in
- 8 on

## Focus on Writing

- 1
- 1 There isn't a better computer in the shops than the ABD Superfast Computer.
- 2 What do you do after you've put the disk in?
- 3 First you switch on, then you click on the Internet icon, then you wait a bit and next you click on the e-mail icon.
- 4 I've got a new mobile phone and it's better than my dad's.
- 5 Can we get Barbara's present at Benetton in Newton High Street?
- 6 There are more than 500,000 people in Strawbridge.
- 7 She bought a beautiful, long, cotton dress.
- 8 Peter's CD has a song by Shania Twain called *That Don't Impress Me Much*.

- 2
- 2 charity 3 thin 4 chocolate 5 shopping
- 6 cheese 7 church 8 shoes/beach

- 3
- 2 Before 3 After 4 then 5 To 6 to 7 after
- 8 then 9 after

## Module 16

## Lesson 31 Grammar

- 1
- 2 have gone 3 has broken 4 have lost
- 5 have done 6 have seen 7 have met
- 8 have spent



- 2**  
 2 c/I haven't eaten any of it  
 3 d/I haven't worn them yet  
 4 e/they haven't written to us  
 5 a/I haven't been there. 6 f/I haven't heard it.
- 3**  
 2 Have you ever spent hours looking at the stars?  
 3 Have you ever gone swimming at night?  
 4 Have you ever bought a red rose for somebody special?  
 5 Have you ever said 'I love you'?  
 6 Have you ever drawn hearts in your notebook?  
 7 Have you ever sent a Valentine card?
- 4**  
 2 Captain Z has just repaired his spaceship.  
 3 K8 has just caught his tail.  
 4 Mpaqa has just bought an ice-cream.  
 5 Zog and Lortz have just woken up.

- 5**  
 2 B: Have you bought her a present?  
 A: Yes, I have. And I have just made her a cake.  
 3 B: Have you learned everything?  
 A: No, I haven't. I haven't had time.  
 4 B: Have you packed?  
 A: Yes, I have. But I haven't bought any films for my camera.  
 B: Has your sister found her passport?  
 A: No, she hasn't. She has just started looking for it!

**Language Problem-Solving**

- 1**  
 2 Will 3 Have 4 Did 5 Has 6 Do 7 Am 8 Was
- 2**  
 2 Neither do I 3 So can I 4 Neither am I 5 I do 6 I haven't

**Lesson 32 Communication**

- 2**  
 Across: Earth, Mercury, Mars, Pluto, Uranus  
 Down: Jupiter, Neptune, Saturn, Venus

- 3**  
 1 in 2 to 3 in 4 on 5 back 6 to

**Focus on Writing**

**1**  
 It was nine o'clock in the evening on 15 September, 1961. Barney and Betty Hill were on holiday. They were on US Highway Three when they saw the spaceship.

Barney and Betty drove on to Portsmouth, the next town. They got there the next morning. Barney looked at his watch.

"Why did the drive take us so long?" he asked. "We have driven three hundred and four kilometres and it took us seven hours."

Betty's face was white. "Barney, I remember something," she said. "I think we were on that alien spaceship."

What Betty remembered was this. The aliens took them onto the spaceship. They asked Barney and Betty questions about what food they ate and what they drank every day.

Finally, the aliens took them back to their car and the spaceship took off.

- 2**  
 2 begun 3 eaten 4 read 5 tried 6 taken 7 sworn 8 found

- 3**  
 1 because 2 Therefore 3 also 4 because 5 also 6 Therefore 7 Therefore 8 because

**Check your Grammar and Vocabulary**

- 1**  
 1 I've just bought 2 Have you ever seen  
 3 has never seen 4 haven't heard  
 5 have you written 6 hasn't had  
 7 have they done 8 have I left 9 hasn't met  
 10 have just sent

- 2**  
 2 Have you ever seen a Star Wars film?  
 3 Have you ever written a letter to a penfriend?  
 4 Have you ever read Tolstoy's *War and Peace*?  
 5 Have you ever met a famous person?  
 6 Have you ever broken your leg?

- 3**  
 1 Do 2 Have 3 Are 4 Is 5 Was 6 Will  
 7 Were 8 Did 9 Am 10 Has

- 4**  
 1 changes 2 took 3 listen 4 get 5 working  
 6 read 7 put 8 Put 9 Look 10 came

**Check your Progress**

- 1 b 2 c 3 b 4 a 5 c 6 a 7 c 8 b 9 b  
 10 b 11 b 12 c 13 a 14 a 15 c 16 a  
 17 b 18 c 19 a 20 c

**Tests Answer Key**

**Test 1 (Modules 1-4)**

- 1**  
 1 likes 2 doesn't like 3 go 4 doesn't drink  
 5 drinks 6 play 7 speak 8 studies 9 live  
 10 work
- 2**  
 1 There is 2 are there 3 Is there 4 there isn't  
 5 There aren't 6 There isn't 7 There are  
 8 Are there 9 there are 10 There isn't
- 3**  
 1 Hers 2 ours 3 Your 4 theirs 5 My 6 mine
- 4**  
 1 in 2 at 3 from 4 in 5 on
- 5**  
 1 children's 2 parents' 3 - 4 Chris's  
 5 brother's
- 6**  
 2 a) 3 d) 4 b) 5 f) 6 e)
- 7**  
 1 cloud 2 fame 3 excellent 4 difference  
 5 sunny
- 8**  
 1 school 2 bank 3 cinema 4 newsagent

**Test 2 (Modules 5-8)**

- 1**  
 1 went 2 was 3 bought 4 made 5 had  
 6 Did he invite 7 didn't go 8 played 9 came  
 10 said
- 2**  
 1 read 2 made 3 lost 4 began 5 had  
 6 got 7 left 8 built 9 died 10 cut
- 3**  
 1 any 2 some 3 an 4 a 5 any 6 any  
 7 some 8 some 9 an 10 a
- 4**  
 1 can't 2 can 3 don't have to 4 have to  
 5 can
- 5**  
 1 back 2 for 3 away 4 out 5 up
- 6**  
 1 into 2 to 3 with 4 on 5 in
- 7**  
 1 easy 2 nervously 3 well 4 happy  
 5 brilliantly

**Test 3 (Modules 9-12)**

- 1**  
 1 are doing 2 am having 3 Is the dog swimming  
 4 are not listening 7 Is she writing
- 2**  
 1 is 2 plays 3 is working 4 is travelling  
 5 is making 6 likes 7 lives 8 wants  
 9 is studying 10 phones
- 3**  
 1 Brazilian 2 Indian 3 Japanese 4 Turkish  
 5 Dutch
- 4**  
 1 at 2 from 3 to 4 on 5 in
- 5**  
 1 sea 2 their 3 hear 4 by 5 buy
- 6**  
 1 older 2 more expensive 3 better 4 fatter  
 5 happier 6 more comfortable 7 more casual  
 8 bigger 9 more colourful 10 worse
- 7**  
 1 and 2 also 3 after 4 but 5 However
- 8**  
 1 medium 2 short 3 long 4 bright 5 square

**Test 4 (Modules 13-16)**

- 1**  
 1 are going to 2 am not going to  
 3 Are they going to/they aren't  
 4 Are you going to/am 5 is going to
- 2**  
 1 Will people do their shopping on the Internet?  
 2 Everyone will have a computer at home.  
 3 People won't work every day.  
 4 People will travel to the moon.  
 5 Do you think John will pass his examination?
- 3**  
 1 will 2 are going to 3 will 4 is going to  
 5 won't
- 4**  
 1 has not phoned 2 Have you ever played  
 3 have started 4 Has he ever visited/he hasn't  
 5 have never sent 6 has refused  
 7 has not earned 8 Have we invited  
 9 have travelled 10 have they ever climbed/have
- 5**  
 1 scarves 2 watches 3 women 4 people  
 5 children 6 houses 7 feet 8 shoes  
 9 charities 10 beaches

- 6**  
 1 out 2 off 3 on 4 in/into 5 off 6 back  
 7 about 8 off 9 up 10 into
- 7**  
 2 d) 3 e) 4 f) 5 c) 6 a)

**Wordbuilder Answer Key (Mini-dictionary)**

- 1**  
 1 French 2 German 3 Danish 4 Italian  
 5 British 6 Finnish 7 Turkish 8 Dutch  
 9 Spanish 10 Slovakian 11 Irish 12 Hungarian
- 2**  
 1 from 2 in 3 Finnish 4 'No, it isn't.'  
 5 a European country 6 capital 7 from  
 8 Czech 9 American 10 in
- 3**  
 do: karate, athletics, gymnastics  
 go: cycling, swimming, skiing, windsurfing  
 play: football, golf, basketball, snooker, volleyball
- 4A**  
 1 Ben 2 Alice 3 Paul 4 Kate 5 Jo 6 Max  
 Ben is wearing trainers, jeans, a sweatshirt and sunglasses.  
 Kate is wearing boots, a skirt, jacket and gloves.
- 4B**  
 1 short, fat/plump, long/blond  
 2 big, dark, short 3 tall, long/dark  
 4 tall/plump, long/dark 5 short, blond, tall, thin
- 6**  
 Across: 1 granny 2 mum 3 husband 4 mother  
 5 sister 6 son 7 nephew 8 uncle 9 father  
 Down: 10 aunt 11 daughter 12 parents  
 13 brother 14 niece 15 cousin 16 wife
- 7**  
 1 by 2 along 3 away from 4 to 5 out of  
 6 on 7 on 8 by 9 to 10 get
- 8**  
 1 school 2 museum 3 hospital 4 cinema  
 5 theatre 6 market 7 restaurant 8 baker  
 9 takeaway 10 chemist 11 station  
 A supermarket is a place where you can buy food.
- 9**  
 forward: tomato, grape  
 backwards: cabbage, orange, potato  
 up: cauliflower  
 down: apple, bean, pear, onion, lemon, pea  
 diagonally down: mushroom  
 diagonally up: lettuce  
 diagonally up (backwards): nut
- 10**  
 1 bottles 2 box 3 tube 4 tins 5 can 6 bar  
 7 tub 8 packets 9 carton 10 bag
- 11**  
 write with: pen, pencil  
 computer: keyboard, modem, mouse, printer  
 'books': notebook, brochure, file, workbook
- 12**  
 pages: book, brochure, dictionary, workbook,  
 magazine, coursebook, file, notebook  
 don't have pages: calculator, printer, cursor, ruler,  
 key, phone, bag, mat, modem, pencil, keyboard
- 13**  
 1 favourite 2 programme 3 watch 4 concerts  
 5 news 6 films 7 sport 8 documentaries  
 9 Earth 10 shows 11 celebrities 12 action  
 13 documentaries 14 fiction 15 aliens  
 16 space 17 UFOs 18 flying 19 saucers  
 20 men
- 14**  
 1 in, on 2 at 3 in 4 in 5 on, of 6 in, on the
- 15**  
 1 windy 2 rainy 3 sunny 4 snowy 5 hot 6 cold
- 16**  
 Good afternoon. Moon Travel Company.  
 Hello, this is Emma Bennett.  
 Can I take a message?  
 Can I speak to Tom Jones, please.  
 Sorry. He's busy at the moment.  
 Ask him to call me, please.  
 What is your phone number?  
 He can get me on 086 7034.  
 I'll pass on your message.  
 Thank you very much.
- 17**  
 1 on 2 under 3 behind 4 in 5 in 6 above  
 7 between 8 on 9 in front of 10 on  
 11 next to 12 opposite 13 next to 14 next to  
 15 in
- 18**  
 1 a 2 b 3 a 4 c 5 b 6 b 7 a 8 c 9 c  
 10 a 11 a 12 c

Pearson Education Limited  
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www.longman.com

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First published 2002

Sixth impression 2004

ISBN 0582 51753 2

Set in ITC Officina Sans 10.5/12.5pt

Prepared for the Publishers by Stenton Associates

Illustrations by Jackie Harland

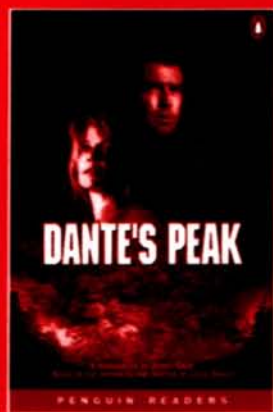
Printed in Spain by Mateu Cromo

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