


TEACHER'S BOOK




Beginner

C O U R S E B O O K

ENTERPRISE

1

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Express Publishing



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Unit 1 - Hi! (pp. 6 - 11)

Objectives

Vocabulary: nationalities; countries; capitals; jobs; numbers

Reading: reading for detailed understanding of the text

Listening: listening for specific information; reordering information

Speaking: talking about various people and landmarks

Communication: introducing people

Pronunciation: names of countries and capitals

Grammar: a/an; to be

Project: giving information about landmarks

Writing: introducing self and other people

- 1 (Ask Ss where the people shown in the pictures are from.)

A Brazil C Spain
B India D Scotland

- 2 a) (Write these sentences on the board and underline the "to be" forms.)

I am from Edinburgh, Scotland.

I'm not married.

They're friends.

Where is he from?

Elicit from Ss how the verb "to be" is formed. Then play the cassette. Ss repeat sentences – first chorally, then individually.

- b) Ss then try to explain these sentences in their mother tongue. Help Ss where necessary.)

- 3 (Play the cassette. Ss listen and match the letters to the numbers.)

A 2 B 4 C 3 D 1

- 4 (Read the questions a to d. Allow Ss five minutes to read the texts silently. Check Ss' answers. Play the cassette again. Ss follow the lines while they are listening. Individual Ss read the texts aloud.)

A ... farmers C ... dancers
B ... student D ... musician

- a) Fergus is from Edinburgh, Scotland. He's a musician.
b) Diego is thirty-five years old. His favourite sport is football.
c) Carlos and Rosa are from Spain. Carlos is twenty-two years old. Rosa is twenty years old.
d) Veena is from New Delhi, India. Her favourite sport is volleyball.

Speaking (p. 7)

- a) (Ask Ss to underline the questions in the example, then Ss work in open pairs, asking and answering questions about Diego, Marco, Carlos, Rosa and Veena.)
- b) (Allow Ss five minutes to read the texts silently and complete the table, then check their answers. Finally, have Ss talk about each person. Assign this as HW. Ss should be prepared to talk about each person using only the completed table.)

	Origin	Age	Job	Favourite Sport
Fergus	Edinburgh, Scotland	40	musician	golf
Diego	Brazil	35	farmer	football
Marco	Brazil	27	farmer	basketball
Carlos	Spain	22	dancer	football
Rosa	Spain	20	dancer	tennis
Veena	New Delhi, India	12	student	volleyball

(Suggested answers)

Diego is from Brazil. He's thirty-five years old and he's a farmer. His favourite sport is football.

Marco is from Brazil. He's twenty-seven years old and he's a farmer. His favourite sport is basketball.

Carlos is from Spain. He's twenty-two years old and he's a dancer. His favourite sport is football.

Rosa is from Spain. She's twenty years old and she's a dancer. Her favourite sport is tennis.

(Point out to Ss that Veena hasn't got a job. Instead, she is a student at school, since she's too young to work.) Veena is from New Delhi, India. She's twelve years old and she's a student. Her favourite sport is volleyball.

- 5 (Ss match the numbers. Then, play the cassette. Ss listen and repeat.)

cardinal numbers - nomeleibnume
ordinal numbers - die pyysohle

- | | |
|-------------------------|-------------------------------|
| (1) one - first (1st) | (7) seven - seventh (7th) |
| (2) two - second (2nd) | (8) eight - eighth (8th) |
| (3) three - third (3rd) | (9) nine - ninth (9th) |
| (4) four - fourth (4th) | (10) ten - tenth (10th) |
| (5) five - fifth (5th) | (11) eleven - eleventh (11th) |
| (6) six - sixth (6th) | (12) twelve - twelfth (12th) |

Suggested Game

(Divide the class into two teams. Team A says cardinal numbers [1-12] then team B says the relevant ordinal numbers [first - twelfth], and vice versa.

Each correct match gets one point. The team with the most points is the winner.

example: Team A S1: three

Team B S1: third

Teacher: Correct! Team B gets one point.

Team B S2: ten

Team A S2: tenth etc.)

- 6** *(Ss fill in the gaps. Then, play the cassette. Ss listen and repeat.)*

13	15	17	19
14	16	18	20

- 7** *(Ss write the missing numbers. Then, play the cassette. Ss listen and repeat.)*

34	thirty-four	76	seventy-six
45	forty-five	87	eighty-seven
52	fifty-two	98	ninety-eight
69	sixty-nine		

(As an extension, ask Ss to count from 1 to 100, one after the other.)

- 8** *(Read aloud the names of the places in the list, then ask Ss to repeat, chorally and individually. Do the same with the words which appear in the table. Use the pronunciation key which follows. Allow Ss four minutes to fill in the gaps, then check answers around the class. Finally, ask Ss to choose five people and make sentences, as in the example.)*

Pronunciation key for names, nationalities, capitals and countries in Ex. 8:

Paolo /'pɑʊləʊ/, Brazilian /brə'zi:liən/, Brasilia /brə'zɪliə/, Brazil /brə'zɪl/, Pablo /'pɒbləʊ/, Spanish /'spæniʃ/, Madrid /Mæ'drɪd/, Spain /speɪn/, Jason /'dʒeɪsən/, Canadian /kə'neɪdiən/, Ottawa /'ɒtəwə/, Canada /'kænədə/, Ito /'i:təʊ/, Japanese /,dʒæpə'ni:z/, Tokyo /'tɒkjəʊ/, Japan /dʒə'pæni/, Thomas /'tɒməs/, Argentinian /,ɑ:dʒən'tɪniən/, Buenos Aires /bu'wɛnəs 'erɪz/, Argentina /,ɑ:dʒən'tɪnə/, Mike /maɪk/, American /ə'merɪkən/, Washington DC

/wɒʃɪŋtən di: si/, the USA /ðə 'ju:weɪs/, Costas /'kɒstəs/, Greek /gri:k/, Athens /'æθənz/, Greece /gri:s/, Hans /hæns/, Finnish /'fɪniʃ/, Helsinki /hel'sɪŋki/, Finland /'fɪnlənd/, Rico /'ri:kəʊ/, Mexican /'meksɪkən/, Mexico City /'meksɪkəʊ 'sɪti/, Mexico /'meksɪkəʊ/, Amar /ə'mɑ:/, Turkish /'tɜ:ki/, Ankara /'æŋkərə/, Turkey /'tɜ:ki/

- Spain, Canada, Japanese, Argentina, American, Greek, Finland, Mexico City, Turkey
- Pablo is Spanish. He's from Madrid, Spain. Jason is Canadian. He's from Ottawa, Canada. Ito is Japanese. He's from Tokyo, Japan. Thomas is Argentinian. He's from Buenos Aires, Argentina. Mike is American. He's from Washington DC, in the USA. Costas is Greek. He's from Athens, Greece. Hans is Finnish. He's from Helsinki, Finland. Rico is Mexican. He's from Mexico City, Mexico. Amar is Turkish. He's from Ankara, Turkey.

- 9** *(Read aloud the names of the countries illustrated in the pictures, as well as the names of their capitals. Ss repeat, chorally and individually, then do the exercise. Ss ask and answer questions, as in the example.)*

2	Paris	4	Warsaw	6	Moscow
3	Rome	5	Budapest	7	Beijing

- S3: Where is Paris?
 S4: In France. It's the capital of France.
 S5: Where is Rome?
 S6: In Italy. It's the capital of Italy.
 S7: Where is Warsaw?
 S8: In Poland. It's the capital of Poland.
 S9: Where is Budapest?
 S10: In Hungary. It's the capital of Hungary.
 S11: Where is Moscow?
 S12: In Russia. It's the capital of Russia.
 S13: Where is Beijing?
 S14: In China. It's the capital of China.

- 10** *(Go through the table and present the full and short form of the affirmative and negative forms of the verb to be. Then, Ss do the exercise. Check Ss' answers on the board.)*

2	aren't	4	'm not	6	'm	8	're
3	isn't	5	're	7	isn't		

- 11** *(Go through the table and present the interrogative form of the verb to be, as well as the short answers. Ss do the exercise. Set Ss in pairs and check their answers on the board.)*

- | | |
|--------------------|--------------|
| 1 B: isn't, is/'s | 5 A: Is |
| 2 A: Are | B: is, is/'s |
| B: aren't, are/'re | 6 A: are |
| 3 A: is/'s | B: am/'m |
| B: is/'s | |
| 4 A: Is | |
| B: isn't, is/'s. | |

12 (Play the cassette for Ss to listen. Ss repeat chorally and individually.)

13 (Choose a S to be the leader. The leader chooses a country and writes its name on a piece of paper. The rest of the class try to guess which country by asking questions. The S who guesses correctly becomes the leader and Ss play the game again.)

(Suggested answer)

- S1: Are you from Poland?
L: No, I'm not.
S2: Are you from Germany?
L: No, I'm not.
S3: Are you from Holland?
L: Yes, I am.

(S3 becomes the leader and the game continues.)

14 (Go through the pictures and read the names of the places aloud. Ss repeat, chorally and individually. Ss do the exercise. Check Ss' answers around the class. As an extension, Ss look at the landmarks then close their books and try to remember as many landmarks as possible. The S who remembers the most landmarks is the winner.)

- S3: Is Big Ben in England?
S4: Yes, it is.
S5: Is the Eiffel Tower in Italy?
S6: No, it isn't. It's in France.
S7: Is the Parthenon in Poland?
S8: No, it isn't. It's in Greece. etc.

Writing (Project) (p. 9)

(Ask Ss to look at the Photo File Section and try to recognise these monuments.)

Elicit answers by asking questions.

- e.g. T: What are the buildings in Picture 1?
S1: They are the Pyramids.
T: Where are the Pyramids?
S2: They're in Cairo.
T: Where's Cairo?
S3: It's in Egypt. etc.

Ask Ss around the class to make full sentences about each monument, as in the example in the S's book. Ss then cut out the pictures and write full sentences. Assign this as written HW.)

The Parthenon is in Athens, Greece.
The White House is in Washington DC, in the USA.
The Sydney Opera House is in Sydney, Australia.
The Eiffel Tower is in Paris, France.
St Basil's Cathedral is in Moscow, Russia.
The Taj Mahal is in Agra, India.
Big Ben is in London, England.
The Statue of Liberty is in New York, in the USA.

15 (Go through the a/an theory box, then divide the class into two teams. Say words presented in the unit so far. e.g. musician, farmer, dancer, student, Argentinian, etc) The teams take it in turns to put a/an before each word. Each correct answer gets one point. The team with the most points is the winner.

- e.g. Teacher: musician
Team A S1: a musician
Teacher: farmer
Team B S1: a farmer
Teacher: Argentinian
Team A S2: an Argentinian, etc)

(Read out the words in the list. Ss repeat chorally and individually, then do the exercise.)

- | | |
|----------------|---------------|
| 1 a waiter | 5 a vet |
| 2 an astronaut | 6 an artist |
| 3 a pilot | 7 an engineer |
| 4 a doctor | 8 a postman |

(Ss work in closed pairs. When Ss have done up to item 4 ask Ss to swap roles. SB asks and SA answers. Go round the class and check, then ask some pairs to report back to the class.)

- 2 SA: What's his name?
SB: Bill.
SA: How old is he?
SB: Forty-five.
SA: What's his job?
SB: He's an astronaut. etc

16 (Explain these words: **great, by the way, really**. Ss read the dialogue silently. Play the cassette. Ss listen and fill in the missing words. Check Ss' answers. Ss, in open pairs read the dialogue aloud.)

- 1 What's 3 What's
2 Where 4 How

17 a) (Check Ss understanding of the dialogue and explain/ elicit the meaning of these words: **excuse me, neighbour**. Point out that Ss should listen to the dialogue carefully and try to act it out with the same intonation as the speakers on the cassette. Play the cassette. Ss listen, then act out the dialogue in pairs.)

(Suggested dialogue)

- S1: Excuse me. Are you Jane Ellis?
S2: Yes, I am.
S1: Hi. I'm your new neighbour, Paul, Paul Williams.
S2: Oh, hello, Paul. Nice to meet you.
S1: Nice to meet you, too. etc.

b) (Ss read the sentences silently. Play the cassette. Ss listen and number the sentences in order.)

- 1 Patrick: Hi, Jane.
- 2 Jane: Hello, Patrick. Patrick, this is Lucy. She's my friend from America.
- 3 Patrick: Pleased to meet you, Lucy.
- 4 Lucy: Pleased to meet you, too.

(Set Ss in pairs and ask them to read the dialogue aloud.)

18 (Ss read the sentences silently. Then they fill in the speech bubbles. Play the cassette. Ss listen and check their answers.)

- A** Woman: Mr Potter, this is Mr Jackson.
Man: Pleased to meet you, too.
- B** Man: Hello! I'm Frank Smith. What's your name?
Woman: I'm Gillian Jones, but please call me Gill.

(Ss work in groups of three and have dialogues similar to the one in the first picture. Then, Ss work in pairs and have dialogues similar to the one in the second picture, using their own names. As HW, Ss memorise the dialogues. T checks in the next lesson.)

19 (Divide the class into two teams. Teams take it in turns to choose words from the list and make sentences. Each correct sentence gets one point. The team with the most points is the winner.)

- e.g. Team B S 1: I am 13 **years old**.
Team A S 2: My **name** is Philip.
Team B S 2: My **favourite** sport is tennis.
Team A S 3: **Pleased** to meet you, too... etc.)

20 (Ss read the information. Explain/Elicit the meaning of these words: **College, English, Maths, History**. Play the cassette. Ss listen and fill in the missing ages. Ask some Ss to talk about the three teachers.)

- Mary Stuart: 30
John Parry: 42
Bob Davis: 45

This is John Parry. He's from Glasgow, Scotland. He's 42 years old and he's a Maths teacher at Mortimer College.

This is Bob Davis. He's from Swansea, Wales. He's 45 years old and he's a History teacher at Mortimer College.

Writing (p. 11)

(Ask Ss to talk about themselves and the teachers in Ex. 20, as in the example in the S's book. Check that Ss can complete the task orally, then assign the writing task as HW.)

(Suggested answer)

Hello! I'm Tony Philips. I'm from New York, in the USA. I'm seventeen years old and I'm a student at Mortimer College.

This is Mary Stuart. She's from Dublin, Ireland. She's thirty years old and she's an English teacher at Mortimer College.

This is John Parry. He's from Glasgow, Scotland. He's forty-two years old and he's a Maths teacher at Mortimer College.

This is Bob Davis. He's from Swansea, Wales. He's forty-five years old and he's a History teacher at Mortimer College.

Words of Wisdom

(Ss try to explain the sentence in their mother tongue. If Ss have difficulty, **explain** the sentence. Ask Ss to memorise this sentence and check in the next lesson.)

- The sentence means that **everyone** is a potential friend of yours.

Unit 2 - A Friend in Need ... (pp. 12 - 17)

Objectives

Vocabulary: people's age/appearance/facial features; likes/dislikes; abilities; colours

Reading: reading for detailed understanding of the text

Listening: matching information to visual prompts; identifying people from descriptions; listening for missing information

Speaking: describing people; spelling

Communication: greetings and saying goodbye

Pronunciation: /i:/, /i/

Grammar: have got; can

Project: describing people

Writing: an Internet advertisement asking for a pen-friend

- 1 (Ask Ss to look at the pictures. Read each person's name aloud. Ss repeat, chorally and individually. Explain to Ss what **have got/has got** means. Do Ex. 1 with Ss. Read the phrases and explain/ elicit the meaning of each word [e.g. If Bob - a student in the class - has got curly hair, point to Bob's hair and say "curly".] Ss repeat the words, chorally and individually.)

brown, curly hair: Alice

brown, wavy hair: Mario

short grey hair: Helen, John

long straight fair hair: Anna

dark hair: Jack, Pierre

a moustache: Jack, John

a beard and a moustache: Jack

- 2 (Write the words AGE - HEIGHT - BUILD on the board, and explain them to Ss. Do Ex. 2 with Ss. In each item explain the new words [**old, tall, slim, short, middle-aged, young, well-built, fat**]. When Ss have done the exercise, ask them to look at the board and tell you which of the new words match each heading. Complete the table.)

AGE	HEIGHT	BUILD
old	tall	slim
middle-aged	short	fat
young		well-built

- 1 Helen 4 John
2 Ben 5 Mario
3 Tom 6 John

- 3 (Ask Ss to read the sentences silently. Explain/Elicit the meaning of any unknown words. Play the cassette. Ss listen and match the sentences to the speaker.)

- 1 Pierre 3 Anna
2 Mario 4 Mario

- 4 (Explain to Ss that the **Internet** is an International Network of Information accessed through computers. Tell Ss that people all around the world can communicate with each other through the Internet. For this reason, they place advertisements to find a pen-friend [or pen pal] to communicate with. Tell Ss that they are going to read three such advertisements. Then, read questions 1 to 7 with Ss and explain any new words [e.g. **last sentence**]. Ss read the advertisements silently for five minutes. Ask Ss questions 1 to 7. Ss answer the questions. Ss explain the words in bold in their mother tongue. Help Ss where necessary. Play the cassette again. Ss follow the lines. Individual Ss read the advertisements aloud.)

- 1 He can play tennis very well.
2 He is twenty-six years old.
3 Pierre and Mario have got brown eyes.
4 Mario is tall and well-built.
5 No, it isn't. It is wavy.
6 She can play the piano quite well.
7 "Please e-mail me today!"
"Please be my e-mail pen pal."
"Hope to hear from you soon."

Speaking (p. 13)

(Go through the table and explain the words in bold [**age, lives in ... can**]. Then, Ss read the information about Pierre. Ask a student to read the example aloud. Ask Ss to copy the table in their notebooks. Do the same on the board. Elicit answers from Ss and complete the table on the board. Ss do the same in their notebooks.)

e.g. T: How old is Anna?

S1: 11

T: Very good. [T writes this on the board, Ss copy in their notebooks.]

T: Where does Anna live?

S2: In Moscow, Russia, etc.

Ask Ss to talk about Anna, looking at the notes, then do the same for Mario. As HW, Ss should be prepared to talk about Pierre, Anna and Mario using the completed table.)

	Pierre	Anna	Mario
Age:	17	11	26
Lives in:	Paris, France	Moscow, Russia	Florence, Italy
Hair:	short straight dark	long straight fair	brown, wavy
Eyes:	brown	green	brown
Height:	quite tall	quite short	tall
Build:	slim	slim	well-built
Likes/ Loves:	playing computer games, reading	skiing	playing the guitar, dancing
Can:	play tennis very well	play the piano quite well	speak French

- Anna is eleven years old. She lives in Moscow in Russia. She has got long straight fair hair and green eyes. She is quite short and slim. She likes skiing. She can play the piano quite well.
- Mario is twenty-six years old. He lives in Florence in Italy. He has got brown, wavy hair and brown eyes. He is tall and well-built. He can speak French.

5 (Read aloud the words in the list. Ss repeat, chorally and individually. Do the exercise with Ss, helping them label the different parts of the face correctly. Ss should memorise these words. Check in the next lesson. Point to different parts of your face. Ss should tell you what each part is called.)

- | | | |
|---------|---------|---------|
| 2 eye | 5 lips | 8 cheek |
| 3 nose | 6 chin | 9 ear |
| 4 teeth | 7 mouth | |

6 (Explain/Elicit the meaning of **full**, **thin**, **big**, **small**. Ss do the exercise. Check Ss' answers around the class, as in the example. Ss should memorise these opposites. Check in the next lesson.

T: Tall boy. What's the opposite?

S1: short boy

T: Very good; full lips

S2: thin lips, etc)

- | | | |
|--------------|--------------|--------------|
| 2 fat girl | 5 fair hair | 8 small eyes |
| 3 short hair | 6 thin lips | |
| 4 curly hair | 7 small nose | |

(Ask Ss around the class to describe the student sitting next to them, using the vocabulary presented in the lesson so far.)

Optional: Game

(As an extension, play a game with Ss. Divide the class into two teams and choose a leader. The leader chooses a person from the class and describes him/her without saying his/her name. Teams take it in turns to try to guess who this person is. The team which guesses correctly gets one point. Choose another leader from the winning team and play the game again. The team with the most points is the winner.)

7 (Read aloud the names of the colours. Ss repeat, chorally and individually, then do the exercise.)

- | | | |
|---------|--------|---------|
| 2 black | 4 grey | 6 brown |
| 3 green | 5 blue | |

- hair: red, black, grey, brown
- eyes: green, grey, blue, brown
- both: grey, brown

8 (Present **have/has got**. Go through the table and present how we form **have/has got**. Explain that **have got** is used in all persons except for the third person singular, which is **has got**. Tell Ss that we use **not** after **have/has** to form the negative. Tell Ss that we put **have/has** before the subject pronoun [I, you, etc] to form the interrogative. Finally, explain how we form short answers with **have/has got**. Point out that we use **have/has got** to express **possession**. Read the grammar theory table, then Ss do Ex. 8.)

- hasn't
- Have - Yes, they have
- Has - Yes, she has
- Has - No, he hasn't
- hasn't
- Have - No, they haven't

(Extension: Point to Ss in the class and ask the rest of the class questions. Ss answer using short answers.

e.g. T: Has Bob got straight hair?

S1: No, he hasn't. He's got curly hair.

T: Has Bob got green eyes?

S2: No, he hasn't. He's got blue eyes.

T: Has Bob got full lips?

S3: Yes, he has. etc.)

- 9 (Explain to Ss that some people are missing. Their relatives want to find them so they've given pictures and a short description of each to the local radio station. The radio presenter gives this information to the listeners to help relatives find the missing people. Before Ss do the exercise, ask questions to help Ss.

e.g. 1 Who's got black curly hair? [No 4]
 2 Who's middle-aged? [No 2, 4, 5]
 3 Who's got a beard? [No 2]
 4 Who's got long straight dark hair? [No 1]
 Now Ss can describe each person.)

(Suggested answers)

No 1 is a beautiful young woman. She has got long straight black hair. She has got green eyes and thin lips. She is quite slim.

No 2 is middle-aged. He has got short grey hair and a grey beard and moustache. He has got small dark eyes and glasses. He is quite plump. He has got a big nose.

No 3 is a young man. He has got straight fair hair. He has blue eyes and he is slim.

No 4 is a middle-aged woman. She's got long black curly hair. She has got brown eyes.

No 5 is middle-aged. He has got short grey hair and a big moustache. His eyes are blue. He is well-built.

(Play the cassette. Ss listen and label the pictures.)

1 Sally 3 Jim 5 Peter
 2 Chris 4 Mary

- 10 (Choose one student to describe one of the people, as in the suggested answers in Ex. 9. The other Ss guess who is being described.)

- 11 a) (Ask Ss to look at the pictures, then explain the new words in questions 1 to 5 [**pale complexion, light brown skin, flattish nose, slanting eyes, yellowish complexion.**] Ss answer the questions.)

2 C 3 E 4 A 5 B

- b) (Play the cassette. Ss listen and match the numbers to the pictures.)

1 D 2 C 3 E 4 B 5 A

- c) (Read the questions with Ss and explain any unknown words. Allow Ss six minutes to read the texts silently and answer the questions orally in class.)

- 1 • People from Denmark, Norway and Sweden are usually tall with fair hair, blue eyes and a pale complexion.
 • People from Mediterranean countries are rather short with black or dark brown hair, brown eyes and light brown skin.
 • People from central and southern parts of Africa have got curly black hair and very dark skin. They've also got dark brown eyes, full lips and a wide, flattish nose.
 • People from Arab countries have got dark hair, dark brown eyes and dark skin.
 • People from northern China are quite short with thick black hair and dark, slanting eyes. They've got a small nose and a yellowish complexion.

2 **(Suggested answer)**

Most people from my country are quite tall with straight or wavy dark hair and blue or brown eyes. They have got a rather pale complexion.

- d) (Ss explain the words in bold in their mother tongue. Help Ss where necessary. Play the cassette again. Ss follow the lines. Individual Ss read the texts aloud.)

Writing (Project) (p. 15)

(Go through the pictures in the Photo File section with Ss and elicit answers from Ss.

e.g. T: Who's got short fair hair?
 S1: Eric and Frank.
 T: Who's got short grey hair?
 S2: Amy and Lester.
 T: Who's got very dark skin?
 S3: Max. etc

Ss do the exercise orally. Then, assign it as written HW.)

(Suggested answers)

Amy is an old woman. She has got short curly grey hair and dark eyes. She's quite plump and she's got a pale complexion.

Eric and Frank are young boys. They have got short fair hair and blue eyes. They're quite slim and they've got a pale complexion.

Max is a young man. He has got short black curly hair and dark brown eyes. He's also got full lips and dark skin. He's well-built.

Yoko and Lee are young girls. They have got long straight dark brown hair and dark slanting eyes. They are quite slim and they've got a yellowish complexion.

Lester is a middle-aged man. He has got short grey hair and a brown moustache. He's rather plump and he's got brown eyes.

(Present **can** to Ss. Point out that **can** is the same in all persons. Explain that we use **can** to express ability [I **can** play tennis.] or to make a polite request [**Can** you help me, please?]. Read the table with Ss. Then Ss do Ex. 12.)

- 12** (Read aloud the words in the list, and ask Ss around the class to identify each picture. Ss then ask rolling questions.)

- a) S3: Yes, I can. Can you see a train?
 S4: Yes, I can. Can you see a piano?
 S5: No, I can't. Can you see a bus?
 S6: Yes, I can. Can you see a dog?
 S7: Yes, I can. Can you see a cat?
 S8: Yes, I can. Can you see a computer?
 S9: No, I can't. Can you see a helicopter?
 S10: Yes, I can. Can you see a motorbike?
 S11: Yes, I can. Can you see a plane?
 S12: Yes, I can.

- b) (Tell Ss to tick the boxes of the pictures in Ex 12a to show which sounds are heard. Play the cassette. Ss listen and tick. Check Ss' answers.)

Sounds heard: car, bus, dog, helicopter, train, cat

(Ask Ss around the class to say what they can/can't hear, as in the example in the S's book.)

- 13** (Read the phrases in the list and help Ss match them to the pictures. Explain the table [**very well/fast ... no**], then read the example. Ss then ask rolling questions.)

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

(Suggested answer)

S4: Yes, I can dance very well. Can you speak English?

S5: Not very well. Can you run fast? etc.

- 14** (Read the sentences aloud, and explain/elicite the meaning of any unknown words. Ss fill in the speech bubbles with the appropriate sentences.)

A: Can you give this to Mr Harris, please?

B: Can you read this for me, please?

C: Can you help me up, please?

D: Can you open your books at page 7, please?

- 15** (Explain these words to Ss: **I'd like, join the tennis club, certainly, spell, of course, right, phone number, card, sign it here.**)

Allow four minutes for Ss to fill in the blanks, then play the cassette. Ss listen and check. Set Ss in pairs and ask them to have a similar dialogue about themselves. Go round the class and check. Ask some pairs to report back to the class.)

- | | |
|-----------|-------------|
| 1 name | 3 What's |
| 2 how old | 4 Thank you |

- 16** (Revise the alphabet with Ss, then Ss do Ex. 16 in pairs. Go round the class and check, then have some pairs report back to the class.)

2 A: What's your name, please?

B: Jimmy Stuart.

A: How do you spell it?

B: J - I - double M - Y ... S - T - U - A - R - T.

3 A: What's your name, please?

B: Wendy Clarke.

A: How do you spell it?

B: W - E - N - D - Y ... C - L - A - R - K - E.

4 A: What's your name, please?

B: Vivienne Brown.

A: How do you spell it?

B: V - I - V - I - E - double N - E ...
 B - R - O - W - N.

5 A: What's your name, please?

B: Frank Williams.

A: How do you spell it?

B: F - R - A - N - K ... W - I double L -
 I - A - M - S.

6 A: What's your name, please?

B: Quentin Phillips.

- A: How do you spell it?
 B: Q - U - E - N - T - I - N ... P - H - I - double
 L - I - P - S.

- 17** (Allow Ss five minutes to do the exercise. Check Ss' answers on the board.)

1 short	5 small	9 live
2 fair	6 has/'s got	10 fast
3 years	7 Can	
4 tall	8 hear	

- 18** (Ask Ss to match the sentences to the pictures, and say whether the sentence expresses ability or polite request.)

1 b	2 d	3 c	4 a
-----	-----	-----	-----

ability: b, c

polite request: a, d

- 19** (Ss' own answers)

- 20 a)** (Ss read the dialogues silently. Play the cassette. Ss listen and fill in the missing words. Check Ss' answers around the class. Tell Ss that they will hear the dialogues again, and should pay close attention to the speakers' intonation. Play the cassette again. Ss listen, then act out the dialogues in pairs, imitating the speakers' intonation.)

1 How 2 you 3 Fine 4 Not

- b)** (Read the sentences aloud and ask Ss to match them to the speech bubbles. Play the cassette. Ss listen and repeat, then close their books and act out the dialogues from memory. As HW, Ss memorise the dialogues in Ex 20. Check in the next lesson.)

1 Bye, Mum. See you.
 2 You too. Goodbye.

- 21** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/ɪ/	/i/
six		✓
read	✓	
three	✓	

	/ɪ/	/i/
slim		✓
teacher	✓	
singer		✓

Writing (p. 17)

Composition Discussion

(Ss fill in the table, then look at their notes and talk about themselves. Point out that, to start and finish their advertisements, Ss have to use the expressions given in the instructions for the writing task. Check that Ss can complete the task orally, then assign it as written HW.)

(Suggested answer)

Name: Paul Harrison

Age: 18

Live in: London, England

Hair: brown, wavy

Eyes: brown

Height: tall

Build: slim

Like: surfing the net, reading, watching television

Can: play tennis quite well, swim very well

Hello! My name is Paul Harrison. I'm 18 years old and I live in London, England. I have got brown, wavy hair and brown eyes. I'm tall and slim. I like surfing the net, reading and watching television. I can play tennis quite well and I can swim very well. Hope to hear from you soon.

Words of Wisdom (p. 17)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- A friend who helps you when you need help is a true friend.
- If you lend a friend money it may lead to arguments (e.g. about repaying the money) which destroy your friendship.

Unit 3 - Home Sweet Home (pp. 18 - 23)

Objectives

Vocabulary: houses/homes; furniture and appliances

Reading: reading for specific information

Listening: checking correct/incorrect information; filling in missing information

Speaking: describing dwellings

Communication: addresses and phone numbers

Pronunciation: / α /, / æ /

Grammar: plurals; there is/are; prepositions of place; some/any

Project: letter describing your home and your favourite room

Writing: an advertisement for a house/flat to rent

- 1 a)** (Read the names of the rooms and floors aloud. Ss repeat, chorally and individually. Explain/Elicit which room is which.)

on the ground floor: the dining-room - B, the kitchen - A

on the first floor: the main bedroom - D, the bathroom - E, the child's bedroom - F

in the attic: the study - G

outside the house: the garage - H

- b)** The living-room is on the ground floor.
The dining-room is on the ground floor.
The kitchen is on the ground floor.
The main bedroom is on the first floor.
The bathroom is on the first floor.
The child's bedroom is on the first floor.
The garage is outside the house.

(As an extension write the following on the board:

"Where's the ...?"

"It's on/in/outside the ..."

In pairs, Ss ask and answer questions, as in the example:

e.g. SA: **Where's the living-room?**

SB: **It's on the ground floor. Where's the garage?**

SA: **It's outside the house. Where's ...**

Go round the class and check Ss' performance, then ask some pairs to report back to the class.)

- 2 a)** (Read aloud the names of the things which are in each room. Explain/Elicit what each thing is. Ss number the words in the S's book.

living-room: fireplace - 11, table - 10, armchair - 12

dining-room: dining-table - 6, chairs - 7, mirror - 8

kitchen: fridge - 2, dishwasher - 1, cupboards - 4, sink - 5, cooker - 3

main bedroom: double bed - 14, wardrobe - 13

bathroom: bath - 15, washbasin - 16, toilet - 17

child's bedroom: single bed - 19, bedside cabinet - 18

study: desk - 20, bookcase - 22, chair - 21

- b)** (Ask Ss to look at one room at a time. Repeat the names of the things and ask Ss to repeat them, chorally and individually. Then Ss make sentences.)

There is a picture in the living-room.

There are some cushions in the living-room.

There is a carpet in the living-room.

There is a vase in the living-room.

There is a fireplace in the living-room.

There is a table in the living-room.

There is an armchair in the living-room.

There is a dining-table in the dining-room.

There is a mirror in the dining-room.

There is a window in the kitchen.

There are some curtains in the kitchen.

There is a fridge in the kitchen.

There is a dishwasher in the kitchen.

There are some cupboards in the kitchen.

There is a sink in the kitchen.

There is a cooker in the kitchen.

There is a rug in the main bedroom.

There is a dressing-table in the main bedroom.

There are some pillows in the main bedroom.

There is a lamp in the main bedroom.

There is a double bed in the main bedroom.

There is a wardrobe in the main bedroom.

There is a shower in the bathroom.

There is a towel in the bathroom.

There is a bath in the bathroom.

There is a washbasin in the bathroom.

There is a toilet in the bathroom.

There is a single bed in the child's bedroom.
There is a bedside cabinet in the child's bedroom.

There is a lamp in the study.
There is a desk in the study.
There is a bookcase in the study.
There is a chair in the study.

- 3 (Ss explain the words in bold in their mother tongue. Help Ss where necessary. Also, explain/ elicit the meaning of **house**, **flat**, **upstairs**. Play the cassette. Ss listen and underline the correct words.)

- a expensive d small
b three e balcony
c garden

- 4 (Allow Ss five minutes to read the texts silently. Point out that the words in bold are adjectives which we use to describe houses, rooms and furniture. Ss explain the words in bold in their mother tongue. Help Ss where necessary. Elicit answers to the questions.)

- **A:** 11 rooms — 3 bedrooms (each with a bathroom), a study, a bathroom, a kitchen, a dining-room, a living-room
- **B:** 4 rooms — a bedroom, a bathroom, a kitchen, a living-room
- **A:** There is a wardrobe in each bedroom. There is a bookcase in the study. There is a shower and a toilet in the small bathroom. There is a fireplace in the living-room.
- **B:** There is a shower and a toilet in the bathroom. There is a cooker, a dishwasher and a fridge in the kitchen.
- The house has also got a garden and a swimming-pool. The flat has also got a balcony and a garage.

(Finally, explain/ elicit the meaning of any remaining unknown words [e.g. **city centre**, **near the shops**, **the main road**] Play the cassette again. Ss follow the lines while they are listening. Individual Ss read the texts aloud.)

Speaking (p. 19)

(Explain/ Elicit what each heading means, then write the headings on the board, and complete the table by eliciting information from Ss. Ss copy the table in their notebooks. Ask some Ss to talk about the two places. Assign this as HW. Ss should be prepared to talk about each place using only the completed table.)

	A	B
Type of Home	house (for sale)	flat (for rent)
Location	near shops, main road	near city centre
Cost	quite expensive	very cheap
Size	(very) large	(rather) small
Inside the House/ Flat	3 bedrooms (each with wardrobe & bathroom), study (big bookcase), small bathroom (shower & toilet), huge kitchen, dining-room, spacious living-room (fireplace)	pretty bedroom, bathroom (shower & toilet), modern kitchen (cooker, dishwasher & fridge), comfortable living-room
Outside the House/ Flat	beautiful garden, swimming-pool	big balcony, large garage

(Suggested answers)

- A The house for sale in Canterbury is near the shops and the main road. It is quite expensive, but it is very large. It has got three bedrooms, each with a wardrobe and a bathroom, a study with a big bookcase, a small bathroom with a shower and a toilet, a huge kitchen, a dining-room and a spacious living-room with a fireplace. The house has also got a beautiful garden and a swimming-pool.
- B The flat for rent in Canterbury is near to the city centre. It is very cheap, but it is rather small. It has got a pretty bedroom, a bathroom with a shower and a toilet, a modern kitchen with a cooker, a dishwasher and a fridge and a comfortable living-room. The flat has also got a big balcony and a large garage.
- 5 (Allow Ss three minutes to complete the task, then check their answers. As HW, Ss memorise the collocations. Check in the next lesson.)
- | | |
|-----------------------------|--------------------------------|
| huge kitchen | pretty bedroom |
| spacious living-room | modern kitchen |
| beautiful garden | comfortable living-room |
| attractive flat | wonderful view |
| quiet street | large garage |
| pleasant area | |
- 6 (Allow Ss three minutes to do the exercise. Check Ss' answers on the board.)

big = huge, **spacious**, **large**
 beautiful = attractive, **pretty**
 pleasant = **lovely**, **wonderful**

7 (Read the examples with Ss, then complete the rules. To present **this-these/that-those**, use objects in the classroom. Stand near a desk, then point to it and say: **This is a desk**. Then, move away from the desk, point to it again, and say: **That is a desk**. Explain that **these/those** are the plural forms of **this/that**.)

- Nouns ending in **-ss**, **-s**, **-sh** and **-ch** take **-es** in the plural.
- We use **that/those** for things far from us.

8 (Elicit the names of the objects in the drawings from Ss, then Ss do the exercise. Go round the class and check Ss' answers.)

- 2 This is a desk and those are chairs.
- 3 That is a bench and these are lamps.
- 4 This is a mirror and those are towels.
- 5 This is a bookcase and that is a fireplace.
- 6 This is a cooker and that is a dishwasher.

9 (Explain the table to Ss, then complete the rules with Ss.)

- We use **there is** in the singular.
- We use **there are** in the plural.
- We use **any** in the plural in the negative and interrogative.

10 (Read the names of the objects and make sure Ss know every word. Allow Ss three minutes to do the exercise [ticks and crosses]. Check their answers, then ask them to read the examples. Point out that we use **but** to join two opposing ideas. Ss, then, make sentences using **but**.)

rug ✓, sofa ✗, chairs ✓, cupboards ✗, vase ✓, mirror ✗, curtains ✓, beds ✗, flowers ✓, pillows ✗

(Suggested answers)

There is a rug but there isn't a sofa.
 There are some chairs but there aren't any cupboards.
 There is a vase but there isn't a mirror.
 There are some curtains but there aren't any beds.
 There are some flowers but there aren't any pillows.

11 (Go through the symbols and make sure Ss understand the meaning of each preposition. Use objects/ Ss in the class to present **prepositions of place**.
 e.g. Tom is **behind** Sally.

Sally is **in front of** Tom.

The pencil is **on** the desk.

Ss then look at the picture. Ss read the text and underline the correct prepositions. Check Ss' answers around the class.)

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

12 (Go through the prompts and explain/ elicit the meaning of unknown words. Then, in pairs, Ss ask and answer questions, as in the example. Go round the class and check Ss' performance, then ask some pairs to report back to the class.)

SA: Is there an armchair next to the fireplace?

SB: Yes, there is. There is an armchair next to the fireplace.

SA: Are there any plants behind the sofa?

SB: Yes, there are. There are some plants behind the sofa.

SA: Is there a fireplace under the mirror?

SB: Yes, there is. There is a fireplace under the mirror.

SA: Is there a fridge in the living-room?

SB: No, there isn't. There isn't a fridge in the living-room.

SA: Is there a table in front of the sofa?

SB: Yes, there is. There is a table in front of the sofa.

SA: Are there any magazines on the table?

SB: No, there aren't. There aren't any magazines on the table.

SA: Are there any cushions on the sofa?

SB: Yes, there are. There are some cushions on the sofa.

SA: Are there any posters on the wall?

SB: No, there aren't. There aren't any posters on the wall.

SA: Are there any vases on the table?

SB: No, there aren't. There aren't any vases on the table.

13 (Ss fill in the gaps in the text. Check Ss' answers. Ss then ask and answer rolling questions, as in the example in the S's book and below.)

- 1 on 4 next to 7 on
2 on 5 next to 8 under
3 Behind 6 on

(Suggested questions and answers)

- S3: It's on the bed. Where are the windows?
S4: They're behind the bed. Where is the lamp?
S5: It's next to the bed. Where is the chair?
S6: It's next to the desk. Where are the magazines?
S7: They're on the desk. Where are the pictures and the poster?
S8: They're on the walls. Where is the bedside table?
S9: It's under the poster.

Writing (Project) (p. 21)

(Ask Ss to look at the Photo File section. Check that Ss can complete the task orally, then assign it as written HW.)

Dear Vicky,

I am in my new flat, at last! It's on the seventh floor of a big **block of flats** near the city centre. The flat is wonderful. It's got two bedrooms, a kitchen, a **bathroom** and a huge living-room with a **fireplace** in it.

My favourite room is my bedroom, because it's very pretty. It's got a blue carpet on the floor and a large **window** with a great view of the city. My comfortable (**single**) **bed** is right next to the **dressing-table**. There is also a small table in the room with a telephone and a **lamp** on it. I've got a big **bookcase**, a large wardrobe, a TV and a CD player in my bedroom. I've also got some **pictures** on the walls. My bedroom has got a balcony, too. There are some **plants** on it.

Well, that's all for now. Come and see my new flat soon!

Love,
Paula

- 14** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/ɑ:/	/æ/
attic		✓
garden	✓	
carpet	✓	

	/ɑ:/	/æ/
plant	✓	
armchair	✓	
flat		✓

- 15 a)** (Read the name of each type of dwelling aloud. Ss repeat. Help Ss to match the types of dwellings to the pictures.)

- a mud hut - 3
a chalet - 4
a block of flats - 2
a farmhouse - 1
a houseboat - 5

- b)** (Ask Ss to look at the pictures. Play the cassette. Ss listen and fill in the box with the appropriate initial.)

1 P 2 G 3 S 4 M 5 H

- c)** (Read Text 1 aloud, and elicit the correct prepositions from Ss. Allow Ss four minutes to read the remaining texts silently and complete the task. Check Ss' answers.)

- 1 in, in, in 4 on, in, in
2 on, in 5 on, on
3 in, in, on, at, in

(After Ss have done Ex. 15c, ask Ss comprehension questions.

e.g. Where does Salif live? What have mud huts got? Where does Maria live?, etc.

Play the cassette again. Ss follow the text while they are listening. Individual Ss read the texts aloud.)

- 16** (Explain/Elicit the meaning of **estate agent**, **a good price**, **perfect**, **take you there**. Ss read the dialogue silently. Play the cassette. Ss listen and fill in the missing information. Check Ss' answers. Ss then read the dialogue aloud, in pairs.)

- 1 Can I help you ...?
2 How many
3 What's the address, please?
4 Can you spell it, please?
5 Can I

- 17** (Play the cassette. Ss listen and repeat, chorally, then act out dialogues in pairs. As HW, Ss memorise the dialogue. Check Ss' performance in the next lesson.)

- SA: What's your address, please?
SB: 12, Longhurst Lane, Reading.
SA: Can you spell the street name, please?
SB: L-O-N-G-H-U-R-S-T.

SA: Thank you. Have you got a telephone number?

SB: Yes. It's 535602.

- SA: What's your address, please?
SB: 17, Morrison Avenue, Bath.
SA: Can you spell the street name, please?
SB: M-O-double R-I-S-O-N.
SA: Thank you. Have you got a telephone number?
SB: Yes. It's 334598.

- SA: What's your address, please?
SB: 21, Primrose Street, Crewe.
SA: Can you spell the street name, please?
SB: P-R-I-M-R-O-S-E.
SA: Thank you. Have you got a telephone number?
SB: Yes. It's 750559.

18 a) Karen and Tom want the flat.

- b) (Allow Ss three minutes to read the two advertisements, then play the cassette again. Ss listen and underline the correct word. Check Ss' answers.)

1 spacious	4 flat
2 bathroom	5 study
3 garden	6 garage

(Help Ss, by prompting if necessary, to describe the places, as in the example.)

(Suggested answers)

- This lovely house is five miles from the city centre and it is very expensive, but it is very large. Upstairs, there are four bedrooms and two bathrooms. Each bathroom has got a bath, a shower and a toilet. Downstairs, there is a spacious living-room, a kitchen, a dining-room, a study and a small bathroom. The house has also got a large garden and a double garage.
- This attractive flat is near the city centre. It is a bargain, but it is quite small. There are two bedrooms and one large bathroom with a bath, a shower and a toilet. There is also a modern kitchen, a comfortable living-room and a study. The flat has also got a small garden and a garage.

19 (Ss' own answers)

20 (Ss are expected to use **there is/there are** to play this memory game.)

Team A S1: There is a fireplace in the living-room.

Teacher: Correct! Team A wins one point.

Team B S1: There is a desk in the study.

Teacher: Correct! Team B wins one point, too.

Team A S2: There are chairs in the kitchen.

Teacher: Wrong! Team A doesn't win a point. etc.)

Writing (p. 21)

Composition Discussion

(Explain the plan to Ss. Elicit information from Ss by asking questions.)

T: How much is the rent for the house?

S1: It's £800 a month.

T: Where is the house?

S2: It's at 6, Sandon Street.

T: What type of place is it?

S3: It's a house.

T: Is it expensive?

S4: Yes, it is.

T: How big is it?

S5: It's very large.

T: What is there inside the house?

S6: There are four bedrooms, two bathrooms, each with a bath, shower and toilet, a spacious living-room, a kitchen, a dining-room, a study and a small bathroom.

T: What is there outside the house?

S7: There is a large garden and a double garage.

Do the same with the advertisement for the flat. Check that Ss can complete the task orally, then assign it as written HW. Ss use the pictures from the Photo File section to write their advertisement.)

(Suggested answers)

- For Rent £800/month
Address: 6, Sandon Street

This lovely house is five miles from the city centre. It is very expensive, but it is very large. Upstairs, there are four bedrooms and two bathrooms. Each bathroom has got a bath, a shower and a toilet. Downstairs, there is a spacious living-room, a kitchen, a dining-room, a study and a small bathroom. The house has also got a large garden and a double garage.

- For Rent £300/month
Address: 8, Chamberlain Street

This attractive flat is near the city centre. It is a bargain, but it is quite small. There are two bedrooms and one large bathroom with a bath, a

shower and a toilet. There is also a modern kitchen, a comfortable living-room and a study. The flat has also got a small garden and a garage.

Words of Wisdom (p. 21)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences, and check in the next lesson.)

- "Home" is not necessarily where we live now, but where the people/things we love most are.
- Although other places may be more luxurious/etc, your home is a special place simply because it's your home.
- No matter where you travel, nothing can compare to your own home.

The Loch Ness Monster

Episode 1 The Accident (pp. 24 - 25)

- 1** (Read the instructions aloud, then explain/ elicit the meaning of these words: **editor**, **reporters** and **monster**. Ask Ss to point to the correct people on p. 24, then ask if they know anything about the Loch Ness monster. If Ss haven't heard of the monster, explain that it is a large creature that lives in a lake called Loch Ness in Scotland. **Loch** is a Scottish word that means **lake**. The monster is affectionately known as 'Nessie'. You may also want to mention that it is almost certainly a mythical creature.)
- 2** (Ss read the three sentences. Explain/Elicit the meaning of these words: **hire**, **boat**, **look for**, **careful**. Play the cassette. Ss listen and do the exercise.)
- | | |
|------------------------------------|---|
| Let's hire a boat and look for it. | 2 |
| Sandra, be careful! | 3 |
| Go to Loch Ness. | 1 |
- 3** (Explain/Elicit the meaning of these words: **newspaper**, **offices**, **stories**, **papers**, **photographs**, **train**, **really**, **maybe**, **wow**, **huge**, **quick**. Allow Ss five minutes to read the story silently and mark the sentences as true or false. Check Ss' answers. As an additional activity, ask Ss to correct sentences 1, 2 and 4.

- 1 David is **a reporter**. / **Mike** is the editor.
 2 There are **stories about** the monster in all the papers.
 4 Sandra **can't** see the monster.)

1 F 2 F 3 T 4 F

- 4** (Ss complete the sentences. Check Ss' answers around the class.)

1 in 3 in 5 on
 2 in 4 on

- 5** (Present the use of the **imperative**. Check that Ss understand the meaning of **orders** and **instructions**. If necessary, provide further examples by asking Ss to carry out orders/instructions [e.g. **stand up**, **sit down**, **Come here**, etc.] Ss then find the imperatives in the story. Check Ss' answers around the class.)

Picture 6 — Look! (David)
 Quick, take some photographs!
 (Sandra)

Picture 7 — Sandra, be careful! (David)
 Sit down! (David)
 Don't stand up! (David)

Picture 8 — HELP!!!! (Sandra)
 HELP ME! (Sandra)

- 6** (Present the revision of **personal pronouns**. Point to the pictures in Ex. 6; Ss form sentences.)

- Look at her!
- Look at it!
- Look at him!
- Look at them!

- 7** (Read the sentences aloud. Ss repeat, chorally and individually. Explain/Elicit the meaning of each sentence. Allow Ss three minutes to do the exercise, then ask some Ss to read out their answers.)

1 Put this on.
 2 Don't worry. It's gone.
 3 Take my hand!
 4 Don't be afraid!

- 8** (Allow Ss three minutes to do the crossword, individually or in pairs. Check Ss' answers around the class, and write the completed puzzle on the board.)

1 paper	3 train	5 boat
2 desk	4 photograph	6 monster

Mike's job: editor

9 (Play the cassette. Ss follow the story on p. 24. Then, put Ss into groups of three and allow them five minutes to practise the dialogue. Finally, ask some groups to act out the dialogue.)

10 (Allow Ss five minutes to read the paragraph silently and fill in the missing words. Check Ss' answers around the class, then ask individual Ss to read the paragraph aloud.)

2 papers	5 photographs	8 hours
3 monster	6 boats	
4 train	7 Look	

Writing (p. 25)

(Ask Ss to look at the pictures of the people on p. 24 and describe each person.)

e.g. T: Who is this?

S1: It's Mike Battle.

T: What's his job?

S2: He's the editor of 'The Morning Sun' newspaper.

T: What does he look like?

S3: He's got short grey hair and blue eyes. He's quite short and fat.

Do the same for Mike and Sandra. When Ss can complete the task orally, assign it as HW.)

(Suggested answers)

Mike Battle is the editor of *The Morning Sun* newspaper. He's got short grey hair and blue eyes. He's quite short and fat.

David Parr is a reporter for *The Morning Sun*. He's got short straight black hair and blue eyes. He's quite tall and slim.

Sandra Manning is a reporter for *The Morning Sun*. She's got long straight fair hair and green eyes. She's quite tall and slim.

Unit 4 - Like Father, like Son (pp. 26 - 31)

Objectives

Vocabulary: family relationships; free-time activities; days of the week

Reading: reading for detailed understanding

Listening: checking correct incorrect information; listening for missing information; extracting facts to complete table

Speaking: likes/dislikes; days of the week; describing families; habits, routines

Communication: identifying a person

Pronunciation: / s /, / z /, / ɪ /, / ɪz / 3rd person singular present simple

Grammar: present simple; possessive pronouns/case

Project: family tree and description

Writing: letter to a pen-friend

1 (Explain/Elicit the meaning of **father**, **mother**, etc and ask questions which Ss answer chorally or individually.)

e.g. T: No. 1. Is he Tony's mother?

S1: No, he isn't.

T: Is he Tony's father?

S2: Yes, he is. He's Tony's father. etc.

Prompt Ss around the class to repeat the information in the form of the answer below.)

(Suggested answers)

I think No. 1 is his father, No. 2 is his grandfather, No. 3 is his grandmother, No. 4. is his sister, No. 5 is his brother, and No. 6 is his mother.

2 (Ask Ss to look at No 1, then ask questions.)

T: Is No. 1 short?

S1: No, he isn't. He's tall.

T: Is he slim?

S2: No, he isn't. He's well-built.

T: Has he got long fair hair?

S3: No, he hasn't. He's got short dark hair.

T: Has he got big eyes?

S4: No, he hasn't. He's got small eyes.

T: Has he got full lips?

S5: No, he hasn't. He's got thin lips.

Ask a student to describe No 1. Do the same for the other members of Tony's family.)

(Suggested answers)

No 1 is quite tall. He's well-built and he has got short dark hair.

No 2 is tall and middle-aged/old. He's got short straight white hair.

No 3 is middle-aged. She is quite slim and she's got short straight fair hair.

No 4 is very young. She's slim and she's got long straight fair hair.

No 5 is short and very young. He's got very short fair hair.

No 6 is slim and she's got long straight fair hair.

Tony is slim and he's got short dark hair.

- 3** (Read the sentences aloud and explain/ elicit the meaning of unknown words [e.g. **surgeon**, **hospital**]. Play the cassette. Ss listen and underline the correct word. Check Ss' answers.)

- a Montreal d hospital
b seven e theatre
c surgeon

- 4 a)** (Tell Ss this is Tony's letter to his pen-friend, Pierre. Remind Ss of what a pen-friend is. Allow Ss five minutes to read the letter silently and fill in the names of the people. Check Ss' answers.)

- 1 Joe 4 Liz
2 Steve 5 Leo
3 Sally 6 Kate

- b)** (Read the questions aloud, then elicit answers to the questions.)

- 1 He is tall and slim with short dark hair and brown eyes.
- 2 His mother is a teacher (in a primary school).
- 3 It's about twenty minutes from the city centre.
- 4 Tony likes playing computer games, listening to rock music and going to the cinema. He doesn't like going to the theatre.
- 5 It starts with **Dear Pierre**, and finishes with **Best wishes, Tony**.

(Ss try to explain the words in bold. Help Ss where necessary. Play the cassette again and ask Ss to follow the text. Individual Ss read the letter aloud.)

Speaking (p. 27)

(Elicit answers from Ss to complete the table.

e.g. T: How old is Tony Phillips?

S1: 17.

T: What is his occupation? etc

Prompt Ss to talk about Tony using the notes in their completed table. Assign this as HW. Ss should be prepared to talk about Tony and his family using only the completed table.)

FULL NAME:	Tony Phillips
AGE/OCCUPATION:	17/student
CITY/COUNTRY:	Montreal, Canada
APPEARANCE:	tall, slim, short dark hair, brown eyes
FAMILY MEMBERS:	grandparents: Steve and Sally parents: Joe (surgeon) and Kate (teacher) sister: Liz (nine) brother: Leo (six)
HOME:	big house about twenty minutes from the city centre
LIKES/LOVES:	playing computer games, listening to rock music and going to the cinema

(Suggested answer)

... He is a student and he lives in Montreal, Canada. He is tall and slim with short dark hair and brown eyes. His grandparents are Steve and Sally. His father, Joe, is a surgeon and his mother, Kate, is a teacher. His sister, Liz, is nine years old and his brother, Leo, is six. They live in a big house about twenty minutes from the city centre. Tony likes playing computer games and listening to rock music. He also likes going to the cinema.

- 5** (Read each of the words aloud. Ss repeat, chorally and individually. Explain/Elicit/Revise the meaning of the words. Ss then complete the task. Check Ss' answers. As HW, Ss memorise the vocabulary. Check in the next lesson.)

- 2 daughter 4 niece 6 grandmother
3 aunt 5 sister

- 6** (Ss fill in the missing words. Check Ss' answers. Play the cassette. Ss listen and repeat, chorally and individually. As HW, Ss memorise the days of the week. Check in the next lesson.)

- 2 Tuesday 5 Friday 7 Sunday

- 7 a)** (Read each item aloud, and explain/licit the meaning. Ss identify the relevant picture. Then, call out the number of each picture. Ss say which activity is shown. Correct pronunciation where necessary.)

1) h 3) j 5) i 7) k 9) e
2) l 4) b 6) g 8) f

- b)** (Explain/Elicit the meanings of the verbs **love**, **like**, **hate**, then read the examples aloud. Also, point out that we use **though** at the end of a sentence and **but** to join two opposing sentences or ideas. Ss then do Ex. 7b.)

(Suggested answers)

I like walking in the park and I love exercising. I don't like playing football, though.

I like walking in the park and I love exercising, but I don't like playing football.

I like watching TV and I love playing the guitar. I hate fishing, though.

I like watching TV and I love playing the guitar, but I hate fishing.

I don't like fishing and I hate camping. I love travelling, though.

I don't like fishing and I hate camping, but I love travelling.

- 8** (Explain that we use ('s) or (') to show possession. Ask Ss to look at the first picture.

T: There is a boy. He has got a ball. This is the **boy's ball**. We use 's with nouns in the singular to show possession.

[Ss then look at the second picture.]

T: There are two girls. They've got a ball. This is the **girls' ball**. We use (') with nouns in the plural to show possession.

[Ss then look at the third picture.]

T: You can see Ann and John. They are with their mother. This is **Ann and John's mother**. We add 's to the last noun of a phrase to show possession.

Use objects in the classroom and ask Ss to make sentences using 's or '.

e.g. Stand in front of Bob and point to his book. Say, "This is Bob's book."

Stand in front of Bob and Mary and point to their desk.

S1: This is Bob and Mary's desk.

Stand in front of Sally and point to her pencils.

S2: These are Sally's pencils.

Ss then do the exercise.)

1 son's 3 Tony and Pam's 5 boys'
2 Jenny's 4 Bob's

- 9** (Ss fill in the missing pronouns. Remind Ss of the use of subject and object pronouns, then present possessive adjectives. Hold your pen and say, "This is **my** pen." Go to Bob, take Bob's book and say, "This is **his** book." Go to Bob and Sally, point to their desk and say, "This is **their** desk," etc. Continue to show objects in class and invite Ss to make sentences using possessive adjectives.)

Object pronouns: me, him

Possessive adjectives: my, her, their

- 10** (Before Ss do the exercise, explain what a family tree is and how relations are shown. Read the text aloud, or ask individual Ss to read. Ss underline possessive case/adjectives. Check Ss' answers.)

Hi! I'm Lisa and I'm seven. John and Ann are my parents. Helen is my father's sister. She is my aunt. Peter is her husband. He's my uncle. Their son's name is Dave. He's five years old. He's my cousin. Bill and Carol are our grandparents. They are John and Helen's parents.

- 11** (Allow Ss three minutes to do the exercise. Check Ss' answers and write them on the board.)

2 Dave's, his
3 Helen and Peter's, their
4 Peter's, his
5 Lisa's, her
6 Dave's, his
7 Carol's, her

- 12** (Present the difference between **who's** and **whose**, pointing out that the apostrophe in **who's** shows a missing letter, not possession. Ss complete the task. Check Ss' answers.)

2 Who's 7 Whose
3 Whose 8 them
4 Who's 9 her
5 me 10 Who's
6 him

Speaking (p. 28)

- a)** (Ss look at Lisa's family tree. Read the example and explain what Ss should do. Ss then ask rolling questions.)

(Suggested answers)

S4: Who's Ann?

S5: She's Lisa's mother. Whose cousin is Dave?

S6: He's Lisa's cousin. etc.

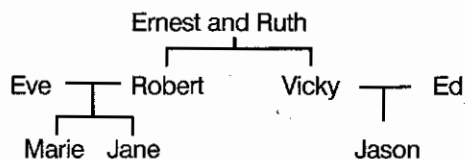
b) (Ss take it in turns to make sentences as in the examples.)

(Ss' own answers)

- 13** (Divide the class into two teams. Choose one student. He/She writes the names of his/ her relatives on the board. Teams take it in turns to try and guess. Each correct guess gives the team one point. The team with the most points wins. Choose another student from the team that won and repeat the game.)

Writing (Project) (p. 28)

(Ask Ss to draw their family tree and fill in the names of their relatives. The family tree should be similar to that of Ex. 10. Then, Ss talk about their family using the text of Ex. 10 as a model. Check that Ss can complete the task orally, then assign this as written HW.)

(Suggested answer)

Hi! I'm Jason and I'm twelve. Vicky and Ed are my parents. Robert is my mother's brother. He is my uncle. Eve is his wife. She's my aunt. They have got two daughters. Marie is ten and Jane is eight. They are my cousins. Ernest and Ruth are our grandparents. They are Robert and Vicky's parents.

- 14** (Help Ss to fill in the missing possessive pronouns. Then, present the use of possessive pronouns to Ss. Show Ss your pen and say: "This is **my** pen. It is **mine**." Write these sentences on the board and point out to Ss that possessive adjectives [e.g. **my**] come before a noun, whereas possessive pronouns [e.g. **mine**] don't take a noun after them. Practise possessive pronouns with Ss. Go to Bob, point to his book and say: "This is **his** book. It's **his**." Choose various Ss and classroom objects and practise the new grammar forms.)

This is	my	house.	It's	mine.
	your			yours.
	his			his.
	her			hers.
	its			—
	our			ours.
	your			yours.
	their			theirs.

- 15** (Model the names and words, as shown below. Ss repeat, chorally and individually.)

e.g. Who's this? It's Peter.

What's this? It's a bicycle.

Then, ask "**Whose ... is this?**" Ss answer, chorally or individually.)

Peter + passport

Lyn + bag

Sam + ball

Tom + bicycle

(Ss work in pairs and have dialogues, as in the example. Go round the class and check, then ask some pairs to report back to the class.)

SA: Whose bicycle is this?

SB: I think it's Tom's. Yes, it's his.

SA: Whose passport is this?

SB: I think it's Peter's. Yes, it's his.

SA: Whose ball is this?

SB: I think it's Sam's. Yes, it's his.

- 16** (Ss complete the task. Check Ss' answers.)

- | | |
|-------------------|-------------------|
| 1 Who's, my | 4 yours, ours |
| 2 yours, Sheila's | 5 Tom and Julie's |
| 3 Whose, theirs | |

- 17** (Go through the table and elicit from Ss how the present simple is formed. Ss complete the rules in the Ss' book.)

- Most verbs take **-s** in the affirmative third person singular. *I live - he lives*
- We use **doesn't** + the base form of the verb to form the negative third person singular. In all other persons we use **don't**.
he doesn't live - I don't live

(Read the spelling rules to Ss. Then, Ss do Ex. 18.)

- 18**
- | | | |
|---------|----------|----------|
| 1 goes | 3 loves | 5 flies |
| 2 works | 4 washes | 6 enjoys |

- 19** (Explain to Ss when we use the present simple. Then, read the theory table and the examples. Ss then do Ex. 19 orally in class. Ss read the letter aloud and pause each time they come across a present simple form.)

Dear Pierre,

I'm Tony Philips and I'm seventeen years old. I'm a student and I live in Montreal, Canada. I'm tall and slim with short dark hair and brown eyes.

There are seven of us in our family: my grandparents, Steve and Sally, my parents, Joe and Kate, my sister, Liz, aged 9, my brother, Leo, aged 6 and of course, me. My father is a surgeon. He works at the local hospital and my mother is a teacher in a primary school. We live in a big house about twenty minutes from the city centre.

In my free time, I love playing computer games and listening to rock music. I'm an MTV maniac. My favourite group is Guns 'n' Roses. Do you like them? I also like going to the cinema. I go to the cinema every Saturday. I don't like going to the theatre, though.

Well, that's all about me. Write back and tell me about yourself.

Best wishes,
Tony

- 20** (Go through the table and explain how questions and short answers are formed. Tell Ss that to form questions we use the auxiliary verb **do/does**, the personal pronoun and the base form of the verb. To form short answers, we use **Yes/No**, the personal pronoun and **do/does/don't/doesn't**.)

- 21** (Ss complete the task. Check Ss' answers by asking Ss to read each exchange aloud in open pairs. If time permits, Ss repeat the exchanges in closed pairs, taking turns as A and B.)

- | | |
|-----------------|------------------|
| 1 Do, don't | 6 Do, don't |
| 2 Does, does | 7 Does, doesn't |
| 3 Do, do | 8 Do, do |
| 4 Does, doesn't | 9 Do, do |
| 5 Does, does | 10 Does, doesn't |

- 22** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	s	-	-	/s/	/z/	/tʒ/
lives		✓		✓		
walks	✓					
goes		✓				
writes				✓		
washes						✓
watches						✓

- 23** a) (Ask Ss what verbs are represented by the symbols under the days at the top of the table. [See Ex. 7b, p. 27.] Then, read out the example and get Ss to say how Helen feels about the other days of the week.)

She likes Tuesdays.

She doesn't like Wednesdays.

She doesn't like Thursdays.

She likes Fridays.

She likes Saturdays.

She loves Sundays.

- b) (Read each action aloud, and check Ss' comprehension by asking them to explain the meaning in their mother tongue. Play the cassette. Ss listen and tick the chart. Check Ss' answers by asking questions [e.g. "When does Helen get up very early?"] Alternatively, Ss ask and answer in open pairs.)

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
get up very early	✓						
get up very late							✓
go to the cinema		✓					
meet friends					✓		
go shopping						✓	
do the ironing			✓				
clean the house				✓			

(Ss ask and answer rolling questions, as in the examples.)

S3: Helen likes Tuesdays because she goes to the cinema. Why doesn't she like Wednesdays?

S4: Helen doesn't like Wednesdays because she does the ironing. Why doesn't Helen like Thursdays?

S5: Helen doesn't like Thursdays because she cleans the house. Why does Helen like Fridays?

S6: Helen likes Fridays because she meets (her) friends. Why does Helen like Saturdays?

S7: Helen likes Saturdays because she goes shopping. Why does Helen love Sundays?

S8: Helen loves Sundays because she gets up very late.

24 (Ask one or two Ss to read the letter aloud. Ss then explain the words in bold in their mother tongue. Help Ss where necessary. Explain the meaning of **appearance** and **character**. Ss then say which of these each adjective describes.)

appearance: beautiful, gorgeous (eyes), good-looking, lovely (green eyes), pretty

character: kind, patient, lazy, rude, clever, bossy

(Elicit vocabulary used to describe people [e.g. eyes, hair, build, height, colours, etc], and write these on the board. [Ss may refer to Unit 2 if necessary.] Prompt individual Ss to describe members of their families, using the vocabulary on the board and the new vocabulary from this exercise.)

(Suggested answers)

- 1) My father has got dark brown hair and brown eyes. He is quite tall and good-looking. My mother has got fair hair and lovely blue eyes. My brother has also got lovely blue eyes. He has got dark brown hair. My sister has got curly brown hair and brown eyes.
- 2) My father is a patient person. My mother is very kind, but sometimes she is bossy. My brother is very bossy and my sister is clever, but she is lazy, too.

25 (Ss look at the photographs and descriptions, and guess what they are likely to hear [e.g. "I think Miss Adams is **beautiful**." "I think Jean is **patient**."] Play the cassette. Ss listen and fill in the information. Check Ss' answers.)

- 1 good-looking 4 rude
- 2 lazy 5 pretty
- 3 beautiful 6 clever

(In pairs, Ss ask and answer questions, as in the example in the S's book. Go round the class checking Ss' performance, then ask some pairs to report back to the class.)

- SB: What does Miss Adams look like?
- SA: She's beautiful with long blonde hair and blue eyes. What is she like?
- SB: She's rude.
- SA: What does Jean look like?
- SB: She's pretty with short brown hair and brown eyes. What is she like?
- SA: She's clever.

26 (Ss' own answers)

27 (Allow Ss three minutes to read the dialogue. Play the cassette. Ss fill in the gaps. Check Ss' answers. Ask some pairs to read out the dialogue.)

- 1 beautiful 2 blonde 3 lovely 4 clever
- Steve's sister is the girl in the centre of the picture.

Writing (p.31)

Composition Discussion

(Explain to Ss that when we send a letter to a pen-friend, we always write our address in the top right-hand corner of our letter. Refer Ss to the letter on p. 26 in their books.)

Tell Ss that we **start** our letter with **Dear + our pen friend's first name**. Tell Ss that their letter should consist of four paragraphs.

In the first paragraph, they should say **who** they are, their **age**, what their **occupation** is [student, teacher, doctor, etc], the **city/town** and **country** they **live in** [Madrid, Spain; New York, the USA, etc] and **what they look like**. Elicit from Ss what words they need to describe themselves [eyes, hair, tall, short, slim, etc].

Go on to the second paragraph. Point out that in this paragraph, they should write about their **family** [e.g. how many members there are, how they are related to the writer, how old they are/what their jobs are]. Ss should also write about their **home** - if it is big or small and where it is [e.g. city centre].

Go on to the third paragraph. Point out that Ss should write about **what they like** and what they **don't like** doing. Elicit possible answers from Ss.
e.g. S1: I like swimming and reading. I don't like watching TV.

S2: I like playing football. I don't like reading.
etc.

Go on to the fourth paragraph. Tell Ss they can finish their letter by **asking their pen-friend to write back** to them. Point out that we end the letter with **Best wishes/Yours + our first name**.

Write the table below on the board. Ask Ss to copy the table in their notebooks and to fill it in with information about themselves. Ask Ss to describe themselves and their families to the class using this information. Check that Ss can complete the task orally, then assign as written HW.)

Full Name:

Age/Occupation:

Country:

Appearance: eyes

hair

height

weight

Family members: grandparents

parents

brothers

sisters

Home:

Likes/Loves:

(Suggested answer)

Dear Laura,

My name is Sandra Jones and I'm fourteen years old. I'm a student at Sir John Talbot's School and I live in Sydney, Australia. I'm tall and slim with long, curly, red hair and green eyes.

There are four of us in my family; my parents, Greg and Tara, my brother, Kenny, aged twelve, and, of course, me. My father is a vet and my mother is a lawyer. We live in a large house about an hour away from the city centre.

I love playing the piano and riding my horse, Garfield. My favourite group is Oasis. What's your favourite group? I don't like cleaning my room or playing computer games.

Well, that's all for now. Write back and tell me about yourself.

Best wishes,

Sandra

Words of Wisdom (p. 31)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- Boys often look and/or act like their fathers./Girls often look and/or act like their mothers.
- Children are not very different from their parents. (usually used pejoratively)

Module Self-Assessment 1 (Units 1 - 4)

(pp. 32 - 33)

(Assign these exercises as written HW after you have explained to Ss what to do in each exercise. Check Ss' answers in the next lesson. Ss are then prepared for the test.)

- 1** 1 Argentinian 5 Greece 8 Canada
2 Brazil 6 Finland 9 Japanese
3 Spanish 7 Turkish 10 Scotland
4 Mexican

- 2** 1 spacious 5 College 8 cheap
2 going 6 near 9 dancer
3 e-mail 7 view 10 yellowish
4 hear

- 3** 1 B 3 A 5 C 7 B 9 B
2 C 4 B 6 A 8 C 10 C

- 4** 1 of 3 from 5 on 7 at
2 with 4 in 6 in 8 outside

- 5** 1 is, is 5 is, isn't
2 Do you like, don't 6 Does Philip live, does
3 hasn't, has 7 doesn't get up
4 watches, listens 8 Is, are

- 6** 1 her 3 his 5 him
2 my 4 she 6 hers

- 7** 1 son's 4 daughter's
2 Lucy and Bill's 5 father's
3 girl's

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

- 9** 1 He's thirteen years old.
2 He lives in Liverpool, in England.
3 He is an artist.
4 He's clever and kind.
5 She's tall and slim with long, straight, fair hair and blue eyes.
6 She's patient.
7 He's tall with brown hair and blue eyes.
8 He's quite lazy.
9 She's short with green eyes.
10 She's a bit bossy.

- 10** 1 old 4 slanting 7 patient
2 dark 5 slim 8 curly
3 pale 6 wide

- 11** (Ss' own answer)

Unit 5 - An Early Bird or a Night Owl? (pp. 34 - 39)

Objectives

Vocabulary: words related to daily routines; telling the time; months; pros/cons of jobs

Reading: reading for detailed understanding of the text; extracting relevant information

Listening: checking true/false information; identifying sounds; listening for missing information

Speaking: asking for personal information; talking about daily routines

Communication: telling the time

Pronunciation: / θ /, / ð /

Grammar: adverbs of frequency; prepositions of time

Project: opening hours in your country

Writing: an article about a celebrity's daily routine

- 1** (Read the sentences aloud. Pause between each one to allow Ss to guess the answers. Explain/Elicit the meaning of any unknown words while you do the exercise. Words to be explained: **shark, trainer, aquarium, feed, early, bird, owl**)

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

- 2** (Read the sentences aloud and explain/elicite the meaning of these words: **long hours, starts, morning, catches, evening, long walks, countryside**. Play the cassette. Ss listen and mark the sentences as true or false. Check Ss' answers.)

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

- 3** (Read the questions and explain/elicite the meaning of these words: **in the morning/afternoon/evening, free time, feel, life, daily routines**. Explain the title of the article. Allow Ss five minutes to read the article silently. Ss answer the questions, then explain the words in bold. Help Ss where necessary. Play the cassette again. Ss listen and follow the text. Individual Ss read the article aloud.)

- 1 Yes. Bob likes his job because he loves working with animals.
2 His job is tiring because he works long hours.
3 In the morning, Bob gets up at five o'clock, has a shower, and then he gets dressed. He has

breakfast at about six o'clock, and then he catches the bus to work. He arrives at the aquarium at half past six and feeds the dolphins, then they practise for the show until lunch-time.

In the afternoon, Bob has a break for lunch from half past twelve till half past one, then the show starts. At five o'clock, he feeds the dolphins again and goes home.

In the evening, he usually watches TV. He goes to bed early.

- 4 In his free time, Bob loves going for long walks in the countryside with his dog, Jack. He also likes swimming at the pool.
5 He feels very satisfied with his life at the moment.
6 We use the present simple to describe daily routines.

- 4** (Ask Ss to fill in the missing words. Ss can look at the text on p. 34 to find the correct answers. Ask Ss to memorise these phrases. Check in the next lesson.)

1 long	5 gets	9 watches
2 an early	6 catches	10 goes to
3 a night	7 goes	11 free
4 has	8 arrives	12 afraid of

Speaking (p. 35)

(Write the headings **Bob's job - morning - afternoon - evening - free time** on the board. Ask Ss to look at the article and find the necessary information. Complete the table on the board. Ss copy the completed table in their notebooks. Ask Ss to look at the board and talk about Bob's daily routine. Assign the exercise as HW. Ss should be prepared to talk about Bob's daily routine while looking at their notes in the next lesson.)

Bob's job: dolphin trainer

morning: gets up at 5, has a shower, gets dressed, has breakfast at about 6, catches the bus to work, arrives at the aquarium at 6:30, feeds the dolphins, they practise for the show until lunch-time

afternoon: has a break for lunch from 12:30 - 1:30, the show starts, feeds the dolphins again at 5, goes home

evening: usually watches TV, goes to bed early

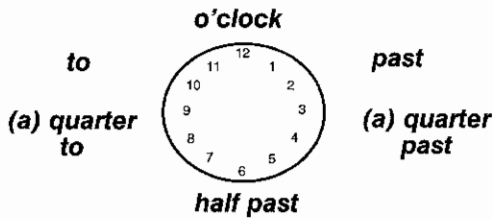
free time: goes for long walks in the countryside with his dog (Jack), swims at the pool

(Suggested answer)

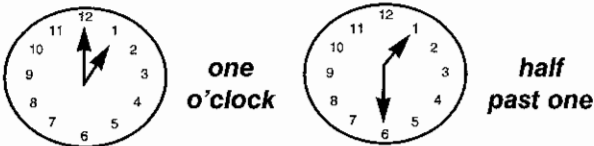
Bob is a dolphin trainer. He gets up at five o'clock in the morning and has a shower. Then, he gets dressed. He has breakfast at about six o'clock and catches the bus to work. He arrives at the aquarium at half past six. At work, he feeds the dolphins and then they practise for the show until lunch-time. At half past twelve, he has a break for lunch until half past one and then the show starts. At five o'clock, he feeds the dolphins again and then he goes home. Bob usually watches TV in the evening. He goes to bed early. In his free time, he goes for long walks in the countryside with his dog, Jack. He also likes swimming at the pool.

Telling the Time (p. 35)

(Ss close their books. Draw a clock face on the board and write **o'clock**, **half past**, **past**, **to**, **(a) quarter past**, **(a) quarter to** in the appropriate places.



Draw hands on the clock face and practise telling the time with Ss.



Ss open their books. Explain that we can tell time in two ways. Ss look at the theory box on p.35 in their books. Explain the table to Ss.

Game

Play a game with Ss. Divide the class into two teams. Write a time on the board. In teams, Ss tell the time in both ways. Each correct answer gets one point. The team with the most points is the winner.

T: [T writes 7:30 on the board]

Team A S1: Half past seven or seven thirty.

T: Very good. One point for Team A. Team B now.

[T writes 8:00 on the board]

Team B S1: Eight o'clock or eight.

T: Well done. etc.)

5 (Explain that there are two ways of asking sb to tell sb what the time is. Write the questions [What time is it? What's the time?]) on the board. Ss work in pairs. Go round the class and check Ss' performance. Ask some pairs to report back to the class.)

- b) SA: What time is it? / What's the time?
SB: It's (a) quarter past seven. / It's seven fifteen.
- c) SA: What time is it? / What's the time?
SB: It's half past nine. / It's nine thirty.
- d) SA: What time is it? / What's the time?
SB: It's half past two. / It's two thirty.
- e) SA: What time is it? / What's the time?
SB: It's nine o'clock. / It's nine.
- f) SA: What time is it? / What's the time?
SB: It's half past four. / It's four thirty.
- g) SA: What time is it? / What's the time?
SB: It's ten to three. / It's two fifty.
- h) SA: What time is it? / What's the time?
SB: It's (a) quarter past ten. / It's ten fifteen.
- i) SA: What time is it? / What's the time?
SB: It's twenty past nine. / It's nine twenty.

6 (Ask Ss to look at the **ARRIVALS** board and explain/ elicit the meanings of the headings [Flight No, Origin, Time of Arrival, Status, Gate]. Also explain what **on time** means. Do the same for the **DEPARTURES** board. Also explain **now boarding**. Read the examples, then ask Ss to ask and answer rolling questions.)

- S2: ... does the plane from Brussels arrive?
- S3: It arrives at half past five. What time does the plane from Montreal arrive?
- S4: It arrives at (a) quarter to seven. What time does the plane from Cairo arrive?
- S5: It arrives at seven o'clock.
- S6: ... does the plane for Amsterdam leave?
- S7: It leaves at ten past eight. What time does the plane for Tel Aviv leave?
- S8: It leaves at (a) quarter past eight. What time does the plane for Paris leave?
- S9: It leaves at (a) quarter to nine.

7 (Explain that this reading text is a piece of information published by a tourist information centre and gives information to visitors about the country. Explain the title and the sub-headings. Allow Ss three minutes to read the text silently. Play the cassette. Ss listen and fill in the missing times. Check Ss' answers. Help Ss with unknown words where necessary [open (v, adj), close, am/pm, late-night shopping, later, noon,

cover, weekends, generally, the Dutch, late diners, big cities]. Read the questions aloud and choose a different S to answer each one. Play the cassette again. Ss follow the text. Individual Ss read the text aloud.)

- a 5:30 c 9 e 5:30 g 5:30
b 5 d 5 f 11

- Shops close at four or five pm on Saturday.
- Banks close at five pm on Tuesday.
- Post offices are open from eight thirty am until noon on Saturday.
- Chemists open at eight am on Tuesday.
- Restaurants open for dinner at five thirty pm.
- Yes, some restaurants stay open late in the big cities.

Writing (Project) (p. 36)

(Explain/Elicit the meaning of **opening hours**. Write the two headings [**Shops - Restaurants**] and the days on the board, as in the table below. Elicit information from Ss and fill in the table. Ss copy the table in their notebooks. Check that Ss can complete the task orally, using the table, then assign the exercise as written HW.)

(Example table)

	SHOPS	RESTAURANTS
Monday - Friday	9 am - 6 pm	10 am - midnight or later
Saturday	9 am - 6 pm	10 am - midnight or later
Sunday	(some shops) 12 pm - 4 pm	10 am - midnight or later

(**Optional:** Ask Ss to write about the opening hours of banks, post offices and chemists in their country.)

(Suggested answers)

Shops

Shops are open Monday to Saturday from 9 am until 6 pm. Many places have late-night shopping on Thursday or Friday evenings. Some shops are open on Sunday from noon until 4 pm.

Restaurants

Most restaurants open at 10 am and close at midnight, but some restaurants stay open later.

- 8 a)** (Read the adjectives aloud. Ss repeat, chorally and individually. Help Ss to match the adjectives to the pictures. As HW, Ss memorise the words. Check in the next lesson.)

- 1 happy 4 tired
2 bored 5 satisfied
3 stressed

- b)** (Read the sentences and explain any unknown words. [e.g. **angry customers**]. Ss do the exercise. Check Ss' answers by asking individual Ss to make sentences using **because**.)

(Suggested answers)

I feel **stressed** because I talk to angry customers.

I feel **bored** because I do the same things every day.

I feel **satisfied** because I earn a lot of money.

I feel **tired** because I work long hours.

- 9** (Read the phrases in the list aloud. Explain any unknown words, then allow Ss five minutes to read the text silently and fill in the appropriate phrases. Remind Ss to put verbs into 3rd person. Check Ss' answers. Individual Ss read the text aloud.)

- 1 gets up 5 does her homework
2 has breakfast 6 watches TV
3 catches the bus 7 has a shower
4 has lunch 8 goes to bed

- 10** (Write these headings on the board: **in the morning – in the afternoon – in the evening**. Ss copy them in their notebooks. Ask Ss to use expressions from Ex. 9 to fill in the table with information about themselves. Point out that Ss should write the time next to each action [e.g. **get up – 6:30**, etc.] Allow Ss five minutes to complete the table. Go round the class and check. Individual Ss use their notes to talk about themselves.)

(Suggested answer)

I get up at a quarter to seven every weekday. I have a shower at about seven, then I get dressed and take our dog for a walk. I have breakfast at about seven forty and after that I walk to work. I arrive at work at about eight. I work until half past one and then I have lunch at the office. In the afternoon, I work until half past four and then I go home. I get home at about four fifty and have a snack. After that, I take the dog for a walk. After dinner in the evening, I often read a book, but sometimes I go to the cinema. I go to bed at half past ten.

11 (Present adverbs of frequency [**usually, never, always, rarely, sometimes, often**] to Ss. Read the examples, then ask Ss to underline the correct word to complete the rule.)

- before , after

12 a) (Explain the percentage next to each adverb of frequency. Read the expressions aloud and explain any unknown words. Play the cassette. Ss listen and tick the boxes. Check Ss' answers. Individual Ss make sentences, as in the example in the S's book.)

	never 0%	rarely 10%	sometimes 25%	often 50%	usually 75%	always 100%
go climbing	✓					
wash the car						✓
go to the gym					✓	
cook		✓				
go on a picnic				✓		
go dancing			✓			

Laura always washes the car on Sundays.
 Laura usually goes to the gym on Sundays.
 Laura rarely cooks on Sundays.
 Laura often goes on a picnic on Sundays.
 Laura sometimes goes dancing on Sundays.

b) (Read aloud the phrases in the list and explain/ elicit the meaning of any unknown words. Ask Ss to draw a table in their notebooks with **never - rarely - sometimes - often - usually** and **always**. Ss choose phrases from the list and write them under the appropriate adverb of time. Elicit further activities [Ss may refer to p. 27, Ex. 7 and p. 30, Ex. 23]. Ss use their table to talk about themselves.)

(Suggested answers)

- I usually do the washing-up on Sundays.
- I never go jogging on Sundays.
- I sometimes go to the cinema on Sundays.
- I never go shopping on Sundays.
- I often eat out on Sundays.
- I often watch TV on Sundays.
- I often go fishing on Sundays.

- I sometimes visit museums on Sundays.
- I rarely go climbing on Sundays.
- I never go windsurfing on Sundays.
- I always meet friends on Sundays.

13 (Present the time words in the box [**never, every day, etc**]. Ask Ss to read aloud the list of activities and explain any unknown words. Ss work in pairs. First, SA asks his/her partner questions, then they change roles. Go round the class and check Ss' performance. Individual Ss talk about their partners, as in the example. When Ss can complete the task orally; assign as written HW.)

(Suggested answers)

- SA: How often do you go to the swimming-pool?
SB: Twice a week.
- SA: How often do you go to the theatre?
SB: Never.
- SA: How often do you clean your room?
SB: Once a week.
- SA: How often do you go fishing?
SB: Never.
- SA: How often do you go out with your family?
SB: Once a week.
- SA: How often do you play computer games?
SB: Every day.
- SA: How often do you watch TV?
SB: Every evening.
- SA: How often do you meet your friends?
SB: Every two or three days.
- SA: How often do you go shopping?
SB: Twice a week.

Tony goes to the swimming-pool twice a week, but he never goes to the theatre. He cleans his room once a week, but he never goes fishing. He goes out with his family once a week and he plays computer games every day. He also watches TV every evening and he meets his friends every two or three days. Tony goes shopping twice a week.

14 (Ss number the months in the correct order. Check Ss' answers. Play the cassette. Ss listen and repeat, chorally and individually. As HW, Ss memorise the months in order. Check in the next lesson.)

- | | |
|------------|-------------|
| 1 January | 7 July |
| 2 February | 8 August |
| 3 March | 9 September |
| 4 April | 10 October |
| 5 May | 11 November |
| 6 June | 12 December |

- 15** (Read the rules aloud. Explain/Elicit the meaning of any unknown words in the rules and the table. Ss then do the exercise.)

at on in

(Optional Game: Divide the class into two teams. Say days, months, times, etc. In teams, Ss have to add **at**, **in** or **on**. Each correct answer gets one point. The team with the most points is the winner.)

e.g. T: Sunday.

Team A S1: On Sunday

T: Very good. Team A wins one point. March.

Team B S1: In March, etc.)

- 16** (Explain **was born** to Ss, and tell them that the table shows when Tom, Mary and Roy were born. Ss study the table briefly. Play the cassette. Ss listen and fill in the information. Check Ss' answers. Ask Ss around the class to make sentences, as in the example in the S's book. Ss then complete the information about themselves. Check Ss' answers, and ask Ss around the class to express their answers in a sentence.)

	DATE	MONTH	YEAR	TIME	PART OF DAY
Tom	Friday 22nd	March	1957	10:30	night
Mary	Monday 6th	July	1960	2:00	afternoon
Roy	Sunday 3rd	August	1955	3:00	afternoon
(Suggested answer)					
You	Thursday 19th	February	1971	2:30	morning

Mary was born on Monday the 6th of July, in 1960, at two o'clock in the afternoon.

Roy was born on Sunday the 3rd of August, in 1955, at three o'clock in the afternoon.

I was born on Thursday the 19th of February, in 1971, at half past two in the morning.

- 17** (Ask Ss to look at the picture. Say: "This man is Henry Jones. What's his job? He's a **farmer**." Elicit the meaning of the word. Ss repeat the word **farmer**, chorally and individually. Continue: "He lives in a **farmhouse**. He works **in the open air**." Explain the meaning of **farmhouse** and **in the**

open air. Continue "What's the animal in the picture? It's a **cow**." Continue, "A farmer **milks** cows." Explain the meaning of the verb **milk**, then ask Ss to guess the answers to the following questions.

e.g. T: What time does he wake up?

S1: Early in the morning. / At four o'clock.

T: What does he do then?

S2: He has breakfast.

T: What does he do in his free time?

S3: He goes fishing. etc.

Ss read the text silently for five minutes and fill in the gaps. Choose Ss to read the text aloud while you check their answers. Then, allow Ss five minutes to make notes about Henry Jones similar to those in the Speaking exercise on p. 35. Finally, individual Ss use their notes to talk about Henry Jones' daily routine and free-time activities.)

1 at	4 at	7 at
2 in	5 At	8 On
3 at	6 In	9 On

- 18** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/θ/	/ð/		/θ/	/ð/
this		✓	father		✓
three	✓		both	✓	
bath	✓		then		✓

- 19** (Ss read the dialogue silently and fill in the gaps. Play the cassette for Ss to check. Ss work in pairs making similar dialogues. Go round the class checking Ss' performance, then ask Ss to read the dialogue aloud in open pairs. As HW, Ss memorise the dialogue. Check in the next lesson.)

A: Excuse me, **what's** the time?

B: Sorry?

A: What **time** is it?

B: It's a quarter **past** eight.

A: Thanks.

- 20** a) (Explain to Ss that the dialogue is between Annie Franklyn, a local singer, and a radio presenter. Explain/Elicit the meaning of these words: **welcome**, **busy**, **typical day**, **club**, **practise**, **for a while**, **last**, **satisfied**, **singing**. Ss read the dialogue silently and try to complete the questions.)

- | | |
|------------------|--------------------|
| 1 do you like | 5 What do you do |
| 2 What time | 6 What do you like |
| 3 do you do | 7 Are you |
| 4 What time does | |

b) (Play the cassette. Ss listen and check. If necessary, play the cassette again, pausing after each question. Check that Ss have filled in the gaps correctly.)

c) (Elicit Annie's daily routine, and list activities on the board.

e.g. noon – gets up
2:00 – has lunch etc.

Ss, around the class, then use this list to talk about Annie's routine.

e.g. Annie gets up at noon, and she has lunch at about two o'clock.)

d) (In pairs Ss read the dialogue aloud.)

21 (Ss' own answers)

Writing (p. 39)

Composition Discussion

(Explain the task. Go through the plan. Point out that an article about sb's daily routine is divided into four paragraphs. Present one paragraph after the other, eliciting answers from Ss. Ask questions such as:

Para 1: T: What's her name?

S1: Annie Franklyn.

T: What's her job?

S2: She's a singer.

T: What does she think about her job?

S3: She likes it a lot.

S4: Yes, but she doesn't see her family and friends very often. etc.

Next, prompt Ss to talk about the subject in full sentences, following the plan, then assign it as written HW.)

(Suggested answer)

Annie Franklyn is a singer. She likes her job a lot, but she doesn't see her friends and family very often.

A typical day for Annie starts at noon when she gets up. She gets up late because she goes to bed very late at night. She has lunch at about two o'clock. After that, she goes to the club to practise for about two hours, then she goes home, or sometimes she goes shopping. At eight o'clock in the evening, she goes back to the club. The show

starts at ten o'clock and finishes at about two o'clock in the morning. Then, she goes back home, reads for a while and goes to bed.

In her free time, Annie loves going to the cinema or having dinner with friends. She doesn't like going to parties, though.

Annie is satisfied with her life because she loves singing and she enjoys her free time.

Words of Wisdom (p. 39)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- People who begin their day early can take advantage of opportunities which those who begin later will miss.
- If a person goes to bed early at night and gets up early in the morning, they will gain health, wealth and wisdom.

Unit 6 - Birds of a Feather ... (pp. 40 - 45)

Objectives

Vocabulary: words related to animals; colours; sizes

Reading: matching information from texts; reading for detailed understanding

Listening: checking true/false information; listening for missing words

Speaking: talking about animals; asking questions with question words

Communication: asking about pets

Pronunciation: /ɛ/, /ɜ:/

Grammar: question words (what - when - why - how); irregular nouns

Project: fact files about animals

Writing: short texts describing animals

(Explain the expression "**Birds of a feather flock together**" – meaning people with similar interests/hobbies/ideas, etc usually stay together.)

1 (Elicit the meaning of the words in the list. Ss repeat, chorally or individually.)

- A dolphin B parrot C penguins D lion

(Explain the meaning of **mammals**, then guide Ss to identify each picture as bird or mammal.)

- **birds** - penguins, parrot
- **mammals** - lion, dolphin

(Read the words aloud. Ss repeat chorally and individually. Explain/Elicit the meaning of each word. Ss then identify which animals have each feature.)

- **fur** - lion
- **fins** - dolphin
- **a tail** - lion, penguins, dolphin, parrot
- **skin** - dolphin (parrot, penguins, lion)
- **feathers** - penguins, parrot
- **wings** - penguins, parrot
- **a mane** - lion
- **legs** - lions, penguins, parrots

(Check that Ss know the meaning of **fly**, **run** and **swim**, then prompt individual/choral responses.

- e.g. T: Can dolphins fly?
Ss: No, they can't fly.
T: Can they swim?
Ss: Yes, they can swim. etc.)

- Parrots can **fly**.
Lions (penguins and parrots) can **run**.
Penguins, dolphins and lions can **swim**.

2 (Read the sentences aloud and explain/licit the meaning of any unknown words. Play the cassette. Ss listen and identify the true/false sentences. Check Ss' answers.)

- 1 T 3 F 5 F 7 T
2 T 4 T 6 F 8 F

3 a) (Ss read the texts silently for five minutes and find three ways that dolphins are like penguins. Check Ss' answers.)

Dolphins and penguins can swim very well.
Dolphins and penguins have tails.
Dolphins and penguins eat fish.

b) (Ss explain the words in their mother tongue. Help Ss where necessary.)

c) (Read the questions aloud, and explain/licit the meaning of any unknown words [e.g. **How long**, **unusual**]. Ss read the texts again silently and underline the relevant answers in the text. Individual Ss then answer the questions orally.)

- 1 They can swim very well.
- 2 They live in warm seas in many different parts of the world.
- 3 They live for about fifty years.
- 4 They are unusual because they have got wings but they can't fly.
- 5 They have got thick feathers to keep them warm.
- 6 They eat fish.

(Play the cassette again. Ss follow the lines. Individual Ss read the texts aloud.)

Speaking (p. 41)

(Copy the table on the board, while Ss do the same in their notebooks. Elicit answers and write these in the table on the board. Ss copy the answers. Prompt Ss to talk about each animal, using their notes. Check that Ss can complete the task orally, then assign as HW. Ss should be prepared to talk about these animals using only the completed table.)

	DOLPHINS	PENGUINS
kind of animal:	mammals	birds
unusual because:	aren't fish but live in water	have got wings but can't fly
they can:	swim very well, easily learn how to play games	swim very well
they've got:	grey skin, a big smile, fins and a tail	small wings, very short legs, a short tail, thick feathers
they weigh:	70-500 kilos	about 20 kilos
they live:	in warm seas in many different parts of the world	on the ice of Antarctica and in the sea around it
they eat:	fish	fish
they live for:	about 50 years	about 20 years

(Suggested answers)

Dolphins are mammals. They are unusual because they aren't fish but they live in water. They can swim very well and easily learn to play games. They have got grey skin, a big smile, fins and a tail. They weigh from 70 to 500 kilos and they live in warm seas in many different parts of the world.

Dolphins eat fish and they live for about 50 years.

Penguins are birds. They are unusual because they have got wings but they can't fly. They can swim very well. They've got small wings, very short legs, a short tail and thick feathers. They weigh about 20 kilos. They live on the ice of Antarctica and in the sea around it. Penguins eat fish and they live for about 20 years.

- 4 a)** (Read aloud the names of animals in the list. Ss repeat chorally and individually. Explain any unknown words then Ss do the exercise. Check Ss' answers around the class.)

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

(Optional Game: Divide the class into two teams. Allow Ss two or three minutes to memorise the names. Ss close their books. Ask questions, as in the examples below. The team which gives the correct answer first gets one point. The team with the most points is the winner.

e.g. T: What animal is No 5?

Team A S1: Is it a rooster?

T: No, it isn't.

Team B S1: Is it a dog?

T: No, it isn't.

Team A S2: It is a cat?

T: Yes, it is. Team A wins one point. etc.)

- b)** (Explain/Elicit the meaning of **reptiles** [cold-blooded and lay eggs], **mammals** [give birth to babies and feed young on milk], **insects** [small animals with six legs] and **birds** [animals with wings and feathers which lay eggs]. Ss then say which category each animal belongs to.)

Horses are mammals.

Roosters are birds.

Monkeys are mammals.

Cats are mammals.

Dogs are mammals.

Cows are mammals.

Snakes are reptiles.

Butterflies are insects.

- 5** (Read aloud the list of words, and help students to match them to the numbered spaces. Write the words **eagle**, **kangaroo** and **tiger** on the board, and elicit the meaning of each. Ss label the pictures in the S's book accordingly. Finally, read all of the words aloud. Ss repeat, chorally and individually.)

• 1 beak	3 fur	5 ears
2 feathers	4 paws	6 tail

- The animals are an eagle, a tiger and a kangaroo.

(Optional Activity: Ask Ss to describe each animal using the new words.

e.g. This is an eagle. It's got a beak, feathers, wings and sharp claws.)

- 6** (Allow Ss four or five minutes to complete the task. Check Ss' answers. As HW, Ss memorise these collocations. Check in the next lesson.)

1 intelligent	6 parts
2 thick	7 keep
3 short	8 look
4 big	9 lay
5 warm	10 have

- 7** (Allow Ss three or four minutes to complete the task, referring to the texts in Ex. 4 if necessary. Check Ss' answers.)

1 on	5 for
2 from, to	6 on, of
3 to	7 in
4 in	

- 8** (Read the names of the animals aloud. Play the cassette. Ss tick the animals they hear. Check Ss' answers.)

animal noises heard and to be ticked:

2 a horse	5 a parrot
3 a monkey	6 a cow
4 a lion	7 a sheep

(Explain/Elicit the meaning of **farm animals** and **wild animals**. Individual Ss make sentences, as in the examples in the S's book. [Point out that **sheep** is the same in singular and plural.]

I can hear a horse. Horses are farm animals.

I can hear a monkey. Monkeys are wild animals.

I can hear a lion. Lions are wild animals.

I can't hear a tiger. Tigers are wild animals.

I can hear a parrot. Parrots are wild animals.

I can't hear a kangaroo. Kangaroos are wild animals.

I can hear a cow. Cows are farm animals.

I can't hear a snake. Snakes are wild animals.

I can hear a sheep. Sheep are farm animals.

I can't hear a penguin. Penguins are wild animals.

9 (Explain/Elicit the meaning of any unknown words [e.g. **eastern, eucalyptus, leaves**]. Read each of these words aloud: **pouch, eastern, claws, sharp, paws, eucalyptus, leaves**. Ss repeat, chorally and individually. Allow Ss five minutes to read the text silently and underline the correct words. Individual Ss read the text aloud while you check Ss' answers.)

- 1 mammals 5 claws
- 2 milk 6 Australia
- 3 climb 7 fifteen
- 4 grey

(Read each question aloud. Individual Ss answer in full sentences.)

- 1 They can climb and swim very well.
- 2 They have got thick grey fur, a big black nose, very sharp claws, and female koalas have got a pouch.
- 3 They live in the tops of eucalyptus trees in eastern Australia.
- 4 They live for about fifteen years.

10 (Read the words in the list aloud. Ss repeat chorally and individually. Elicit the meaning of the new words. Individual Ss make sentences, as in the example in the S's book. As HW, Ss memorise the pairs of words. Check in the next lesson.)

- 3 hen 5 dog 7 duck
- 4 chicks 6 puppies 8 ducklings

- A hen has chicks.
- A dog has puppies.
- A duck has ducklings.

11 (Read the sentences aloud and explain/elicite the meaning of any unknown words [**hear, metres, long**]. Ss mark the sentences as T or F. Play the cassette. Ss listen and check. Check Ss' answers.)

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

(Explain that Ss will hear the false statements again, and should underline the word which is incorrect, writing the correct word in the right-hand column. Play the cassette again. Ss listen and complete the task. Check Ss' answers.)

- 5 Lions sleep for **5** hours a day. ...**12**...
- 6 Sea lions live in **small** groups. ...**large**...
- 7 Penguins' eggs are **black**. ...**white**...

8 Eagles **can't** see well. ...**can**...

12 (Present question words. Ask Ss to quickly read the questions and answers in Ex. 12. Explain/Elicit the meaning of any unknown words [e.g. **long distances, the plains, trunk**]. Read the questions aloud, stressing the question words. Ss tell you the correct answer. Elicit the meaning of the question words from Ss. Ss now ask and answer questions in open/closed pairs.)

What is this animal? An elephant.
Where does it live? On the plains in Africa and India.
When does it sleep? At night.
Why can it walk long distances? Because it has got strong legs.
How long is its trunk? About 3.1 metres.
How tall is it? About 3.3 metres.
How much does it weigh? About 4,000 kilos.
How many legs has it got? Four.
How long does it live? About 60 years.

13 (Read the text aloud. Explain/Elicit the meaning of any unknown words [e.g. **during, carry**]. Ss ask and answer questions, first in open pairs, then in closed pairs. Check Ss' performance around the class.)

(Suggested questions and answers)

SA: Where does it live?
SB: In Australia.
SA: How tall is it?
SB: About two metres.
SA: How much does it weigh?
SB: About sixty kilos.
SA: How many legs has it got?
SB: Four.
SA: Why can it jump very high?
SB: Because its back legs are very strong.
SA: When does it sleep?
SB: During the day.
SA: What does it eat?
SB: It eats leaves.
SA: How long does it live?
SB: About fifteen to twenty years.

Writing (Project) (p. 43)

(Read the information aloud and explain/elicite the meaning of the words: **deer, forest(s), Pacific Ocean**. Ss ask and answer rolling questions, as in the example. Individual Ss describe each animal, as in the text in Ex. 13. Check that Ss can complete

the task orally, then assign it as written HW. Ss can use the pictures from the Photo File section to decorate their projects.)

- S4: It eats deer and monkeys. When does it sleep?
- S5: It sleeps during the day. Where does it live?
- S6: It lives in forests in India. How long does it live?
- S7: It lives for about 15 years.

- S8: What is this animal?
- S9: It's a sea lion. How much does it weigh?
- S10: It weighs about 250 kilos. What does it eat?
- S11: It eats fish. What can it do?
- S12: It can swim very well. Where does it live?
- S13: It lives in the Pacific Ocean. How long does it live?
- S14: It lives for about 15 years.

• (Suggested answers)

Tigers are mammals. They have babies and feed them on milk. They weigh about two hundred kilos and they eat deer and monkeys. Tigers sleep during the day. They live in forests in India. They live for about fifteen years.

Sea lions are mammals. They have babies and feed them on milk. They weigh about two hundred and fifty kilos. They eat fish and they can swim very well. They live in the Pacific Ocean. They live for about fifteen years.

- 14** (Read aloud each of the words for colours and sizes. Ss repeat, chorally and individually. Check Ss' comprehension of **very** and **quite**, and revise the names of the animals A-D. Ss ask and answer questions in open/closed pairs as in the example in the S's book. Check Ss' performance around the class.)

(Suggested answers)

- B** SA: What is this animal?
 SB: It's a parrot.
 SA: What colour is it?
 SB: It's red, yellow, blue and white.
 SA: How big is it?
 SB: It's quite small.
 SA: How big are its ears?
 SB: They're very small.
 SA: How long is its tail?
 SB: It's very long.

- C** SA: What is this animal?
 SB: It's a dog.
 SA: What colour is it?
 SB: It's brown and white.
 SA: How big is it?
 SB: It's quite big.
 SA: How big are its ears?
 SB: They're quite small.
 SA: How long is its tail?
 SB: It's quite long.

- D** SA: What is this animal?
 SB: It's a zebra.
 SA: What colour is it?
 SB: It's black and white.
 SA: How big is it?
 SB: It's very big.
 SA: How long are its ears?
 SB: They're quite small.
 SA: How long is its tail?
 SB: It's quite long.

- 15** (Explain that some nouns have irregular plural forms. Read aloud the names of the animals. Ss repeat, chorally and individually. Explain/Elicit the meaning of any unknown words. Ss fill in the gaps. Check Ss' answers. As HW, Ss memorise the irregular plurals. Check in the next lesson.)

SINGULAR	PLURAL
goose	geese
mouse	mice
ox	oxen
sheep	sheep
deer	deer
fish	fish

- man - **men** child - **children**
- woman - **women** person - **people**

- 16** (Ss ask and answer questions in open/closed pairs. Check Ss' performance around the class.)

(Suggested answers)

- 2 SA: What is this animal?
 SB: It's a fish. Can fish run?
 SA: No, fish can't run.
- 3 SA: What is this animal?
 SB: It's a deer. Have deer got short legs?
 SA: No, deer haven't got short legs.
- 4 SA: What is this animal?
 SB: It's a goose. Have geese got whiskers?
 SA: No, geese haven't got whiskers.

- 5 SA: What is this animal?
SB: It's a sheep. Can sheep fly?
SA: No, sheep can't fly.
- 6 SA: What is this animal?
SB: It's a hen. Have hens got fur?
SA: No, hens haven't got fur.

17 (Ss' own answers)

18 (Explain/Elicit the meaning of these words: **lettuce, carrots, cage**. Ss read the questions and answers silently and match them. Check Ss' answers. Ss then act out the dialogue, first in open pairs, then in closed pairs.)

2 C 3 A 4 F 5 D 6 E

19 (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/ɛ/	/ɜ:/		/ɛ/	/ɜ:/
bed	✓		head	✓	
bird		✓	ten	✓	
herd		✓	turn		✓

20 (Ss read the dialogue quickly. Explain/Elicit the meaning of **male** and **female**, then play the cassette. Ss listen and fill in the missing words. If necessary, play the cassette twice. Check answers on the board. Ss act out the dialogue in pairs. As HW, Ss memorise the dialogue. Check in the next lesson.)

Tom: **What's** your dog's name?
Sally: Lady.
Tom: What **kind** of dog is it?
Sally: It's a collie.
Tom: Is it a male or a female?
Sally: It's a **female**.
Tom: **How old** is she?
Sally: She's **two years** old.

21 (Allow Ss three minutes to read the information in the table. Explain the words **male, hunt, mane, hot plains, arms, fruit, vegetables, food**. Play the cassette. Ss fill in the missing information. Check Ss' answers and write the missing words on the board. Prompt individual Ss to describe each animal in full sentences, as in the suggested answers below.)

	Lions	Chimpanzees
kind of animal:	mammals	mammals
they can:	hunt at night	learn very easily
they've got:	light brown fur and a long tail (male lions have got a big mane)	black or brown fur and very long arms
they live:	on the hot plains of Africa	in African forests
they eat:	zebras and other animals	fruit and vegetables (favourite food – bananas)
they live for:	about 12 to 14 years	about 40 to 45 years

(Suggested answers)

Lions are mammals. They have babies and feed them on milk. They can hunt at night because they can see very well. They've got light brown fur and a long tail. Male lions have got a big mane. Lions live on the hot plains of Africa. They eat zebras and other animals. They live for about twelve to fourteen years.

Chimpanzees are mammals. They have babies and feed them on milk. They can learn very easily because they're very clever. They have got black or brown fur and their arms are very long. Chimpanzees live in African forests. They eat fruit and vegetables and their favourite food is bananas. They live for about forty to forty-five years.

Writing (p.45)

(When satisfied that Ss can complete the task in Ex. 21 orally, assign this as written HW. Ss use the pictures in the Photo File section to decorate their pieces of writing.)

Words of Wisdom (p. 45)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- People with similar interests, hobbies, ideas, etc usually stay together.
- When someone's parents/boss/teacher, etc isn't around, they tend to misbehave.
- In a battle/argument, etc, the one with the most power/influence, etc will always be the winner.
- You may get into trouble if you ask too many questions about other people's private affairs or look somewhere where you are not supposed to.

The Loch Ness Monster

Episode 2 The Wrong Photograph (pp. 46 - 47)

- 1** (Ask Ss to remind you of what happened in the first episode. Ask questions:

T: Where are Sandra and David?

S1: At Loch Ness.

T: Why are they there?

S2: They want to take photographs of Nessie. etc.

Ask Ss to look at the pictures. Read the questions and explain/ elicit the meaning of the words **save, envelope, face**. Ss answer the questions.)

- 1 She's in the lake.
- 2 David saves Sandra.
- 3 She's cold/tired.
- 4 There are photographs in the envelope.
- 5 Sandra's face.

- 2** (Ss read the four statements. Explain/Elicit the meaning of these words: **scared, take, hand, safe**. Play the cassette. Ss listen and write **D, S or M**.)

1 S 2 D 3 D 4 M

- 3** (Ss fill in the opposites. Check Ss' answers.)

1 warm 2 short 3 big

- 4** (Read the sentences aloud, and check Ss' comprehension of vocabulary [e.g. **monster, neck**]. Allow Ss five minutes to read the story and mark the sentences. Check Ss' answers by asking them to make sentences, as in the example in the S's book.)

- 2 No, it isn't. The water is **cold**.
- 3 Yes, it is. The monster's name is Nessie.
- 4 No, it hasn't. The monster has got a **long** neck.

- 5** (Read the list of adjectives aloud. Ss repeat, chorally and individually. Explain/Elicit the meaning of any unknown words. Ss then label each picture. Check Ss' answers by asking them to make short sentences, as in the example in the S's book.)

- | | | |
|---|--------|-------------------|
| b | angry | Mike is angry. |
| c | happy | David is happy. |
| d | scared | Sandra is scared. |
| e | tired | Sandra is tired. |
| f | upset | Sandra is upset. |

(Ss close their books. Write the adjectives on the board. Mime these adjectives [put on facial expressions]. Ss try to guess how you feel each time.

Extension: Ask Ss to look at p. 46 in Ss' book and say how each person feels in each picture.

e.g. Ss look at Picture 3.

S1: Sandra feels tired. David is happy.)

- 6 a)** (Allow Ss three minutes to complete the task. Check Ss' answers around the class.)

Imperatives

- 1 Help me! (Picture 1 - Sandra)
- 2 Don't be afraid, Sandra. (Picture 1 - David)
- 3 Swim fast! (Picture 1 - David)
- 4 Help! (Picture 2 - Sandra)
- 5 Just take my hand! (Picture 2 - David)
- 6 Here, put this on. (Picture 3 - David)
- 7 Don't worry. (Picture 4 - David)

Questions

- 1 Where are you? (Picture 1 - Sandra)
- 2 Are you okay? (Picture 3 - David)
- 3 Where's the monster? (Picture 4 - Sandra)
- 4 Well, David, are these the photographs of Nessie? (Picture 6 - Mike)
- 5 What?! (Picture 7 - Sandra)
- 6 Where are the photographs of Nessie? (Picture 7 - David)

- b)** (Play the cassette. Ss follow the story, then read out the dialogue in closed groups of three. Choose some groups to act out the dialogue.)

- 7** (Allow Ss three minutes to read the summary silently and correct the mistakes. Check answers by asking Ss to read the corrected summary aloud.)

... David and Sandra go to the loch by **train** ...
 ... The monster is **huge** ...
 ... and tells him about the **monster** ...
 ... They are all photographs of **Sandra's** face ...

(As HW, Ss memorise the corrected summary. Check in the next lesson.)

- 8** (Explain/Elicit the meaning of the words **lake, mile, wide, deep, believe, waters, call, sightings, hope, castle**. Ss read the text silently and fill in the missing words. Check Ss' answers by asking Ss to read the text aloud.)

- 1 long 3 dark 5 trees
- 2 lake 4 monster 6 visit
- The name of the castle is Urquhart Castle.

Unit 7 - Come Rain or Shine (pp. 48 - 53)

Objectives

Vocabulary: words related to weather and clothes

Reading: reading for detailed understanding of a text; reading for specific information

Listening: listening for specific information; identifying actions through sounds

Speaking: talking about the weather; commenting on people's appearances

Communication: buying clothes

Pronunciation: /n/ , /ŋ/

Grammar: present continuous; present continuous vs present simple

Project: describing the different seasons in your country

Writing: a postcard to a friend

- 1** (Read the phrases aloud and explain/elicite the meaning of the words. Ss match each description to one of the cards. Check Ss' answers.)

1 D 2 B 3 C 4 A

- 2** (Read aloud the names of the seasons. Ss repeat chorally, then individually. Ss then label the cards with the names of the seasons. Read aloud the phrase "What's the weather like ...?". Ss repeat, chorally/individually. In pairs, Ss ask and answer rolling questions as in the example.)

A spring C summer
B winter D autumn

S2: What's the weather like in winter?

S3: It's freezing cold and snowy in winter.
What's the weather like in summer?

S4: It's hot and sunny in summer.

What's the weather like in autumn?

S5: It's cold, cloudy and windy in autumn.

- 3** (Read the sentences aloud, explaining the meaning of the words in bold [**is blowing, clouds, sky, is shining, raining, rainy, is snowing, a lot of, fog, foggy**]. Also explain that **is blowing, is shining, is raining, is snowing** are present continuous forms. Explain to Ss that present continuous is formed with the verb "to be" and the **base form of the verb +ing**. Ss then do the exercise. Check Ss' answers around the class.)

1 D 2 A, C 4 B

Sentences **3** and **5** do not match any of the pictures.

- 4** (Read aloud each word and explain/elicite the meaning. Ss repeat, chorally/individually, then complete the task. Check Ss' answers by asking questions.

e.g. T: Which card shows someone wearing a red coat?

S1: Card D.

T: Which card shows someone wearing gloves?

S2: Card B. etc.)

1 D, (B) 4 A 7 C
2 B 5 B, (D) 8 A
3 D 6 B 9 D

- 5** (Read the sentences aloud and explain the unknown words [**sunshade, throw snowballs, pick flowers, by the lake**]. Ss complete the task. Check Ss' answers by asking questions.

e.g. T: Picture A – What are they doing?

S1: They are picking flowers. etc.)

1 C 2 B 3 A 4 D

- 6** (Read aloud the sentences and place names, then play the cassette. Ss listen and match. Check Ss' answers by asking questions.

e.g. T: What's the weather like in Sydney today?

S1: It's very hot and the sun is shining. etc.)

a 2 b 3 c 1

7 (Check that Ss understand the two tasks, and read the questions aloud. Allow Ss eight minutes to read the postcards silently, underline the relevant sentences and find the answers to the questions. Check Ss' answers around the class, then ask individual Ss to read the postcards aloud. As an extension, ask Ss to look at the pictures for a minute or two, then close their books and say what the children are wearing in each picture.)

• (Sentences to be underlined)

- A - It is snowing heavily today, so the children are wearing their heavy jackets and gloves to keep them warm.
 - B - The children are in their pyjamas in the living-room.
 - C - It's very hot and the sun is shining, so we are all in our swimming costumes.
- 1 It is cold and it is snowing heavily in Warsaw. It's windy and it is raining in London. It's very hot and the sun is shining in Sydney.
 - 2 Tom's children are making a snowman in the park.
 - 3 Tracy's children are decorating the Christmas tree.
 - 4 Pamela's family are making a sandcastle.

Speaking (p. 49)

(Write the headings on the board, and elicit the information about Warsaw by asking questions. Write this information on the board. Ss copy the table in their notebooks, then complete the information about London and Sydney..)

city	weather	clothes	activities
A Warsaw	cold snowing	heavy jackets and gloves	making a snowman
B London	windy and raining	pyjamas	decorating the Christmas tree
C Sydney	hot, sun shining	swimming costumes	making a sandcastle, swimming

(Check Ss' notes, then ask Ss around the class to talk about each person.)

(Suggested answer)

Tom is in **Warsaw**. It's very cold there and it is snowing. The children are building a snowman. They are wearing heavy jackets and gloves.

Tracy is in **London**. It's windy there and it's raining. The children are decorating the Christmas tree. They are wearing their pyjamas.

Pamela is in **Sydney**. It's very hot there and the sun is shining. The family are making a sandcastle. They are wearing swimming costumes.

(As HW, Ss should study the postcards again and be prepared to talk about each person using only their notes. Check in the next lesson.)

8 (Ss fill in the gaps with the words given. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | |
|------------|---------|
| 1 decorate | 5 heavy |
| 2 miss | 6 make |
| 3 enjoy | 7 keep |
| 4 season's | |

9 (Ss fill in the gaps with the words given. Check Ss' answers around the class. As HW, Ss memorise these prepositions. Check in the next lesson.)

- | | | | |
|------|--------|------|------|
| 1 in | 3 at | 5 in | 7 of |
| 2 in | 4 from | 6 on | |

(Note: Exs. 8 and 9 can be assigned as written HW after Ss have done them orally in class. Check Ss' answers in the next lesson.)

10 (Explain that an international weather chart appears in newspapers and shows weather conditions in various capitals all round the world. Also explain C (Celsius) and F (Fahrenheit). Go through the symbols and temperatures and explain them to Ss. Ss ask and answer questions, about one or two capitals, in open/closed pairs.)

(Suggested answers)

- S3: What's the weather like in London today?
 S4: It's chilly and windy. What's the temperature in London today?
 S3: It's 10°C / 50°F. etc

11 (Allow Ss three minutes to make sentences using the prompts given. Check Ss' answers around the class, then read their sentences aloud.)

(Suggested answer)

When it's hot and sunny you can go to the beach, go swimming or sunbathe.

When it's cold and rainy you can watch TV or read a book.

- 12** (Go through the table and explain how we form the affirmative and negative forms of a verb in the present continuous. Read the theory and complete the rule [-ing]).

- 13** (Ss read the texts in Ex. 7 again, and complete the table. Check Ss' answers around the class.)

snowing, wearing, raining, enjoying, swimming, making, decorating, shining

(After Ss have completed the missing -ing forms, help them complete the rules.

e.g. T: Look at swim. It ends in a consonant. What is before the consonant?

S1: A vowel (i).

T: Yes, there is a vowel which is stressed. Now look at the -ing form. What can you see?

S2: There are two 'm's before -ing.

T: Very good. So verbs ending in one stressed vowel and a consonant, double the consonant and take -ing.)

- verbs ending in one stressed vowel and a consonant double the consonant and take -ing.

Verbs ending in -e drop the e and take -ing.

- 14** (Elicit the missing words. Ss complete the table.)

Interrogative

Short answers

Am	I	playing?	Yes, I am/No, I'm not.
Are	you		Yes, you are/No, you're not.

Is	he	playing?	Yes, he is /No, he isn't.
	she		Yes, she is/No, she isn't.
	it		Yes, it is/No, it isn't.

Are	we	playing?	Yes, we are /No, we aren't.
	you		Yes, you are/No, you aren't.
	they		Yes, they are/No, they aren't.

- 15** (Read each sentence aloud, and ask Ss around the class to correct them, as in the example in the S's book. As an extension, do the exercise as a memory game. Ss look at the picture for a minute or two, then close their books and try to remember what each person in the picture is doing.)

- Wrong! Sue and Molly aren't playing tennis. They're swimming.
- Wrong! Ann isn't sleeping. She's playing the guitar.
- Wrong! Tony isn't listening to music. He's fishing.
- Wrong! Jim and Ian aren't reading a book. They're making a sandcastle.

- 16** (Ss read the prompts. Play the cassette. Ss listen and tick the correct box. Check Ss' answers. Then, Ss have short dialogues in open/closed pairs, as in the example.)

- | | | | |
|---|---------------------|---|------------------|
| 2 | drive a car | 5 | ride a motorbike |
| 3 | swim | 6 | play the guitar |
| 4 | play computer games | 7 | run |

(Suggested dialogues)

- S3: Is Stella having a shower?
S4: No, she isn't. She's driving a car.
- S5: Are Bob and Keith sleeping?
S6: No, they aren't. They're swimming.
- S7: Are they listening to music?
S8: No, they aren't. They are playing computer games.
- S9: Is James riding a horse?
S10: No, he isn't. He's riding a motorbike.
- S11: Is she playing the piano?
S12: No, she isn't. She's playing the guitar.
- S13: Are they walking?
S14: No, they aren't. They're running.

- 17** (Ask Ss to look at pictures. Play the cassette. Ss listen, and match the descriptions to the pictures. Check Ss' answers. Ss read the texts silently for five minutes and talk about each person. Play the cassette again. Ss follow the text. Individual Ss read the texts aloud.)

- a) 1 B 2 A 3 C

b) (Suggested answer)

Karen likes spring, because the trees are green and there are lots of flowers. She often goes for walks in the park.

Miguel likes summer because he loves swimming and sunbathing at the beach.

Anita likes winter because there is always snow and she often goes skiing.

(Ss' own answers.)

Writing (Project) (p. 51)

(Ask Ss around the class to talk about their favourite season and what they like doing, using the texts in Ex. 17 as a model. When Ss can complete the task orally, assign it as written HW.)

- 18 a)** (Read aloud the words in the list, and explain/ elicit their meaning. Ss then fill in gaps a to f. Read aloud each of the words in the pictures. Ss repeat, chorally and individually. Check Ss' comprehension by asking questions.)

e.g. T: Who's wearing tights?
 S1: Diana's wearing tights.
 T: Who's wearing a shirt?
 S2: Paul and Mary are wearing a shirt.
 etc)

- | | |
|----------|------------|
| a tie | d trousers |
| b shorts | e blouse |
| c hat | f skirt |

- b)** (Play the cassette. Ss listen and number the pictures. Check Ss' answers.)

- | | |
|---------|---------|
| 1 Steve | 5 Diana |
| 2 Mary | 6 Lucy |
| 3 Jenny | 7 John |
| 4 Paul | |

(Allow Ss five minutes to prepare their answers, then choose Ss at random and ask them to talk about each model's clothes.)

(Suggested description)

Paul is wearing a black suit, a blue shirt and a tie. Steve is wearing a black jumper and shorts. He has brown shoes on. Lucy is wearing a white hat, a long dress and red boots.

John is **wearing** a T-shirt, a black leather jacket, black leather ~~trousers~~ and boots.

Diana is **wearing** a **white** blouse, a blue jacket and a pink skirt. **She's also wearing** black tights.

Mary is **wearing** a blue T-shirt, a shirt, blue jeans and sandals.

Jenny is **wearing** a cap, a red and white T-shirt, white socks and trainers.

(Game: Choose a person from the pictures. Say: "I spy someone. Who is he?" Ss ask questions to find the person.

e.g. S1: Is he **wearing** a T-shirt?
 T: No, he isn't.
 S2: Is he **wearing** a suit?
 T: Yes, he is.
 S3: Is it Paul?
 T: Yes, it is.

Choose another person and play the game again. Appoint a S to begin the game, as described in the S's book. Ss take turns guessing. Continue the game for a few rounds.)

- 19** (Ss' own answers)

- 20** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/n/	/ŋ/		/n/	/ŋ/
wearing		✓	shine	✓	
rain	✓		fishing		✓
making		✓	run	✓	

- 21** (Explain the new words to Ss. Point out that we use **too + adjective** to emphasise the negative meaning of the adjective e.g. **too expensive** [=very expensive. I can't afford it.] Ss read the example, then have similar dialogues in pairs, replacing the words in bold with words from the list and the drawings. Check Ss' performance around the class, then have some pairs report back to the class.)

(Suggested answers)

S3: What do you think of that suit?
 S4: Well, I think it's too big.
 S3: What about this shirt?
 S4: Oh no! It's too tight. etc.

- 22** (Present the examples of the two tenses and help Ss to complete the rules.)

We use **present simple** to talk about habits and routines.

We use **present continuous** to talk about temporary actions happening now.

- 23** (Play the cassette. Ss listen and repeat, chorally and individually, imitating the intonation of the speakers on the cassette. Ss use the prompts to have similar dialogues.)

S1: Look at John! He's wearing a shirt and tie today!

S2: Oh, yes! He usually wears jumpers. He looks nice in a shirt and tie!

S3: Look at Ellen! She's wearing shorts today!

S4: Oh, yes! She usually wears long skirts. She looks nice in shorts.

S5: Look at Tim! He's wearing jeans and trainers today!

S6: Oh, yes! He usually wears a suit. He looks nice in jeans and trainers!

S7: Look at Donna! She's wearing trousers today!

S8: Oh, yes! She usually wears dresses. She looks nice in trousers.

- 24** (Ss' own answers)

- 25** (Ss read the dialogues and fill in the gaps. Play the cassette. Ss listen and check their answers.)

1 Can 2 please 3 would 4 Here

(Ask Ss to name the clothes shown in the pictures.

Ss have similar dialogues in open/closed pairs.

Check Ss' performance around the class.

e.g. S1: Can I help you?

S2: Yes, please. I'm looking for a dress.

S1: What colour would you like?

S2: Green.

S1: Here you are.

S2: Can I try it on, please?

S1: Yes, of course.)

Writing (a postcard) (p. 53)

Composition Discussion

(Go through the plan and explain that when we send a postcard to a friend we start with **Dear + our friend's first name**, then we greet him/her.

Read aloud the points to be covered in the postcard and elicit answers from Ss by asking questions.

e.g. T: Where are you?

S1: In New York, (In Athens, In Madrid, etc.)

T: What is the weather like?

S2: It's hot and sunny (It's windy and cloudy, etc.)

T: What clothes are you wearing?

S3: I'm wearing my swimming-costume (I'm wearing a heavy jacket, etc.)

T: What are you doing now?

S4: I'm sunbathing (I'm drinking coffee at a café, etc.)

To end the postcard you write **See you soon, Lots of love + your first name**.

After you have explained the plan, ask Ss to do the exercise orally in class. Then, assign the task as written HW.)

(Suggested answer)

Dear Simon,

Greetings from Ireland. The weather is quite cold and cloudy. I am wearing my jeans and a jumper. I am watching television with my family. See you soon.

Lots of love,

Sarah

Words of Wisdom

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- In Britain, the weather is often windy and stormy at the beginning of March ("comes in like a lion"), but mild by the end of the month ("goes out like a lamb").
- What you wear is very important, because it affects how you feel and how others see you.

Unit 8 - Enjoy your Meal (pp. 54 - 59)

Objectives

Vocabulary: words related to various foods and drinks; meals; restaurants

Reading: reading for detailed understanding of the text; reading for specific information; scanning

Listening: matching items; checking information in a list; listening for missing information; checking true/false information

Speaking: talking about restaurants; making/ accepting/refusing offers

Communication: ordering food

Pronunciation: /s/, /z/, /z/ (plural endings)

Grammar: plurals; countable-uncountable nouns; a/an/some; how much/how many; a few/a little

Project: article about people's eating habits in Britain

Writing: advertisement for a restaurant

- 1 (Ask Ss to look at the pictures on p. 54. Read the names of each food/drink aloud. Ss repeat, chorally and individually. Explain/ elicit the meaning of **foods, drinks, vegetables, meat, fruit, sweet, breakfast, lunch, dinner, dessert, light meal, traditional**. Ask questions **a** to **e**. Ss respond orally.)

a) (Suggested answers)

I like biscuits and ice-cream.

I don't like grapes.

I like milk. I don't like tea. etc.

- b) Vegetables** - lettuce, pepper, tomatoes, salad, carrots, onion, potatoes, garlic

Meat - hamburger, steak, grilled fish, sausage, roast chicken, bacon

Fruit - pear, strawberries, pineapple, cherries, bananas, orange, apple, grapes, coconut

Sweet foods (not including fruit) - chocolate cake, ice-cream, apple pie, biscuits

- c) (Ss' own answers)**

- d) (Ss' own answers)**

e) (Suggested answers)

Breakfast - coffee, orange juice, milk, tea, bread, cheese, bacon, eggs, pear, strawberries, pineapple, cherries, bananas, grapes, orange, apple

Dessert - chocolate cake, ice-cream, apple pie, biscuits. (pear, banana, strawberries, pineapple, apple, cherries, grapes, oranges)

A light meal - salad, bread and cheese, crisps, hot-dog, tomato soup

A traditional English breakfast - bacon and eggs, sausages, tomatoes

- 2 (Explain/ elicit the meaning of the words **meal, service, costs, well cooked, excellent**. Ss read the sentences. Play the cassette. Ss match the numbers to the letters. Check Ss' answers around the class.)

1 c 2 d 3 a 4 e 5 b

- 3 (Explain to Ss that they are going to read a magazine advertisement for a restaurant. Allow Ss five minutes to read the advertisement silently and prepare their answers. Check Ss' answers around the class. Play the cassette again. Ss listen and follow the text. Individual Ss read the advertisement aloud.)

- a)** pepper steak, roast chicken, fish with rice, tomato soup, pasta with tomato sauce, salad, bread, apple pie, ice-cream

- b)** 1 The name of the new restaurant is Laura's.
2 pepper steak, roast chicken, fish with rice, tomato soup, pasta with rich tomato sauce, different salads
3 You can have apple pie or ice-cream for dessert.
4 It opens at 11 am and it closes at 11 pm.

- c)** (Ss explain the words in bold. Help Ss where necessary.)

Speaking (p. 55)

(Explain the headings in the table to Ss. Copy the table on the board while Ss copy it in their notebooks. Use Ss' responses to complete the table on the board. Ss copy in their notebooks. Prompt individual Ss to talk about Laura's in full sentences, as in the example in the S's book. As HW, Ss should be prepared to talk about Laura's using only their notes.)

Location: Bridge Street

Main Courses/Dishes: pepper steak, roast chicken, fish with rice, tomato soup, pasta with rich tomato sauce, different salads

Desserts: apple pie, ice-cream

Cost: £25 for 2 people

Service: excellent

Opening hours: 11 am - 11 pm

Recommendation: a great restaurant for any occasion, book a table first

- 4 (Allow Ss three minutes to do the exercise. Check Ss' answers round the class. As HW, Ss memorise these collocations. Check in the next lesson.)

1 pepper	6 roast
2 tomato	7 home-made
3 apple	8 tasty
4 special	9 book
5 helpful	10 don't miss

- 5 (Read aloud the words in the list. Ss repeat, chorally and individually. Explain/Elicit the meaning of the words in the list, and the verbs in the sentences. Ss write the words in the appropriate spaces.)

1 spoon	3 knife	5 frying-pan
2 plate	4 fork	

(Optional activity: In pairs or teams, Ss ask and answer questions. SA asks "What do we eat soup with?" and SB with book closed answers "With a spoon." Ss reverse roles and continue.)

- 6 (Present the grammar table, reading the examples aloud. Focus Ss' attention on how the plural endings change. Read the rules aloud and ask Ss to fill in the missing suffixes.)

-ves -ies -es

- 7 (Ask Ss to say, then spell the plural forms. Write the correct answers on the board.)

1 potatoes	4 leaves
2 knives	5 keys
3 strawberries	

- 8 (Say: **an apple, two apples, three apples**, etc. Explain to Ss that **apple** is a countable noun – a noun which we can count. Point out that we use **a/an** with countable nouns in the singular. Ask Ss to give you some examples using words from p. 54 in the S's book. [eg. an orange, a banana, a cherry, etc.] Say: "**one sugar, two sugars** - Is this correct? No, we can't count the word **sugar**. We use **some** instead." Explain to Ss that **sugar** is an uncountable noun – a noun which we can't count. Ask Ss to give you some examples using words from p. 54 in the S's book. [eg. some coffee, some water, some rice, etc.] Point out that we can use **some** with both countable and uncountable nouns. [eg. some apples, some sugar.]

Read the theory table. Explain/Elicit the meaning of any unknown words in the exercise. Ss complete the task. Check Ss' answers around the class.)

some honey - uncountable
 some tomatoes - countable (plural)
 some jam - uncountable
 some rice - uncountable
 some coffee - uncountable
 some cherries - countable (plural)
 an egg - countable (singular)
 some ham - uncountable
 some sugar - uncountable
 some flour - uncountable
 a sandwich - countable (singular)
 some butter - uncountable
 some water - uncountable
 some salt - uncountable
 some pepper - uncountable

Game

(Divide the class into two teams. Call out nouns from p. 54. In teams Ss add **a/an** or **some**. Each correct answer wins one point. The team with the most points is the winner.)

e.g. T: Banana.

Team A S1: A banana.

T: Very good. Team A gets one point.
Milk.

Team B S1: Some milk, etc.)

- 9 a) (Present the theory table above Ex. 9 and explain/ elicit the meaning of the words in bold. Write **a bottle of wine** on the board, and read this aloud. Ss repeat chorally/individually. Invite Ss' answers for the next item, and write the correct phrase on the board. Read aloud **a loaf of bread**. Ss repeat chorally/individually. Continue in this way for the remaining items.)

2 loaf	6 carton
3 piece/slice	7 slice/piece
4 glass	8 cup
5 packet	9 bowl

- b) (Explain/Elicit the meaning of **cereal**. Invite Ss' answers and write the correct phrases on the board. Ss copy in their notebooks. As HW, Ss memorise the items from a) and b). Check in the next lesson.)

- a **bottle/glass** of Coke
- a **packet/kilo/cup** of flour
- a **slice/piece** of cake
- a **bottle/glass/carton** of juice

- a **bottle/glass** of water
- a **glass/packet/cup** of tea
- a **packet/bowl** of cereal
- a **packet/bowl** of sugar

10 (Explain/Elicit the meaning of **thirsty/hungry, mineral water, spaghetti**. Point out that when we make suggestions, we use "Would you like ...?", "How about ...?". Play the cassette. Ss listen and follow the dialogue, paying attention to the speakers' intonation. Ss use the prompts to act out similar dialogues in open/closed pairs. As HW, Ss memorise the dialogue. Check in the next lesson.)

11 (Read the example aloud and explain/ elicit the use of **how much/how many** and **a little/a few** so that Ss can complete the rules. Explain/Elicit the meaning of **olives**, then ask Ss to identify which things in the list are countable or uncountable. Using the prompts, Ss act out dialogues, first in open pairs, then in closed pairs.)

- How much, a little
How many, a few
- How much ham, flour, bacon, cheese, bread
How many onions, peppers, tomatoes, bananas, coconuts

12 (Explain that Julie is making a shopping list for a dinner party. Ask Ss to read the shopping list. Play the cassette. Ss listen and tick or cross out accordingly. Check Ss' answers. Ss ask and answer rolling questions, as in the example.)

Shopping list

- 1 kilo of cheese ✓
- 20 slices of ham ✓
- 2 loaves of bread ✓
- ~~1 kilo of tomatoes~~
- 2 packets of flour ✓
- 3 bottles of Coke ✓
- ~~1 carton of orange juice~~
- ~~8 bananas~~

- S3: ... How much cheese does she need?
- S4: She needs a kilo of cheese. How much ham does she need?
- S5: She needs 20 slices of ham. How much bread does she need?
- S6: She needs 2 loaves of bread. How many tomatoes does she need?
- S7: She doesn't need any tomatoes. How much flour does she need?

S8: She **needs** 2 packets of flour. How much Coke **does she need**?

S9: She needs 3 **bottles** of Coke. How much orange juice **does she need**?

S10: She doesn't need any orange juice. How many bananas **does she need**?

S11: She doesn't need any bananas.

13 (Two Ss read the dialogue aloud. Explain/Elicit the use of **some** and **any**.

e.g.: T: Is there **any** milk in the fridge?
What type of sentence is this?

S1: It's a question.

T: Good. So, we use **any** in questions. etc.
Help Ss to complete the rules.)

- a) some, any
- b) Would you like some Coke instead? - offer
Can I have some ice too? - request
- c) (In pairs, Ss use the prompts to act out dialogues. Check Ss' performance around the class. Have some pairs report back to the class.)

14 (Play the cassette. Ss listen and fill in. Check Ss' answers.)

- a/b) Yes, **please**. I'd love some. - accept the offer
No, **thanks**. I don't like cakes. - refuse the offer
- c) (Ss, in pairs, use the prompts to act out similar dialogues. Check Ss' performance around the class. Have some pairs report back to the class. As HW, Ss memorise the dialogue. Check in the next lesson.)

15 (Go through the first three items with Ss and explain how Ss can spot the mistakes and correct them. Ss then work on their own for five minutes. Check Ss' answers on the board.)

- | | | | |
|---------------------|----------|-----------------------|--------|
| 2 X | some | 8 many | much |
| 3 any | some | 9 X | some |
| 4 X like | I'd like | 10 few | little |
| 5 X love | I'd love | 11 to like | I like |
| 6 Do | Would | 12 many | much |
| 7 sugars | sugar | 13 much | many |

- 16 a)** (Explain that Ss are going to listen to three short texts about various peoples' eating habits. Ss read the three sentences. Play the cassette. Ss listen and mark the sentences as T or F. Check Ss' answers.)

1 F 2 T 3 F

- b)** (Allow Ss eight minutes to read the texts silently, then explain/elicit the meaning of the words in bold. Read through the questions, then allow Ss three minutes to scan the texts for the correct answers. Check Ss' answers around the class. Play the cassette again. Ss follow the texts. Individual Ss read the texts aloud.)

2 C 4 A 6 A, B 8 A
3 B 5 A, C 7 B

(Finally, ask questions to prompt Ss to talk about eating habits in their country. e.g. How many meals do you eat every day? At what times do you eat these meals? Do you usually eat alone, with friends or with family? What do people like to eat in your country? What do people like to drink in your country? Do people in your country use knives and forks/ever eat in the street? etc.)

Writing (Project) (p. 58)

(Individual Ss take it in turns to read the text aloud, and the class identifies the various foods/drinks. Assign the task as written HW.)

jam, cereal, tea, bacon, eggs, sausages, tomatoes, salad, sandwich, pie, fish, soup, vegetables, fruit, chips, chicken, potatoes

- 17** (Go through the menu and explain/elicit the meaning of any unknown words. Also explain that £ means **pound** and p means **pence**, as shown in the note about English money. Play the cassette. Ss listen and follow the dialogue. Ss act out similar dialogues in open/closed pairs. Check Ss' performance around the class. As HW, Ss memorise the dialogue. Check in the next lesson.)
- 18** (Explain that the dialogue is between a waiter and a couple at a restaurant. Explain/Elicit the meaning of the words/phrases: **May I take your order, please?; to start with; certainly; main course; instead; tough; sauce.** Ss read the dialogue silently for five minutes and try to fill in the missing words. Play the cassette. Ss check their answers. Check answers on the board. Play the cassette again. Ss read out the dialogue in groups of three.)

1 Would 4 Would 7 any
2 'd like 5 some 8 What
3 Can 6 'd like 9 Can

- 19** (Ss' own answers)

- 20** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/s/	/z/	/tʒ/
cakes	✓		
loaves		✓	
glasses			✓
sandwiches			✓
cherries		✓	
carrots	✓		

- 21** (Ss study the table. Play the cassette. Ss listen and underline the correct items. Check Ss' answers. Prompt individual Ss to talk about The Blue Lagoon in full sentences.)

Hawaiian coconut **ice-cream**
Long Street **£30**
fish dishes **12 am**

Writing (p. 59)

Composition Discussion

(Explain the plan to Ss. Say that when we write an advertisement for a restaurant, we divide the advertisement into four paragraphs. Elicit the information from Ss by asking questions. Ss answer using the table in Ex. 21.)

T: What's the name of the restaurant?

S1: The Blue Lagoon.

T: What type of restaurant is it?

S2: It's a Hawaiian restaurant.

T: Where is it?

S3: It's in Long Street.

T: What dishes can you eat there?

S4: Fresh fish dishes and Hawaiian burgers with pineapple.

T: What desserts can you have there?

S5: Coconut ice-cream or fried bananas in honey.

T: How much does a meal for two cost?

S6: £30.

T: What is the service like?

S7: *It's excellent.*

T: *When is the restaurant open?*

S8: *From 2 pm to 12 am.*

T: *Do you recommend it?*

S9: *Yes, it's a very nice restaurant for the whole family, but remember to book a table.*

Ask Ss to look at the Photo File section and prompt individual Ss to complete the sentences/paragraphs orally. When satisfied that Ss can complete the task correctly, assign it as written HW. Ask Ss to complete the advertisement in the Photo File section.)

(Suggested answer)

... new Hawaiian restaurant on Long Street and it's open for lunch and dinner every day.

... very tasty. Try the fresh fish dishes or the delicious Hawaiian burgers with pineapple. For dessert, try the creamy coconut ice-cream or fried bananas in honey.

... people costs about £30. The service is excellent with very helpful and friendly waiters. The restaurant is open from two in the afternoon till twelve midnight ...

Words of Wisdom (p. 59)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorize the sentences and check in the next lesson.)

- There are other things that people need, apart from food, for a good life.
- Do not allow food to become the only/most important thing in your life.
- A certain amount of sacrifice (inconvenience) etc is necessary in order to achieve what you want.

**Module Self-Assessment 2 (Units 5 - 8)
(pp. 60 - 61)**

(Assign these exercises as written HW after you have explained to Ss what to do in each exercise. Check Ss' answers in the next lesson. Ss are then prepared for the test. Ex. 4b and 9, however, should be done first as oral activities in class, then as written HW.)

- 1**
- | | | |
|--------------|------------|-----------|
| 1 early bird | 5 jackets | 9 sunny |
| 2 reptiles | 6 fruit | 10 happy |
| 3 tiring | 7 spoon | 11 during |
| 4 feathers | 8 aquarium | 12 wild |

- 2**
- | | | |
|-------------|------------|----------|
| 1 hours | 5 decorate | 8 books |
| 2 home-made | 6 funny | 9 long |
| 3 chance | 7 loaf | 10 rainy |
| 4 carton | | |

- 3**
- | | | | |
|--------|-------|--------|----------|
| 1 with | 3 for | 5 of | 7 in, at |
| 2 to | 4 on | 6 from | |

4 a) *(Ss ask and answer questions in class, then write out the short exchanges as HW.)*

- 2 8:45 3 10:30 4 2:15 5 11:20

- b)**
- b) SA: What time is it?
SB: It's (a) quarter past nine./It's nine fifteen.
- c) SA: What time is it?
SB: It's half past one./It's one thirty.
- d) SA: What time is it?
SB: It's ten to five./It's four forty.

- 5 a)**
- | | | |
|--------|---------|------------|
| 1 are | 4 eat | 7 have got |
| 2 have | 5 swim | 8 live for |
| 3 live | 6 weigh | |

- b)**
- 2 Where do they live?
3 What do they eat?
4 What can they do?
5 How much do they weigh?
6 Have they got small fins?
7 How long do they live?

- 6**
- | | |
|----------------|---------------|
| 1 How many | 7 sheep |
| 2 is playing | 8 some |
| 3 can't, can't | 9 in |
| 4 watches | 10 is ringing |
| 5 some | 11 any |
| 6 never | 12 packet |

- 7 a)** 1 Can 2 please 3 would 4 Here

- b)** 1 I'm hungry 3 How about some
2 Would you like a

- 8**
- 1 Yes, she does, because she loves cooking.
- 2 Because she works from ten o'clock until eight every day.
- 3 Sarah gets up at nine o'clock **in the morning**. She has a shower, then drives to work. She arrives at the restaurant at ten o'clock, then she starts making the salads and desserts. She has a break for lunch at half past eleven, then she cooks for the customers from twelve o'clock until five **in the afternoon**. After that, she cleans the kitchen. She finishes work at eight o'clock **in the evening**, then she meets her

friends. They usually go to the cinema or a Chinese restaurant.

- 4 She visits her parents or goes fishing with her brother. She also loves swimming.
- 5 She feels very happy with her life.

9 (Ask Ss to talk about Fred King using the notes, then assign the task as written HW.)

(Suggested answer)

Fred King, 38, is a reporter. "I like my job very much because I love interviewing people. It is tiring, though, because I work long hours."

Fred gets up at seven o'clock. He has a shower, then he gets dressed. He leaves home at eight o'clock and arrives at the office at half past eight. After that, he reads the morning newspapers. He has lunch at half past twelve. In the afternoon, he writes articles and prepares for his TV programme. The TV programme finishes at six o'clock. Then he meets friends and has dinner. In the evening, Fred usually watches TV or listens to music.

In his free time, Fred loves sailing, but he doesn't like playing football or basketball. He goes sailing every weekend.

"I have got a great job and I feel very satisfied with my life," says Fred.

Unit 9 - Times Change ... (pp. 62 - 67)

Objectives

Vocabulary: words related to places/buildings in a town; directions; abilities

Reading: reading for detailed understanding of the text

Listening: checking correct/incorrect information; listening for missing information; listening for specific information

Speaking: describing changes in a place; talking about past ability

Communication: giving directions, asking for information

Pronunciation: / s /, / ʃ /

Grammar: (there) was/were; could; had; prepositions of place (in front of, opposite, next to, on, between)

Project: talking about yourself when you were seven years old

Writing: describing changes in a place (then and now)

1 (Read the words aloud. Ss repeat, chorally and individually. Explain/Elicit the meaning of the words and explain to Ss what **north**, **south**, **east** and **west** mean on the map of Inishmore. Ss match the pictures to the words. Check Ss' answers.)

- a restaurant - C
- a stone cottage - B
- a ferry boat - I
- an airport - F
- a donkey - H
- a bicycle - D
- a souvenir shop - E
- a guest house - J
- green fields - G

2 (Explain to Ss that **there was[n't]** is the past simple of **there is[n't]**, **there were[n't]** is the past simple of **there are[n't]**, and **it was** is the past simple of **it is**. **I had** is the past simple of **I have got**. **I didn't have** is the past simple of **I haven't got**. Ask Ss around the class to look at the pictures and guess what there was/wasn't on Inishmore fifty years ago.)

(Suggested answers)

There were: fishing boats, stone cottages, donkeys, green fields

There wasn't/There weren't: ferry boats, restaurants, bicycles, souvenir shops, an airport, guest houses

3 (Allow Ss three minutes to read the summary. Explain/Elicit the meaning of any unknown words. Play the cassette. Ss listen and cross out the wrong words. Check Ss' answers.)

(Words to be crossed out)

- | | | |
|--------|------------|-----------|
| 1 port | 3 noisy | 5 boring |
| 2 easy | 4 cottages | 6 clothes |

4 (Allow Ss five minutes to read the text silently. Ss answer the questions. Check Ss' answers around the class. Play the cassette. Ss follow the text. Individual Ss read the text aloud.)

- 1 Inishmore is off the west coast of Ireland.
- 2 No, they couldn't, because there wasn't an airport or any ferry boats in those days.
- 3 The islanders had donkeys and small fishing boats for getting around.
- 4 Today you can find these things on Inishmore: an airport; cars; buses; bicycles; ferry boats; new, modern houses; electricity; running water; guest houses; restaurants and souvenir shops.
- 5 He thinks the island is beautiful.

(Ss explain the words in bold in their mother tongue. Help them where necessary.)

Speaking (p. 63)

(Write the headings on the board. Elicit answers from Ss to complete the table on the board. Ss copy the notes in their notebooks. Individual Ss look at the notes and talk about Inishmore in full sentences, as in the example in the S's book. As HW, Ss should study the text in Ex. 4 again, and be prepared to talk about Inishmore using only their notes. Check in the next lesson.)

THEN

- There wasn't an airport or any ferry boats.
- There were only donkeys and small fishing boats for getting around.
- They didn't have much money.
- They had small stone cottages.
- They didn't have electricity or running water.
- There weren't any guest houses or restaurants.

NOW

- There is an airport.
- There are cars, buses, bicycles and big ferry boats.
- They have got new, modern houses.
- They have got a lot of money.
- They have got electricity and running water.
- There are guest houses, restaurants and lots of souvenir shops.

(Suggested answer)

... for getting around. They didn't have much money and they had small stone cottages. They didn't have electricity or running water then and there weren't any guest houses or restaurants. There is an airport on Inishmore now and there are also cars, buses, bicycles and big ferry boats. They have got new, modern houses and they have got a lot of money. They have also got electricity and running water now and there are guest houses, restaurants and lots of souvenir shops.

- 5 (Allow Ss three minutes to complete the task. Check Ss' answers round the class. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | |
|---------------|-----------|
| 1 little | 6 water |
| 2 fifty years | 7 like |
| 3 same | 8 houses |
| 4 boats | 9 shops |
| 5 cottages | 10 fields |

- 6 (Ss do the exercise. Check Ss' answers around the class.)

- | | |
|----------------------------|-----------------------|
| 1 a big island | 3 a busy place |
| 2 a lot of tourists | |

(Ask Ss around the class to make sentences with the phrases they have just written.)

(Suggested answers)

- 1 Greenland is a **big island**.
- 2 **Few tourists** could reach Inishmore fifty years ago. **A lot of tourists** visit London every year.
- 3 Inishmore was a **quiet place**. New York is a **busy place**.

- 7 (Allow Ss two minutes to complete the task. Check Ss' answers around the class. As HW, Ss memorise these prepositions. Check in the next lesson.)

- | | | |
|------|---------------|----------|
| 1 on | 4 in | 7 back |
| 2 at | 5 in | 8 off |
| 3 at | 6 in front of | 9 across |

- 8 (Explain/Elicit the meaning of **fire escape**, **turn**, **left**, **right**. The whole class completes the task.)

- a 4 b 2 c 1 d 3

- 9 a) (Explain the prepositions in the list, giving examples using Ss in the classroom, or familiar places.)

e.g. Tom is **in front of** Jane.

Sheila is **opposite** Bob.

Jim is **next to** Jack.

The Odeon is **on** the corner of Thatcher Road and Bristol Street.

I am standing **between** Glenda and Fred.)

(Ask Ss to look at the diagram, and explain/elicite the meaning of the words. Ss then complete the sentences. Help them where necessary. Check Ss' answers.)

- | | |
|------------|---------------|
| 1 opposite | 4 in front of |
| 2 between | 5 on |
| 3 next to | |

- b) (Ask Ss around the class to explain the location of the places listed in the S's book.)

- The **sports centre** is **opposite** the hotel. / The sports centre is **between** the supermarket and the department store. / The sports centre is **next to** the supermarket/department store.
- The **hospital** is **opposite** the garage. / The hospital is **next to** the school.

- The **bank** is **opposite** the police station/fire station. / The bank is **next to** the café.
- The **supermarket** is **opposite** the train station./ The supermarket is **next to** the sports centre.
- The **post office** is **opposite** the restaurant/department store. / The post office is **next to** the café.
- The **garage** is **opposite** the hospital. / The garage is **next to** the cinema.
- The **police station** is **opposite** the park/bank. / The police station is **next to** the cinema/department store. / The police station is **on the corner of** Apple Street and King Street.
- The **department store** is **opposite** the museum/post office. / The department store is **next to** the sports centre/police station. / The department store is **on the corner of** Hill Street and King Street.
- The **museum** is **opposite** the department store/restaurant. / The museum is **next to** the hotel. / The museum is **on the corner of** Hill Street and King Street.
- The **restaurant** is **opposite** the museum/post office.
- The **fire station** is **opposite** the park/bank.
- The **school** is **opposite** the cinema. / The school is **between** the hospital and the park./ The school is **next to** the hospital/park.

10 (Check that Ss understand the task, then allow Ss two minutes to fill in the missing words. Play the cassette. Ss listen and check their answers.)

1 can 2 on your left 3 next to

(Ss act out dialogues based on [one or two of] situations a to d, first in open pairs, then in closed pairs. Check Ss' performance around the class. As HW, Ss should study Exs 9. and 10 again, and be prepared to give directions using only the diagram in Ex. 9. Check in the next lesson.)

(Suggested answers)

- a) SA: Excuse me, can you tell me the way to the supermarket?
 SB: Yes, of course. Go straight down King Street, then take the first turning on your right. Go down Hill Street. The supermarket is next to the sports centre.
 SA: Thank you very much.

- b) SA: Excuse me, can you tell me the way to the school?
 SB: Yes, of course. Go straight down Hill Street, then take the first turning on your left. Go down King Street, then take the first turning on your left. Go down Apple Street. The school is opposite the cinema.
 SA: Thank you very much.
- c) SA: Excuse me, can you tell me the way to the sports centre?
 SB: Yes, of course. Go straight down Hill Street and it's on your right, opposite the hotel.
 SA: Thank you very much.
- d) SA: Excuse me, can you tell me the way to the ~~park?~~ department store?
 SB: Yes, of course. Go straight down Apple Street, then take the first turning on your right. The department store is next to the police station.
 SA: Thank you very much.

11 (Present the grammar table and prompt Ss to complete the rules.)

We use **was/wasn't** with *I, he, she*, and *it*.
 We use **were/weren't** with *we, you* and *they*.

12 (Ss, in pairs, ask and answer questions. Check Ss' performance around the class. Have some pairs report back to the class.)

- SA: ... fishing boats on Inishmore 50 years ago?
 SB: Yes, there were. Were there any restaurants on Inishmore 50 years ago?
 SA: No, there weren't. Were there any stone cottages on Inishmore 50 years ago?
 SB: Yes, there were. Was there an airport on Inishmore 50 years ago?
 SA: No, there wasn't. Were there any donkeys on Inishmore 50 years ago?
 SB: Yes, there were. Were there any souvenir shops on Inishmore 50 years ago?
 SA: No, there weren't. Were there any guest houses on Inishmore 50 years ago?
 SB: No, there weren't. Were there any green fields on Inishmore 50 years ago?
 SA: Yes, there were.

13 (Allow Ss three minutes to complete the dialogue. Play the cassette. Ss listen and check. Check Ss' answers.)

- | | | |
|----------|----------|-----------|
| 1 Were | 6 was | 11 Were |
| 2 wasn't | 7 wasn't | 12 wasn't |
| 3 was | 8 was | 13 was |
| 4 were | 9 were | |
| 5 was | 10 was | |

(Explain that Ss should replace the words in bold in the dialogue with the prompts given. Ss act out dialogues in open/closed pairs. As HW, Ss memorise the dialogue. Check in the next lesson.)

- SA: Were you at home last night?
 SB: No, I wasn't. I was **at a restaurant**.
 SA: Who were you with?
 SB: I was with **Sharon**.
 SA: How was **the food**?
 SB: Well, it wasn't **very nice**. It was **horrible**.
 Where were you?
 SA: I was at home.
 SB: Were you with **Craig**?
 SA: No, I wasn't. **He** was **at a football match**.

- 14** (Read the table and explain how we form the past simple of "have". Explain that **had** is the same in all persons in the affirmative and interrogative, whereas in the negative we use **didn't have** in all persons.)

- a) (Read the names of the different things while Ss look at the pictures. Ss repeat, chorally and individually. Explain that the dates show when each thing was invented. Ss tick/cross the boxes. Check Ss' answers.)

helicopters	x	computers	x
hot-air balloons	✓	telephones	✓
TVs	x	cars	✓
typewriters	✓	compact discs	x

(Ss ask and answer questions, as in the example in the S's book. Check Ss' performance.)

- SB: ... hot-air balloons?
 SA: Yes, they did. Did they have TVs?
 SB: No, they didn't. Did they have typewriters?
 SA: Yes, they did. Did they have computers?
 SB: No, they didn't. Did they have telephones?
 SA: Yes, they did. Did they have cars?
 SB: Yes, they did. Did they have compact discs?
 SA: No, they didn't.

- b) (Ask a few individual Ss to make sentences, orally, as in the example. Then, Ss complete the task in writing.)

(Suggested answers)

They didn't have TVs (100 years ago), but they had typewriters.

They didn't have computers (100 years ago), but they had telephones.

They had cars (100 years ago) but they didn't have compact discs.

Writing (Project) (p. 65)

(Prompt individual Ss around the class to answer questions a to e in full sentences, as shown below. When satisfied that Ss can complete the task orally, assign as written HW.)

(Suggested answers)

- a) My best friend was Cathy Jones. She was the same age as me and she was very clever.
 b) My favourite teacher was Miss Roberts. She was very tall and she was kind and patient.
 c) My favourite toy was my doll's house.
 d) Yes, I did. I had a cat and her name was Lucy.
 e) My favourite food was pizza and my favourite drink was milk.

When I was seven years old, my best friend was Cathy Jones. She was the same age as me and she was very clever. My favourite teacher was Miss Roberts. She was very tall and she was kind and patient. My favourite toy was my doll's house. I had a pet cat and her name was Lucy. My favourite food was pizza and my favourite drink was milk.

(Present the table. Point out that **could** is the same in all persons in the affirmative and interrogative and **couldn't** is the same in all persons in the negative.)

- 15** a) (Explain/Elicit any unknown words in the table. Play the cassette. Ss listen and fill in the missing ages in the table. Check Ss' answers.)

	Paul	Doug
talk	1	2
count	2	3
read	2	5
walk	2	3
ride a bicycle	3	10
swim	4	8

(Ss around the class make sentences, as in the example in the S's book. Check that Ss understood the difference between **when** and **until**.)

Paul could count when he was two, but Doug couldn't count until he was three.

Paul could read when he was two, but Doug couldn't read until he was five.

Paul could walk when he was two, but Doug couldn't walk until he was three.

Paul could ride a bicycle when he was three, but Doug couldn't ride a bicycle until he was ten.

Paul could swim when he was four, but Doug couldn't swim until he was eight.

- b) (Ask Ss to write down the age at which they could do each of the things listed. Individual Ss then make sentences as in the example.)

(Suggested answers)

I could read when I was three, but I couldn't walk until I was four.

I could ride a bicycle when I was six, but I couldn't swim until I was seven.

- 16 a) (Check that Ss have a broad understanding of the time period/location of ancient Rome. Read aloud the sentences, and explain/ elicit the meaning of the words in bold. Play the cassette. Ss listen and underline the correct words. Check Ss' answers.)

- 1 brick 3 baths
2 narrow 4 dolls

- b) (Allow Ss five minutes to read the text silently and fill in the missing words. Check Ss' answers, explaining any unknown words in Ss' mother tongue. Play the cassette again. Ss follow the text. Individual Ss read the text aloud.)

- 1 were 7 were 13 were
2 had 8 were 14 had
3 weren't 9 could 15 had
4 weren't 10 couldn't 16 had
5 had 11 were 17 was
6 had 12 were

- c) (Allow Ss two to three minutes to complete the exercise. Check Ss' answers.)

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

(Write these headings on the board: **they could** – **they couldn't** – **they had** – **there were** – **there weren't**. Then complete each section, eliciting answers from Ss. Ss look at the notes and talk about life in ancient Rome.

they could men and women could go to public baths at different times

they couldn't children couldn't use the baths
they had (rich ancient Romans) beautiful brick houses; (other people) smaller houses or flats; (Rome) narrow streets; girls had dolls to play with; children had dogs, cats, ducks and geese, delicious food

was/were hunting/riding/fishing/dinner parties were popular free-time activities; boys' favourite games were ball games; favourite drink was wine

there were many theatres, public baths; lots of games and toys for children

there weren't windows on the outside walls; carpets on the floors

- 17 (Allow Ss four minutes to fill in the gaps. Check Ss' answers around the class.)

- 1 ..., can't, Could, were, couldn't
2 have got, haven't got, had, was
3 is, wasn't, was, isn't, weren't, were, aren't, are
4 was, had, didn't have, has got, hasn't got
5 could, couldn't, have got, can

- 18 (Ss' own answers)

- 19 (Ss study the table. Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers, then play the cassette again. Ss listen and repeat chorally or individually.)

	/s/	/ʃ/
shop		✓
sport	✓	
shoe		✓

	/s/	/ʃ/
ship		✓
sun	✓	
street	✓	

- 20 (Explain to Ss that Canary Wharf is an area in London. Explain/Elicit any unknown vocabulary [e.g. **warehouses**]. Ss read the notes in the table. Play the cassette. Ss listen to the cassette twice and fill in the missing words. Check Ss' answers. Then, prompt individual Ss to talk about Canary Wharf, as in the suggested answer below.)

THEN	NOW
Canary Wharf was a dirty area twenty years ago.	Canary Wharf is a clean area nowadays.
There were empty warehouses.	There are beautiful flats, lots of shops, offices, restaurants and cafés.
There weren't many shops or people.	
People didn't have much money or nice houses or cars.	People have got a lot of money, lovely houses and nice cars.
People could only get around by bus or on foot.	People can get around by train, bus or taxi.

(Suggested answer)

Canary Wharf was a dirty area twenty years ago. There were empty warehouses, but there weren't many shops or people. In those days, people didn't have much money or nice houses or cars. People could only get around by bus or on foot.

Nowadays, Canary Wharf is a clean area. There are beautiful flats, lots of shops, offices, restaurants and cafés. People have got a lot of money, lovely houses and nice cars. People can get around by train, bus or taxi.

Writing (p. 67)**Composition Discussion**

(Go through the plan and explain what Ss should do and what to include in each paragraph. Elicit Ss' answers by asking comprehension questions.

e.g. T: *What is the name of the place?*

S1: *Canary Wharf.*

T: *Where is it?*

S2: *It's in London.*

T: *What was Canary Wharf like twenty years ago?*

S3: *It was a dirty area.*

T: *What was there in Canary Wharf?*

S4: *There were empty warehouses.*

T: *What wasn't there in Canary Wharf?*

S5: *There weren't many shops or people.*

T: *Did people have much money then?*

S6: *No, they didn't.*

T: *Did they have nice houses or cars?*

S7: *No, they didn't.*

T: *How could people get around?*

S8: *By bus or on foot.*

T: *What is Canary Wharf like nowadays?*

S9: *It's a clean area.*

T: *What is there in Canary Wharf now?*

S10: *There are beautiful flats, lots of shops, offices, restaurants and cafés.*

T: *What have people got nowadays?*

S11: *They have got a lot of money, lovely houses and nice cars.*

T: *How can people get around now?*

S12: *By train, bus or taxi.*

T: *Is Canary Wharf a nice place to live nowadays?*

S13: *Yes, it is.*

(Prompt Ss to describe Canary Wharf in full sentences/paragraphs, using the plan given and the information in Ex. 20. When satisfied that Ss can complete the task orally, assign it as written HW.)

(Suggested answer)

This week on our Now and Then page, we are looking at Canary Wharf in London. This area is now completely different to what it was like twenty years ago.

Canary Wharf was a dirty area 20 years ago. There were empty warehouses, but there weren't many shops or people. In those days, people didn't have much money or nice houses or cars. People could only get around by bus or on foot.

Nowadays, Canary Wharf is a clean area. There are beautiful flats, lots of shops, offices, restaurants and cafés. People have got a lot of money, lovely houses and nice cars. People can get around by train, bus or taxi.

Canary Wharf is a nice place to live nowadays.

Words of Wisdom

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- As time passes, "times" (i.e. fashion, technology, etc) change, and people also change as they grow older; we can't expect anything to remain the same.
- The way situations are dealt with varies according to where and when they occur.
- Time will continue to pass and the tides will continue to rise and fall, no matter what anyone does, so we should make the most of opportunities before they pass.

The Expedition

Episode 1 The Waterfall (pp. 68 - 69)

- 1** (Read each question aloud and invite Ss' responses eliciting the meaning of any unknown words.)

a 3 c 6, 7, 8, 9 e 1
b 8, 9 d 9 f 2

- 2** (Read each of the sentences aloud and explain/elic-it the meaning of any unknown words. Play the cassette. Ss listen and identify who said each sentence. Check Ss' answers.)

1 D 3 S 5 D
2 S 4 D 6 S

- 3** (Allow Ss three minutes to read the episode silently and prepare their answers to the questions. Check Ss' answers to the questions. Explain/Elicit the meaning of any words which Ss still don't understand.)

- 1 It's boiling hot in the jungle.
- 2 Sandra is nervous because she feels like someone is watching her/them all the time.
- 3 Yes, David likes the jungle because it's so nice and peaceful there.
- 4 Sandra hears the Jivaro Indians first.
- 5 "Watch your head" – Be careful, you might hit your head.
"Come on!" – Hurry.
"Calm down." – Relax.

- 4** (Ss match the adjectives/opposites, working in pairs or small groups. Check Ss' answers.)

nervous - calm
dangerous - safe
nice - horrible
peaceful - noisy
boiling hot - freezing cold

(Suggested answers)

Strange noises make me **nervous**.
Lions are **dangerous** animals.
That is a **nice** hat you're wearing.
It is **peaceful** in the countryside.
It's **boiling hot** in here – please open the window.

(Present the use of indefinite/definite article. Read aloud the explanation and examples.)

- 5** (Explain to Ss that some of the gaps in the summary do not require any article, and should be left blank. Allow Ss two or three minutes to complete the task. Check Ss' answers around the class, then ask individual Ss to read the completed summary aloud.)

– David and – Sandra go to – Brazil to write **an** article about **the** Amazon rainforest. In the jungle – Sandra feels nervous. Suddenly, she hears **the** Jivaro Indians. They run to **the** Amazon River and get in **a** canoe. David starts paddling down **the** river in **the** canoe. Suddenly, they see **a** waterfall.

- 6** (Play the cassette. Ss listen to the episode and follow the dialogue, then take roles and read the dialogue aloud in open/closed pairs.)

(Present the use of **will**. Explain that the affirmative and interrogative form is **will** in all persons, and that the negative form is **won't (will not)** in all persons. Explain the meaning of the word **predictions**, and read the examples aloud. Provide further examples if necessary [e.g. **I think it will be cold tomorrow.**].)

- 7** (Ask Ss questions [e.g. **"What do we take/wear when it's hot/rainy/etc?"**]) to help them complete the task. Then, individual Ss make sentences as in the example.)

(Suggested answers)

boiling hot – sunglasses, hat, swimming-costume
rainy – umbrella
freezing cold – jacket, gloves
snowy – jacket, gloves

It will be **boiling hot** tomorrow so don't forget to take your **swimming-costume**.

It will be **boiling hot** tomorrow so don't forget to take your **hat**.

It will be **rainy** tomorrow so don't forget to take your **umbrella**.

It will be **freezing cold** tomorrow so don't forget to take your **jacket**.

It will be **freezing cold** tomorrow so don't forget to take your **gloves**.

It will be **snowy** tomorrow so don't forget to take your **gloves**.

It will be **snowy** tomorrow so don't forget to take your **jacket**.

- 8** (Explain/Elicit the meaning of any unknown words in the prompts [e.g. **break, drown, etc.**]. Ss ask rolling questions, giving short answers.
e.g. S1: Will they die?)

S2: No, they won't. Will they break their legs?
 S3: Yes, they will. Will a crocodile eat them?
 etc.

Then, individual Ss make predictions, as in the example. As an optional extension, assign the task as written HW.)

(Suggested answers)

David and Sandra won't die. The Jivaro Indians will help them.
 David and Sandra won't drown. They will break their legs.
 David and Sandra won't hurt themselves. David will save Sandra.

Unit 10 - The Price of Fame (pp. 70 - 75)

Objectives

Vocabulary: words related to famous people and achievements

Reading: reading for gist; reading for detailed understanding of the text; reading for specific information

Listening: checking true/false information; listening for specific information

Speaking: speaking about a person's life; speaking about the recent past

Communication: asking personal questions

Pronunciation: /t/, /d/, /ɪd/ (past tense -ed ending)

Grammar: past simple (1)

Project: biography of Mozart

Writing: biography of Vivaldi

1 (Read aloud the captions under the pictures and explain any unknown words. Then, read aloud the names of the famous people. Do Ex. 1 with Ss. Ask Ss to read aloud the completed captions under each picture.)

- | | |
|------------------|---------------------|
| A Elizabeth I | E Elvis Presley |
| B Marie Curie | F Leonardo da Vinci |
| C Rudolf Nureyev | G Diana Spencer |
| D John F Kennedy | |

2 (Explain **was**, **was born** and **died**. Say each aloud. Ss repeat, chorally and individually. Ss use the captions to ask and answer rolling questions, as in the examples.)

- S4: Who was Elizabeth I?
 S5: She was an English queen. When was she born?
 S6: She was born in 1533. When did she die?
 S7: She died in 1603. etc

3 (Read the sentences aloud and explain/ elicit the meaning of these words: **older, worked, nurse, loved, kindness, beauty, train accident**. Point out that **worked/loved/died** are regular past simple forms. Present the past simple and explain that we use it to talk about actions which happened at a specific time in the past. Play the cassette. Ss listen and mark the sentences as true or false. Check Ss' answers.)

- 1 F 2 F 3 T 4 F
 The woman is **Diana Spencer**.

(As an optional extension, ask Ss to correct the false statements.)

- 1 She had **two** older sisters.
 2 She worked as a **nanny**.
 4 She died in a **car** accident.

4 a) (Explain/Elicit the meaning of the verbs, then allow Ss eight minutes to read Diana's biography and fill in the past forms. Play the cassette. Ss check/correct their answers. Check Ss' answers on the board.)

- | | |
|-------------|--------------|
| 1 divorced | 8 loved |
| 2 studied | 9 called |
| 3 completed | 10 cared |
| 4 returned | 11 said |
| 5 worked | 12 appeared |
| 6 married | 13 continued |
| 7 watched | 14 died |

b) (Ss explain the words in bold. Help Ss where necessary. Individual Ss take it in turns to read the text aloud.)

5 (Read aloud the headings and list of questions and explain/ elicit the meaning of any unknown words. Allow Ss five minutes to match the headings to the paragraphs and prepare answers to the questions. Check Ss' answers around the class.)

- | | |
|-----------------------|---------------|
| • Everyone Loved Her | Para 3 |
| • Diana's Early Years | Para 1 |
| • The Divorce | Para 4 |
| • The Tragic End | Para 5 |
| • The Wedding | Para 2 |

- 1 Diana was born on 1st July, 1961, in Norfolk, England.
- 2 She studied at a boarding school in Kent and completed her education in Switzerland.
- 3 Diana married Charles in July, 1981, at St Paul's Cathedral in London.
- 4 They had two sons.
- 5 She was popular because of her kindness and beauty.
- 6 No, it wasn't.
- 7 They divorced in August, 1996.
- 8 She died in a car accident on 31st August, 1997, in Paris.

(Play the cassette again. Ss follow the text. Individual Ss read the text aloud.)

Speaking (p.71)

(Write the headings on the board. Use Ss' responses to complete the table on the board. Ss copy it in their books. Prompt individual Ss to talk about Diana in full sentences, as in the example in the S's book. As HW, Ss should study the article again and be prepared to talk about Diana using only their notes. Check in the next lesson.)

Name: Diana Frances Spencer
 Born on: **1st July, 1961, in Norfolk, England**
 Studied at: **a boarding school in Kent and in Switzerland**
 Married: **Prince Charles in July, 1981, at St Paul's Cathedral, London**
 Children: **William and Harry**
 Famous for: **her kindness and beauty**
 Divorced in: **August, 1996**
 Died on: **31st August, 1997, in Paris**

(Suggested answer)

Diana Frances Spencer was born on 1st July, 1961, in Norfolk, England. She studied at a boarding school in Kent. She married Prince Charles in July, 1981, at St Paul's Cathedral in London. They had two children, William and Harry. She was famous for her kindness and beauty. Diana and Charles divorced in August, 1996. She died on 31st August, 1997, in Paris.

- 6** (Allow Ss four minutes to do the exercise. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | |
|------------|------------|
| 1 worked | 5 sick |
| 2 all over | 6 Princess |
| 3 fairy | 7 in need |
| 4 travel | 8 car |

- 7** (Present the differences between written and spoken dates. Ss read aloud the biographical dates given, as in the example in the S's book.)

Elvis Presley died on the sixteenth of August, nineteen seventy-seven.
 Elvis Presley died on August the sixteenth, nineteen seventy-seven.

Alfred Hitchcock was born on the thirteenth of August, eighteen ninety-nine and died on the twenty-ninth of April nineteen eighty.
 Alfred Hitchcock was born on August the thirteenth, eighteen ninety-nine and died on April the twenty-ninth, nineteen eighty.

Johann Strauss was born on the twenty-fifth of October, eighteen twenty-five and died on the third of June, eighteen ninety-nine.
 Johann Strauss was born on October the twenty-fifth, eighteen twenty-five and died on June the third, eighteen ninety-nine.

- 8** (Present the grammar table and explain how we form the affirmative, negative, interrogative and short forms of a verb in the past simple.

Drilling: Say regular verbs in the present simple; Ss say all forms in the past simple.

e.g. T: I play

S1: I played, I didn't play, Did I play?

T: He studies

S2: He studied, He didn't study, Did he study?
 etc.)

- 9** (Present the use of the past simple. Explain that question words [**when, where, why, etc.**] are frequently used with the interrogative and time expressions such as those shown, are frequently used in sentences in the past simple. Explain/Elicit the meaning of the time expressions if necessary. Allow Ss two or three minutes to read the text about Marie Curie. Explain/Elicit the meaning of any unknown words in the text. Next, individual Ss ask the questions listed in the S's book. Write the single-word answer on the board, and prompt another S to give the answer as a sentence.

e.g. S1: When was she born?

T: [Writes on board] 1867.

S2: She was born in 1867.

Finally, Ss take it in turns to ask and answer the questions in open/closed pairs.

e.g. SA: When was she born?

SB: She was born in 1867

Where was she born? etc.

- | | |
|----------|---------------------|
| 1 1867 | 4 polonium – radium |
| 2 Poland | 5 1906 |
| 3 1895 | 6 1934 |

10 (Check that Ss remember the meaning of the words in the list and invite Ss to suggest further activities [see p. 27, Ex. 7; p. 30, Ex. 23; p. 37, Ex. 12]. Write the list of verbs on the board in groups, as shown below. Explain that the verbs in the first group are regular and add **-ed** to form the past tense. Write the past tense beside each verb. Next, write the past tense for groups b) and c), drawing Ss' attention to the spelling. Finally, explain that the verbs in d) are irregular. Ask Ss to look at the list of irregular verbs on p. 116 and help them to find the past tense of these verbs in the list.)

- a) watch – **watched**
 cook – **cooked**
 listen – **listened** [plus Ss' suggestions]
- b) play – **played**
- c) study – **studied** [plus Ss' suggestions]
- d) make – **made**
 cut – **cut**
 do – **did**
 go – **went**
 buy – **bought** [plus Ss' suggestions]

Read aloud each verb and its past tense. Ss repeat, chorally/individually. Individual Ss make sentences orally, as in the example, then Ss complete the task in writing. Check Ss' answers.)

(Suggested answers)

I studied yesterday, but I didn't play football.
 I cut the grass yesterday, but I didn't go for a walk.
 I watched TV yesterday, but I didn't listen to music.
 I did the shopping yesterday, but I didn't buy clothes.

11 (Allow Ss three minutes to do the exercise. Check Ss' answers around the class. As HW, Ss memorise these phrases. Check in the next lesson.)

- | | | | |
|----------|----------|---------|-------|
| 1 on, in | 4 to | 7 with | 10 in |
| 2 in | 5 at, in | 8 round | 11 of |
| 3 at | 6 on | 9 in | |

12 (Present the spelling rules as revision of the presentation in Ex. 10. Allow Ss four minutes to complete the task. Check Ss' answers, including correct spelling, around the class.)

worked	completed
watched	loved
called	cared
appeared	divorced
ended	continued
returned	died

studied	BUT enjoyed
married	

wrote	made
bought	went

13 (Explain/Elicit the meaning of any unknown words in the text [e.g. **medicine, penicillin, hospital, professor, bury, etc.**]. Allow Ss five minutes to complete the task. Check Ss' answers around the class. Individual Ss take it in turn to read the completed text aloud. As an extension, Ss can ask and answer rolling questions about Fleming.)

- e.g. S1: When was Fleming born?
 S2: He was born on 6th August, 1881. Where was he born?
 S3: He was born in Scotland. Where did he study medicine? etc.)

- | | |
|------------|--------------|
| 1 was | 7 discovered |
| 2 studied | 8 received |
| 3 returned | 9 died |
| 4 worked | 10 was |
| 5 married | 11 died |
| 6 had | 12 buried |

14 (Explain that Ss will listen to a teacher showing slides to Ss. The slides show paintings by famous painters. Read aloud the names of the painters in the list. Play the cassette. Ss match the paintings to the painters. Check Ss' answers. As an extension, ask Ss to describe each painting.)

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 a | 3 d | 4 c |
|-----|-----|-----|-----|

Leonardo da Vinci painted the *Mona Lisa*.
 Pièrre-Auguste Renoir painted *Child with Cat*.
 Edgar Degas painted *Two Dancers*.
 Frans Hals painted *The Laughing Cavalier*.

15 (Explain that Ss will listen to four famous pieces of music. Read aloud the sentences. Play the cassette. Ss number the composers and their music in the order they hear them.)

- Johann Strauss
- Antonio Vivaldi

- 3 François Chopin
- 4 Wolfgang Amadeus Mozart

Writing (Project) (p.73)

- 16** (Explain/Elicit the meaning of these words: **tour, western, Europe, admire, talented, performing, royal courts, balls, money problems, king, queen.** Allow Ss eight minutes to put the verbs in the past simple and match sentences. Check Ss' answers around the class. Point out that **and, when, because, until** are linking words, ie. words which we use to join sentences. **And** joins similar ideas, **when** and **until** refer to time and **because** expresses the reason why. Prompt individual Ss to talk about Mozart in full sentences, as in the suggested answer below, then assign it as written HW.)

- | | |
|-----------|-------------|
| 1 loved | 4 admired |
| 2 started | 5 married |
| 3 toured | 6 continued |

- | | |
|------------------|----------|
| a invited | d had |
| b learned/learnt | e died |
| c was | f played |

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

(Suggested answer)

Wolfgang Amadeus Mozart was born in Salzburg, Austria in 1756. He loved music and learned/learnt to play the violin very well. He started writing music when he was five. He didn't stop composing until the day he died. He toured around western Europe with his father, Leopold, and played music for kings and queens. Everyone admired the talented young man and they often invited him to their balls. In 1781 he married Constanze, but life was difficult because he had money problems. Mozart continued writing music and performing at the royal courts of Europe until he died in 1791. He was only 35 years old.

- 17 a)** (Ask Ss to look at the picture and say who this group is [The **Backstreet Boys**.] Explain that Ss will listen to someone talking about the Backstreet Boys - how they formed the band and how many records they have made so far. Ss read questions 1 to 3. Read questions 1 to 3 aloud. Explain the words **band, release, album.** Play the cassette. Ss listen to the cassette and answer the questions. Check Ss' answers.)

- 1 They are from America.
- 2 There are five of them in the band.
- 3 They released their first album in 1996.

- b)** (Allow Ss five minutes to read the text silently and underline all past simple forms. Ss explain the words in yellow. Help Ss where necessary. Check Ss have underlined all past simple forms. **past simple forms:** started, worked, was, acted, was, got to know, had, became, went, met, had, used to, started, had, knew, had, told, decided, became, joined, wanted, was, released, received, followed.)

- c)** (Read each sentence aloud. Ss find the relevant portion of text and correct the sentence, as in the example in the S's book.)

- 2 Wrong! AJ didn't get to know Howie when he was 13. He got to know him when he was 14.
- 3 Wrong! Nick's parents didn't have a theatre. They had a disco.
- 4 Wrong! Kevin didn't have a job at Disney World in France. He had a job at Disney World in Orlando.
- 5 Wrong! The fifth member wasn't Kevin. The fifth member was Brian, Kevin's cousin.
- 6 Wrong! They didn't receive their first gold record in Italy. They received their first gold record in Germany.

(Explain/Elicit the meaning of any unknown words in the text. Play the cassette again. Ss follow the text. Individual Ss read the text aloud.)

- d)** (Ss ask and answer rolling questions.

- e.g. S1: Who are the Backstreet Boys?
 S2: An all-boy band. Where are they from?
 S3: They are from America. Who started the band?
 S4: Howie Dorough, A J McLean and Nick Carter. What did A J do when he was 6?
 etc

As an extension, Ss play a game. Divide the class into two teams. Teams ask questions about the Backstreet Boys and answer them without looking at the text. Each correct answer gets one point. The team with the most points is the winner.)

- 18** (Read aloud the prompts and explain/elicite the meaning of any unknown words. Check that Ss know the past simple form of each verb. Explain that the words in the second circle [yesterday; a

week/month, etc ago] are time expressions used with the past simple. Two Ss read out the example in the S's book, then Ss act out similar dialogues in open/closed pairs. Check Ss' performance around the class.)

(Suggested answers)

- SA: When was the last time you visited your grandparents?
 SB: The last time I visited my grandparents was a week ago. How about you?
 SA: The last time I visited my grandparents was a month ago. etc

19 (Ss read the dialogue. Play the cassette. Ss listen and fill in the gaps. Check Ss' answers. Read aloud the prompts and explain any unknown words. Using the prompts, Ss act out dialogues in open/closed pairs. Check Ss' answers around the class. As HW, Ss should memorise the dialogues and prompts and be prepared to act out dialogues from memory. Check in the next lesson.)

- 1 When 2 Where 3 Who

(Suggested answers)

- SA: When was the last time you went on holiday?
 SB: A year ago.
 SA: Where did you go?
 SB: I went to Italy.
 SA: Who did you go with?
 SB: I went with my family. etc

20 (Ss' own answers)

21 (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
danced	✓			waited			✓
cooked	✓			lived		✓	
played		✓		visited			✓
smiled		✓		looked	✓		

22 (Ss read the questions. Explain/Elicit the meaning of these words: **painter, composer, violinist, priest, operas, concertos, bassoon, flute, rich, height of his career, poor, twice.** Play the cassette. Ss listen and circle the answers. Check

Ss' answers. Prompt individual Ss to talk about Vivaldi in full sentences.)

- 1 B 4 A 7 A 10 A 13 B
 2 A 5 A 8 B 11 B
 3 B 6 B 9 B 12 B

Writing (p. 75)

Composition Discussion

(Explain the plan to Ss. Tell Ss that when we write a biography of a person, we start with his full name and what he was famous for. Then, we write when and where he was born. Next, we write what the person did in the early and later years of his life, giving dates. We end the biography by writing when and where the person died and the reason he died, if we know.)

Write the following table on the board. Ss copy it in their notebooks. Ss refer to Ex. 22 to supply the necessary information. Use Ss' answers to complete the table on the board. Ss copy it in their notebooks.

- e.g. T: What is Vivaldi famous for?
 S1: He was a composer and violinist.
 T: Where was he born?
 S2: In Venice, Italy. etc

Name	Antonio Vivaldi
Famous for	Composer and violinist
Place of birth	Venice, Italy
Date of birth	4th March 1678
Early years	father taught him to play the violin In 1703 - became a priest
Later years	taught music at a school for girls in Venice travelled to many countries wrote 40 operas, 39 concertos for bassoon, 30 for the flute rich man
Date of death	28th July 1741 - poor - never married

Prompt individual Ss to talk about Vivaldi in full sentences/paragraphs, using the plan given and the information in the table. When satisfied that Ss can complete the task orally, assign it as written HW.)

(Suggested writing)

Antonio Vivaldi was a famous Italian composer and violinist. He was born in Venice on 4th March, 1678.

When he was young his father taught him to play the violin. In 1703, at the age of twenty-five, Vivaldi became a priest. He also taught music at a school for girls in Venice. He travelled to many countries.

Vivaldi was a genius. He wrote about 40 operas, 39 concertos for the bassoon and 30 for the flute.

Although he was a rich man at the height of his career, Vivaldi died very poor. He died on 28th July, 1741, at the age of sixty-three. Vivaldi never married.

Words of Wisdom (p. 75)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- Fame brings satisfaction and fulfilment, but it doesn't come without sacrifice and pain.
- It is not what you say that is important/tells people what kind of person you are, but what you do.

Unit 11 - All's Well that Ends Well (pp. 76 - 81)**Objectives**

Vocabulary: adjectives describing feelings/ reactions; vocabulary relating to danger/ emergencies

Reading: reading for detailed understanding of the text; skimming for sequence; scanning for specific words

Listening: identifying sounds; identifying speakers; correcting mistaken statements

Speaking: retelling a story

Communication: reporting emergencies

Pronunciation: / ʌ /, / ɒ /

Grammar: past simple (2); adjectives/adverbs; prepositions of movement; linking words

Project: the beginning and ending of a story

Writing: a story

- 1** (Explain that the pictures tell a story. Explain/Elicit the meaning of the unit title [see 'Words of Wisdom' at the end of the unit], and prompt Ss to explain how the incident 'ends well' [the man and woman were saved from danger]. Read aloud each question and alternative answers. Explain/Elicit the meaning of any unknown words. Ss indicate the correct answer.)

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

- 2** (Read each of the sentences aloud, and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and number the events in order. Check Ss' answers.)

1, 7, 3, 4, 2, 5, 6

- 3** (Read the sentences aloud and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and identify each speaker. Check Ss' answers.)

a C b C c G d C e P

- 4** (Read the questions aloud. Explain/Elicit the meaning of these words: **take place, main characters, saved, main event**. Allow Ss eight minutes to read the story and answer the questions. Check Ss' answers and explain/ elicit the meaning of any words in the text which Ss still don't understand. Play the cassette again. Ss listen and follow the text, then individual Ss read the story aloud.)

- 1 The story took place last summer at Longleat Safari Park.
- 2 It was a gorgeous sunny day.
- 3 The two main characters in the story are Claire and Greg.
- 4 Their car caught fire near the lions in the safari park when there were lions around it.
- 5 A park ranger saved them.
- 6 Claire and Greg felt shocked but happy at the end of the story.
- 7 The main event of the story is Claire and Greg's rescue.

- 5** (Allow Ss three minutes to complete the task. Check Ss' answers, including spelling. As HW, Ss memorise the past tense of the verbs. Check in the next lesson.)

- | | | |
|----------|-----------|-----------|
| 1 went | 5 stopped | 9 knew |
| 2 closed | 6 chased | 10 tried |
| 3 came | 7 started | 11 began |
| 4 saw | 8 roared | 12 jumped |

6 (Allow Ss three minutes to complete the task. Check Ss' answers. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | |
|------------|----------|
| 1 tightly | 6 park |
| 2 roared | 7 scary |
| 3 beeped | 8 chased |
| 4 screamed | 9 lucky |
| 5 burn | |

7 (Allow Ss three minutes to complete the task. Check Ss' answers. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | | |
|----------|-------------|-----------|
| 1 into | 4 around | 7 towards |
| 2 on | 5 for | 8 for |
| 3 out of | 6 along, in | |

Speaking (p. 77)

(Present the theory box and explain/ elicit the meaning of any unknown words. Ss read the summary and underline the correct words. Check Ss' answers. Individual Ss take it in turn to read the corrected text aloud.)

- | | |
|--------------|-------------|
| 1 First | 3 Just then |
| 2 After that | 4 Finally |

(Prompt individual Ss in turn to retell the story. Ss describe each picture, and use linking words where appropriate. As HW, Ss should study the summary and the text in Ex. 4 again, and be prepared to tell the story using only the pictures as prompts. Check in the next lesson.)

8 (Explain/Elicit the meaning of the prepositions. Read each aloud. Ss repeat, chorally and individually. Next, explain/ elicit the meaning of these words: **countryside, rode, field, tunnel, forest, hill, cottage, bridge, tractor, fell off, lake, experience**. Allow Ss four minutes to do the exercise. Check Ss' answers around the class. As an extension, ask Ss to cover the text and prompt individual Ss to tell the story by describing the pictures.)

- | | | |
|-----------|---------|----------|
| 2 through | 5 down | 8 across |
| 3 towards | 6 past | 9 over |
| 4 up | 7 under | 10 into |

- | | | | | |
|-----|-------|-----|------|-----|
| a 6 | c 8 | e 1 | g 10 | i 9 |
| b 3 | d 4,5 | f 7 | h 2 | |

9 (Present the theory regarding adjectives and adverbs. Allow Ss two or three minutes to underline the words in the text. Ask Ss which word each describes, whether the word described is a noun or a verb, and whether the descriptive word is therefore an adjective or an adverb. Ss then write the answers in the S's book.)

- | | |
|-------------------------|-------------------------|
| 2 adj - day | 6 adj - animals (lions) |
| 3 adv - closed | 7 adv - screamed |
| 4 adv - roared | 8 adv - jumped |
| 5 adj - animals (lions) | |

10 a) (Present the theory box. Explain/Elicit the meaning of any unknown words in the first list and text. Allow Ss three minutes to complete the task. Check Ss' answers. Individual Ss read the completed text aloud.)

- | | | |
|----------|-----------|---------|
| 1 new | 4 strange | 7 metal |
| 2 quiet | 5 old | |
| 3 bright | 6 white | |

b) (Follow the same procedure for the second text.)

- | | | |
|---------|-------------|------------|
| 1 sunny | 3 beautiful | 5 shocking |
| 2 white | 4 happy | |

11 (Read the examples in the box and elicit the rules, helping Ss to fill in the missing words.)

-ly, -y, -ily, adjectives

12 (Allow Ss two minutes to complete the task. Write the table on the board, and complete it using Ss' answers. As HW, Ss memorise the adverb form of each adjective. Check in the next lesson.)

hard, strangely, happily, desperately, fast, easily, well, quickly

13 (Present the theory table. Ss should understand that **and** links non-contrasting ideas, **but** introduces contrasting ideas, **because/so** express reason, **then** shows that one action happened after another, and **when** shows that an action was in progress when it was interrupted by another. Allow Ss a minute or two to find examples of **and**, **but**, **because** in the text in Ex. 4. Check Ss' answers.)

(Suggested answers)

Greg stopped the car very close to the lions **and** started taking pictures of them.
 He tried to start the car several times, **but** nothing happened.
 They wanted to jump out of the car, but they couldn't **because** the lions were around it.

- 14** (Allow Ss three minutes to complete the task. Check Ss' answers around the class, then explain/ elicit the meaning of any unknown words.)

1 so 3 but 5 and
 2 then 4 when 6 because

- 15** (Present the theory box, then Ss read the short text in Ex. 15 and answer the questions. Check Ss' answers around the class.)

1 It happened on a cold winter afternoon.
 2 It happened on a beach.
 3 Rex and his owner were there.
 4 Rex began to bark loudly.

- 16** (Present the theory box, then read aloud each story ending and explain/ elicit the meaning of any unknown words, including **feel** – **felt**. Prompt Ss to identify each adjective and to say if this is positive or negative.)

1 happy - positive
 2 upset - negative
 3 proud - positive

Writing (Project) (p. 79)

(Ask Ss to look at the Photo File section. Guide Ss to expand the prompts into full sentences orally in class. When satisfied that Ss can complete the task orally, assign it as written HW.)

(Suggested answer)

Beginning: That warm summer day, Sally sat under a big tree near her house. She wanted to write a story for a competition in the school magazine. Suddenly, her horse, Sammy, made a strange noise.

Ending: Mr Thomas, her teacher, gave her the first prize for the story competition. Sally felt really happy to be the winner.

- 17 a)** (Point to Picture B and explain that it shows **water** coming out of a **hole** in a **dike**. Ask Ss to

complete the task orally, and check that they have understood the new vocabulary. As an extension, prompt Ss to guess why the boy put his finger in the hole, where the story took place [Holland – windmills in the background] and when [long ago – the people's clothes].)

a dike - A, B, C, D
 a priest - C, D
 a boy with his finger in a hole - A, C
 people mending the hole - D

- b)** (Tell Ss that they will read a story from Holland. Allow Ss eight minutes to read the story. Help Ss explain the words in bold. Ss then underline the sentences which best describe each picture. Check Ss' answers, and explain/ elicit the meaning of any words which Ss still don't understand.)

picture B - He looked around carefully, then noticed a very small hole in the dike.
 picture C - The next morning, a priest walked by and heard Hans' cries.
 picture D - The priest called some other people and they quickly mended the hole.

- c)** (Allow Ss four or five minutes to number the events in order. Check Ss' answers. Individual Ss retell the story using the list of events and sequence words where appropriate.)

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

(Suggested answer)

First, Hans went to visit an old blind man. After that, he decided to return home. Then, the sky got dark and rain began to fall. Suddenly, Hans heard the sound of water flowing away. Then, he noticed a very small hole in the dike, so he put his finger in the hole. The next morning, a priest heard Hans' cries and called some people to help. Finally, the people mended the hole.

- d)** (Allow Ss two minutes to read the sentences. Play the cassette. Ss correct the sentences. Check Ss' answers around the class)

2 Hans didn't visit a young woman. He visited an old (blind) man.
 3 Hans didn't see a big hole in the dike. He saw a very small hole.

- 4 A woman didn't hear Hans' cries. A priest heard Hans' cries.
- 5 A priest didn't mend the hole. Some other people mended the hole.

e) (Ss take it in turns to ask and answer questions, first in open pairs, then in closed pairs. Check Ss' performance around the class. Play the cassette again. Ss follow the text. Individual Ss read the story aloud.)

- 1 SA: How old was Hans?
SB: He was eight years old.
- 2 SA: Who did Hans visit?
SB: He visited an old (blind) man.
- 3 SA: What did Hans take (to) the man?
SB: He took (the man) some biscuits.
- 4 SA: What did Hans hear?
SB: He heard the sound of water flowing away.
- 5 SA: What did Hans notice?
SB: He noticed a (very) small hole in the dike.
- 6 SA: How long did Hans stay there?
SB: He stayed there all night long.
- 7 SA: Who did the priest call?
SB: The priest called some other people.
- 8 SA: What did the people do?
SB: They (quickly) mended the hole.

18 (Explain/Elicit the meaning of any unknown words in the exercise [e.g. **emergency services, break-in**]. Explain that, in Britain, one dials the same number [999] in all emergencies and an operator then directs the call to the appropriate service. Play the cassette. Ss listen, then read the dialogue aloud in open/closed pairs. Next, Ss replace the words in bold and act out dialogues in pairs.)

O: Emergency services ... Which service do you require, please?
A: **Fire brigade**, please.
B: **Hill Street Fire Station** ... Can I help you?
A: I want to report a **fire** at my house. Please come quickly!
B: Could you give me your address and telephone number, please?
A: Yes — it's ...**(address)**..., and my telephone number is ...**(number)**...
B: And your name, please?
A: ...**(name)**...
B: Thank you, ...**(name)**... There's a **fire engine** on the way now.

O: Emergency services ... Which service do you require, please?

A: **Ambulance**, please.
B: **Upton Hospital** ... Can I help you?
A: I want to report an **accident** at my house. Please come quickly!
B: Could you give me your address and telephone number, please?
A: Yes — it's ...**(address)**..., and my telephone number is ...**(number)**...
B: And your name, please?
A: ...**(name)**...
B: Thank you, ...**(name)**... There's an **ambulance** on the way now.

19 (Ss' own answers.)

20 (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/N/	/D/
wrong		✓
rung	✓	

	/N/	/D/
shut	✓	
shot		✓

21 (Explain/Elicit the meaning of the adverbs in the list. Allow Ss two minutes to read the sentences and fill in the appropriate adverbs. Play the cassette. Ss listen and check their answers. Check Ss' answers around the class. Prompt individual Ss to link the events using the linking words.)

- a suddenly
- b sleepily
- c quickly
- d immediately
- e tightly
- f desperately
- g carefully
- h nervously

(Suggested answer)

- Tony suddenly heard noises. First, he went sleepily to the window. Next, he ran quickly downstairs. After that, he immediately rushed upstairs. Then, he closed the door tightly. "Help!" he shouted desperately. Then, he climbed carefully onto a ladder. Finally, he climbed nervously down.

Writing (p. 81)

Composition Discussion

(Present the theory table. Draw a table with headings on the board, as shown below, then play the cassette again. Elicit answers from Ss to complete the table on

the board. Ss copy in their notebooks.

T: Who is the story about?

S1: Tony.

T: When did the story take place?

S2: At Tony's house.

T: When did the story take place?

S3: At about 3 o'clock in the morning.

T: What happened first?

S4: He got up, went to the window and saw black smoke everywhere because his house was on fire.

T: What happened then?

[Ss list the events of the story, including the points not mentioned in Ex. 21.]

T: How did Tony feel when he was safe on the ground?

S10: He felt shocked but happy.

WHO?	Tony
WHERE?	at Tony's house
WHEN?	at about 3 o'clock in the morning
WHAT HAPPENED FIRST?	he got up, he went to the window, he saw black smoke everywhere – his house was on fire.
EVENTS	he ran downstairs he couldn't get out (fire all around) he rushed upstairs again he closed the door behind him he opened the window "Help!" he shouted (firefighters couldn't hear him) he saw a ladder near the window he climbed onto the ladder "Don't panic! I'll help you!" a firefighter called up to him the firefighter held the ladder Tony climbed down the ladder he was finally safe on the ground
FEELINGS	shocked but happy - lucky to be alive

Individual Ss tell the story orally, using the plan in the S's book and the information in the table above. When satisfied that Ss can complete the task orally, assign it as written HW.)

(Suggested answer)

It was three o'clock in the morning and Tony was asleep in his bed at home when suddenly he heard noises. He got up and went sleepily to the window. He saw black smoke everywhere. The house was on fire!

He ran quickly downstairs, but he couldn't get out because there was fire all around. Tony immediately rushed back upstairs and closed the door tightly behind him. He opened the window. "Help!" he shouted desperately. He was very scared and didn't know what to do because the firefighters couldn't hear him.

Then, he saw a ladder near the window, so he climbed carefully onto it. "Don't panic!" a firefighter called up to him. "I'll help you!" The firefighter held the ladder and Tony climbed nervously down.

When Tony was finally safe on the ground, he felt shocked but happy. After all, he was very lucky to be alive.

Words of Wisdom (p. 81)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorize the sentences and check in the next lesson.)

- When an incident ends happily despite earlier difficulties/disasters, these unpleasant events seem unimportant.
- A picture can often sum up a situation much more clearly and concisely than the words it would take to describe it.

Unit 12 - See New Places, Meet New Faces (pp. 82 - 87)

Objectives

Vocabulary: words related to towns/cities; transport; holidays

Reading: reading for detailed understanding of the text; reading for gist

Listening: listening for specific information

Speaking: describing a city; asking for information

Communication: making comments; making suggestions

Pronunciation: / tʃ /, / dʒ /

Grammar: making comparisons; very/quite/much/too

Project: description of your town

Writing: article describing a place

1 (Explain to Ss that the pictures at the top of p. 82 show Stratford-upon-Avon, a small country town in England, whereas the pictures at the bottom of p. 82 show Los Angeles, a busy city in America. Read the adjective-noun collocations aloud. Ss repeat chorally and individually. Explain/Elicit the meaning of any unknown words. Ss say sentences aloud as in the example in the S's book. Point out that these sentences should be joined with **while**. Explain that **while** expresses contrast.)

Los Angeles – noisy place, dirty/polluted streets, tall buildings, expensive shops/hotels/restaurants, modern city, exciting nightlife

Stratford – quiet place, clean streets, small houses, cheap shops/hotels/restaurants, old town, interesting nightlife

(Suggested answers)

The streets in Stratford are **clean** while the streets in LA are **dirty/polluted**.

LA has **tall** buildings while Stratford has **small** houses.

Stratford has **cheap** shops/hotels/restaurants while LA has **expensive** shops/hotels/restaurants.

LA is a **modern** city while Stratford is an **old** town.

LA has an **exciting** nightlife while Stratford has a **boring** nightlife.

2 (Explain to Ss that the adjectives in the list are **comparative forms** of the adjectives in Ex. 1. Tell Ss that we use the comparative form to compare **one** person/place/thing to another. Point out that we use **than** with comparative forms. Ss around the class make sentences comparing the two places, as in the example.)

(Suggested answers)

Stratford is **cleaner than** LA.

Stratford is **quieter than** LA.

LA is **more modern than** Stratford.

LA is **more polluted than** Stratford.

Stratford is **cheaper than** LA.

Stratford is **older than** LA.

LA is **more crowded than** Stratford.

3 (Read the sentences aloud and explain/elicite the meaning of any unknown vocabulary. Allow Ss three minutes to fill in the gaps. Play the cassette. Ss listen and check. Check Ss' answers around the class.)

- 1 expensive 3 famous 5 exciting
- 2 interesting 4 cheap 6 noisy

4 a) (Explain/Elicite the meaning of each word/phrase. Ss match these to the pictures.)

- heavy traffic - G
- a museum - A
- a street performer - E
- handprints of film stars - D
- a Mexican dish - B
- designer clothes - C
- a club - F

b) (Explain that Ss will read an article about LA, of the sort found in travel magazines, in-flight magazines, etc. Read the questions aloud. Also explain these words: **angels, home to, bus-stops, rides, sights, footprints, packed with celebrities, unforgettable**. Allow Ss eight minutes to read the text silently and prepare their answers to the questions. Check Ss' answers around the class and use these answers to complete the following table on the board. Note: The underlined adjectives in the article are to be used in Ex. 9 in this unit.)

	WHERE	SPECIAL ABOUT
hotels	The Biltmore, The Omni	both lovely, close to special bus-stops
sights	Venice Beach Universal Studios Griffith Park (outside) Grauman's Chinese Theatre Children's Museum	street performers see how they make films — see handprints & footprints of film stars one of the most exciting museums
restaurants	the Buffalo Club Musso & Frank's the Border Grill	packed with celebrities Hollywood's oldest restaurant delicious Mexican dishes
shops	Melrose Avenue Rodeo Drive	buy cheap, fashionable clothes buy designer clothes
nightlife	the Sunset Strip 24-hour cafés (Van Go's Ear)	famous clubs (The Whiskey, The Roxy) - rock 1'n' roll music popular with visitors

(Play the cassette again. Ss follow the text. Individual Ss read the article aloud.)

c) (Ask Ss to match the headings in the article to those in the list.)

ACCOMMODATION → **HOTELS**
 PLACES TO VISIT → **SIGHTS**
 EATING OUT → **RESTAURANTS**
 SHOPPING → **SHOPS**
 ENTERTAINMENT → **NIGHTLIFE**

(Write these headings in the table on the board. Ss copy in their notebooks.)

Speaking (p. 84)

(Ss copy the table illustrated in Ex. 4b in their notebooks. Prompt individual Ss to talk about LA in full sentences, using their notes. As HW, Ss should study the article in Ex. 4 again and be prepared to talk about LA using only their notes. Check in the next lesson.)

5 (Allow Ss three minutes to fill in the gaps. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

1 sunny	5 make
2 heavy	6 designer
3 expensive	7 24-hour
4 film	8 famous

(Prompt individual Ss to make sentences orally using these collocations, then Ss write three sentences. Check Ss' answers around the class.)

(Suggested answers)

There is a lot of **heavy traffic** in LA.

There are **24-hour cafés** where you can eat at any time.

Many **film stars** live in LA.

6 (Allow Ss three minutes to fill in the prepositions. Check Ss' answers. As HW, Ss memorise which preposition completes each phrase. Check in the next lesson.)

1 in	3 to	5 to	7 with	9 on
2 to	4 of	6 at	8 in	10 with

7 (Ss match the synonyms as an open class activity. As HW, Ss memorise the pairs of synonyms. Check in the next lesson.)

1 not dangerous	4 well-known
2 near	5 memorable
3 interesting	6 district

8 (Present the table, drawing Ss' attention to the items in bold type and pointing out that there are four categories of adjectives. Ask questions to help students express the rules.)

- The comparative forms of one-syllable adjectives end in **er**. When the adjective ends in **e**, we only add **r**. When the adjective ends in one stressed vowel between two consonants, we double the last consonant and add **er**.
- The superlative forms of one-syllable adjectives end in **est**. When the adjective ends in **e**, we only add **st**. When the adjective ends in one stressed vowel between two consonants, we double the last consonant and add **est**. The superlative forms of all adjectives are usually preceded by **the**.
- When an adjective ends in **y**, we form the comparative by dropping the **y** and adding **ier** and the superlative by dropping the **y** and adding **iest**.
- When an adjective has two or more syllables, we usually form the comparative form by placing **more** in front of it. We form the superlative form of such an adjective by placing **the most** in front of it.
- Irregular adjectives have their own individual comparative and superlative forms and do not follow the rules stated above except in that the superlative forms are usually preceded by **the**.

(Now ask Ss to look at the pictures of the three monuments. Explain/Elicit where each monument is [The Colosseum - Italy, The Great Pyramid of Cheops - Egypt, The Parthenon - Greece]. Draw Ss' attention to the relative ages of the monument, explaining **BC/AD** if necessary [BC= "before Christ"; AD= "Anno Domini", Latin for "in the year of Our Lord"]. Present the use of comparative and superlative forms.)

9 (Allow Ss six minutes to do the exercise. Check Ss' answers around the class, and write these in a table on the board.)

adjective	comparative	superlative
tall	taller	the tallest
heavy	heavier	the heaviest
expensive	more expensive	the most expensive
clean	cleaner	the cleanest
safe	safer	the safest
cheap	cheaper	the cheapest
interesting	more interesting	the most interesting
exciting	more exciting	the most exciting
famous	more famous	the most famous
delicious	more delicious	the most delicious
fashionable	more fashionable	the most fashionable
unforgettable	more unforgettable	the most unforgettable
popular	more popular	the most popular
modern	more modern	the most modern
noisy	noisier	the noisiest
crowded	more crowded	the most crowded
fascinating	more fascinating	the most fascinating

- 10** (Ss make sentences around the class, as in the example.)

(Suggested answers)

LA is more crowded than my town.

LA isn't as small as my town.

LA is dirtier than my town.

My town is safer than LA.

LA is more expensive than my town.

My town is older than LA.

LA is more modern than my town.

My town is more peaceful than LA.

My town is cheaper than LA.

- 11** (Elicit where London and Edinburgh are [England and Scotland]. Read sentences 1 to 5 aloud. Play the cassette. Ss mark the sentences as true or false. Check Ss' answers. Ss make sentences around the class, as in the examples. Assign it as written HW.)

3 That's false. Edinburgh isn't as noisy as London. Actually, Edinburgh is much quieter than London.

4 That's true. Edinburgh isn't as polluted as London. Actually, Edinburgh is much cleaner than London.

5 That's false. London isn't as cheap as Edinburgh. Actually, London is much more expensive than Edinburgh.

- 12** (Allow three minutes for Ss to fill in the missing superlative forms. Check answers around the class. Explain/Elicit the meaning of any unknown words [e.g. **desert, mountain**] and read aloud each of the answers. Ask Ss to guess the answers to the

questions. Play the cassette. Ss listen and check their answers. Check answers around the class.

As an extension, ask Ss to write three questions with alternative answers, similar to items 1 to 7, making their own quizzes. Assign the task as HW so that Ss may look for the necessary information in encyclopedias.)

- | | |
|-------------------|--------------------|
| 1 the largest / A | 5 the smallest / C |
| 2 the highest / C | 6 the hottest / A |
| 3 the longest / C | 7 the tallest / C |
| 4 the driest / A | |

Speaking (p. 85)

(While Ss study Ex. 12 again, write prompts on the board — **large desert, high mountain, long river**, etc. Then, Ss close their books and use the prompts on the board to ask and answer rolling questions, as in the example in the S's book.)

S2: Which is the highest mountain in the world?

S3: The highest mountain in the world is Mount Everest. Which is the longest river in the world? etc.

- 13** (Explain that the table shows one person's opinion of these forms of transport in Britain. Check that Ss understand the table, and the vocabulary used. Read the examples aloud. Allow Ss two minutes to make sentences. Check Ss' answers orally around the class.)

safe:

Taxis in Britain are safe.

Buses in Britain are **safer than** taxis.

Trains in Britain are **the safest of all**.

fast:

Buses in Britain are fast.

Taxis in Britain are **faster than** buses.

Trains in Britain are **the fastest of all**.

comfortable:

Buses in Britain are comfortable.

Taxis in Britain are **more comfortable than** buses.

Trains in Britain are **the most comfortable of all**.

- 14** (Explain/Elicit the meaning of the words in the list. Ss ask and answer questions as in the example in open/closed pairs.)

(Suggested answers)

SA: I think Green Park is the largest park in the city. Which is the busiest road?

SB: I think Windsor Road is the busiest road in the city. Which is the most popular café? etc

Writing (Project) (p. 85)

(Prompt individual Ss to describe their town/city in full sentences, as in the suggested answer below. Assign it as written HW.)

(Suggested answer)

I live in Chinmouth. It is in the south of England. The oldest building in Chinmouth is the Town Hall. The largest park is Green Park. Windsor Road is the busiest road in the city and the Sunshine Café is the most popular café. The most expensive restaurant in Chinmouth is Blue Velvet. St Peter's Square is the most famous square in the city and St John's Church is the most famous building.

- 15** *(Remind Ss to pay attention to the speaker's intonation. Play the cassette. Ss listen, then read out the dialogues in open pairs, copying the intonation of the speakers on the cassette. Ss should memorise these dialogues. Check in the next lesson.)*

- 16** *(Present the theory box concerning suggestions. Read the examples aloud. Give prompts on the board [Paris, Milan, London, Madrid, Ankara, Prague, Athens] and ask Ss to make sentences as the ones in the examples.)*

- a)** *(Present the situation and the examples. Check that Ss have understood the key language [quite, very, much, too]. Ss fill in the gaps in the dialogue. Play the cassette. Ss listen and check. Ensure that Ss have now completed the correct answers.)*

1 very 3 quite 5 much
2 too 4 very

- b)** *(Explain/Elicit the meaning of the words and symbols in the prompts under each picture. Ss act out dialogues in open pairs. As HW, Ss memorise the structure of the dialogue so that they can act it out using only prompts. Check in the next lesson.)*

(Suggested answers)

SA: Shall we go to Rome for our summer holidays?

SB: Well, it looks **very** pretty, but I think it's **too** noisy for us.

SA: Why don't we go to Venice, then? It's **quite** quiet and **very** beautiful.

SB: Okay! Let's go there, then.

SA: Shall we go to Paris for our summer holidays?

SB: Well, it looks **very** beautiful, but I think it's **too** crowded for us.

SA: Why don't we go to Nice, then? It's **quite** sunny and **very** exciting.

SB: Okay! Let's go there, then.

- 17** *(Explain that Patsy and Bob are trying to choose a hotel to stay at during their holiday. Allow Ss six minutes to read the dialogue and fill in the missing forms. Explain/Elicit the meaning of any unknown words [e.g. brochure, convenient, luxurious, etc.]. Play the cassette. Ss listen and check their answers while you pause after each gap. Have Ss in pairs read the dialogue aloud.)*

1 most comfortable	6 quieter
2 expensive	7 clean
3 most convenient	8 friendliest
4 noisier	9 most luxurious
5 cheapest	10 closest

- 18** *(Ss' own answers)*

- 19 a)** *(Explain these words: romantic, open-topped double-decker bus, open-air entertainers, canal boat, gifts, street market, nightclubs, quiet drink, riverside, peacefulness, moon, stars, ideal. Read the questions aloud and explain/elicite the meaning of birthplace. Play the cassette. Ss listen and underline the correct word. Check Ss' answers.)*

a Shakespeare's b Sheep c small

- b)** *(Check that Ss understand the sub-headings, then ask Ss to fill in the gaps in the text as quickly as possible. Emphasise that Ss do **not** need to read the text in detail, but should "skim" each paragraph rapidly to grasp its topic. Check Ss' answers.)*

A – Accommodation

B – Places to visit

- C – Eating Out
D – Shopping
E – Nightlife

(Play the cassette again. Ss follow the text. Individual Ss take it in turns to read the text aloud.)

- c) (Write the sub-headings on the board. Elicit answers from Ss and write these under the appropriate headings. Ss copy the notes.)

ACCOMMODATION:

The Dukes Hotel – lovely place, three-star hotel, centre of town, quiet and friendly
The Swans Nest – lovely place, next to the River Avon, quiet and friendly

PLACES TO VISIT:

New Place – Shakespeare's home
Bancroft Gardens - go for a walk, beautiful, see open-air entertainers
Warwick Castle – fascinating, one of the oldest castles in Britain

EATING OUT:

many restaurants in Sheep Street with delicious food
the restaurant on a canal boat in the Canal Basin – have a romantic dinner

SHOPPING:

Stratford High Street – excellent shops
street markets in Rother Street – best for gifts

NIGHTLIFE:

not many nightclubs
Royal Shakespeare Theatre
town's friendly pubs – have a quiet drink
walk along the riverside

(Prompt individual Ss to talk about Stratford in full sentences, using their notes.)

- 20 (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/tʃ/	/dʒ/
chin	✓	
gin		✓
Jane		✓

	/tʃ/	/dʒ/
chain	✓	
cherry	✓	
Jerry		✓

Writing (a description of a place) (p. 87)

Composition Discussion

(Present the theory box. Point out that we use present tenses to describe a place. Ask Ss to look at the Photo File section. Explain/Elicit the meaning of these words: **luxurious, seafood, traditional, cuisine, shopping street, boutiques, chocolate shops, diamond, live jazz music, opera**. Prompt individual Ss to talk about Antwerp, as in the suggested answer below, using the notes given. Assign it as written HW.)

(Suggested answer)

ACCOMMODATION:

One of the loveliest places to stay in Antwerp is the Rosier, an expensive, but very luxurious hotel. There is also the Hilton, which is the biggest hotel in the city centre.

PLACES TO VISIT:

There are many interesting places you can visit, like the Brabo fountain, where you can take photographs. In the Cathedral you can see paintings by Paul Rubens, and in the National Maritime Museum you can learn about the history of Antwerp. Another fascinating place to visit is Antwerp zoo, one of the biggest zoos in Europe.

EATING OUT:

There are some fantastic restaurants in Antwerp. The Maritime is an excellent seafood restaurant, and the Sir Anthony Van Dijck is a lovely restaurant with delicious traditional French-Belgian cuisine.

SHOPPING:

Do your shopping in Meir, the main shopping street with lots of boutiques and Belgian chocolate shops. Then, go to the diamond quarter to buy, or just look at, the beautiful diamonds.

NIGHTLIFE:

Antwerp is a small city. There aren't many nightclubs, but you can spend an evening in a bar, or café, listening to live jazz music, or go to De Singel to see an opera.

Words of Wisdom (p. 87)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- Visit different towns, cities and countries you haven't been to before and also meet new people.
- When someone is away we often tend to remember only the good things about them and, as a result, we like them even more.
- It is easier to forget about things/people when you can't see them – i.e. when they are not around.

The Expedition**Episode 2 - The Jivaro Indians (pp. 88 - 89)**

- 1** (Ask Ss to explain briefly what Episode 1 of the story was about. Read the sentences aloud. Ss look at the story and choose the correct item. Check Ss' answers, then explain/ elicit the meaning of any unknown words in the exercise.)

1 an alligator	3 camera
2 a doctor	4 satisfied

- 2** (Read the sentences aloud and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and identify the speakers. Check Ss' answers.)

1 S	3 D	5 H
2 H	4 H	6 M

- 3** (Explain/ Elicit the meaning of each caption while Ss do the matching.)

A 3 B 1 C 2 D 4

- 4** (Allow Ss five minutes to read the episode silently and answer the questions. Check Ss' answers around the class. Explain/ Elicit the meaning of any words in the story which Ss still don't understand.)

- 1 Sandra.
- 2 Doctor Hamperdin.
- 3 The Jivaro Indians.
- 4 He lives with the Jivaro Indians in the Amazon forest.

- 5 He is learning about the plants of the rainforest.
- 6 They don't want anyone to kill their animals, cut down their trees or destroy their homes.
- 7 No, he doesn't want to go back.
- 8 David needs to buy a new camera because an alligator ate his old one.

- 5** (Play the cassette again. Ss listen and follow the dialogue. Individual Ss take roles and read the dialogue aloud, as an open group.)

- 6** (Explain/ Elicit the meaning of any unknown words [e.g. **river bank**, **recognise**, etc.]. Allow Ss four minutes to complete the task. Check Ss' answers around the class.)

1 was	6 recognised	11 wanted
2 was	7 was	12 promised
3 were	8 explained	13 asked
4 saw	9 said	
5 didn't know	10 loved	

Correct linking words.

because, when, but, so, and, then

- 7** (Explain that the events refer to both episodes of the story. Allow Ss four or five minutes to put the events in order. Check Ss' answers. Prompt individual Ss to retell the story with appropriate linking words. As HW, Ss should be prepared to tell the story looking at the list of events.)

- 1 Sandra and David got on a plane to Brazil.
- 2 They went to the jungle.
- 3 They heard drums and saw the Jivaro Indians.
- 4 They ran to the river.
- 5 They found a canoe.
- 6 They fell down a waterfall.
- 7 Sandra saved David from an alligator.
- 8 They met Doctor Hamperdin.
- 9 Doctor Hamperdin told them about the Jivaro Indians.
- 10 Sandra and David came back to London.
- 11 Mike was satisfied with their article.

- 8** (Check that Ss understand the adjectives in the list. Explain these words: **lies**, **mouth**, **runs**, **wide variety**, **animal life**, **plant life**, **disappearing**, **forever**, **in danger**. Allow Ss two or three minutes to fill in the gaps in the text. Check Ss' answers. Individual Ss read the completed text aloud.)

1 large	3 many	5 whole
2 longest	4 serious	

Module Self-Assessment 3 (Units 9 - 12)

(pp. 90 - 91)

(Assign these exercises as written HW after you have explained to Ss what to do in each exercise. Check Ss' answers in the next lesson. Ss are then prepared for the test. Ex. 10 and 11, however, should be done first as oral activities in class, then as written HW.)

- 1**
- | | | |
|-------------|--------------|-------------|
| 1 heavy | 5 guest | 8 home |
| 2 roared | 6 birthplace | 9 fans |
| 3 beeped | 7 get around | 10 souvenir |
| 4 completed | | |

- 2**
- | | | |
|-------------|-------------|----------------|
| 1 crowded | 5 clever | 8 hot |
| 2 narrow | 6 dangerous | 9 brave |
| 3 noisy | 7 difficult | 10 interesting |
| 4 expensive | | |

- 3**
- | | | | |
|--------|--------|------|------|
| 1 with | 3 to | 5 on | 7 on |
| 2 in | 4 with | 6 at | 8 in |

- 4**
- | | | |
|------------|-------------|---------------|
| 1 loudly | 4 nervously | 7 desperately |
| 2 tightly | 5 happily | 8 well |
| 3 sleepily | 6 carefully | |

- 5**
- | | |
|---------------|-----------------------|
| 1 was, tidied | 6 had |
| 2 went | 7 made, cooked |
| 3 cut, washed | 8 didn't visit, wrote |
| 4 went, drove | 9 took, didn't take |
| 5 didn't play | |

- 6**
- | | |
|------------------------|-------------------------|
| 1 is, wasn't | 4 have got, haven't got |
| 2 are, were | 5 was, weren't |
| 3 Could, couldn't, can | |

- 7**
- | | |
|----------------------------|---------------|
| 1 more, clever | 5 than, of |
| 2 most luxurious, noisiest | 6 cheaper, as |
| 3 scared, desperately | 7 well, badly |
| 4 bigger, most | |

- 8**
- | | | | | |
|-----|-----|-----|-----|-----|
| 2 d | 3 f | 4 a | 5 e | 6 c |
|-----|-----|-----|-----|-----|

- 9**
- | | |
|---------------------|-------------------|
| 1 back then | 5 did you go |
| 2 I suppose | 6 can you tell me |
| 3 lucky to be alive | 7 Who did |
| 4 though | 8 was fantastic |

- 10** (Explain these words: **journalist, politician, Prime Minister, strength, wisdom, Second World War**. Ss fill in the gaps, then, in pairs, ask and answer questions about Winston Churchill. Ss write the questions and answers as HW.)

- | | | |
|-----------|-------------|-----------|
| 1 famous | 4 education | 7 helped |
| 2 born | 5 worked | 8 married |
| 3 studied | 6 loved | 9 died |

(Suggested questions and answers)

- SA: Who was Winston Churchill?
 SB: He was a famous British politician.
 SA: When was he born? (Nov-?)
 SB: He was born on 30th December, 1874.
 SA: Where was he born?
 SB: He was born in Oxfordshire, England.
 SA: Where did he study?
 SB: He studied at the Royal Military College in Sandhurst.
 SA: What did he do in 1896?
 SB: He completed his education and became a journalist.
 SA: What did he do in 1940?
 SB: He became Prime Minister.
 SA: What did the people love him for?
 SB: They loved him for his strength and wisdom.
 SA: Who did he marry?
 SB: He married Clementine Hozier.
 SA: When did he die?
 SB: He died in 1965.
 SA: Where did he die?
 SB: He died at home.
 SA: How old was he?
 SB: He was 91 years old.

- 11** (Individual Ss talk about Bette Davis, using the notes. When satisfied that Ss can complete the task orally, assign it as written HW.)

(Suggested answer)

Bette Davis was a famous film and theatre actress. She was born in Lowell, Massachusetts, in the USA on 5th April, 1908.

Bette Davis studied drama in New York. In 1931, she went to Hollywood. In 1935, she won an Oscar for Best Actress. She became very popular because of her beauty and talent. In 1950, she married Gary Marrill.

Bette Davis died in 1989, in Paris, France. She was 81 years old.

Unit 13 - Time will Tell (pp. 92 - 97)

Objectives

Vocabulary: plans/ambitions/fixed arrangements; predictions; holidays; signs of the Zodiac

Reading: reading for detailed understanding of the text; scanning for specific information

Listening: checking information in a list; listening for specific information; matching spoken information to visual prompts; checking true/false information

Speaking: describing a person's plans; making predictions

Communication: accepting and refusing invitations

Pronunciation: / h / pronounced or silent

Grammar: be going to; will; present continuous (future meaning); it/there will be

Project: next week's horoscopes

Writing: letter to a friend about your plans

- 1 a) (Read the list of activities aloud. Ss repeat, chorally/individually. Help Ss to match the activities to the pictures.)

A 9	C 10	E 5	G 1	I 4
B 7	D 2	F 3	H 6	J 8

- b) (Explain to Ss that the girl in the picture on p. 92 [bottom right] is Jenny. Jenny is thinking about how to spend her summer. She has sent a letter to her friend Sarah talking about what she is going to do during the summer. Explain to Ss that we use **be going to** for **future plans** and **intentions**. Play the cassette. Ss listen and tick what she is going to do and put a cross next to the items which are not mentioned on the cassette. Check Ss' answers.)

1 ✓	3 ✗	5 ✗	7 ✗	9 ✗
2 ✓	4 ✗	6 ✓	8 ✓	10 ✓

(Ss make sentences, orally or in writing, as in the example in the S's book.)

- Jenny is going to relax.
- Jenny isn't going to start windsurfing.
- Jenny isn't going to take ballet lessons.
- Jenny is going to work at a café.
- Jenny isn't going to start French lessons.
- Jenny is going to join a gym.

- Jenny isn't going to sell her house.
- Jenny is going to start a computer course.

- 2 (Explain to Ss that we use the **present continuous** to talk about **fixed future arrangements**. Play the cassette again. Ss listen and take notes. Check Ss' answers and write these on the board. Ss read the sentences aloud, chorally and individually, thus revising the spoken form for giving dates [see p. 72].)

Jenny is leaving for Hawaii on 1st June.

Jenny is coming back from her holidays on 30th June.

Jenny is having a garden party (to celebrate Richard's birthday) on 16th August.

- 3 (Read the questions aloud. Explain/Elicit the meaning of these words: **great news, whole, fabulous, possible, tired, rest, earn, extra, lose weight, nearly, forgot**. Allow Ss five minutes to read Jenny's letter silently and answer the questions. Check Ss' answers around the class. Play the cassette again. Ss follow the text. Individual Ss read the letter aloud.)

- She's going to spend it in Hawaii.
- She's going to stay at a fabulous hotel right next to the beach and she's going to relax as much as possible.
- She's going to work at a café; she's going to join a gym and she's going to start a computer course.
- Jenny is having a party on 16th August to celebrate Richard's birthday.

Speaking (p.93)

(Copy the tables onto the board. Elicit the missing information from Ss and complete the tables on the board. Ss do the same in their notebooks.)

PLANS/INTENTIONS

they/stay at a **hotel next to the beach**

she/relax **as much as possible**

she/work at a **café**

she/join a **gym**

she/start a **computer course**

REASON/PURPOSE

they both love **swimming**

she's quite **tired after working hard all this year**

earn **some extra money and buy a new car**

lose **some weight**

find a **better job in autumn**

FIXED ARRANGEMENTS

they/leave on **1st June**

they/come back from their holidays on **30th June**

they/have a **garden party** on **16th August** to celebrate **Richard's birthday**

(Explain how we express reason/purpose with **because** or **to-inf**. Ask Ss to look at Jenny's letter. Ask Ss to underline **because** and **to-inf** [e.g. ... to relax as much as possible **because** I'm quite tired ..., join a gym **to lose** some weight.]. Ss look at the tables and talk about Jenny's future plans [using **be going to**] and fixed future arrangements [using the present continuous]. Assign it as HW. Ss should be prepared to talk about Jenny's plans and fixed arrangements using the completed tables.)

- 4** (Allow Ss three minutes to fill in the gaps. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

1 great	4 work	7 lose
2 go	5 earn	8 computer
3 fabulous	6 join	

Grammar (p. 93)

(Present the table and explain how we form sentences about future plans and intentions using **be going to**. Present the theory box and explain the difference between plans/intentions and fixed arrangements. Ask Ss to look at the pictures and help them to explain the use of the two tenses.)

first picture: The man is planning to go to Poland. He mentions this to his friend. He uses **I'm going to** to talk about his **plans**.

second picture: The man has got his tickets and bag. He is going to the airport. He has arranged to go to Poland. He uses the **present continuous** to talk about the **fixed arrangement**. He is **definitely going** to Poland.

Also, explain that when we express a plan or intention in a sentence where the main verb is **go**, we do not use **be going to** [e.g. **NOT: I'm going to go to a disco tonight.**] because it is a clumsy structure; instead, we use the present continuous form [e.g. **I'm going on holiday.**].)

- 5** (Check that Ss understand all of the words in the list. Individual Ss make sentences, as in the example in the S's book. Assign it as written HW. Check in the next lesson.)

(Suggested answers)

I'm going to stay at home.

I'm going to watch TV.

I'm going to clean my room.

I'm not going to have a party.

I'm not going to study for a test.

I'm not going to play football.

- 6** (Explain/Elicit the meaning of any unknown words. Remind Ss that the things listed in Tom's diary represent **fixed arrangements**. He has presumably booked an appointment with the dentist, agreed with Frank on when/where to meet, etc. Ss, in pairs, ask and answer questions, as in the example in the S's book. Check Ss' performance around the class.)

SA: What is Tom doing at eleven o'clock?

SB: He's meeting Frank for coffee at eleven o'clock. What is he doing at one o'clock?

SA: He's having lunch with Jane at one o'clock. What is he doing at five o'clock?

SB: He's catching the train to London at five o'clock.

(Present the theory regarding other uses of **be going to** and **present continuous**. Explain/Elicit the meaning of any unknown words. Read the caption in the first picture. Explain that it **hasn't started raining yet**, but **there is evidence** that it **is going to rain**. There are **black clouds** in the sky. Read the caption in the second picture. It **is raining now**. We **can see the rain**.)

- 7** (Ask Ss to look at the pictures in Ex. 7 and match each pair of pictures to the prompts in the list. Ask which pictures show evidence that something **is going to happen** [those on the left] and which show an action **happening now** [those on the right]. Ss ask and answer questions, as in the example in the S's book, first in open pairs, then in closed pairs. Check Ss' performance around the class.)

Picture 2: SB: She's washing the car.

Picture 3: SA: What's she going to do?

SB: She's going to drink some orange juice.

Picture 4: SA: What's she doing?

SB: She's drinking some orange juice.

Picture 5: SA: What's he going to do?

SB: He's going to have a bath.

Picture 6: SA: What's he doing?

SB: He's having a bath.

Picture 7: SA: What are they going to do?

SB: They're going to play football.

- Picture 8: SA: What are they doing?
SB: They're playing football.
- Picture 9: SA: What's he going to do?
SB: He's going to paint the house.
- Picture 10: SA: What's he doing?
SB: He's painting the house.

Game (p. 94)

(Put Ss into two teams. Read out the example, then explain that they may also have to answer, "Yes, he/she, etc is. He/she is ..." Teams take it in turns to answer. Each correct answer gets one point, and the team with the most points is the winner.)

(Suggested questions and answers)

- T: Look at picture 2. Is she going to wash the car?
- Team B S1: No, she isn't. She's washing the car.
- T: Look at picture 3. Is she drinking some orange juice?
- Team A S2: No, she isn't. She's going to drink some orange juice.
- T: Look at picture 4. Is she drinking some orange juice?
- Team B S2: Yes, she is. She's drinking some orange juice. etc.

- 8** (Present the table and explain **reason** and **purpose**. Explain that we use **because** or **so** to express reason. We also use **to-inf** to express reason or purpose. Read the examples to illustrate how we use each of these. Allow Ss two or three minutes to read through the table and match Tony's intentions to his reasons/purpose. Check Ss' answers.)

2 a 3 d 4 b 5 e

(Individual Ss make sentences, as in the example in the S's book. Assign it as written HW. Check in the next lesson.)

- 2 Tony is going to join a gym because he wants to keep fit.
Tony wants to keep fit, so he is going to join a gym.
Tony is going to join a gym to keep fit.
- 3 Tony is going to stop eating sweets because he wants to lose weight.
Tony wants to lose weight, so he is going to stop eating sweets.
Tony is going to stop eating sweets to lose weight.

- 4 Tony is going to study hard because he wants to pass his exams.
Tony wants to pass his exams, so he is going to study hard.
Tony is going to study hard to pass his exams.
- 5 Tony is going to learn English because he wants to get a better job.
Tony wants to get a better job, so he is going to learn English.
Tony is going to learn English to get a better job.

- 9** (Present the use of **will** and explain **on-the-spot decisions** [decisions made at the moment of speaking, with no prior thought or planning]. Check that Ss understand the meaning of the time expressions used with future tenses. Read each sentence aloud and ask Ss to say whether each is a prediction or an on-the-spot decision.)

predictions — 2, 3, 5
on-the-spot decisions — 1, 4

- 10 a)** (Present the theory box explaining the difference between **it will be** and **there will be**. Check that Ss understand the weather symbols, then get Ss to look at the weather chart and identify each symbol. Play the cassette. Ss listen and tick the correct symbols.)

Sydney = sunny/sunshine
Tokyo = rainy/rain
Seoul = rainy/rain
Harare = windy/strong winds
Dublin = foggy/fog
New York = foggy/fog
Warsaw = snowy/snow

(Check Ss' answers around the class by asking individual Ss to make sentences, as in the example in the S's book.)

It will be sunny in Sydney tomorrow.
There will be sunshine in Sydney tomorrow.
It will be rainy in Tokyo tomorrow.
There will be rain in Tokyo tomorrow. etc.

- b)** (Ss, in open pairs, ask and answer questions.)
- c)** (Allow Ss two minutes to complete the task. Check Ss' answers around the class by asking individual Ss to read the completed sentences aloud.)

1 It 3 It 5 There
2 There 4 It

- 11** (Read aloud the prompts and the list of on-the-spot decisions and explain any unknown words. Allow Ss three minutes to match them. Check Ss' answers round the class by asking Ss to make sentences, as in the example in the S's book. As an extension, give Ss additional prompts. Ss make on-the-spot decisions.)

prompts: *It's sunny today; I've got a headache; I feel exhausted; The car is dirty; etc.)*

It's raining. I'll put on my raincoat.
 It's cold. I'll close the window.
 I'm tired. I'll go to bed.
 I'm hungry. I'll have a sandwich.
 It's hot. I'll open the window.
 The house is on fire. I'll call the fire brigade.

- 12 a)** (Read aloud the name of each star sign. Ss repeat, chorally/individually. Ask Ss when they were born, and what their star sign is. Read the sentences aloud and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and mark each sentence as true or false. Check Ss' answers.)

TAURUS	- F	LIBRA	- F
CANCER	- F	CAPRICORN	- T
LEO	- T	AQUARIUS	- T

- b)** (Read the questions aloud and explain/ elicit the meaning of any unknown words in the questions. Ask Ss to find the relevant horoscopes as quickly as possible. Emphasise that Ss do not need to read the text in detail, but should scan each horoscope rapidly to find if it makes one of the predictions listed. Check Ss' answers.)

- 2 Taurus, Scorpio, Aquarius, Aries
- 3 Capricorn, Pisces
- 4 Aquarius
- 5 Virgo, Sagittarius

(Play the cassette again, pausing after each horoscope to elicit from Ss the meaning of the words in bold. Finally, individual Ss read the text aloud.)

- 13** (Ask Ss to look at the language key in the Photo File section and check that they understand the words and symbols. Ask one or two open pairs of Ss to carry out the instructions in the S's book, then exchange roles and repeat the exercise. The class then does the same in closed pairs. Check Ss' performance around the class.)

(Suggested answer)

- Taurus: This will be an exciting week. You will get a lot of money and you will go on a short trip.
- Gemini: This will be a difficult week. You will argue with someone, but you will also receive lots of letters.
- Cancer: This will be a pleasant week. You will get an invitation and you will go on a short trip.
- Leo: This will be a good week. You will get an invitation and you will have fun.
- Virgo: This will be a horrible week. You will have problems with your health and you will argue with someone.
- Libra: This will be an exciting week. You will meet an interesting person and you will have fun.
- Scorpio: This will be a pleasant week. You will receive a letter and you will get a lot of money.
- Sagittarius: This will be a difficult week. You will receive a letter and you will argue with someone.
- Capricorn: This will be a horrible week. You will have problems with your health and you will argue with someone.
- Aquarius: This will be a good week. You will get an invitation and you will meet an interesting person.
- Pisces: This will be an exciting week. You will receive a letter and you will go on a short trip.
- Aries: This will be a pleasant week. You will meet an interesting person, but you will also argue with someone.

Writing (Project) (p. 96)

(When satisfied that Ss can complete Ex. 13 orally, assign the project as written HW.)

(Suggested answers as for Ex. 13)

- 14** (Explain that a man and a woman are taking part in a survey and are giving their predictions about what the world will be like in thirty years' time. Read the sentences aloud and explain/ elicit the meaning of each item. Also, explain that not all of the items listed will be heard. Play the cassette. Ss listen and identify who, if anyone, made each prediction. Check Ss' answers around the class.)

People will travel in flying cars. **W**
 People will live in underwater cities. **W**
 People will go on holiday to the moon. **W**
 Pollution will be worse. **M**
 People will use oxygen masks to breathe. **M**
 There won't be enough water for everyone. **M**

(Now, explain how we make positive and negative predictions with **think**. [**I don't think** there will be enough trees. **NOT: I think there won't be enough trees.**] Get Ss to make sentences about the man's and the woman's predictions.

e.g. The woman thinks people will travel in flying cars.

She thinks people will live in underwater cities.

She thinks people will go on holiday to the moon.

The man thinks pollution will be worse.

He thinks people will use oxygen masks to breathe.

He doesn't think there will be enough water for everyone.

Ss now look at the list again and make their own predictions, using **In my opinion...** . Ss can use their own ideas, as well.)

(Suggested answer)

In my opinion, people will go on holiday to the moon. I don't think there will be more people in the world in thirty years' time. etc.

- 15** (Explain/Elicit any unknown words in the dialogues and prompts. Remind Ss to pay attention to the speakers' intonation. Play the cassette. Ss say who accepts [a] and who refuses [b] the invitation. Using the prompts, Ss act out dialogues in open/closed pairs, copying the intonation of the speakers on the cassette. Remind Ss that we don't say "I'm going to go." Check Ss' performance around the class. As HW, Ss memorise the dialogues in the S's book. Check in the next lesson.)

(Suggested answers)

SA: What are you doing this Saturday, Bob?

SB: **I'm going to meet Jenny.** Do you want to come with me?

SA: I'd love to.

SA: Are you doing anything this Saturday, Jim?

SB: **I'm going to the beach.** Would you like to come with me?

SA: I'd love to, but I can't. **I'm going to play tennis with Claire.**

SA: What are you doing this Saturday, Alex?

SB: **I'm going to a disco.** Do you want to come with me?

SA: I'd love to, but I can't. **I'm going to watch a play.**

- 16** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/h/ pronounced	/h/ silent
hour		✓
horrible	✓	
vehicle		✓
honest		✓
hand	✓	
perhaps	✓	

- 17** (Ss' own answers)

Writing (p. 97)

Composition Discussion

(Present the theory box reminding Ss that we use **be going to** to talk about our plans and intentions and the **present continuous** to talk about fixed future arrangements. Write the following headings on the board and elicit suggestions from Ss to complete the table. Ss write the table in their notebooks.

e.g.

Plans/Intentions	Reason/Purpose
buy a new bicycle spend a week camping etc.	old bicycle too small I love the countryside etc.
Fixed Arrangements	
travel to America — leave on return on	
have a birthday party on etc.	

- 18** (Ss study the letter in Ex. 3 again briefly. Then, using their notes and the plan in the S's book, individual Ss make sentences similar to those in the letter in Ex. 4. Assign it as written HW.)

Words of Wisdom (p. 97)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- We can only be certain about future events (especially consequences of present circumstances) when those events actually take place.
- If you take a break from your normal routine, you will feel as if you've actually had a holiday.
- If you don't do something now, but say that you'll do it tomorrow, you'll probably never do it.

Unit 14 - Dos and Don'ts (pp. 98 - 103)

Objectives

Vocabulary: words related to the environment; health; people's habits; house rules/school rules

Reading: reading for detailed understanding of the text; scanning to match information to visual prompts

Listening: distinguishing between correct/incorrect statements; listening for specific information; listening for missing information

Speaking: discussing rules; giving advice

Communication: making suggestions; giving advice; giving/refusing permission; expressing obligation/prohibition

Pronunciation: / r / pronounced or silent

Grammar: can/can't (permission); must (obligation); mustn't (prohibition)

Project: letter of advice

Writing: a leaflet giving advice

- 1** (Explain the title: **Dos** are the things you **must do** and **don'ts** are the things you **mustn't do** in a particular situation. Read aloud the words in the list and explain them to Ss. Ss repeat, chorally and individually. Read the statements. Explain/Elicit the meaning of any unknown words: [e.g. **tram, passport, keep pets**]. Ss match the words in the list to the statements. Check Ss' answers.)

- health - c
- house rules - d
- the environment - a
- travel - b
- school - e

(Prompt Ss to suggest further rules for each subject, helping them with vocabulary. Write their answers on the board.)

• (Suggested answers)

health — Take regular exercise /Don't eat junk food.

house rules — Don't play loud music/Keep your room clean.

the environment — Don't drop litter/Don't waste water.

travel — Take care of your luggage/Fasten your seatbelt.

school — Don't be late for class/Wear school uniform.

- 2** (Read the words/phrases aloud. Ss repeat, chorally and individually. Explain/Elicit the meaning of any unknown words. Ss say which picture matches each item.)

1 C	3 G	5 E	7 A	9 H
2 F	4 D	6 B	8 F	10 B

(Individual Ss make sentences, as in the example in the S's book.)

I can see a rubbish bin and some rubbish in picture B.

I can see pre-packaged food in picture C.

I can see a recycling bin in picture D.

I can see public transport in picture E.

I can see plastic bottles of washing-up liquid in picture F.

I can see an aluminium can in picture G.

I can see an aerosol spray in picture H.

- 3** (Ss read the sentences. Play the cassette. Ss listen and circle the correct item. Check Ss' answers by asking individual Ss to read the correct statements aloud.)

1 a	2 b	3 a	4 b
-----	-----	-----	-----

- 4 a)** (Explain/Elicit the meaning of **environment**. Explain that the leaflet is of the sort produced by governments or environmental groups, and gives advice on what we should [not] do to protect the environment. Allow Ss five minutes to read the leaflet silently and match the instructions to the pictures. Check Ss' answers.)

- | | |
|---------|-----|
| - B & C | - A |
| - F | - B |
| - G & D | - F |
| - E | - H |

(Prompt Ss to explain the words in bold. Explain/Elicit the meaning of any other words in the leaflet which Ss still don't understand [e.g. **pollute**, **trams**, i.e. = **that is**]. Play the cassette again. Ss listen and follow the text, then individual Ss read the text aloud.)

b) (Ss, in open pairs, ask and answer questions, as in the example in the S's book.)

(Suggested answers)

- SA: The leaflet says, "Use less washing-up liquid." Why?
 SB: Because it pollutes the seas and rivers.
- SA: The leaflet says, "Put aluminium cans into recycling bins." Why?
 SB: Because factories can use them to make new things.
- SA: The leaflet says, "Use public transport (i.e. buses, trains, trams, etc)." Why?
 SB: Because cars pollute the air.
- SA: The leaflet says, "Never light fires in forests." Why?
 SB: Because trees will burn.
- SA: The leaflet says, "Do not drop rubbish in the street ... Use rubbish bins." Why?
 SB: Because it looks and smells horrible.
- SA: The leaflet says, "Do not throw plastic bottles into the sea." Why?
 SB: Because fish will die.
- SA: The leaflet says, "Do not use aerosols." Why?
 SB: Because they pollute the air.

5 (Allow Ss three minutes to complete the task. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | |
|----------------|-----------|
| 1 pre-packaged | 5 pollute |
| 2 washing-up | 6 light |
| 3 aluminium | 7 smells |
| 4 public | 8 plastic |

(Individual Ss make sentences using these collocations, as in the suggested answers below.)

(Suggested answers)

- Pre-packaged food** can create a lot of rubbish.
- Washing-up liquid** can pollute the seas and rivers.
- Factories can use **aluminium cans** to make new things.
- Use **public transport** to help stop pollution.
- Aerosols **pollute the air**.
- It is dangerous **to light fires**.
- Rubbish looks and **smells horrible**.
- Plastic bottles** can kill fish.

Speaking (p.99)

(Present the theory box on the use of the **imperative**. Divide the class into two groups, one to memorise the first four items in the leaflet, and the other to memorise the last four items. Allow Ss five minutes to memorise the items as far as possible. Ss cover the leaflet. Point to each of the pictures on p. 98, and help Ss to recite the relevant instructions and reasons from the leaflet. As HW, Ss memorise the whole leaflet. Check in the next lesson.)

(Present the grammar box concerning giving advice. Explain that we use **should** to **give advice**. Read aloud the examples and the theory. Point out that we can also give advice with the expressions mentioned in the theory table.)

6 (Explain that Steve doesn't feel very well. He wants to change his lifestyle. His friend tells him what he should/shouldn't do. Ask Ss to read the table. Explain/Elicit the meaning of any unknown words [e.g. **fizzy drinks**, **take regular exercise**]. Play the cassette. Ss listen and put a tick or cross next to each item. Check Ss' answers around the class. Ss take it in turns to make sentences using the expressions in the list.)

eat too many hamburgers or pizzas	✗
eat a lot of chocolate or ice-cream	✗
eat a lot of fruit and vegetables	✓
drink fizzy drinks or beer	✗
drink a lot of water	✓
have cereal with milk for breakfast	✓
take regular exercise	✓
walk to work	✓

(Ss take it in turns to make sentences with "should" or "shouldn't", using the prompts on the board.)

2 J	5 E	8 E	11 C
3 J	6 J	9 J	12 E
4 C	7 C	10 E, C	

(Suggested answers)

I don't think it's a good idea to/You shouldn't eat a lot of chocolate or ice-cream.

I think it's a good idea to/You should eat a lot of fruit and vegetables./**Why don't you** eat a lot of fruit and vegetables?

I don't think it's a good idea to/You shouldn't drink fizzy drinks or beer.

I think it's a good idea to/You should drink a lot of water./**Why don't you** drink a lot of water?

I think it's a good idea to/You should have cereal with milk for breakfast./**Why don't you** have cereal with milk for breakfast?

I think it's a good idea to/You should take regular exercise./**Why don't you** take regular exercise?

I think it's a good idea to/You should walk to work./**Why don't you** walk to work?

- 8** (Write the name of each country on the board and ask Ss in turn to read out the advice in the texts. Write a short prompt on the board for each item, as shown below. Ss make sentences with **should/shouldn't** using the prompts on the board.)

England	China	Japan
please/thank you	kiss	gift
queue	appointments	shoes
appointments	joke	door
mouth full	chopsticks	sit
smoking	present	blow nose

(Suggested answers)

... You should not be late for appointments. You should always ask before smoking in someone's house.

In China, you shouldn't kiss anyone in public. You shouldn't leave your chopsticks pointing upwards in your rice. You should give presents with both hands.

When in Japan, you shouldn't blow your nose in public. You should take a gift when you visit someone. You should take your shoes off as you enter someone's house.

Writing (Project) (p.99)

(Ask Ss to look at the Photo File section. Read the letter aloud. Pause at each gap and prompt Ss to provide the correct word/phrase. Individual Ss then read the completed letter aloud. Assign as written HW.)

should eat fruit and vegetables ... shouldn't eat pizzas ... hamburgers ... a good idea to eat cereal ... drink milk ... shouldn't drink fizzy drinks or beer ... don't you drink water ... isn't a good idea to eat chocolates ... eat ice-cream ... should take regular exercise ... walk

- 7 a)** (Explain that Ss will read some useful travellers' tips, so that they know what they should/shouldn't do when they visit England, China or Japan. Read the sentences aloud and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and circle the correct word. Check Ss' answers.)

1 always 2 late 3 shoes

- b)** (Read sentences 1 to 12 aloud. Ss explain the words in bold. Help them where necessary. Ss guess the countries. Allow Ss five minutes to read the texts silently and correct their guesses. Check Ss' answers around the class. Play the cassette again. Ss listen and follow the texts. Explain/Elicit the meaning of any words Ss still don't understand. Individual Ss read the texts aloud.)

- 9 a)** (Read aloud the words in the list. Ss repeat, chorally and individually. Explain/Elicit the meaning of any unknown words in the list. Ss then fill in the gaps with words from the list. Check Ss' answers.)

1 headache	4 flu
2 sore throat	5 tired
3 cold	6 toothache

- b)** (Read aloud the advice given and explain/ elicit the meaning of any unknown words. Match the advice to the pictures. Check Ss' answers.)

Put a jumper on.	3
See the dentist.	6
Get some sleep.	5
Take some cough syrup.	2
Call the doctor and go to bed.	4

- 10** (Point out to Ss that "what's the matter?" and "what's wrong with you?" may be used interchangeably, as may "Why don't you..."/"You should..." Remind Ss to pay attention to the intonation used by the speakers on the cassette. Play the cassette. Ss listen, then repeat the dialogues in open pairs, copying the intonation of the speakers. Next, Ss act out dialogues using the remaining prompts from Ex. 9, in open/closed pairs. Check Ss' performance around the class.)

(Suggested answers)

- A: Paul, what's the matter?
 B: I've got a sore throat.
 A: You should take some cough syrup.
 A: Sally, what's wrong with you?
 B: I feel very cold.
 A: Why don't you put a jumper on?
 A: Anna, what's wrong with you?
 B: I've got toothache.
 A: You should see the dentist.
 A: Jane, what's the matter?
 B: I've got the flu.
 A: Why don't you call the doctor and go to bed?

(As HW, Ss memorise the dialogues in Ex. 10 and the advice in Ex. 9, so that they are prepared to act out dialogues using only prompts such as **flu**, **headache**, etc. Check in the next lesson.)

- 11** (Present the table and explain the use of these modal verbs. Check that Ss have understood the formal terms used [e.g. **permission**, **allowed**, etc.] Explain that Jack wants to rent a room. Mrs Battersby, the owner of the house, tells him what he **must**, **can** or **can't** do [i.e. house rules]. Read aloud the items in the table and explain/elicite the meaning of any unknown words. Play the cassette. Ss tick the boxes. Check Ss' answers.)

	MUST	CAN'T	CAN
keep pets		✓	
have parties in the room		✓	
play loud music		✓	
use the telephone			✓
have a TV in the room			✓
keep the room clean	✓		
make the bed	✓		
put posters on the walls			✓
pay the rent on time	✓		
be home by 11 pm	✓		

(Ss make sentences using these modal verbs, as in the example in the S's book.)

- You can't have parties in the room.
 You can't play loud music.
 You can use the telephone.
 You can have a TV in the room.
 You must keep the room clean.
 You must make the bed.
 You can put posters on the walls.
 You must pay the rent on time.
 You must be home by 11 pm.

- 12** (Explain that **have to** means the same as **must**. Ss act out dialogues using the prompts in Ex. 11, first in open pairs, then in closed pairs. Check Ss' performance around the class. As HW, Ss memorise the dialogues and the table, so that they are prepared to act out dialogues using only the phrases in Ex. 11.)

- SA: Can I keep pets?
 SB: No, you can't.

- SA: Can I have parties in the room?
 SB: No, you can't.

- SA: Can I have a TV in the room?
 SB: Yes, of course you can.

- SA: Do I have to keep the room clean?
 SB: Yes, you do. You must keep the room clean.

- SA: Can I put posters on the walls?
 SB: Yes, of course you can.

- SA: Do I have to be home by 11 pm?
 SB: Yes, you do. You must be home by 11 pm.

- SA: Do I have to pay the rent on time?
 SB: Yes, you do. You must pay the rent on time.

- 13 a)** (Check that Ss understand the situation. Read aloud each of the prompts in the list. Ss repeat, chorally/individually. Ask Ss to say what each person is doing wrong, then to say the rules.
 e.g. T: What is No 1 doing wrong?
 S1: She's chewing gum.
 T: What's the rule?
 S2: You mustn't chew gum in class.)

- No 1: You mustn't chew gum in class.
 No 2: You mustn't write on the walls.
 No 3: You mustn't cheat in tests.

- No 4: You mustn't sleep in class.
 No 5: You mustn't eat in class.
 No 6: You mustn't fight in class.
 No 7: You must keep the classroom clean.
 No 8: You mustn't bring pets into school.
 No 9: You must be quiet in class./You mustn't talk to each other in class.

b) (Prompt Ss to suggest further rules. Write these on the board as phrases.

- e.g. do your homework ✓
 listen to the teacher ✓
 be late for class ✗
 run in the corridors ✗

Ss make sentences, chorally or individually, as in the example in the S's book. As an optional extension, assign this as written HW.)

(Suggested answers)

- You must do your homework.
 You must listen to the teacher.
 You mustn't be late for class.
 You mustn't run in the corridors.

14 (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/r/ pronounced	/r/ silent
turn		✓
care		✓
hurry	✓	
various	✓	

15 (Ss' own answers)

16 (Allow Ss three minutes to fill in the correct modal verb. Play the cassette. Ss listen and check. Check Ss' answers by asking Ss to act out each dialogue in open pairs.)

- a) giving advice – should, shouldn't
 b) giving permission – Can, can
 c) expressing obligation – must
 d) refusing permission – can, can't
 e) expressing prohibition – mustn't

(Prompt Ss to act out similar dialogues in open pairs, using items from this unit or their own ideas.

e.g. SA: I don't feel very well.

SB: You should see the doctor.

As HW, Ss memorise the completed dialogues in the S's book. Check in the next lesson.)

17 a) (Explain that the table of instructions and reasons is taken from a leaflet giving advice to swimmers on how to protect themselves. Explain/Elicit the meaning of any unknown words in the table. Ss match the pictures to the instructions.)

Picture A – put suncream on/skin

Picture B – wear/hat

Picture C – wear sunglasses

Picture D – swim after eating

Picture E – play in/sun between 11 am & 3 pm

Picture F – drop litter on/beach

Picture G – swim near windsurfers

(Check Ss' answers by asking Ss to give the relevant instruction as a full sentence.)

(Suggested answers)

A – **Always** put suncream on your skin.

B – **Always** wear a hat.

C – **Always** wear sunglasses.

D – **Never/Don't** swim after eating.

E – **Never/Don't** play in the sun between 11 am & 3 pm.

F – **Never/Don't** drop litter on the beach.

G – **Never/Don't** swim near windsurfers.

b) (Allow Ss five minutes to match the instructions to the reasons. Check Ss' answers around the class.)

drop litter on/beach – It looks and smells horrible.

play in/sun between 11 am & 3 pm – The sun is very dangerous then.

wear/hat – It protects your head from the sun.

swim after eating – It is dangerous to swim with a full stomach.

wear sunglasses – They protect your eyes from the sun.

swim near windsurfers – There is always danger of accidents.

Writing (a leaflet giving advice) (p.103)

(Explain to Ss the layout we have to follow to write leaflets, as described in the theory box. Ask Ss to study the leaflet in Ex. 4 briefly to see how these rules have been applied. Check that Ss understand the writing task and remind them to begin as shown in the S's book. Explain/Elicit the meaning of any unknown words in this introduction. Prompt Ss to suggest further instructions and write these on the board. Check that Ss can complete the task orally in class, then assign it as written HW.)

(Suggested answers)

- Never swim after eating. It is dangerous to swim with a full stomach.
- Always wear a hat. It protects your head from the sun.
- Always wear sunglasses. They protect your eyes from the sun.
- Always put suncream on your skin. It protects your skin from the hot sun.
- Don't drop litter on the beach. It looks and smells horrible.
- Don't play in the sun between 11 am and 3 pm. The sun is very dangerous then.
- Never swim near windsurfers. There is always a danger of accidents.
- Always watch your children. They may have an accident.
- Always use a high-factor suncream for children. Their skin can burn very easily.
- Never fall asleep in the sun. It is dangerous to stay in the sun too long.

Words of Wisdom (p. 103)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- When visiting a place, you should follow the manners and customs of the people who live there.
- You learn more from the experience of doing something than from any advice or training.

Unit 15 - Take a Break (pp. 104 - 109)

Objectives

Vocabulary: words related to holidays/sightseeing; adjectives describing places/cities/countries

Reading: scanning to match information to visual prompts; reading for detailed understanding of the text

Listening: listening to check information in a list; listening for missing information; listening for specific information

Speaking: asking/answering questions about things one has/hasn't done

Communication: making a reservation at a restaurant; inviting sb out; buying things

Pronunciation: / ʃ /, / tʃ /

Grammar: present perfect; revision of all tenses

Project: letter to a friend about your holidays

Writing: letter to a friend from a holiday destination, reporting experiences

- 1** (Ask Ss to look at the pictures and identify the country [Egypt]. Explain the question: **Have you ever been to ...?** If no Ss have been to Egypt, ask the same question about other countries to elicit a positive reply. Help Ss to describe the country briefly.)

Egypt – (Ss' own answers)

- 2** (Read aloud each of the items listed. Ss repeat, chorally/individually. Ss match as many items as possible. Explain/Elicit the meaning of the remaining items, and check that Ss now understand all the vocabulary in the exercise.)

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

- 3** (Explain that Jack is in Cairo on holiday. Read the sentences aloud and explain/elicite the meaning of **traditional**. Ask Ss to underline: **I have already visited, I haven't seen, I've been to, I have been, I haven't visited**. Explain that this tense is **present perfect** – we use this tense to talk about **actions which happened in the past without saying when**. Explain how we form the present perfect (have/has + past participle). Play the cassette. Ss listen and mark the sentences as true or false. Check Ss' answers around the class.)

2 F 3 T 4 F 5 T

- 4 (Explain that Ss will read a letter from Jack, who is on holiday in Cairo at the moment, to his friend Terry in England, where Jack lives. Allow Ss five minutes to read the letter and the sentences which match the pictures. Check Ss' answers around the class.)

(Sentences to match pictures)

- 4 I have also seen ... the Sphinx at Giza.
7 We are also going to visit Luxor. The place is famous for its huge temples and statues.

(Read questions 1 to 10 aloud. Prompt Ss to answer each question in a full sentence. Explain/Elicit the meaning of any words in the letter which Ss still don't understand. Play the cassette again. Ss listen and follow the text, then individual Ss take it in turns to read the text aloud.)

(Questions)

- 1 Jack is in Cairo.
- 2 The weather is very hot there.
- 3 Jack is staying with his friend, Abdullah.
- 4 Jack has been there since Monday.
- 5 He visited the Khan al-Khalili bazaar on Tuesday.
- 6 He saw the Pyramids and the Sphinx at Giza yesterday. He also rode a camel and ate in a traditional restaurant.
- 7 He hasn't been on a boat trip down the River Nile yet; he hasn't visited the Egyptian Museum and he hasn't been to Luxor.
- 8 He is going on a boat trip tomorrow and he is going to visit the museum one of these days to see the exhibits. He is also going to visit Luxor.
- 9 He is returning to England on Sunday next week.
- 10 He thinks Cairo is a fascinating city.

Speaking (p. 105)

(Copy the table on the board and complete it, eliciting answers from Ss. Ss copy the completed table.)

HAS	WHEN	WHAT IS WAS LIKE	WHAT HE DID THERE
visited the Khan al-Khalili bazaar	Tuesday	noisy & crowded	bought souvenirs
seen the Pyramids and the Sphinx at Giza	yesterday	amazing (camel ride was fun)	rode a camel
been to a traditional restaurant	last night	fantastic (food was delicious)	tried couscous and falafel

(Explain that we use **past simple** when asking/answering questions about an action which happened at a definite time in the past. Draw Ss' attention to the change of tense in the dialogue in the S's book. Ss use the notes to ask and answer questions as in the example. As HW, Ss should be prepared to talk about Jack's holiday using only the notes in the table.)

- SA: Has Jack seen the Pyramids and the Sphinx at Giza?
SB: Yes, he has.
SA: When did he see them?
SB: Yesterday.
SA: What was it like?
SB: It was amazing.
SA: What did he do there?
SB: He rode a camel. (It was fun.)
SA: Has Jack been to a traditional restaurant?
SB: Yes, he has.
SA: When did he go?
SB: Last night.
SA: What was it like?
SB: The place was fantastic and the food was delicious.
SA: What did he do there?
SB: He tried couscous and falafel.

- 5 (Allow Ss three minutes to fill in the gaps. Check Ss' answers around the class. As HW, Ss memorise these collocations. Check in the next lesson.)

- | | | |
|-------------|---------------|---------------|
| 1 huge | 4 traditional | 7 rode |
| 2 wonderful | 5 handmade | 8 fascinating |
| 3 centre | 6 boat | |

- 6 (Read the list of adjectives aloud. Ss repeat, chorally/individually. Explain/Elicit the meaning of each adjective. Allow Ss three minutes to read items 1 to 5 silently and replace the words in bold with their opposites. Check Ss' answers around the class.)

- | | | |
|----------------|--------------|--------|
| 1 horrible | 3 modern | 5 cold |
| 2 quiet, empty | 4 disgusting | |

(In open/closed pairs, one S reads aloud the sentence in the S's book, the other S then reads the same sentence but substitutes the opposite adjective. Ss change roles and continue.

e.g. SA: I'm having a wonderful time.

SB: I'm having a horrible time.

The streets are noisy and crowded.

SA: The streets are quiet ... etc.

As HW, Ss memorise the adjectives and their opposites. Check in the next lesson.)

7 (Allow Ss two minutes to fill in the prepositions. Check Ss' answers around the class. As HW, Ss memorise these prepositions. Check in the next lesson.)

- 1 with 3 at 5 for
2 on 4 on, down

(Prompt Ss to use the phrases in full sentences.)

(Suggested answers)

- 1 I am staying **with** my friend, John.
- 2 I am coming back **on** Tuesday.
- 3 I have seen the Sphinx **at** Giza.
- 4 I want to go **on** a boat trip **down** the River Nile.
- 5 This island is famous **for** its beaches.

8 (Present the grammar box explaining how we form the **present perfect** and check that Ss can supply the missing items correctly.)

- Affirmative - have
Negative - hasn't, haven't

(Present the grammar box explaining the use of **present perfect** and past simple. Check that Ss understand the term **past participle**, and point out that in the list of irregular verbs on p. 116, the past participle is given in the third column. Also, explain that, with regular verbs, the past participle resembles the past form. Check also that Ss understand the time adverbs listed in the box.)

9 (Allow Ss three minutes to scan the letter in Ex. 4 again and find what Jack has/hasn't done. Check Ss' answers by asking Ss to make sentences in the 3rd person, as shown below.)

- Jack **has visited** the Khan al-Khalili bazaar.
Jack **has seen** the Pyramids and the Sphinx at Giza.
Jack **has been** to a traditional restaurant.
Jack **hasn't been** on a boat trip down the River Nile.
Jack **hasn't visited** the Egyptian Museum.

10 (Present the table of interrogative and short-answer forms of the present perfect, and prompt Ss to fill in the gaps in the table correctly.)

- Yes, I/we/you/they **have**.
No, I/we/you/they **haven't**.
Yes, he/she/it **has**.
No, he/she/it **hasn't**.

11 (Present the theory box concerning the use of **ever** and **never**, and check Ss' comprehension. Read aloud the name of each country. Ss repeat, chorally/individually. Check that Ss recognise the names of these countries in English. Ss make sentences, as in the examples in the S's book.)

(Suggested answers)

I've been to Australia. It's the best country I've ever visited.

I've never been to Mexico.

I've been to Italy. It's the best country I've ever visited.

I've never been to Turkey.

I've been to Greece. It's the best country I've ever visited.

I've never been to Poland.

I've been to Brazil. It's the best country I've ever visited.

I've never been to Canada.

12 (Ss look at the first prompt, and two Ss read the first dialogue as an open pair. Remind Ss of the change of tense when we ask "When?" and point out that they should describe the experience. Read aloud the list of adjectives. Ss repeat, chorally/individually. Check that Ss understand the meaning of the adjectives, and which prompt each may apply to. Two Ss read the second dialogue as an open pair. Point out that **ride** is an irregular verb. Ask Ss to look at the list of irregular verbs on p. 116 and find the past form and past participle of **ride**, **eat**, **meet**, **drive** and **fly**. Ss, in pairs, act out similar dialogues using the remaining prompts. Check Ss' performance around the class. Have some pairs report back to the class. As HW, Ss should memorise the structure of the dialogues and be prepared to act out similar dialogues using only prompts. Check in the next lesson.)

13 (Present the theory box concerning the use of **yet** and **already**. Read the examples aloud. Ss repeat, chorally/individually. Ask Ss to look at the picture in Ex. 13 and say what it shows [the Eiffel Tower, Paris]. Explain that Tony and Ann are on holiday in Paris, and that Ss will listen to a telephone conversation between Ann and her mother. Read the list of activities aloud, and explain that these are things Tony and Anne have/haven't done. Play the cassette. Ss listen and put a tick or a cross next to each item. Check Ss' answers.)

- go shopping at the Galleries Lafayette ✓
- see the Arc de Triomphe ✓
- go on a boat trip on the Seine x
- visit the Louvre ✓
- see Notre Dame x

(Two Ss read the example in the S's book as an open pair. Ss ask and answer questions using the remaining prompts, first in open pairs, then in closed pairs. Check Ss' performance around the class.)

- SA: Have they been shopping at the Galleries Lafayette **yet**?
- SB: Yes, they have **already** been shopping at the Galleries Lafayette. Have they seen the Arc de Triomphe **yet**?
- SA: Yes, they have **already** seen the Arc de Triomphe. Have they been on a boat trip on the Seine **yet**?
- SB: No, they haven't been on a boat trip on the Seine **yet**. Have they visited the Louvre **yet**?
- SA: Yes, they have **already** visited the Louvre. Have they seen Notre Dame **yet**?
- SB: No, they haven't seen Notre Dame **yet**.

14 (Present the theory box concerning the use of **just**. Read the short dialogue aloud. Ss repeat, chorally/individually. Read aloud the prompts in Ex. 14 and explain/elicit the meaning of any unknown words. Check that Ss know the past participle of **find**. Ss use the prompts to take turns asking and answering questions in open/closed pairs.)

- 2 SA: Have you packed our swimming costumes **yet**?
- SB: Yes, I've **just** packed them.
- 3 SA: Have you found the tickets **yet**?
- SB: Yes, I've **just** found them.
- 4 SA: Have you talked to the receptionist **yet**?
- SB: Yes, I've **just** talked to him/her.
- 5 SA: Have you met Steve **yet**?
- SB: Yes, I've **just** met him.

(Present the theory box concerning **for** and **since**. Divide the class into two teams. Read aloud prompts such as those suggested below. Teams take it in turns to add **for** or **since**. Each correct answer gets one point. The team with the most points is the winner.)

(Suggested prompts)

October, two months, last Saturday, 1959, a month, two weeks, Monday, etc.

T: October

Team A S1: since October

T: two months

Team B S1: for two months, etc.)

15 (Allow Ss three or four minutes to write the notes in Ex. 15 as full sentences using **for** or **since**. Check Ss' answers around the class.)

- 2 He has lived in Rome **for** three years.
- 3 I have not seen Jane **for** ten years.
- 4 I have not travelled by plane **since** 1987.
- 5 They have been on holiday **since** last Monday.

16 a) (Explain that two friends meet each other accidentally while on holiday in Madrid. Explain/Elicit the meaning of any unknown words/phrases in the dialogue. Play the cassette. Ss follow the dialogue. Allow Ss four minutes to go through the dialogue and fill in the correct tense of the verbs in brackets. Play the cassette again. Ss listen and check their answers. Write the correct answers on the board.)

- | | |
|----------------------------|----------------------|
| 1 have you been | 10 Have you been |
| 2 arrived | 11 went |
| 3 'm/am staying | 12 Have you been |
| 4 are you staying | 13 'm/am going to do |
| 5 've/have been | 14 want |
| 6 have you visited | 15 Have you tried |
| 7 've/have already visited | 16 went |
| 8 went | 17 are you doing |
| 9 saw | 18 'm/am going |

b) (Read aloud questions 1 to 6. Ss answer in full sentences. Write the correct answers on the board to help students with the writing task which follows.)

- 1 Paul is in Madrid.
- 2 He arrived last Monday.
- 3 He is staying with his friend, Carlos.
- 4 He has visited the Prado Museum, Palacio Real and 'Lhardy' restaurant.
- 5 He hasn't been shopping at the Rastro flea market yet and he hasn't been to the opera to see Carmen.
- 6 He is going to the opera to see Carmen tonight.

(Ss, in pairs, read out the completed dialogue.)

Writing (Project) (p. 108)

(Ask Ss to look at the plan on p. 109. Prompt Ss to answer the questions in the plan as if they were Paul, using the information in Ex. 16. When satisfied that Ss can complete the task orally [which may require working through the letter a second time], assign it as written HW.)

(Suggested answer)

Dear Joe,

Greetings from Madrid! The weather is fantastic here and I'm having a wonderful time. I arrived here last Monday and I've been staying with my friend, Carlos.

I've already visited the Prado Museum. I went there last Monday. It's fantastic! I saw some beautiful paintings there. I also went to Palacio Real yesterday. The state rooms were magnificent. Finally, I went to 'Lhardy' restaurant last night with some friends. I tried the paella. It was delicious!

I haven't had time to go shopping yet. I really want to go to the Rastro flea market. You can find wonderful souvenirs there. I have big plans for this evening. I'm going to the opera to see *Carmen*. I'm so excited! I also saw our friend Peter here. That was a surprise! We're meeting tomorrow at Bistro Café.

Madrid is a fantastic city — you must visit it one day! Anyway, I've got to get ready for the opera. I'll call you when I return home.

Best wishes,
Paul

- 17 a)** (Ask Ss to look at the picture. Explain/Elicit that this shows a bellboy in a hotel [i.e. he carries guests' luggage and brings things to their rooms]. Read aloud sentences 1 to 3, and explain/ elicit the meaning of any unknown words. Play the cassette. Ss listen and underline the correct words. Check Ss' answers.)

1 Americans 2 bellboy 3 \$20

- b)** (Allow Ss five minutes to read the text and choose the correct answer to questions 1 to 4. Check Ss' answers around the class, explaining why each is the best choice. Help Ss to explain the words in bold, then explain/ elicit the meaning of any words which Ss still don't understand. Play the cassette again. Ss listen and follow the text. Individual Ss read the text aloud.)

1 C 2 A 3 C 4 B

- 18** (Read the instructions aloud and check that Ss understand. Play the cassette. Ss listen, then explain the situation in each dialogue and say which speaker performs each of the functions listed.)

- a The woman [Speaker A] in dialogue 3.
b The man [Speaker A] in dialogue 1.
c The woman [Speaker B] in dialogue 2.

(Play the cassette again, reminding Ss to pay attention to the speakers' intonation. Ss listen, then act out the dialogues in open/closed pairs, copying the intonation of the speakers on the cassette. As HW, Ss memorise the dialogues. Check in the next lesson.)

- 19** (Explain that the S's book shows possible responses to statements which are **not** shown, but will be heard on cassette. Allow Ss two or three minutes to look at items 1 to 12. Play the cassette, which gives only the statements. Ss choose the correct response to each. Play the cassette again, so that Ss now hear complete exchanges. Ss listen and check their answers.)

1 a	4 a	7 a	10 a
2 b	5 b	8 a	11 a
3 b	6 b	9 b	12 b

- 20** (Ss' own answers)

- 21** (Play the cassette. Ss listen and tick the appropriate boxes. Check Ss' answers around the class, then play the cassette again. Ss listen and repeat, chorally and individually.)

	/s/	/ʃ/
shoes	✓	
choose		✓
watch		✓
wash	✓	

	/ʃ/	/tʃ/
wish	✓	
witch		✓
sheet	✓	
cheat		✓

Writing (p. 109)**Composition Discussion**

(Present the theory box, then go through the plan and elicit answers from Ss based on their imagination/ experiences. Prompt Ss to complete the task orally, following the letter in Ex. 4 and the writing task on p. 109. Assign it as written HW.)

(Suggested answer)

Dear Ian,

Greetings from Greece! I arrived here last Wednesday. The weather here is very hot! I am staying in Athens with my friend, George.

I have already been to the Acropolis. I went on Thursday. It was amazing! I've also been shopping in Plaka — the old town. I went on Friday. I found lots of beautiful souvenirs and jewellery there. Last night, I visited a traditional Greek restaurant. The food was delicious!

I haven't visited any museums yet, but I am going to the theatre this evening. I can't wait!

Athens is a fascinating city — you have to see it for yourself. I'm leaving on Saturday, so I'll call you when I get back.

Best wishes,
Stephen

2 (Read the questions aloud, then play the cassette. Ss listen and identify the speakers. Check Ss' answers, then explain/ elicit the meaning of any unknown words in the exercise.)

1 S 2 D 3 S 4 D

3 (Allow Ss three minutes to read the episode and answer the questions. Check Ss' answers around the class. Explain/ Elicit the meaning of any words in the episode which Ss still don't understand.)

- 1 It's 9 pm on a January evening.
- 2 The weather/night is warm and dry.
- 3 Sandra and David are near Myrrhee in Australia.
- 4 They are doing some research to write a story about UFOs.
- 5 Sandra hears a noise.
- 6 It is coming from a UFO in the sky.

4 (Read each word/phrase aloud. Ss scan the text to find the word/phrase as quickly as possible. ["small", "good-looking" and "patient" do not appear.] Ss then read more carefully and decide who/what each relates to.)

bright light	flashing lights
huge	noise

5 (Allow Ss three or four minutes to fill in the missing words. Check Ss' answers by asking individual Ss to read the completed sentences aloud.)

1 believe	4 no use	7 look
2 stand	5 wasting	
3 start	6 land	

6 (Play the cassette. Ss listen and follow the dialogue in their books, then read the dialogue aloud in open/closed pairs.)

7 (Read aloud the words in the list. Ss repeat, chorally/ individually. Help Ss to match the words to the spaces, then prompt individual Ss to make sentences about the jeep, as in the suggested answers below.)

- | | |
|---------------------|-------------------|
| a) windscreen | f) bumper |
| b) rear-view mirror | g) seat |
| c) bonnet | h) steering wheel |
| d) wing mirror | i) wheel |
| e) headlight | |

Words of Wisdom (p. 109)

(Ss try to explain the sayings in their mother tongue. If Ss have difficulty, explain the sentences. Ask Ss to memorise the sentences and check in the next lesson.)

- You travel faster when you travel on your own, because you don't have to wait for other people/fit in with other people's plans/etc.
- All the different experiences you have while travelling teach you to be more tolerant of different cultures/customs/etc.

Strange Visitors

Episode 1 The Sighting (pp. 110 - 111)

1 (Read aloud the title and introduction on p. 110, without explaining any vocabulary. Ask Ss to read the sentences and answers in Ex. 1. Emphasise that Ss do not need to read the episode in detail; they should scan the pictures rapidly to find the answers. Check Ss' answers, then explain/ elicit the meaning of any unknown words in the exercise.)

1 B 2 A 3 B 4 A

(Suggested answers)

There are two headlights and a bumper at the front of the jeep.

The jeep has got two mirrors - a rear-view mirror and a wing mirror.

The jeep has got four wheels and a bonnet.

Finally, the jeep has also got a windscreen and a steering wheel.

- 8** (Allow Ss four minutes to read the summary and fill in the correct prepositions. Check Ss' answers and explain/ elicit the meaning of any unknown words in the summary. Individual Ss take it in turns to read the completed passage aloud.)

1 through 3 in 5 in 7 into
2 near 4 down 6 of

- 9** (Allow Ss three minutes to read the list and put the events in the correct order, then check Ss' answers.)

- 1 David and Sandra are driving through the fields near Myrree.
- 2 Sandra hears a noise.
- 3 They see a bright light in the sky.
- 4 Sandra takes pictures.
- 5 The visitors are taking them into the spaceship.

(Prompt Ss to retell the story using the list of events, with linking words where appropriate.)

- 10** (Prompt Ss to make predictions about the next episode, as in the suggested answer below.)

(Suggested answer)

I think David and Sandra will meet aliens aboard the spaceship. I think they will take some pictures of the aliens. etc

Strange Visitors

Episode 2 The Contact (pp. 112 - 113)

- 1 a)** (Ask Ss to retell the story of the previous episode briefly, then ask Ss to look at the pictures on p. 112 without reading the text. Read aloud the statements in Ex. 1 and explain/ elicit any unknown words. Ss say whether the statements are true or false, and correct the false statements.)

1 T 2 F 3 T 4 F

- 2 The aliens **haven't got any hair**.
- 4 David and Sandra are in the **hotel** in the last picture.

- b)** David and Sandra are surprised because they don't know how pictures of a spaceship and aliens happened to be on their film.

- 2** (Read each of the sentences aloud. Elicit from Ss the meaning of the words in bold. Play the cassette. Ss listen and underline the correct word. Check Ss' answers.)

1 human 3 join 5 full of
2 primitive 4 Erase 6 best

- 3** (Read the questions aloud, and explain/ elicit the meaning of any unknown words. Allow Ss five minutes to read the episode and answer the questions. Check Ss' answers around the class, then explain/ elicit the meaning of any words/phrases which Ss still don't understand.)

- 1 The 'metal box' that the alien mentions is David and Sandra's jeep.
- 2 The aliens decide to erase David's and Sandra's memories because they are not ready to join them (the aliens).
- 3 Humans can't understand their technology.
- 4 David wants to develop the film so he can see what photographs are on it.
- 5 The pictures show photographs of a spaceship and aliens.

- 4** (Check that Ss understand the task, then allow them five minutes to match the sentences and underline the correct linking word. Check Ss' answers by asking individual Ss to read aloud each complete, correct sentence.)

2 e (but) 4 a (because) 6 b (but)
3 g (so) 5 d (so) 7 f (because)

- 5** (Read aloud the words in the list. Ss repeat, chorally and individually. Ss label the pictures. Ask Ss to say which means of transport are primitive, and which are modern.)

- 1 cart - primitive
- 2 aeroplane - modern
- 3 train - modern
- 4 raft - primitive
- 5 rowing boat - primitive
- 6 hot-air balloon - modern

- 7 camel - primitive
- 8 donkeys - primitive
- 9 car - modern

6 (Play the cassette. Ss listen and follow the dialogue. Ss act out the dialogue in open groups. [Groups may have five Ss, allowing one S to take each role, or some Ss may read two roles.]

7 (Explain who Erich von Däniken is [famous writer for his theory on how ancient civilizations were visited by extra-terrestrials.] Allow Ss six or seven minutes to read the text silently and put the verbs in the correct tense/form. Check Ss' answers, then explain/elicit the meaning of any unknown words. Finally, individual Ss take it in turns to read the completed text aloud.)

- | | |
|--------------|--------------------|
| 1 is | 9 is |
| 2 say | 10 lived |
| 3 have seen | 11 arrived |
| 4 is | 12 Did they know |
| 5 are aliens | 13 Will aliens try |
| 6 compared | 14 don't know |
| 7 suggest | 15 is |
| 8 knew | 16 is |

Module Self-Assessment 4 (Units 13 - 15) (pp. 114 - 115)

(Assign these exercises as written HW after you have explained to Ss what to do in each exercise. Check Ss' answers in the next lesson. Ss are then prepared for the test.)

- 1**
- | | |
|------------------|----------------|
| 1 famous | 6 crowded |
| 2 tip | 7 handmade |
| 3 food pills | 8 kiss |
| 4 aluminium cans | 9 light |
| 5 went | 10 traditional |
- 2**
- | | |
|---------------------|--------------------|
| 1 washing-up liquid | 5 tell jokes |
| 2 headache | 6 ballet lessons |
| 3 join a gym | 7 drop |
| 4 a wonderful time | 8 public transport |
- 3**
- | | | | |
|----------|--------|--------|-----------|
| 1 for | 3 in | 5 into | 7 on |
| 2 to, at | 4 with | 6 from | 8 on, for |
- 4**
- | | | |
|---------|----------------|--------|
| 1 find | 4 short | 7 sore |
| 2 great | 5 pre-packaged | 8 huge |
| 3 earn | 6 chew | |

5	Past Simple	Past Participle
	was/were	been
	bought	bought
	called	called
	did	done
	went	gone/been
	had	had
	lived	lived
	returned	returned
	saw	seen
	spent	spent
	stayed	stayed
	took	taken
	visited	visited
	wanted	wanted

- 6**
- | | |
|-----------------|-----------------------|
| 1 since | 7 has never travelled |
| 2 because | 8 shouldn't |
| 3 any | 9 Have you sent |
| 4 It | 10 went |
| 5 did you visit | 11 can |
| 6 mustn't | 12 is cooking |

- 7**
- | | |
|-------|-------------|
| 1 for | 3 never |
| 2 ago | 4 yet, just |

- 8**
- 1 What are you doing tonight?
 - 2 Would you like to go?

- 9**
- | | | |
|----------|---------|-----------|
| 1 should | 3 can | 5 mustn't |
| 2 can | 4 can't | |

- 10**
- | | |
|------------------------|--------------------|
| • 1 is | 10 didn't buy |
| 2 am having | 11 have eaten |
| 3 am staying | 12 went |
| 4 lives | 13 had |
| 5 have already visited | 14 haven't done |
| 6 visited | 15 haven't been |
| 7 bought | 16 are going |
| 8 have also been | 17 am/'m returning |
| 9 took | 18 will/'ll call |
- 1 The weather in London is **warm and sunny**.
 - 2 Ann is having a **wonderful** time.
 - 3 Ann **has visited** Buckingham Palace.
 - 4 Ann **didn't buy anything** in Harrods.
 - 5 Ann's uncle took her to **an Indian** restaurant.
 - 6 Ann and her uncle are going to **Hyde Park** tomorrow.
 - 7 Ann is returning home on **15th June**.

11 (Suggested answer)

Dear Pam,

Guess what! I am going on holiday with my friend, Claire, for a whole month!

We are flying to Spain on 20th June. Claire and I love climbing, so we are going to stay at a hotel near the Pyrenees. We want to travel around Spain too, so we are going to hire a car.

We are coming back from our holidays on 21st July, and I have got lots of plans for the autumn. First, I am going to start exercising because I want to lose some weight. I am going to join an art class to learn how to paint, too.

Oh! I nearly forgot! On 30th July, I am having a party at my house. Please try to come. You can spend the night here.

Well, that's all for now. Hope to see you soon.

*Love,
Helen*

Unit 1 Hi!

> Tapescript for Exercise 20 (p. 11)

Hello! I'm Rashid Al Hibb. I'm from Alexandria, Egypt. I'm 16 years old and I'm a student at Mortimer College.

This is Mary Stuart. She's from Dublin, Ireland. She's 30 years old and she's an English teacher at Mortimer College.

This is John Parry. He's from Glasgow, Scotland. He's 42 years old and he's a Maths teacher at Mortimer College.

This is Bob Davis. He's from Swansea, Wales. He's 45 years old and he's a History teacher at Mortimer College.

Unit 2 A Friend in Need ...

> Tapescript for Exercise 9 (p. 14)

Good morning. You're listening to Radio Wessex, and here is this week's list of people from the Wessex area who are missing.

The missing people are:

Sally Pearson, aged 20. Sally is tall and slim with long straight black hair and green eyes.

Jim Scott, aged 23. Jim is tall and slim with straight fair hair and blue eyes.

Peter Armstrong, aged 50. Peter is quite well-built and he's got grey hair, a grey moustache and blue eyes.

Mary Stuart, aged 40. Mary is quite tall. She's got long black curly hair and brown eyes.

Last on the list is Chris Murphy. Chris is 60 years old. He's got short grey hair and a grey beard and moustache. He's also got glasses.

If you know anything about any of these people, please call the nearest police station or contact Radio Wessex ...

Unit 3 Home, Sweet Home

> Tapescript for Exercise 18a (p. 23)

Karen: Ooh, Tom! Look at this house! Isn't it lovely!

Tom: Yes, it is, but look at the cost! It's £800 a month! That's far too expensive for us.

Karen: But Tom, look! It says here it's only five miles from the city centre ... Four bedrooms, two bathrooms ... and look, downstairs it's got a spacious living-room, a kitchen, a dining-room, a study and a small bathroom ... and that's not all. It's also got a large garden and a double garage.

Tom: Hang on! What's this? Now this sounds perfect for us, it's only £300 a month.

Karen: Let me see ... Mm, an attractive flat near the city centre ... two bedrooms, a large bathroom ... what else? ... A modern kitchen, a comfortable living-room and look — a study. Yes, this sounds nice.

Tom: Yes, and it's got a garden and a garage. Let's go and see the flat then, eh?

Karen: Sounds good to me.

Unit 4 Like Father, like Son

> Tapescript for Exercise 23b (p. 30)

Betty: Come on, Helen! Wake up!

Helen: Oh no! What day is it today?

Betty: It's Monday. Come on! There's some coffee in the kitchen.

Helen: Monday! I hate Mondays.

Betty: Why?

Helen: Well, I always get up very early on Mondays. You know I hate getting up early!

Betty: Never mind. It's only one day of the week. What's your favourite day of the week, then?

Helen: Sunday. I love Sundays 'cause I can get up really late then. I quite like Tuesdays, too. Jimmy and I always go to the cinema on Tuesdays.

Betty: So, what do you do on Fridays?

Helen: Come on, Betty. You know we always meet our friends on Fridays. I like Fridays, too.

Betty: See? It's not that bad now, is it? You do like Saturdays, right?

Helen: Of course I like Saturdays, because I go shopping for clothes ...

Betty: So, what about Wednesdays and Thursdays?

Helen: I don't like Wednesdays because that's when I do the ironing, and I don't like Thursdays because I clean the house then!

Betty: Hang on a minute; we clean the house together. Oh Helen, come on. Get up and drink your coffee, now.

> Tapescript Exercise 25 (p. 31)

Philip: Morning, Mrs Ross, Mr Ross. Lovely day!

Mrs Ross: Good morning, Philip.

Philip: Gosh! I'm late for work again. Here are the keys, Mrs Ross.

Mrs Ross: Thanks, dear. See you tonight. I like that boy, he's so good-looking with those lovely green eyes and that wonderful short fair hair.

Mr Ross: Hmm. But he's very lazy, dear. He is always late for work.

Mrs Ross: Sh! Sh! Here comes Miss Adams. Good morning, Miss Adams. And how are you this fine morning?

Miss Adams: I'm fine. Here, take the keys.

Mr Ross: Isn't she beautiful? What gorgeous long blonde hair and lovely blue eyes!

Mrs Ross: But, Alfred, she's so rude! ... Oh, good morning, Jean.

Jean: Good morning, Mrs Ross, Mr Ross. Here are my keys. See you later!

Mr Ross: Goodbye. Have a nice day at work!

Mrs Ross: Such a pretty girl. I do like her short brown hair. It's very fashionable at the moment, I believe.

Mr Ross: Yes, and she's got very nice brown eyes. I think she's clever, too. She works very hard. Anyway dear, do you want a cup of tea before we clean the rooms?

Mrs Ross: Ooh, yes, please!

Unit 5 An Early Bird or a Night Owl?

> Tapescript for Exercise 12a (p. 37)

Interviewer: Laura, thank you for coming on the show. Our previous guest spends his Sundays climbing. Is that what you like doing on your day off?

Laura: Oh no! I never go climbing — it's too dangerous for me. No, on my day off, I get up early and I always wash the car. Then, I usually go to the gym to get some exercise.

Interviewer: And what do you do for lunch? Do you cook on Sundays?

Laura: No. I like cooking, but I rarely cook on Sundays because it's my day off. If the weather is nice, I often go on a picnic with friends, either in the woods or at the beach.

Interviewer: And how about the evening? What's your idea of a nice Sunday evening?

Laura: What I really enjoy is dancing, so I sometimes go dancing on Sunday evening ... if I'm not too tired.

Interviewer: Well, it sounds as if you have a busy time on your day off, Laura. Thanks for talking to us.

> Tapescript for Exercise 16 (p. 38)

Tom: Mary, have you seen this?

Mary: What? What have you got there?

Tom: In this magazine, it says that if you know exactly when you were born, you can find out about your future.

Mary: Shall we try?

Tom: Yes, I'll go first. Now, let's see. I was born on Friday the 22nd of March, 1957, and it was ten thirty at night. Now for you, Mary. When's your birthday?

Mary: You mean you don't remember?

Tom: Yes, yes, of course — the 6th of July, but what about the rest?

Mary: It was Monday the 6th of July, and the year was 1960. Now, the time ... I think it was two o'clock in the afternoon... yes, two o'clock.

Tom: Good. Now, what about Roy. Let's do his as well.

Mary: Okay. Roy was born on Sunday the 3rd of August, 1955. He was born at three o'clock in the afternoon.

Tom: Great. We'll do it for Roy and surprise him.

Mary: Never mind Roy! Do mine! I want to know!

Tom: Okay, okay! Be patient. Now, let's see ...

Unit 6 Birds of a Feather ...

> Tapescript for Exercise 11 (p. 42)

Host: Welcome to *Teen Quiz*. Tonight, we have Peter Drake and Diane Peters. Now, our first question for the evening. Can snakes hear? Peter?

Peter: No, they can't.

Host: Correct. Are dolphins one to four metres long? Diane?

Diane: Yes, they are.

Host: That is correct. One point for you, Diane. Do snakes lay eggs? Diane?

Diane: No, they don't.

Host: Sorry, Diane. That's incorrect. Snakes do, in fact, lay eggs. Can a chimpanzee weigh anywhere from 45 to 80 kilos? Peter?

Peter: Yes, it can.

Host: Well done Peter. That's two points for you now. Next question — do lions sleep for five hours a day? Diane?

Diane: No, they don't. They sleep for over twelve hours every day.

Host: Yes, that's right. Do sea lions live in small groups? Peter?

Peter: No, they don't. They live in large groups.

Host: Correct. Now, are penguins' eggs white, Peter?

Peter: Yes, they are.

Host: Right. Well done. Is it true that eagles can't see well? Diane?

Diane: No, it's not true. Eagles can see very well.
Host: Correct. Now, can elephants live for about 60 years? Diane?
Diane: Yes, they can.
Host: Very good, Diane. Now, our last question. Can penguins be under the water for eighteen minutes? Peter?
Peter: Yes, they can.
Host: Yes, that's correct. Peter, you are the winner with five points. Well done Diane, you were close with four points ...

> Tapescript for Exercise 21 (p. 45)

Mike: Look at the lion, Dad! It's fantastic!
Father: Yes, it is. Lisa, come and look at the lion.
Lisa: Read what it says about lions in the book, Dad.
Father: Well, lions are mammals and they hunt at night. They've got light brown fur, and a long tail. Male lions ...
Lisa: (interrupts) Have a big mane!
Father: That's right. Do you know where they live?
Mike: I know, I know! They live on the hot plains of Africa and they eat zebras and other animals. How long do they live, Dad?
Father: I think they live for about 12 to 14 years.
Mike: Wow, it's a really beautiful animal.
Lisa: Let's look at the chimpanzees over there. Look at that one. It does everything I do! Ha ha!
Father: What does the book say about chimpanzees?
Mike: It says: Chimpanzees are mammals and they're very clever animals. They can learn very easily. They've got black or brown fur ...
Lisa: (interrupts) And very long arms!
Father: Where do they live, Mike?
Mike: In African forests and they eat fruit and vegetables.
Lisa: But their favourite food is bananas. How long do they live, then?
Mike: It says here 40 to 45 years.
Lisa: Wow! That's really old.
Father: Come on, children. Let's look at something else. What's in the next cage, Lisa?

Unit 7 Come Rain or Shine

> Tapescript for Exercise 18 (p. 52)

Judy: Good morning. Today I have a special guest with me. He is a new name in fashion. He comes from Manchester and he has some of his latest designs to show us. Welcome, Victor Green.
Victor: Thank you, Judy. I am happy to be here.
Judy: Let's bring on the first model.
Victor: This is Steve. He is wearing a black jumper with shorts and brown shoes. This is a casual look for summer.
Judy: Thank you, Steve.
Victor: This is Mary. She is wearing jeans and a blue T-shirt with a shirt on top. She has got summer sandals on, too. With her is Jenny. She is wearing white trousers, a red T-shirt and a cap, with socks and trainers.
Judy: Thank you, Mary and Jenny. You both look great.
Victor: Now, this is Paul. He is wearing a dark suit with a blue shirt and a tie.
Judy: Thank you, Paul. That's a very nice suit.
Victor: Here is Diana. She is wearing a white blouse under a plain blue jacket, with a pink skirt and black tights.
Judy: Doesn't she look lovely? Thank you, Diana.
Victor: The next two outfits are for everyday wear. Lucy is wearing a long dress with boots and a hat, and John is wearing a T-shirt and leather trousers, with a black leather jacket and boots.
Judy: Well, they all look great. Thank you so much for coming in and showing us your latest designs.

Unit 8 Enjoy your Meal

> Tapescript for Exercise 12 (p. 57)

A: Let's check what I need for the dinner party tonight. Would you look in the fridge please, Tom?
B: Okay. There's not much here. Would you like me to make a shopping list?
A: Yes. Is there any meat in the fridge?
B: No. How much do you need?
A: I need two kilos of meat.
B: Alright. Do you need any eggs?
A: No, I think we have enough eggs, but I do need a kilo of cheese.
B: What about ham and bread?
A: Yes, I need some ham and some bread.
B: How much do you need?
A: Get me twenty slices of ham and two loaves of bread, please.
B: Do you need any tomatoes?
A: No, I think there are enough tomatoes.

B: Is there anything else you need?
A: Yes, I need some flour.
B: How much?
A: I think two packets of flour will be fine. And some Coke, please.
B: How many bottles do you want?
A: Three bottles will be okay.
B: Shall I buy some orange juice?
A: No, we don't need any – and we don't need any bananas, either.
B: Okay, then. I'll be back with everything you need in half an hour.

> Tapescript for Exercise 21 (p. 59)

"The Blue Lagoon" is the new **Hawaiian restaurant** on **Long Street** and it's open for lunch and dinner every day.

The food is very well cooked. Come and try our fresh **fish** dishes or our delicious Hawaiian burgers with **pineapple**. For dessert, treat yourself to creamy coconut ice-cream and fried bananas in honey.

A meal for two people costs about **£30**. The service is excellent with very helpful and friendly waiters. The restaurant is open from two in the afternoon to twelve midnight.

"The Blue Lagoon" is a very nice restaurant for the whole family. Don't forget to book a table now. (Tel: 6620102)

Unit 9 Times Change ...

> Tapescript for Exercise 15 (p. 66)

Doug: Paul, what were you like when you were little?
Paul: Oh, I was quite clever in some ways. For example, I could talk when I was one, and I could count when I was two. I could read when I was two, as well.
D: Really? That's very impressive! I don't know anyone who could do those things at such an early age.
P: Thank you – but that's not all.
D: What do you mean?
P: Well, I could walk when I was two, and I could ride a bicycle when I was three. But the best thing was that I could swim when I was four.
D: Wow! You were a genius! I wasn't like that when I was young. I couldn't talk until I was two, and I couldn't count until I was three. And reading ... well, I couldn't read until I was five.
P: So? That's completely normal.
D: Yes, but I couldn't walk until I was three, and I couldn't ride a bicycle until I was about ten! I couldn't swim until I was eight, either.
P: That's normal, too. And look at all the other things you could do when you were young. You could play the piano when you were very young, your mother says, and I still can't play the piano! You could *[fade]* speak French, too ...

> Tapescript for Exercise 20 (p. 67)

Presenter: ... So, Mr Cobbler, what was Canary Wharf like 20 years ago?
Cobbler: Ooh, it was a dirty area. I remember there were a lot of empty warehouses around here.
Presenter: Were there any shops?
Cobbler: No, no ... there weren't many shops at all ... There weren't many people here either.
Presenter: And what about the people who did live here?
Cobbler: Well, we didn't have much money, so of course we didn't have nice houses or cars. Oh yes, and Canary Wharf had terrible roads back then ... yes, and so we could only really get around by bus or on foot ... But, as you can see, it's all very different now.
Presenter: Yes, it's a very clean area today. What else is different?
Cobbler: Well, look around you! There are beautiful flats now ... and there are lots of shops, offices, ... yes, and restaurants and cafés.
Presenter: It looks like a lot of people live here now.
Cobbler: Yes. They've got a lot of money, too – I mean, just look at what they've got! They've got lovely houses and nice cars – yes, very different! And it's easy to get around now, too. Today, on Canary Wharf you can get around by train, bus or taxi! Yes, Canary Wharf is a completely different place nowadays!

Unit 10 The Price of Fame

> Tapescript for Exercise 14 (p. 73)

Now, let's look at four famous paintings.

The first one is "Mona Lisa", a portrait of a woman who is sitting and smiling. Leonardo Da Vinci painted it during the years 1503 - 1506, and today this painting is in the Louvre.

Pierre-Auguste Renoir painted the second painting, "Child with Cat", which shows a girl sitting and holding her cat. This painting is also in the Louvre.

In the last painting, "Two Dancers", by Edgar Degas, there are two young women wearing tutus and dancing.

The last painting is "The Laughing Cavalier". Frans Hals painted it in 1624. It's a portrait of a smiling man wearing a big hat.

> Tapescript for Exercise 22 (p. 75)

Antonio Vivaldi was a famous Italian composer and violinist. He was born in Venice on 4th March, 1678. His father taught young Antonio to play the violin. In 1703, at the age of twenty-five, Vivaldi became a priest. He also taught music at a school for girls in Venice. He travelled to many countries and wrote brilliant pieces of music for the school.

Vivaldi was a genius. He wrote about 40 operas, 39 concertos for the bassoon and 30 for the flute.

Although he was a rich man at the height of his career, Vivaldi died very poor. He died on 28th July, 1741, at the age of sixty-three. Vivaldi never married.

Unit 11 All's Well That Ends Well

> Tapescript for Exercise 21 (p. 81)

It was about three o'clock in the morning and Tony was in bed. He **suddenly heard** noises outside his house. He got out of bed and he **went sleepily** to the window. There was black smoke everywhere. His house was on fire.

Tony **ran quickly** downstairs, but couldn't get out because there was fire all around. He **immediately rushed** upstairs again, **closed** the door **tightly** behind him and opened the window. "Help!" he **shouted desperately**. But the firefighters couldn't hear him. Then, Tony saw a ladder near the window so he **climbed carefully** onto it. "Don't panic," a firefighter called up to him. "I'll help you." He held the ladder and Tony climbed **nervously** down. When Tony was finally safe on the ground, he felt shocked but happy. After all, he was very lucky to be alive.

Unit 12 See New Places, Meet New Faces

> Tapescript for Exercise 11 (p. 85)

Tim: Hello?

Sean: Hi, Tim, it's Sean. How are you?

Tim: Sean! I'm fine, thanks. How are things in London?

Sean: Busy as usual. How are you getting along in Edinburgh?

Tim: It's still the best city in the world!

Sean: There you go again. Don't you realise that London is better? I mean, London is bigger, and there are so many different things to see and do here.

Tim: Yes, Edinburgh is smaller than London, but it's a lot safer.

Sean: It's too quiet there. I'm glad London is noisier. It means the city is alive.

Tim: What about the pollution?

Sean: I know London is more polluted than Edinburgh, but it's not that bad!

Tim: But can you afford to go anywhere? London is far more expensive than Edinburgh.

Sean: So, you aren't planning to move to London, are you?

Tim: I don't think so. I'm quite happy here. Edinburgh is the perfect city for me.

Sean: That's how I feel about London.

Tim: We'll just have to visit each other, then.

Sean: I agree. Take care, Tim.

Tim: You too, Sean. Bye.

Sean: Bye.

> Tapescript for Exercise 12 (p. 85)

Host: Welcome to *Teen Quiz*. Tonight, we have Ray Mitchell and Anne Winter. Nice to have you with us, and good luck to both of you. Ready?

Anne: Yes.

Ray: I'm ready.

Host: Good, then let's begin ... The first question is for you, Ray. Tell me, which is the largest desert in the world?

Ray: I think it's the Sahara Desert ...

Host: That's right! Well done! Now, Anne, which is the highest mountain in the world?

Anne: That's easy — Mount Everest is the world's highest mountain.

Host: Correct. Ray, do you know which is the longest river in the world?

Ray: The Mississippi, isn't it?

Host: Sorry — that's the longest river in *the USA*, but the longest river in the world is —

Ray: Oh, the Amazon!

Host: Yes, the Amazon, but I can't give you a point, I'm afraid. Now, Anne, where is the driest place in the world?

Anne: Is it somewhere in China?

Host: Bad luck — the driest place in the world is the Atacama Desert in Chile. Ray, your turn — which is the smallest country in the world?

Ray: I'm not sure ... Luxembourg?

Host: Well, Luxembourg is small, but the State of the Vatican City is much smaller. Never mind. Okay, Anne, where is the hottest place in the world?

Anne: It's in California ... Oh, yes — Death Valley!

Host: Correct! Well done, Anne. Ray, back to you — which is the tallest building in the USA?

Ray: I know the Empire State Building was the tallest, but it isn't now ... now it's the Sears Tower, I think.

Host: That's right! The Sears Tower in Chicago is the tallest building in the USA. So, the score is two points for Ray, and two points for Anne — but Anne still has another question. And the question for you, Anne, is this — which is ... [fade]

Unit 13 Time will Tell

> Tapescript for Exercise 10 (p. 95)

Bob: Now, here is Carol Sweerly with the international weather report.

Carol: Thanks, Bob. Let's have a brief look at the world's weather for tomorrow. In Bangkok there will be sunshine all day. It will be sunny in Sydney, too. Other areas aren't so lucky. For example, in Tokyo there will be rain, and it will be rainy in Seoul as well. Moving across to Africa, in Harare there will be strong winds. That's normal for this time of year. In Dublin there will be fog, and tomorrow it will be foggy in New York, too. Finally, Warsaw will have snow, so wrap up warm.

Bob: Thank you, Carol. And now ... [fade]

> Tapescript for Exercise 14 (p. 97)

A: Good afternoon. I'm from Channel 7 and we're conducting a survey to find out what the public thinks the world will be like in 30 years' time. Would you like to tell us your opinions?

B/C: Yes, of course.

A: What do you think, madam?

B: Ooh, I think people will travel in flying cars ... like in that film – what was it? Oh, never mind, anyway, people will probably live in underwater cities, too – that will be fun! People will go on holiday to the moon – I'm sure about that because there was something about it on the news the other day. They said ...

A: Thank you, madam. Sir? What do you think?

C: Hmm ... Well, I think the pollution will be worse in 30 years' time and people will use oxygen masks to breathe. I think they already do in some big cities today. Yeah, and there won't be enough water for everyone, either.

A: Oh, dear. That does sound bad! Well, thanks very much for your time.

B: You're welcome.

C: No problem.

Unit 14 Dos and Don'ts

> Tapescript for Exercise 6 (p. 99)

A: What's the matter, Steve – aren't you feeling very well?

S: Not really, no. I think I need to change my lifestyle.

A: What do you mean?

S: I mean I want to get fit and healthy.

A: Oh, I see! Well, you shouldn't eat too many hamburgers or pizzas, you know, because they aren't healthy at all.

S: Yes, I know, and I shouldn't eat a lot of chocolate or ice-cream, either, but I like those things a lot. It's hard to give them up.

A: You should eat a lot of fruit and vegetables instead. They are much more healthy.

S: Yes, that's a good idea. I'm thirsty – I want a glass of Coke.

A: Ah ah! You shouldn't drink fizzy drinks or beer, because they have a lot of sugar. Instead, you should drink a lot of water.

S: You're right, but Coke is my favourite drink. I can see getting fit and healthy isn't going to be easy.

A: What do you usually have for breakfast?

S: Oh, just a cup of coffee. Why?

A: Because you should eat a big, healthy breakfast. You should have a bowl of cereal with milk – it will give you a good start to the day.

S: Yes, I think I'll start buying cereal.

A: That's the spirit! You should take regular exercise, too.

S: That's true, but what can I do?

A: You should leave the car at home and walk to work.

S: It's quite a long way.

A: Perhaps, but then you will really be on the right track to a fit and healthy lifestyle.

> Tapescript for Exercise 11 (p. 101)

MB: Hello, young man. What can I do for you?

J: Hello, my name's Jack Ladel. I've come to see the room for rent.

MB: Ooh, hello dear, I'm Mrs Battersby. Follow me and I'll show it to you. It's just at the top of the stairs.

J: Yes, this is a great room. I'll take it. Are there any rules I should follow?

MB: Well, you can't keep pets because they make too much mess.

J: That's all right, I don't have a pet.

MB: You can't have parties in your room, either.

J: Okay, but can I play music?

MB: Yes, you can play music, dear, but you can't play loud music.

J: Can I use the telephone?

MB: Yes, you can. And you can have a TV in your room.

- J:** That's good. Oh — do I have to keep the room clean?
MB: Yes, you must keep your room clean and you must make the bed every day, too.
J: All right. Tell me, can I put posters on the walls?
MB: Yes, that's fine, you can have posters.
J: Is there anything else I should know?
MB: Well, Jack dear, you must pay your rent on time and you must be home by eleven every night. That's all. I hope you'll like it here.
J: I'm sure I will.

Unit 15 Take A Break

> Tapescript for Exercise 13 (p. 107)

- A:** Hi, Mum. It's me, Ann. How are you?
B: Oooh, hello, dear. I'm fine. How are you? How's Tony? Are you having a good time?
A: Whoa, Mum! One question at a time. Yes, I'm fine, Tony's fine and we are having a lovely time.
B: Sorry. I'm just very pleased to hear from you. So, have you visited the Eiffel Tower yet?
A: Yes, we went there yesterday. The view from the top was fantastic.
B: Oh, lovely. Have you been to Versailles as well?
A: No, not yet. We're planning to go to Versailles on Tuesday.
B: Have you been shopping at all?
A: Yes, we went shopping yesterday and I've bought you a really lovely gift. I hope you'll like it.
B: Oh, I'm sure I will. Where did you go shopping?
A: We went to the Galleries Lafayette. There were some beautiful shops but they were quite expensive.
B: Don't spend all your money on gifts. Have you been to see the Arc de Triomphe? What's it like?
A: Oh yes, we've already seen the Arc de Triomphe. It's quite an impressive monument.
B: Lovely. Have you been on a boat trip on the Seine yet?
A: No, we haven't. We're hoping to do that on Thursday.
B: What about the Louvre? Have you been there yet? I've heard it's a wonderful place to visit.
A: Yes, we've already visited the Louvre. We spent a whole day there. It was amazing.
B: Have you seen Notre Dame? What's it like inside?
A: I don't know — we haven't seen it yet. We're planning to go there on Wednesday. I'll have to go now, Mum. I'm running out of units.
B: Okay, dear. I'll see you when you get home. Bye.

> Tapescript for Exercise 19 a (p. 109)

- 1 Shall we go to the cinema tonight?
- 2 How long have you been here?
- 3 Can I help you?
- 4 Did you like Hawaii?
- 5 Do I have to get a visa?
- 6 May I take your order now?
- 7 When should we go to Egypt?
- 8 Have you ever tried Italian food?
- 9 Let's go swimming.
- 10 Can I have parties in my room?
- 11 Do I have to have a passport to go to India?
- 12 Can I use your pen?

> Tapescript for Exercise 19 b (p. 109)

- 1 A: Shall we go to the cinema tonight?
B: I'd love to.
- 2 A: How long have you been here?
B: Since Monday.
- 3 A: Can I help you?
B: Yes, please.
- 4 A: Did you like Hawaii?
B: Yes, I loved it.
- 5 A: Do I have to get a visa?
B: Yes, you do.
- 6 A: May I take your order now?
B: Of course.
- 7 A: When should we go to Egypt?
B: In the spring.
- 8 A: Have you ever tried Italian food?
B: Yes, I have.
- 9 A: Let's go swimming.
B: That's a good idea.
- 10 A: Can I have parties in my room?
B: Sorry, you can't.
- 11 A: Do I have to have a passport to go to India?
B: Yes, you do.
- 12 A: Can I use your pen?
B: Of course you can.

1 Routes to Central Europe

Pre-Reading Activity

1 1 F 2 T 3 T

Reading

2 a) 1 Wrong 3 Wrong 5 Wrong
2 Right 4 Doesn't say 6 Right

(Ss' own answers)

b) short – long same – different
traditional – modern exciting – boring
quicker – slower

Speaking (Ss' own answers)

2 Canadian Cities

Pre-Reading Activity

1 • a Chinese pagoda – E
• a totem pole – A
• a café – D
• a military parade – B
• an art gallery and gardens – C

2 (Ss' own answers)

3 Vancouver is in the south-west of Canada. Montreal and Ottawa are in the south-east of Canada.

Reading

4 a) 1 F 2 F 3 T 4 T 5 T

(Ss' own answers)

b) clean – dirty colourful – plain
huge – small friendly – hostile
old – new

Speaking (Ss' own answers)

3 Teatime

Pre-Reading Activity

1 • cake – D
• kippers – C
• a sandwich – A
• a pot of tea – E
• biscuits – F
• toast – B

Reading

2 a) 1 165 million
2 kippers or eggs, toast and cold meats
3 11 am
4 China
5 any time of day

(Ss' own answers)

b) (Ss' own answers)

c) A 4 C 6 E 5
B 2 D 3 F 1

Speaking (Ss' own answers)

4 East Meets West

Pre-Reading Activity

1 a) (Ss' own answers)
b) • a dragon carving – A
• a Chinese lion dance – E
• fir crackers – F
• a Chinese Gate – D
• a Chinese dish – B
• Chinese lanterns – C

Reading

2 a) 1 NY 2 NY 3 L 4 L 5 NY

(Ss' own answers)

b) Sentences/phrases to be underlined:

- B ... you can try delicious oriental dishes ...
- A ... colourful shops decorated with oriental carvings and images.
- E The streets are crowded with people of all nationalities watching the amazing dragon and lion dances and admiring the incredible costumes.
- D The Chinese Gate, which is a beautiful oriental entrance to Chinatown, is green and red ...
- F ... the sound of noisy firecrackers fills the air.
- C London's Chinatown is decorated with lanterns ...

c) (Ss' own answers)

- d)** largest – biggest amazing – incredible
- huge – enormous cheap – inexpensive
- delicious – tasty feature – attraction

Speaking (Ss' own answers)

5 Festive Fun

Pre-Reading Activity

- 1** The pictures are related to the title because they show aspects of different festivals.
- The Lord Mayor in a gold coach – A
 - a firework display – E
 - a maypole dance – D
 - a yachting event – B
 - a May Queen – C

Reading

- 2 a)** 1 C 3 M 5 A, C
 2 L 4 M 6 A

(Ss' own answers)

b) (Ss' own answers)

- c)** spectacular – fantastic
- display – show
- traditions – customs
- pretty – beautiful
- perfect – ideal
- friendly – welcoming

Speaking (Ss' own answers)

TEST 1 A (Units 1 - 4)

(Time: 50 minutes)

VOCABULARY

A Fill in the correct country or nationality.

- 1 Paolo is from Brazil. He is
- 2 Pablo is from He is Spanish.
- 3 Hans is from He is Finnish.

- 4 Fergus is from Scotland. He is
- 5 Ito is from Japan. He is

B Choose the correct item.

- 6 Paul loves playing the piano. He is a(n)
A surgeon B musician C engineer
- 7 Ann is my brother's daughter. She's my
A niece B nephew C cousin
- 8 This flat is a bargain. It is really very
A expensive B cheap C huge

- 9 People from Africa have got
A light brown skin B dark brown skin
C a pale complexion
- 10 There is a comfortable in the living-room.
A sofa B cooker C mirror

C Underline the correct word.

- 11 There is usually a **washbasin/bookcase** in the bathroom.
- 12 My brother is twenty-five years old. He's quite **middle-aged/young**.
- 13 People from Sweden have usually got **fair/grey** hair.
- 14 **Who's/Whose** cat is it? It's Anna's.
- 15 Mark is a very good student. He's really **lazy/clever**.

D Match column A to column B.

- A
- 16 The living-room ...
- 17 Pierre loves ...
- 18 Hope to hear ...
- 19 There is a big balcony ...
- 20 Sally is a teacher ...

- B
- a playing computer games.
- b with a wonderful view.
- c is spacious.
- d in a primary school.
- e from you soon.

E Fill in the correct preposition.

- 21 Miguel is Argentinian. He is Argentina.
- 22 Cairo is the capital Egypt.
- 23 She's tall brown, curly hair.
- 24 Salif lives a mud hut.
- 25 There are some lovely pictures the wall.

GRAMMAR

F Choose the correct item:

- 26 There two beds in the bedroom.
A is B are C has
- 27 This is my bicycle.
A sons B son's C his
- 28 Liz in a big city.
A don't live B live C lives

- 29 Pamela is sister.
A her B hers C she
- 30 Dave is cousin.
A John and Ann's C John's and Ann
B John's and Ann's

G. Fill in the correct form of the verbs in brackets.

- 31 Where (be) you from? I (be) from Italy.
- 32 (be) they British? No, they (be/not) .
- 33 Sarah (have/not) got long fair hair. She (have) got short dark hair.
- 34 Tom (like) playing tennis? Yes, he (do).
- 35 In the afternoons, Jean (watch) TV or (listen) to pop music.

COMMUNICATION

H Choose the correct phrase from the list to fill in the dialogue below:

<ul style="list-style-type: none"> • How old are you? • Thanks. And your phone number? • Can you spell it, please? 	<ul style="list-style-type: none"> • What's your name, sir? • What's your home address?
---	---

A: Good morning, sir. Can I help you?
 B: Yes, I'd like to join the sports club, please.
 A: **36)**.....
 B: Frank Smith.
 A: **37)**.....
 B: Yes, of course. F-R-A-N-K ... S-M-I-T-H
 A: **38)**.....
 B: I'm twenty-eight years old.
 A: **39)**.....
 B: 13, Pine Street.
 A: **40)**.....
 B: 724092.
 A: Thank you, Mr Smith. Here's your card.

READING

I Read the letter and mark the sentences as T (true) or F (false).

Dear Emily,

My name is Fiona Mitchell. I am fourteen years old and I live in Sydney in Australia.

There are four of us in our family. My father, Adam, is a pilot. He's a very clever person. My mother, Christine, is a doctor. She's a beautiful tall woman with dark brown hair and gorgeous blue eyes. She's very kind and patient. My brother, Leo, is seventeen years old. He's quite short with fair hair and green eyes. He's clever too, but a bit bossy sometimes.

Well, that's all about me. Write back and tell me about your family.

Best wishes,
Fiona

- 41 Fiona is Australian.
- 42 Fiona is seventeen years old.
- 43 Fiona's father is a doctor.
- 44 Fiona's mother is short with green eyes.
- 45 Fiona's brother is clever.

WRITING

J Write a letter to your pen-friend. Use Ex. I as a model. Remember to use adjectives to describe the appearance and character of each member of your family.

Dear

My name is I am years old
and I live in

There are in our family. My father,

.....

My mother,

.....

My brother

.....

My sister

.....

Please write soon and tell me about your family.

.....
.....

TEST 1 B (Units 1 - 4)

(Time: 50 minutes)

VOCABULARY

A Fill in the correct country or nationality.

- | | |
|---|--------------------------------------|
| 1 Thomas is from Argentina. He is | 4 Amar is from Turkey. He is |
| 2 Costas is from He is Greek. | 5 Ryan is from He is Canadian. |
| 3 Rico is from Mexico. He is | |

B Choose the correct item.

- | | |
|--|--|
| 6 Bob is my uncle's son. He's my | 9 This house costs a lot of money. It's very |
| A nephew B niece C cousin | A expensive B cheap C quiet |
| 7 Tony loves playing the guitar. He is a | 10 People from Africa have got |
| A teacher B musician C dancer | A slanting eyes B full lips |
| 8 There is a in the living-room. | C a pale complexion |
| A bath B fireplace C sink | |

C Underline the correct word.

- 11 Alice isn't a kind person. She's very *rude/patient*.
- 12 There is a *garage/study* in the attic.
- 13 *Whose/Who's* Pam? She's my sister.
- 14 Mr Thomson is forty-five years old. He's *young/middle-aged*.
- 15 People from China have usually got a *yellow/yellowish* complexion.

D Match column A to column B.

- | A | B |
|--------------------------|-------------------------|
| 16 The sofa is ... | a quite fast. |
| 17 Bob can run ... | b at Mortimer College. |
| 18 Please be ... | c near the city centre. |
| 19 Mary is a teacher ... | d very comfortable. |
| 20 My flat is ... | e my e-mail pen pal. |

E Fill in the correct preposition.

- 21 Bob lives a big farmhouse near a river.
- 22 Rosa is Italian. She is Italy.
- 23 There are some lovely flowers the vase.
- 24 Paris is the capital France.
- 25 He's short brown, curly hair.

GRAMMAR

F Choose the correct item:

- 26 Brian's fifteen years old. He fifty years old.
A is B isn't C hasn't
- 27 Mario got a beard and a moustache.
A has B have C is
- 28 Whose bag is this? It's
A her B she C hers
- 29 Lisa get up early on Sundays.
A don't B doesn't C isn't
- 30 Where Ann and Bob from?
A are B is C can

G Fill in the correct form of the verbs in brackets.

- 31 (be) Mark from Hungary? No, he (be/not).
- 32 you (like) skiing? Yes, I (do).
- 33 Ben (have/not) got short grey hair. He (have) got long black hair.
- 34 After school, she always (do) her homework and then she (watch) TV.
- 35 Mario and Carlo (be/not) from China. They (be) from Italy.

COMMUNICATION

H Choose the correct phrase from the list to fill in the dialogue below:

- | | |
|--|---|
| <ul style="list-style-type: none"> • What's your job? • Are you from Liverpool? • Nice to meet you. | <ul style="list-style-type: none"> • What's your name? • Really? How old are you? |
|--|---|

A: Hi! I'm Tony Ward, your new neighbour. **36)**

B: My name is Ann Whitney.

A: **37)**

B: No, I'm not. I'm from Manchester.

A: **38)**

B: I'm a teacher.

A: **39)**

B: I'm twenty-two years old.

A: **40)**

B: Nice to meet you too, Tony.

READING

I Read the letter and mark the sentences as T (true) or F (false).

Dear Steve,

My name is Robert Clay. I'm sixteen years old and I live in Essex in England.

There are five of us in our family. My father, Chris, is a vet. He is tall and slim. He's a very patient person. My mother, Lucy, is a History teacher. She's tall and slim, too, with long straight fair hair and blue eyes. She's very clever and kind. My brother, Trevor, is twelve years old. He's got brown hair and green eyes. He's a bit lazy. My sister, Martha, is nine years old. She's good looking with fair hair and lovely blue eyes. She's clever, but sometimes a bit bossy.

Please write soon and tell me about your family.

Best wishes,
Robert

- 41 Robert is sixty years old.
- 42 Robert's father is tall and slim.
- 43 His mother is a Maths teacher.
- 44 Trevor is a bit bossy.
- 45 Robert's sister has got blue eyes.

WRITING

J Write a letter to your pen-friend. Use Ex. I as a model. Remember to use adjectives to describe the appearance and character of each member of your family.

Dear

My name is I am years old
and I live in

There are in our family. My father,
.....
.....

My mother,
.....
.....

My brother
.....

My sister
.....

Please write soon and tell me about your family.

.....
.....

TEST 1 A**KEY**

- A** 1 Brazilian
2 Spain
- B** 6 B
- C** 11 washbasin
- D** 16 c
- E** 21 from
- F** 26 B
- G** 31 are, am
32 Are, aren't
- H** 36 What's your name, sir?
37 Can you spell it, please?
- I** 41 T
- J** (*T gives marks according to students' performance.*)
- 3 Finland
4 Scottish
- 7 A
- 12 young
- 17 a
- 22 of
- 27 B
- 33 hasn't, has
34 Does Tom like, does
- 38 How old are you?
39 What's your home address?
- 42 F
- 43 F
- 44 F
- 5 Japanese
- 8 B
- 13 fair
- 18 e
- 23 with
- 28 C
- 35 watches, listens
- 40 Thanks. And your phone number?
- 45 T
- 9 B
- 10 A
- 14 Whose
- 15 clever
- 19 b
- 20 d
- 24 in
- 25 on
- 29 A
- 30 A

TEST 1 B**KEY**

- A** 1 Argentinian
2 Greece
- B** 6 C
- C** 11 rude
- D** 16 d
- E** 21 in
- F** 26 B
- G** 31 Is, isn't
32 Do you like, do
- H** 36 What's your name?
37 Are you from Liverpool?
- I** 41 F
- J** (*T gives marks according to students' performance.*)
- 3 Mexican
4 Turkish
- 7 B
- 12 study
- 17 a
- 22 from
- 27 A
- 33 hasn't, has
34 does, watches
- 38 What's your job?
39 Really? How old are you?
- 42 T
- 43 F
- 44 F
- 5 Canada
- 8 B
- 13 Who's
- 18 e
- 23 in
- 28 C
- 35 aren't, are
- 40 Nice to meet you.
- 45 T
- 9 A
- 10 B
- 14 middle-aged
- 15 yellowish
- 19 b
- 20 c
- 24 of
- 25 with
- 29 B
- 30 A

Marking Scheme for Tests 1 A / 1 B

- A:** 5 items x 2 marks each = 10
- B:** 5 items x 2 marks each = 10
- C:** 5 items x 2 marks each = 10
- D:** 5 items x 2 marks each = 10
- E:** 5 items x 2 marks each = 10
- F:** 5 items x 2 marks each = 10

- G:** 5 items x 2 marks each = 10
- H:** 5 items x 2 marks each = 10
- I:** 5 items x 1 mark each = 5
- J:** Writing = 15

Total = 100 marks

TEST 2 A (Units 5 - 8)

(Time: 50 minutes)

VOCABULARY

A Choose the correct item.

- | | |
|---|---|
| <p>1 Dolphins are
A fish B mammals C reptiles</p> <p>2 An owl is a bird which sleeps
A during the night B during the evening
C during the day</p> <p>3 Tony usually wears jeans and
A dresses B tights C trainers</p> <p>4 People cut food with a
A knife B spoon C fork</p> <p>5 Carrots and onions are
A fruit B sweets C vegetables</p> | <p>6 Eagles have got sharp
A wings B claws C whiskers</p> <p>7 A dolphin trainer works at a(n)
A aquarium B swimming-pool C lake</p> <p>8 Tim feels because he does the same things every day.
A happy B satisfied C bored</p> <p>9 are wild animals.
A Roosters B Monkeys C Hens</p> <p>10 When it is you can ski.
A rainy B hot C snowy</p> |
|---|---|

B Find the odd word out.

- 11 chilly/cool/long/warm **weather**
- 12 intelligent/delicious/home-made/superb **ice-cream**
- 13 a glass of/a bowl of/a carton of/a loaf of **milk**
- 14 tight/friendly/expensive/black **trousers**

C What's the time?

- 15 8:15
- 16 6:30
- 17 3:45
- 18 9:20

D Fill in the gaps with phrases from the list below:

an early bird, look funny, miss the chance, afraid of

- 19 Melanie is sharks.
- 20 Don't to try Mum's apple pie.
- 21 Penguins when they walk.
- 22 Are you or a night owl?

GRAMMAR

E Fill in: in, on, from, of, until.

- 23 Penguins live the ice Antarctica.
 24 The children are their swimming costumes the beach.
 25 Banks are open 9am 5pm.

F Choose the correct item.

- | | |
|---|--|
| <p>26 Ann the bus at 8:15 every morning.
 A catch B catches C catching</p> <p>27 We go jogging on Sundays.
 A don't never B ever C never</p> <p>28 "..... do koalas live?" "In Australia."
 A Where B How long C How much</p> <p>29 Look at her! She a blue hat today!
 A wears B wearing C is wearing</p> <p>30 There is ham in the fridge.
 A some B a C an</p> | <p>31 "Have got wings?" "No, they haven't."
 A mouse B mice C mouses</p> <p>32 I often for walks in the park.
 A am going B go C going</p> <p>33 Are there tomatoes in the fridge?
 A much B some C any</p> <p>34 How bread do you need?
 A much B many C a little</p> <p>35 I usually watch TV Sunday afternoons.
 A at B in C on</p> |
|---|--|

G The words in bold are mistakes. Correct them.

- 36 Could I have a water, please?
- 37 **Sheeps** are farm animals.
- 38 Kim **finish** work at 9 o'clock every day.
- 39 Ben **doesn't read** a book at the moment.
- 40 **How many** honey do we need?

COMMUNICATION

H Read the dialogue below and put the words in the correct order.

- A: I'm thirsty. Is there anything to drink?
 B: 41) coffee / you / would / some / like?
- A: No, thanks. I don't like coffee.
 B: 42) some / how / tea / about?
- A: Oh, yes please! I'd love some tea.

READING

I Read the postcard below and answer the questions.

Dear Linda,
Greetings from Finland!

You can't imagine how cold it is in Helsinki. It is freezing cold and it's snowing heavily today. The children are in the living-room. They are wearing warm sweaters and thick socks. They're lying on the carpet by the fireplace and reading stories at the moment.

Hope to see you soon.

Love,
Susan

43 What is the weather like in Helsinki?

.....

44 What are Susan's children wearing?

.....

45 What are they doing?

.....

WRITING

J Use the information in the table below to write a postcard to a friend.

GREETINGS FROM:	London
PLACE:	Trafalgar Square
WEATHER:	sunny, slightly windy
CLOTHES:	T-shirt, blue jeans, light jacket
WHAT THEY ARE DOING:	Julie/buy souvenirs I/feed the birds

TEST 2 B (Units 5 - 8)

(Time: 50 minutes)

VOCABULARY

A. Choose the correct item.

- | | |
|--|---|
| <p>1 John looks nice in his
A skirt B tights C suit</p> <p>2 Kangaroos are
A birds B mammals C insects</p> <p>3 A dolphin trainer works at a(n)
A aquarium B park C swimming-pool</p> <p>4 Bob feels because he enjoys his work.
A tired B happy C stressed</p> <p>5 and grapes are fruit.
A Peppers B Onions C Cherries</p> | <p>6 When it is you can't go on a picnic.
A rainy B warm C sunny</p> <p>7 An early bird is someone who
A gets up early C works long hours
B gets up late</p> <p>8 are farm animals.
A Snakes B Monkeys C Roosters</p> <p>9 We pick up food with a
A spoon B fork C knife</p> <p>10 Cats have got
A whiskers B wings C feathers</p> |
|--|---|

B Find the odd word out.

- 11 freezing cold/chilly/warm/short **weather**
- 12 expensive/windy/tight/grey **trousers**
- 13 a loaf of/a piece of/a slice of/a kilo of **cheese**
- 14 well-cooked/delicious/home-made/helpful **food**

C What's the time?

- 15 5:15
- 16 3:20
- 17 1:30
- 18 8:45

D Fill in the gaps with phrases from the list below:

afraid of, are decorating, a night owl, to book

- 19 Don't forget a table first!
- 20 The children the Christmas tree at the moment.
- 21 Lynn is crocodiles.
- 22 Are you an early bird or?

E Fill in: at, in, of, from, until.

- 23 Dolphins live different parts the world.
 24 Restaurants are open 10 am 9 pm.
 25 The children are their pyjamas the moment.

GRAMMAR**F Choose the correct item.**

- | | |
|--|---|
| <p>26 I work on Sundays.
A ever B don't never C never</p> <p>27 Look at Ben! He red jeans today!
A wearing B is wearing C wears</p> <p>28 Beth usually TV in the afternoon.
A watches B watch C is watching</p> <p>29 "Have got long legs?"
"No, they haven't."
A goose B geese C geese</p> <p>30 How butter do you need?
A many B much C a little</p> | <p>31 "..... do elephants live?" "In Africa."
A When B Where C How long</p> <p>32 We always fishing in our free time.
A go B goes C are going</p> <p>33 There is sandwich in the fridge.
A some B an C a</p> <p>34 Tony usually goes to the theatre
the weekend.
A at B under C in</p> <p>35 Are there eggs in the fridge?
A much B any C some</p> |
|--|---|

G The words in bold are mistakes. Correct them.

- 36 Can I have **any** milk, please?
- 37 Laura **doesn't swim** at the moment.
- 38 **Sheeps** are farm animals.
- 39 **How much** oranges do we need?
- 40 Polly **go** to the swimming-pool every morning.

COMMUNICATION**H Read the dialogue below and put the words in the correct order.**

- A: I'm hungry. Is there anything to eat?
 B: **41)** you / a / would / cheese sandwich / like?
 A: No, thanks. I don't like cheese.
 B: **42)** about / a / how / hamburger?
 A: Oh, yes please! I'd love a hamburger.

READING

I Read the postcard below and answer the questions.

Dear Frank,

Greetings from Mykonos!

The weather is fantastic today and we are on the beach. It's very hot and the sun is shining, so we are in our swimming costumes. Lisa is sunbathing and I am reading a very interesting book. Everyone here is enjoying the good weather.

We miss you a lot.

Best wishes,
Oliver

43 What is the weather like in Mykonos?

.....

44 What are Oliver and Lisa wearing?

.....

45 What are they doing?

.....

WRITING

J Use the information in the table below to write a postcard to a friend.

GREETINGS FROM:	<i>Paris</i>
PLACE:	<i>at a café</i>
WEATHER:	<i>rainy, cloudy</i>
CLOTHES:	<i>T-shirt and blue jeans</i>
WHAT THEY ARE DOING:	<i>Lucy/read magazine I/have a cup of coffee</i>

TEST 2 A

KEY

- A** 1 B 3 C 5 C 7 A 9 B
 2 C 4 A 6 B 8 C 10 C
- B** 11 long 12 intelligent 13 a loaf of 14 friendly
- C** 15 (a) quarter past eight / eight fifteen
 16 half past six / six thirty
 17 (a) quarter to four / three forty-five
 18 twenty past nine / nine twenty
- D** 19 afraid of 21 look funny
 20 miss the chance 22 an early bird
- E** 23 on, of 24 in, on 25 from, until
- F** 26 B 28 A 30 A 32 B 34 A
 27 C 29 C 31 B 33 C 35 C
- G** 36 some 38 finishes 40 How much
 37 Sheep 39 isn't reading
- H** 41 Would you like some coffee?
 42 How about some tea?
- I** 43 It is freezing cold and it is snowing heavily.
 44 They are wearing warm sweaters and thick socks.
 45 They are lying on the carpet by the fireplace and reading stories.

J (Suggested answer)

Dear Ruby,

Greetings from London!

Julie and I are at Trafalgar Square. The weather is sunny and slightly windy. I'm wearing a T-shirt, blue jeans and a light jacket. Julie is buying souvenirs and I am feeding the birds at the moment.

Hope to see you soon.

Love,
Claire

TEST 2 B**KEY**

- A** 1 C 3 A 5 C 7 A 9 B
 2 B 4 B 6 A 8 C 10 A
- B** 11 short 12 windy 13 a loaf of 14 helpful
- C** 15 (a) quarter past five / five fifteen
 16 twenty past three / three twenty
 17 half past one / one thirty
 18 (a) quarter to nine / eight forty-five
- D** 19 to book 21 afraid of
 20 are decorating 22 a night owl
- E** 23 in, of 24 from, until 25 in, at
- F** 26 C 28 A 30 B 32 A 34 A
 27 B 29 C 31 B 33 C 35 B
- G** 36 some 38 Sheep 40 goes
 37 isn't swimming 39 How many
- H** 41 Would you like a cheese sandwich?
 42 How about a hamburger?
- I** 43 The weather is fantastic. It's very hot and the sun is shining.
 44 They are wearing their swimming costumes.
 45 Lisa is sunbathing and Oliver is reading a very interesting book.

J (Suggested answer)

Dear Jack,

Greetings from Paris!

Right now, Lucy and I are at a café. The weather is rainy and cloudy. We're wearing T-shirts and blue jeans. Lucy is reading a magazine and I am having a cup of coffee.

We miss you a lot.

Best wishes,
 Beryl

Marking Scheme for Tests 2 A / 2 B

A: 10 items x 2 marks each = 20	G: 5 items x 2 marks each = 10
B: 4 items x 2 marks each = 8	H: 2 items x 1 mark each = 2
C: 4 items x 2 marks each = 8	I: 3 items x 1 mark each = 3
D: 4 items x 2 marks each = 8	J: Writing = 15
E: 3 items x 2 marks each = 6	
F: 10 items x 2 marks each = 20	Total = 100 marks

TEST 3 A (Units 9-12)

(Time: 50 minutes)

VOCABULARY

A Choose the correct item.

- | | |
|--|---|
| <p>1 The lions loudly.
A shouted B laughed C roared</p> <p>2 Marie Curie was a famous
A scientist B singer C dancer</p> <p>3 We buy small gifts for our friends from a
A cottage B guest house C souvenir shop</p> <p>4 Los Angeles is to film stars.
A house B home C flat</p> <p>5 Chicago is Disney's
A place B town C birthplace</p> | <p>6 Lots of people watched Diana's on TV.
A marriage B wedding C divorce</p> <p>7 Suddenly, Tom beeped the
A engine B car C horn</p> <p>8 You can buy stamps from a
A post office B museum C bank</p> <p>9 That old man can't see anything. He's a man.
A poor B brave C blind</p> <p>10 The <i>Backstreet Boys</i> are a famous
A record company B band C fan</p> |
|--|---|

B Choose the correct item.

- 11 "Help!" Jennifer screamed *happily/desperately*.
- 12 We both felt very *lucky/scared* to be alive!
- 13 There is a lot of *crowded/heavy* traffic in the city centre.
- 14 It was very cold so we closed the windows *tightly/sleepily*.
- 15 You can buy *exciting/fashionable* clothes on this avenue.

C Write the opposites.

- 16 a dangerous area ≠
- 17 a wide street ≠
- 18 a noisy city ≠
- 19 a cheap restaurant ≠
- 20 a clean town ≠

D Fill in: on, at, with, to.

- 21 This restaurant is packed celebrities.
- 22 First, take the first turning your right, then go straight ahead.
- 23 Becky studied a boarding school.
- 24 Elvis Presley was born 8th January, 1935.
- 25 My house is close the bus-stop.

GRAMMAR

E Choose the correct item.

26 People helicopters 100 years ago.
 A hadn't B didn't have C didn't had

27 Tom ride a bike until he was five.
 A couldn't B could C can

28 It was 3 o'clock the fire started.
 A so B then C when

29 I felt scared the dog looked angry.
 A and B because C so

30 My son sang very in the school play.
 A well B good C better

F Fill in the correct form of the verbs in brackets.

31 Mum (make) a cake yesterday but she (not/do) the shopping.

32 When (be) the last time you (write) a letter?

33 First, we (drive) into the park and then Doug (take) some pictures of the lions.

G Fill in the correct form of the adjectives in brackets.

34 London isn't as (small) as Stratford. It's much (big) than Stratford.

35 The Grand Hotel is the (luxurious) hotel in this city. It's also the (expensive) of all.

36 A: I think Ann is (beautiful) than Julie.

B: Yes, but she isn't as (clever) as Julie.

COMMUNICATION

H Read the short dialogues below and fill in the gaps with phrases from the list.

- did you go with
- Yes, it was fantastic

- did you go last weekend
- can you tell me the way to the hospital

A: Excuse me, 37) ?

B: Yes, of course. Go down Main Street and the hospital is on your left.

A: Where 38) ?

B: I went to a rock concert.

A: Who 39) ?

B: I went with my brother.

A: Did you like Malta?

B: 40) ! The people were really friendly and the food was delicious!

READING

I Read Grace Kelly's biography below and answer the questions below.

Grace Kelly was a famous actress in films and on television. She was born in Philadelphia, in the USA, on 12th November, 1929.

She studied drama at the American Academy in New York City. She was on TV for the first time in 1949 and made her first film in 1951. She also had a role in Alfred Hitchcock's *Dial M for Murder*, in 1954. She was very popular. The people loved her for her beauty and kindness. She stopped making films in 1956, when she married Prince Rainier of Monaco.

Princess Grace died in a car accident in France, in September, 1982.

- 41 Where and when was Grace Kelly born?
- 42 When did she make her first film?
- 43 What did the people love her for?
- 44 Who did she marry?
- 45 When did she die?

WRITING

J Study the information below and write a biography about John Kennedy. Use Ex. I as an example.

JOHN FITZGERALD KENNEDY:	<i>the youngest American president</i>
BORN:	<i>Massachusetts, in the USA/29th May, 1917</i>
STUDIED:	<i>Harvard University</i>
1946:	<i>become/politician</i>
1960:	<i>become/president</i>
POPULAR:	<i>his good looks and cleverness</i>
MARRIED:	<i>Jacqueline Bouvier/1953</i>
DIED:	<i>Dallas, USA/1963</i>

TEST 3 B (Units 9 - 12)

(Time: 50 minutes)

VOCABULARY

A Choose the correct item.

- | | |
|---|---|
| <p>1 The <i>Backstreet Boys</i> have got in many countries.
A fans B bands C roles</p> <p>2 Hans Brinker saved his country. He was a little boy.
A young B fashionable C brave</p> <p>3 You can find ancient Roman statues in the
A museum B department store C bank</p> <p>4 They out of the car quickly.
A beeped B jumped C closed</p> <p>5 Diana her education in Switzerland.
A completed B divorced C studied</p> | <p>6 A lot of large cities are very
A narrow B wide C polluted</p> <p>7 Fifty years ago, they used donkeys for around.
A getting B running C reaching</p> <p>8 Tourists often stay at a while on holiday.
A souvenir shop B guest house C restaurant</p> <p>9 Elvis Presley was an American singer and
A actor B princess C queen</p> <p>10 Suddenly, smoke to come out of the engine.
A screamed B began C ran</p> |
|---|---|

B Choose the correct item.

- 11 The children shouted **loudly/tightly**.
- 12 He climbed **finally/nervously** down the ladder.
- 13 The city centre is very **crowded/heavy**.
- 14 There are many **dull/interesting** places to visit.
- 15 It was very **famous/peaceful** by the river.

C Write the opposites.

- 16 an expensive hotel \neq
- 17 a stupid child \neq
- 18 a freezing cold day \neq
- 19 an easy life \neq
- 20 a safe area \neq

D Fill in: on, with, at, in.

- 21 The Great Pyramids are very popular tourists.
- 22 He was the most famous singer the world.
- 23 Diana was born 1st July, 1961.
- 24 Marie Curie studied the Sorbonne in Paris.
- 25 Alfred Hitchcock died 1980.

GRAMMAR

E Choose the correct item.

- 26 They couldn't see very in the dark room.
A well B better C good
- 27 It was very late I went to bed.
A then B so C because
- 28 They electricity on the island 100 years ago.
A don't have B hadn't C didn't have
- 29 She felt frightened she heard strange voices.
A and B so C because
- 30 Sandra swim until she was twelve.
A could B couldn't C can

F Fill in the correct form of the verbs in brackets.

- 31 When (be) the last time you (go) on holiday?
- 32 First, she (have) a haircut and then she (go) shopping.
- 33 I (not/play) football yesterday but I (cut) the grass.

G Fill in the correct forms of the adjectives in brackets.

- 34 The centre is the (noisy) area in the city. It's also the (dangerous) area of all.
- 35 A: The blue armchair is (cheap) than the red one.
B: Yes, but it isn't as (comfortable) as the red one.
- 36 St Paul's School isn't as (modern) as St Edward's School. It is much (old) than St Edward's School.

COMMUNICATION

H Read the short dialogues below and fill in the gaps with phrases from the list.

- | | |
|--|--|
| <ul style="list-style-type: none"> • was very difficult back then • I suppose you're right | <ul style="list-style-type: none"> • I was lucky to be alive • it is still beautiful, though |
|--|--|

A: How did you feel after the expedition?

B: 37) ! It was so dangerous!

A: What was it like in your village fifty years ago?

B: Life 38)

A: Are there many buildings and hotels there today?

B: Yes, 39)

A: This hotel is too expensive! We can't afford it!

B: Oh, 40) Okay, let's stay at the Seaview.

READING

I Read Laurence Olivier's biography and answer the questions below.

Laurence Olivier was a famous actor in the cinema and the theatre. He was born in England, on 22nd May, 1907.

He studied at the Central School of Dramatic Art. After he completed his education, he worked at the Birmingham Repertory Theatre Company in 1926. A few years later he became a film actor. He was very popular. The people loved him for his talent and good looks. In 1947 he became Sir Laurence Olivier. In 1949 he won an Academy Award. He married actress Vivien Leigh.

Olivier died near London in 1989. He was 82 years old.

- 41 Who was Laurence Olivier?
- 42 Where and when was he born?
- 43 Where did he study?
- 44 Who did he marry?
- 45 When did he die?

WRITING

J Study the information below and write a biography about Mohandas Gandhi. Use Ex. I as an example.

MOHANDAS GANDHI:	<i>famous politician in India</i>
BORN:	<i>Porbandar, in India/2nd October, 1869</i>
STUDIED:	<i>law/London, England</i>
1894:	<i>become/interested in politics</i>
1920:	<i>become/the leader of the people of India</i>
POPULAR:	<i>for his kindness and wisdom</i>
MARRIED:	<i>Kasturbai/1882</i>
DIED:	<i>Delhi, India/1948</i>

TEST 3 A

KEY

- A** 1 C 3 C 5 C 7 C 9 C
2 A 4 B 6 B 8 A 10 B
- B** 11 desperately 12 lucky 13 heavy 14 tightly 15 fashionable
- C** 16 a safe area 19 an expensive restaurant
17 a narrow street 20 a dirty/polluted town
18 a quiet city
- D** 21 with 22 on 23 at 24 on 25 to
- E** 26 B 27 A 28 C 29 B 30 A
- F** 31 made, didn't/did not do 32 was, wrote 33 drove, took
- G** 34 small, bigger 35 most luxurious, most expensive 36 more beautiful, clever
- H** 37 can you tell me the way to the hospital?
38 did you go last weekend?
39 did you go with?
40 Yes, it was fantastic!
- I** 41 She was born in Philadelphia, in the USA, on 12th November, 1929.
42 She made her first film in 1951.
43 They loved her for her beauty and kindness.
44 She married Prince Rainier of Monaco.
45 She died in September, 1982.

J (Suggested answer)

John Fitzgerald Kennedy was the youngest American president. He was born in Massachusetts, in the USA, on 29th May, 1917.

He studied at Harvard University. He became a politician in 1946 and became president in 1960. He was very popular. The people loved him for his good looks and cleverness. He married Jacqueline Bouvier in 1953.

John Fitzgerald Kennedy died in Dallas, USA in 1963.

TEST 3 B**KEY**

- A** 1 A 3 A 5 A 7 A 9 A
 2 C 4 B 6 C 8 B 10 B
- B** 11 loudly 12 nervously 13 crowded 14 interesting 15 peaceful
- C** 16 a cheap hotel 19 a difficult life
 17 a clever child 20 a dangerous area
 18 a boiling hot day
- D** 21 with 22 in 23 on 24 at 25 in
- E** 26 A 27 B 28 C 29 C 30 B
- F** 31 was, went 32 had, went 33 didn't play, cut
- G** 34 noisiest, most dangerous 35 cheaper, comfortable 36 modern, older
- H** 37 I was lucky to be alive
 38 was very difficult back then
 39 it is still beautiful though
 40 I suppose you're right
- I** 41 He was a famous actor.
 42 He was born in England on 22nd May, 1907.
 43 He studied at the Central School of Dramatic Art.
 44 He married actress Vivien Leigh.
 45 He died in 1989.
- J (Suggested answer)**

Mohandas Gandhi was a famous politician in India. He was born in Porbandar, in India, on 2nd October 1869.

He studied law in London, England. In 1894 he became interested in politics and in 1920 he became the leader of the people of India. He was popular for his kindness and wisdom. He married Kasturbai in 1882.

Mohandas Gandhi died in 1948, in Delhi, India.

Marking Scheme for Tests 3 A / 3 B

A: 10 items x 2 marks each = 20	G: 3 items x 2 marks each = 6
B: 5 items x 2 marks each = 10	H: 4 items x 2 marks each = 8
C: 5 items x 2 marks each = 10	I: 5 items x 1 mark each = 5
D: 5 items x 2 marks each = 10	J: Writing = 15
E: 5 items x 2 marks each = 10	
F: 3 items x 2 marks each = 6	Total = 100 marks

TEST 4 A (Units 13 - 15)

(Time: 50 minutes)

VOCABULARY

4A Choose the correct item.

- | | |
|---|--|
| <p>1 In 50 years' time people will use to breathe.
A oxygen masks B food pills C flying cars</p> <p>2 Try not to buy food.
A aluminium B recycling C pre-packaged</p> <p>3 When I was in Egypt I a camel.
A drove B rode C visited</p> <p>4 It's a good idea to a bellboy in a hotel.
A book B give C tip</p> | <p>5 We're staying at a hotel by the sea.
A fabulous B public C exciting</p> <p>6 Don't jokes to people you don't know well.
A tell B throw C create</p> <p>7 We bought some souvenirs at the bazaar.
A polite B pleasant C handmade</p> <p>8 John and Carol are having a time.
A noisy B wonderful C cold</p> |
|---|--|

B Match column A to column B.

- | | |
|---|--|
| A | B |
| <p>9 We've been to</p> <p>10 We're having a garden party</p> <p>11 I'm going to</p> | <p>A to celebrate Pam's birthday.</p> <p>B a traditional restaurant.</p> <p>C buy a new car.</p> |

C Choose the correct preposition.

- | | |
|---|---|
| <p>12 I'm staying with/at my friend, Sally.</p> <p>13 Bob is in/on a boat trip.</p> | <p>14 We're coming back at/on 28th July.</p> <p>15 Never be late for/with appointments.</p> |
|---|---|

D Fill in the gaps with phrases from the list below:

- | | |
|---|--|
| <ul style="list-style-type: none"> • I've got toothache • have swimming lessons | <ul style="list-style-type: none"> • keep fit • it's a good idea |
|---|--|

- 16 Jane is going to this summer.
- 17 He joined a gym because he wants to
- 18 I don't think to eat too many hamburgers.
- 19 I'm going to see the dentist because

GRAMMAR

E Underline the correct answer.

- 20 There are dark clouds in the sky. **It's going to rain/It will rain.**
- 21 **There/It** will be windy in Dublin tomorrow.
- 22 **I'm seeing/I'm going to see** my doctor at 6 o'clock.
- 23 She is going to study hard **because/so** she wants to pass the exam.
- 24 You **shouldn't/can't** use aerosols. They pollute the environment.
- 25 **Can/Must** I use your phone, please?
- 26 **Did/Have** you ever visited Paris?
- 27 Mum **bought/has bought** me a new bicycle last week.

F Use the words below to fill in the blanks.

for, tomorrow, never, ago, yet

- | | |
|---|--------------------------------------|
| 28 There will be fog in Rome | 31 Has he booked a table |
| 29 Lyn has visited Tokyo. | 32 They have lived in New York |
| 30 Bob went on a boat trip four weeks | ten years. |

G Put the verbs in brackets into the correct tense.

- 33 They **(go)** on a short trip to Prague last year.
- 34 It's dark. I **(turn on)** the lights.
- 35 Jack can't talk to you right now. He **(have)** a shower.
- 36 I **(never be)** to Rome.

COMMUNICATION

H Use can, should and shouldn't to fill in the blanks.

Giving advice

- A: I feel cold.
B: You **(37)** put on a jumper.
- A: I've put on weight.
B: You **(38)** eat so many sweets.

Giving permission

- A: **(39)** I have an ice-cream please?
B: Yes, of course you **(40)**

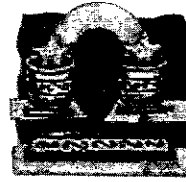
READING

I Read the horoscopes below and answer the questions that follow.



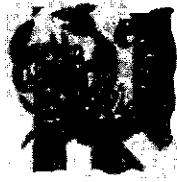
Leo (July 23 - Aug. 23)

This will be a great week. You'll go on a short trip and you'll win a lot of money on the lottery.



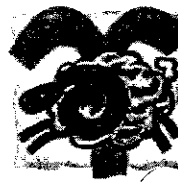
Libra (Sept 24 - Oct 23)

It will be a difficult week for you. There will be bad news on Friday and a friend of yours will ask for help.



Scorpio (Oct 24 - Nov 22)

This will be a pleasant week for you. You'll receive an invitation for a party. Accept it.



Aries (Mar 21 - April 19)

This won't be a very good week for you. You will have problems with your health. Don't worry – everything will be okay soon.

- 41 Who will go on a short trip this week?
 42 Who will have a difficult week?
 43 Who will help a friend?

- 44 Who will receive an invitation for a party?
 45 Who will have problems with their health?

WRITING

J Use the plan and the prompts below to write Susan's letter to her friend Chris talking about her future plans and inviting him to her sister's wedding.

212 Castle Road
 Leeds
 20 May

Dear Chris,

- Para 1:** I/have/great news/I/finish/school/and/I/be/ready/begin/new life.
Para 2: First of all/I/relax./I/fly/Madrid/18th June.
 I/stay/at/my uncle's house.
Para 3: I/come back/1st July. I/find/summer job/earn extra money.
 I/want/buy a car. I/also/help/my sister/with wedding preparations.
Para 4: The wedding/take place/30th September.
 We/have/reception/after/wedding.
 Please/try/come. You/be/welcome/spend/night/at/my mother's house.
Para 5: Well/that/be/all/for now. Hope/see/you/soon.

Love,
 Susan

TEST 4 B (Units 13 - 15)

(Time: 50 minutes)

VOCABULARY

A Choose the correct item.

- | | |
|---|--|
| <p>1 Never fires in forests.
A burn B light C use</p> <p>2 When I was in Paris I the Louvre.
A drove B visited C went</p> <p>3 It's not a good idea to rubbish in the streets.
A drop B tip C pollute</p> <p>4 This is one of the most museums in the world.
A old B big C famous</p> | <p>5 We had dinner at a restaurant.
A handmade B traditional C delicious</p> <p>6 The streets at the bazaar were noisy and
A cold B crowded C quiet</p> <p>7 In China, don't anyone in public.
A push B talk C kiss</p> <p>8 Pre-packaged food a lot of rubbish.
A creates B pollutes C throws</p> |
|---|--|

B Match column A to column B.

A

- 9 Don't chew gum
- 10 Use less washing-up liquid
- 11 I've got some

B

- A to protect the environment.
- B great news.
- C in class.

C Choose the correct preposition.

- | | |
|---|--|
| <p>12 Janet and I are going on/in holiday.</p> <p>13 Don't throw plastic bottles on/into the sea.</p> | <p>14 We are staying at/with a fabulous hotel.</p> <p>15 Don't talk with/in your mouth full.</p> |
|---|--|

D Fill in the gaps with phrases from the list below:

- | | |
|--|---|
| <ul style="list-style-type: none"> • earn extra money • aluminium cans | <ul style="list-style-type: none"> • public transport • a sore throat |
|--|---|

- 16 Factories use to make new things.
- 17 I'll take some cough syrup because I've got
- 18 He worked hard last summer to
- 19 Use Cars pollute the air.

GRAMMAR

E Underline the correct answer.

- 20 I'm cold. I'll close/I'm going to close the window.
- 21 It's a good idea/Why don't you walk to work?
- 22 I've got/I feel very tired.
- 23 You mustn't/will smoke in hospitals.
- 24 When did/have you travel to Japan?
- 25 I am flying/I'm going to fly to Rome at 10 o'clock.
- 26 Can/Must I play loud music?
- 27 The Pyramids were/have been amazing.

F Use the words below to fill in the blanks.

last, yet, ever, since, already

- | | |
|--|---|
| <ul style="list-style-type: none"> 28 Paris is the most exciting city I've been to. 29 Susan has packed her suitcase. 30 We saw Mary month. | <ul style="list-style-type: none"> 31 The children haven't finished their homework 32 Jonathan has been in Warsaw Monday. |
|--|---|

G Put the verbs in brackets into the correct tense.

- 33 Father (buy) an old book at the bazaar yesterday.
- 34 It's raining. I (take) my umbrella.
- 35 They (visit) the old castle on Sunday morning.
- 36 (you/ever/see) the Eiffel Tower?

COMMUNICATION

H Use can, can't, must, mustn't to fill in the blanks.

Refusing permission

- A: Dad, (37) I keep the dog in my room?
- B: No, you (38) It's too noisy.

Expressing obligation

- A: Do I have to make my bed?
- B: Yes, you do! You (39) keep your room tidy!

Expressing prohibition

- A: Can I smoke?
- B: No, you can't. You (40) smoke in hospitals – it's not allowed.

READING

I Read the horoscopes below and answer the questions that follow.



Gemini (May 22 - June 21)

You'll be very lucky this week. You'll receive an invitation from a friend and you'll enjoy yourself a lot.



Sagittarius (Nov 23 - Dec 21)

This will be a bad week. You'll argue with your boss and there will be bad news on Friday. Things will be better next week.



Virgo (Aug 24 - Sept 22)

You'll lose some money on Monday. At the weekend you'll meet an interesting person. Have fun and enjoy yourself.



Aquarius (Jan 21 - Feb 18)

This will be an exciting week. You'll go on a long journey and you'll get some good news in a letter.

41 Who will receive an invitation from a friend this week?

42 Who will have a bad week?

43 Who will argue with their boss?

44 Who will lose some money on Monday?

45 Who will go on a long journey?

WRITING

J Use the plan and the prompts below to write David's letter to his friend Paul, talking about his future plans and inviting him to his birthday party.

27 Maple Road
Oxford
10 June

Dear Paul,

Para 1: Guess/what!/I/finish/school/and I/ be ready/begin/new life.

Para 2: First of all/I/relax/as/much as/possible. I/feel/so tired/after /my/last year/school. I/go camping/with/my brother/15th July. We/stay/at/campsite/near/lake.

Para 3: We/come back/20th August. Then/I/start/working/at/my/father's shop/because/I/want/ save money. I/buy/car. Finally/I/take/computer course.

Para 4: I/nearly/forget!/5th September/I/have/garden party/for/my birthday. Please/try/come. You/can/spend/night/at/my/house.

Para 5: Well/that/be/all/for now. Hope/see/you/soon.

Love,
David

TEST 4 A

KEY

- A** 1 A 3 B 5 A 7 C
2 C 4 C 6 A 8 B
- B** 9 B 10 A 11 C
- C** 12 with 13 on 14 on 15 for
- D** 16 have swimming lessons 18 it's a good idea
17 keep fit 19 I've got toothache
- E** 20 It's going to rain. 24 shouldn't
21 It 25 Can
22 I'm seeing 26 Have
23 because 27 bought
- F** 28 tomorrow 29 never 30 ago 31 yet 32 for
- G** 33 went 34 will turn on 35 is having 36 have never been
- H** 37 should 38 shouldn't 39 Can 40 can
- I** 41 Leo 43 Libra 45 Aries
42 Libra 44 Scorpio

J (Suggested answer)

Dear Chris,

I have great news! I have finished school and I am ready to begin a new life.

First of all I'm going to relax. I'm flying to Madrid on 18th June. I'm staying at my uncle's house.

I am coming back on 1st July. I'm going to find a summer job to earn extra money. I want to buy a car. I am also going to help my sister with the wedding preparations.

The wedding is taking place on 30th September. We are having a reception after the wedding. Please try to come. You are welcome to spend the night at my mother's house.

Well, that's all for now. Hope to see you soon.

Love,
Susan

TEST 4 B**KEY**

- | | | | |
|----------------------------|----------------|---------------------|-----------------------|
| A 1 B | 3 A | 5 B | 7 C |
| 2 B | 4 C | 6 B | 8 A |
| B 9 C | 10 A | 11 B | |
| C 12 on | 13 into | 14 at | 15 with |
| D 16 aluminium cans | | 18 earn extra money | |
| 17 a sore throat | | 19 public transport | |
| E 20 I'll close | | 24 did | |
| 21 Why don't you | | 25 I am flying | |
| 22 I feel | | 26 Can | |
| 23 mustn't | | 27 were | |
| F 28 ever | 29 already | 30 last | 31 yet |
| | | | 32 since |
| G 33 bought | 34 will take | 35 are visiting | 36 Have you ever seen |
| H 37 can | 38 can't | 39 must | 40 mustn't |
| I 41 Gemini | 43 Sagittarius | 45 Aquarius | |
| 42 Sagittarius | 44 Virgo | | |

J (Suggested answer)

Dear Paul,

Guess what! I have finished school and I am ready to begin a new life.

First of all I'm going to relax as much as possible. I feel so tired after my last year at school. I am going camping with my brother on 15th July. We are going to stay/are staying at a campsite near a lake.

We are coming back on 20th August. Then I'm going to start working at my father's shop because I want to save money. I'm going to buy a car. Finally, I'm going to take a computer course.

I nearly forgot! On 5th September I'm having a garden party for my birthday. Please try to come. You can spend the night at my house.

Well, that's all for now. Hope to see you soon.

Love,
David

Marking Scheme for Tests 4 A / 4 B

A: 8 items x 2 marks each = 16
B: 3 items x 2 marks each = 6
C: 4 items x 2 marks each = 8
D: 4 items x 2 marks each = 8
E: 8 items x 2 marks each = 16
F: 5 items x 2 marks each = 10

G: 4 items x 2 marks each = 8
H: 4 items x 2 marks each = 8
I: 5 items x 1 mark each = 5
J: Writing = 15

Total = 100 marks

Key to Workbook

Unit 1 - Hi! (pp. 4-7)

- 1** 1 artist 5 astronaut
2 farmer 6 teacher
3 doctor 7 musician
4 pilot 8 postman
- 2** 1 old 5 name
2 years old 6 favourite
3 job 7 capital
4 student
- 3** 2 f 4 c 6 h 8 g
3 a 5 b 7 e
- 4** a four f forty-two
b sixteen g sixty
c twenty-eight h seventy-seven
d nine i eleven
e thirty-three j fifty-five
- 5** 2 American 7 Egyptian
3 French 8 Bulgarian
4 Swiss 9 Russian
5 Spanish 10 Chinese
6 Polish

- 6** 3 ...forty years old.
4 ...eighty years old.
5 He's fifty years old.
6 He's twenty-six years old.
7 She's twelve years old.
8 He's thirty-five years old.
9 She's fifteen years old.
10 She's eighteen years old.

- 7** 1 Greece 6 the Czech Republic
2 Italy 7 Spain
3 Switzerland 8 Germany
4 Portugal 9 Hungary
5 Poland

- 8** 1 an 4 a 7 a 10 a
2 an 5 a 8 a 11 a
3 a 6 an 9 a 12 an

FULL FORM	SHORT FORM
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

- 10** 2 am 4 are 6 am 8 are
3 is 5 are 7 is

- 11** 1 I 3 She 5 they
2 they, They 4 He 6 it

- 12** 1 Is, isn't, is/'s 4 Is, isn't, is/'s
2 is/'s, is 5 are, am/'m
3 Are, aren't, are/'re

- 13** 1 What is/'s your name?
2 How old are you?
3 Where are you from?
4 What is/'s your job?
5 How old are you?

- 14** C: Pleased to meet you, too.
B: Pleased to meet you.

- 15** 1 I am thirty years old.
2 His favourite sport is golf.
3 The Pyramids are in Egypt.
4 Tony is sixteen years old.
5 She is from Budapest.

- 16** 1 F 3 F 5 F
2 T 4 T 6 F

17 (Suggested answer)

This is Juliet. She's from Paris, France. Juliet is twenty-two years old. She's a waitress. Her favourite sport is tennis.

Unit 2 - A Friend in Need ... (pp. 8-11)

- 1** 1 yellow 2 white 3 green 4 black

- 2** a) 1 head 5 toe
2 chest 6 arm
3 hand 7 leg
4 finger 8 foot

b) (Ss' own answers)

- 3** a) Ss colour people's eyes and hair accordingly.

- b) SA: What colour eyes has Ann got?
SB: She's got blue eyes.
SA: What sort of hair has she got?
SA: She's got short grey curly hair.

SA: What colour eyes has George got?
SB: He's got brown eyes.
SA: What sort of hair has he got?
SB: He's got short black hair.

SA: What colour eyes has Jean got?
 SB: She's got green eyes.
 SA: What sort of hair has she got?
 SB: She's got long red hair.

4 a) 1 b 2 a 3 d 4 c

b) 2 Name: Peter
 Age: 20
 Height: tall
 Build: well-built
 Hair: short, curly
 Nose: wide, flattish
 Lips: full
 Other characteristics: —

3 Name: Ian
 Age: 52
 Height: medium
 Build: fat
 Hair: grey, straight
 Nose: large
 Lips: full
 Other characteristics: beard and moustache

4 Name: Robert
 Age: 70
 Height: short
 Build: slim
 Hair: short, white
 Nose: big
 Lips: thin
 Other characteristics: —

c) (Ss' own answers)

5 2 A: Is your car new?
 B: No, it's very old.
 3 A: Is he from Portugal?
 B: No, he's from Turkey.
 4 A: Are they tall?
 B: No, they're quite short.
 5 A: Has he got fair hair?
 B: No, he has got dark hair.

6 a) 1 can't, can
 2 can, can, can't
 3 can't, can
 4 can
 5 can't, can

b) SA: Can Kate play cricket?
 SB: No, she can't.

SA: Can Ben swim?
 SB: Yes, he can.
 SA: Can Daniel swim? etc

7 (Ss listen and repeat.)

8 a) 1 hasn't 3 haven't, have
 2 haven't 4 has, hasn't

b) SA: Has Jennifer got a TV?
 SB: Yes, she has. Has Jennifer got a mobile phone?
 SA: No, she hasn't.

SA: Has Richard got a camera?
 SB: No, he hasn't. Has Richard got a computer? etc

9 2 i 5 a 8 l 11 h
 3 f 6 b 9 e 12 g
 4 k 7 j 10 d

10

-an	-ian	-ish	-ese	other endings
Mexican American German	Canadian Italian Brazilian Egyptian Hungarian Australian	Swedish Turkish Polish Spanish British Scottish	Japanese Chinese Portuguese Lebanese	French Welsh Greek

11 1 What's your name?
 2 What's your...
 3 Can you...
 4 What's your (home) address? / Where do you live?
 5 What's your telephone number?

12 (Suggested answers)

B: Hello, Jean.
 J: Hi Bob, **how are you?**
 B: I'm **fine**, thanks and you?
 J: **Not** bad.

D: Good afternoon, Mrs Brown. **How are you?**
 B: Good afternoon, Mr Dobbins. I'm very well, thank you. And you?
 D: I'm **fine**, thank you.

13 **First name:** Juan
Family name: Lopez
City/Town: Barcelona
Country: Spain
Age: 10
Appearance: short straight brown hair and brown eyes; tall and quite slim
Likes: playing football
Can do: run very fast

14 (Suggested answer)

Hi. My name is Ingrid Jönsson. I am sixteen years old. I live in Stockholm, Sweden. I have got long fair hair and blue eyes. I am tall and slim. I like skiing and I love swimming. I can cook very well. Be my pen-friend.

Unit 3 - Home Sweet Home (pp. 12-15)**1 a) STUDY**

bookcase, desk

BATHROOM

toilet, washbasin, shower, towels

LIVING-ROOM

armchairs, sofa, cushions, fireplace

HALL

stairs

DINING-ROOM

dining-table

BEDROOM

dressing-table, pillows, wardrobe, bedside cabinet

KITCHEN

fridge, sink, cooker, dishwasher

OUTSIDE THE HOUSE

garage, swimming-pool, garden

b) (Suggested answers)

SA: Where's the bookcase?

SB: It's in the study.

SA: Where's the garage?

SB: It's outside the house.

SA: Where's the swimming-pool?

SB: It's outside the house. etc

- 2** 1 wonderful 5 comfortable
2 double 6 quiet
3 modern, spacious 7 large
4 lovely

- 3** 2 The cat is **in front of** the basket.
3 The cat is **behind** the basket.
4 The cat is **on** the basket.
5 The cat is **in** the basket.
6 The cat is **under** the basket.

- 4** 1 in, on 6 from 11 on
2 on, in 7 near 12 on
3 at 8 in 13 for
4 in 9 in 14 in
5 in 10 in 15 of

- 5** 1 some 5 any 9 any
2 any 6 any 10 any
3 a 7 an
4 a 8 some

- 6** 1 under 5 on
2 near 6 in
3 on 7 behind
4 in front of 8 on

- 7** 2 Where's my bag? It's on the table.
3 Where are your books? They're in my bag.
4 Where are the boys? They're in the garden.

8 (Suggested answers)

SA: Are there any **cushions** in the room?

SB: Yes, there are.

SA: Where are they?

SB: They're on the sofa.

SA: Is there a **lamp** in the room?

SB: Yes, there is.

SA: Where is it?

SB: It's next to the fireplace.

SA: Is there a **window** in the room?

SB: Yes, there is.

SA: Where is it?

SB: It's behind the sofa.

SA: Is there a **painting** in the room?

SB: Yes, there is.

SA: Where is it?

SB: It's near the window.

SA: Is there a **carpet** in the room?

SB: Yes, there is.

SA: Where is it?

SB: It's under the table.

- 9** 1 in 5 in
2 on 6 on
3 in 7 in
4 at, at 8 on

- 10** 3 This is, these are watches.
4 That is, those are glasses.
5 This is, these are books.
6 This is, these are bananas.
7 That is, those are hats.
8 That is, those are lemons.

- 11** 1 your address
2 spell the street name
3 got a telephone number

- 12** 1 Where is it?
2 What's it like?
3 How much is it?
4 How many rooms has it got?
5 Is there a garden?
6 When can I see it?

13 TYPE OF PLACE

house (pretty)

WHERE

near the centre of Brighton (a lovely city on the south coast of England)

SIZE

quite big

INSIDE THE HOUSE

seven rooms

upstairs — two bedrooms (Steve's bedroom: comfortable single bed, lots of posters on the walls), a bathroom

downstairs — big kitchen, spacious living-room, study (big bookcase, lots of books), small bathroom

OUTSIDE THE HOUSE

garage, huge garden (lots of trees and flowers)

FEELINGS

loves his house (it makes him feel safe and relaxed)

(Suggested answer)

Steve lives in a pretty house near the centre of Brighton, a lovely town on the south coast of England.

The house is quite big. It has got seven rooms. Upstairs, there are two bedrooms and a bathroom. Steve's bedroom has got a comfortable single bed and lots of posters on the walls. Downstairs, there is a big kitchen, a spacious living-room, a small bathroom and a study. The study has got a big bookcase with lots of books.

Outside the house, there is a garage and a huge garden with lots of trees and flowers.

Steve loves his house because it makes him feel safe and relaxed.

14 (Suggested answer)

Dear Brian,

At last, Rachel and I are in our new home and we're very happy with it.

It's a big flat in the centre of Banbury.

There are five rooms in the flat. There are two small bedrooms, each with a wardrobe and a double bed. There is one small bathroom with a shower, wash-basin and toilet, and a small kitchen. The living-room is spacious and it has got a sofa, two armchairs, a TV and a big fireplace.

Our flat has also got a small balcony with lots of flowers and a garage.

It's a great flat. It's small but it's very comfortable. After all, home is where the heart is.

Rachel and I are having a house-warming party next weekend. Lots of people are coming, so please try and come too. Hope to see you soon.

Best wishes,
Terry

Unit 4 - Like Father, like Son (pp. 16-19)

- | | | |
|----------|----------------|------------------|
| 1 | 2 grandparents | 8 son |
| | 3 niece | 9 aunt |
| | 4 sister | 10 brother |
| | 5 cousin | 11 granddaughter |
| | 6 parents | 12 husband |
| | 7 daughter | |

- | | | |
|----------|------------------|-------------------|
| 2 | 2 Liz's, her | 8 his |
| | 3 John's, their | 9 her |
| | 4 Simon's, their | 10 George's |
| | 5 George's | 11 Mary's, John's |
| | 6 Liz's, their | 12 Simon's, their |
| | 7 Tim's, their | |

- 3**
- 2 ... George's mother.
 - 3 Sarah is Susan and Paul's daughter.
 - 4 ... George's cousins.
 - 5 Tim is Sarah's brother.

- | | | | | |
|----------|-----|-----|-----|-----|
| 4 | 1 B | 3 B | 5 C | 7 C |
| | 2 C | 4 A | 6 C | 8 A |

- | | | | |
|----------|---------------|-------|---------------------------|
| 5 | 2 astronaut | 2 SA: | his job |
| | | SB: | an astronaut |
| | 3 dentist | 3 SA: | her job |
| | | SB: | She's a dentist |
| | 4 surgeons | 4 SA: | their job |
| | | SB: | They're surgeons |
| | 5 taxi driver | 5 SA: | his job |
| | | SB: | He's a taxi driver |
| | 6 actress | 6 SA: | her job |
| | | SB: | She's an actress |

- | | | |
|----------|---------------------------|----------------|
| 6 | 2 theirs, Mark and John's | 7 hers, her |
| | 3 hers, her | 8 yours, Joe's |
| | 4 his, Bill's | 9 mine, Tim's |
| | 5 theirs, Greg's | 10 his, Tom's |
| | 6 theirs, their | |

- 7**
- 1 She, him, She, he
 - 2 They, it, They, it
 - 3 I, him, I, he
 - 4 She, them, She, they

- | | | | |
|----------|--------|----------------|-------------|
| 8 | 1 on | 6 in | 11 for |
| | 2 on | 7 to | 12 at |
| | 3 in | 8 about | 13 on |
| | 4 with | 9 of, in | 14 with, in |
| | 5 in | 10 about, from | 15 in, of |

- | | | | | | |
|----------|-----|-----|-----|-----|------|
| 9 | 2 b | 4 a | 6 d | 8 j | 10 i |
| | 3 e | 5 h | 7 f | 9 g | |

- 10** 2 Jenny and Chris hate watching horror films.
 3 I like watching TV.
 4 She doesn't like going fishing.
 5 They like camping.
 6 Janet loves listening to jazz music.
 7 We don't like playing football.

- 11** 2 A: **Do you** live in Barcelona?
 B: Yes, I **do**.
 3 A: What **do** you **do**?
 B: I'm a student.
 4 A: **What's** her mother like?
 B: **She's** kind and patient.
 5 A: **What does** Mary look like?
 B: **She's** beautiful. She's got green eyes and black hair.
 6 A: **Do they** like meeting new people?
 B: Yes, they **do**.
 7 A: **Does she** like cleaning the house?
 B: No, she **doesn't**.
 8 A: **Do they** live in the city centre?
 B: No, they **don't**.

- 12** 1 What's your name?
 2 How old are you?
 3 What do you do?
 4 Where do you live?
 5 How many people are there in your family?
 6 What are your mother's and father's names?/What are your parents' names?
 7 What does your father do?
 8 What's he like?
 9 What does your mother do?
 10 What does she look like?
 11 Have you got any brothers or sisters?
 12 What do you like doing in your free time?
 13 Do you like playing sports in your free time?

13 NAME: Stewart Jones
 AGE: 29
 OCCUPATION: policeman
 LIVES: Dover, in the south-east of England
 HOUSE: small, comfortable flat
 FAMILY MEMBERS: wife/Jessica, son/Jason
 APPEARANCE: good-looking, tall, well-built, short brown hair, brown eyes
 CHARACTER: kind, very loving father
 LIKES: playing basketball
 DOESN'T LIKE: watching TV (because he thinks it is boring)

2 Stewart lives in Dover, in the **south**-east of England.

- 3 Stewart lives **in a flat** with his wife, **Jessica** and **their son, Jason**.
 4 Stewart has **short** brown hair and **brown** eyes.
 5 Stewart is a **kind** man and a very **loving** father.
 6 Stewart likes playing **basketball**.
 7 Stewart doesn't like **watching TV**.

14 (Suggested answer)

Bill Brown is forty years old. He is a pilot. He lives in Bristol, on the west coast of England.

Bill lives in a large house with his wife, Polly and their daughter, Lisa. Polly is a nurse. Lisa is a student at the University of Bristol.

Bill is tall and slim. He has got curly fair hair and blue eyes. He is a pleasant and patient man.

Bill likes reading and travelling. He doesn't like going fishing because he thinks it is too boring.

Unit 5 - An Early Bird or a Night Owl? (pp. 20-23)

- 1** c ten o'clock in the evening
 d two o'clock in the morning
 e half past eight in the morning
 f a quarter past nine in the morning
 g a quarter to five in the morning
 h twenty past seven in the evening

- 2** two thirty nine twenty
 ten to eight a quarter to four

- 3** 2 OCTOBER, DECEMBER
 3 JUNE, AUGUST
 4 FEBRUARY, APRIL
 5 AUGUST, OCTOBER

- 4 a)** Philip has a shower at 7:15 am.
 Philip has breakfast at 7:30 am.
 Philip leaves home at 7:45 am.
 Philip catches the train at 8 am.
 Philip has lunch at 2 pm.
 Philip leaves work at 5 pm.
 Philip cooks dinner at 6 pm.
 Philip watches TV at 8 pm.
 Philip goes to bed at 10:30 pm.

- b)** SA: What time does Philip have a shower?
 SB: He has a shower at a quarter past seven. etc.

- 5** Tim feels **bored** because he does ^{the} some things again and again.
 Sarah feels **tired** because she doesn't get much sleep.
 James feels **stressed** because he's got a lot of problems.
 Karen feels **happy** because she likes the way she lives.

6 HAVE	DO	GO	GET
a bath/ shower breakfast/ lunch/dinner	your homework the washing-up	home shopping on a picnic out (with friends/family)	up dressed

(Suggested answers)

I usually have a bath/shower every morning.
I have breakfast at 8 am. etc.

- 7** Brett is a life-guard. He works at a swimming-pool. He starts work at nine o'clock in the morning. He finishes work at a quarter past seven in the evening.

Jean is a reporter. She works at a newspaper office. She starts work at a quarter to eleven in the morning. She finishes work at half past six in the evening.

- 8** 2 Faye sometimes plays tennis in the afternoon.
3 Faye always eats a croissant in the morning.
4 Faye never drinks coffee at night.
5 Faye often goes to the theatre at the weekend.
6 Faye rarely listens to music in the evening.

- 9** 2 Alan usually has lunch at two o'clock.
3 I often meet my friends after school.
4 Claire rarely goes on picnics.
5 We sometimes go to the cinema.

- 10** a) 1 On 3 at 5 at 7 in
2 in 4 at 6 on 8 on

Adverbs of frequency: always, usually, sometimes,
usually, always

Sally **always** gets up very early on Saturday mornings.

Sally **always** goes to bed late on Saturday nights.

Sally **usually** goes shopping with her mum after breakfast.

Sally **usually** has dinner with her family on Saturday evenings.

Sally **sometimes** goes to the cinema with her friends on Saturday afternoons.

b) (Ss' own answers)

- 11** 1 Do, do 6 don't, is
2 Are, aren't, are 7 Does, doesn't, does
3 Does, doesn't 8 Are, am not/'m not, am/'m
4 Is, isn't 9 is, isn't, am
5 Are, am, is 10 Are, am not/'m not

12 IN	AT	ON
May	5 o'clock	Monday
spring	the weekend	13th May
1959	night	Friday
the evening	11:30	Wednesday morning
winter	noon	4th January
the morning	2 o'clock	Tuesday night

- 13** a) SA: What's on at Screen 2?
SB: Lost in Space.
SA: What time does it start?
SB: It starts at a quarter to three/two forty-five. etc.

- b) A: Let's play tennis on Saturday.
B: Oh no, I don't want to play tennis again!
Let's go fishing for a change.
A: Okay. That's a good idea.

- A: Let's play cards this evening.
B: Oh no, I don't want to play cards again!
Let's watch a video for a change.
A: Okay. That's a good idea.

- 14** a) 1 gets up 6 has 11 reads
2 has 7 goes 12 goes
3 has 8 meets 13 goes
4 goes 9 listens 14 goes
5 works 10 has 15 says

- b) 1 Gordon gets up at **five** o'clock.
2 He **works** from six till twelve.
3 He **sometimes** meets his publisher in the afternoon.
4 He always **listens** to the news on **the radio** at five.
5 After dinner, he usually **reads** a book.
6 He usually goes to bed at **ten** o'clock.
7 He's very **happy** with his life at the moment.

15 (Suggested answer)

Kyle Thompson is a tennis coach. He gets up at eight o'clock every morning and has breakfast. He goes to the gym at eight thirty. He has a shower at nine thirty. Kyle goes to the tennis club at ten o'clock and gives tennis lessons to children from ten thirty till twelve thirty, when he has lunch. He gives tennis lessons to adults from one till four thirty and then he goes home. From five till six thirty, he plays with his children and helps his wife cook dinner. Kyle has dinner at six thirty then, from seven till eleven, he usually watches TV or listens to music. He usually goes to bed at eleven o'clock.

In his free time, Kyle often goes to tennis matches or plays the guitar.

Kyle feels very satisfied with his life. "It's a great way to keep fit and earn a living at the same time!" he says.

Unit 6 - Birds of a Feather (pp. 24-27)

- 1**
- 1 fins
 - 2 a mane
 - 3 a long tail
 - 4 skin
 - 5 legs
 - 6 claws
 - 7 whiskers
 - 8 a trunk

- 2**
- | | | |
|--------|------------|----------|
| 1 eggs | 5 black | 9 funny |
| 2 warm | 6 play | 10 smile |
| 3 have | 7 feathers | |
| 4 seas | 8 claws | |

- 3**
- | | |
|----------|--------------------|
| 1 live | 6 friendly |
| 2 strong | 7 groups |
| 3 weigh | 8 world |
| 4 feed | 9 kittens, puppies |
| 5 easily | |

- 4** a) 1 c 2 d 3 a 4 b

- b)
- | | |
|-------------|-------------|
| 1 crocodile | 7 fly |
| 2 duck | 8 snake |
| 3 dolphin | 9 butterfly |
| 4 penguin | 10 cow |
| 5 ladybird | 11 lion |
| 6 parrot | |

5 Reptiles

- 1 crocodile
- 2 snake

Mammals

- 1 dolphin
- 2 cow
- 3 lion

Insects

- 1 ladybird
- 2 fly
- 3 butterfly

Birds

- 1 duck
- 2 penguin
- 3 parrot

- 6**
- I can see two sheep.
 - I can see two deer.
 - I can see four mice.
 - I can see three geese.
 - I can see five fish.
 - I can see four butterflies.
 - I can see two oxen.

- 7**
- 1 Deer have got a very short tail.
They have got very big antlers.
 - 2 Elephants have got a very long trunk.
They have got very big ears.
They have got quite big eyes.

- 3 Cats have got quite small ears.
They have got quite big eyes.
They have got a very long tail.
- 4 Koalas have got very sharp claws.
They have got quite small eyes.

8 (Suggested answers)

Monkeys can climb.
Kangaroos can jump.
Crocodiles can't climb.
Sea lions can swim.
Dogs can't fly.
Cats can climb. etc.

- 9** **What** is this animal? — d
Where does it live? — f
What does it eat? — a
What has it got? — b
How much does it weigh? — c
How long is it? — g
How long does it live for? — e

- 10** Where do green turtles live?
What have they got?
What do they eat?
How much do they weigh?
How many eggs do they lay at a time?
How long do they live for?

- 11**
- 1 What are grey seals?
Mammals.
 - 2 Where do they live?
In the north-east and north-west parts of the Atlantic and in the Baltic sea.
 - 3 What can they do?
They can swim very fast and stay underwater for about 15 minutes.
 - 4 What have they got?
They have got big eyes, long whiskers and thick grey fur.
 - 5 Why have they got big eyes?
To help them see well in dark waters.
 - 6 How much do they weigh?
150 to 230 kilos.
 - 7 What do they eat?
Various kinds of fish.
 - 8 How long do they live for?
25 to 30 years.

- 12** Dialogue 1 and 3 are positive.
Dialogue 2 and 4 are negative.

(Suggested answers)

SA: Do you like dolphins?

SB: Yes, I love dolphins. They're very intelligent animals.

SA: Do you like cats?

SB: No, I hate cats. I think they're very lazy. etc.

13 1 d 2 a 3 c 4 b**14** 1 F 3 F 5 T
2 T 4 F 6 F

15	Kind of animal:	bird
	They can:	see very well, fly very fast
	They've got:	big wings, long tails, strong and sharp claws
	They weigh:	3 -7 kg
	They live:	in forests and mountains in different parts of the world
	They eat:	small birds and mammals
	They live for:	about 20 years

16 (Suggested answer)

Orang-utans are mammals. They can climb very well. They have got long and strong arms, brown fur and very big cheeks. They weigh from forty to eighty-five kilos.

Orang-utans live in the tropical forests of Borneo and Sumatra in Indonesia. They eat fruit, nuts, leaves, insects and eggs. They live for about thirty to fifty years.

Unit 7 - Come Rain or Shine (pp. 28-31)

- 1** 2 Linda is wearing a blouse and a skirt. She is picking flowers.
3 Anne is wearing a shirt, jeans and trainers. She is eating a sandwich.
4 Ryan is wearing a T-shirt and trousers. He is drinking a Coke.
5 Amanda is wearing a dress. She is taking photographs.
6 Tony is wearing a T-shirt, shorts and a cap. He is riding a bicycle.
7 Stanley is wearing a jacket, trousers and a hat. He is reading a book.
8 Mavis is wearing a dress. She is listening to music.

2 1 B 2 C 3 A 4 B

- 3** 1 snowy 4 sun, shining, sunny
2 blowing, windy 5 raining, rainy
3 clouds, cloudy

4 (Suggested answers)

- 1 It is sunny today.
2 It is summer now.
3 My favourite season is spring.
4 I like spring because there are lots of flowers.

- 5** 1 swimming 5 decorating
2 shining 6 sitting
3 making 7 reading
4 running 8 doing

- 6** a) 2 ... is wearing a long dress. She is dancing.
3 ... is wearing a jacket and skirt. She is drinking.
4 ... is wearing a suit. He is talking to Amanda.
5 ... is wearing a blouse and a skirt. She is talking to Thomas.
6 ... is wearing a shirt and trousers. He is eating.

- b) 2 No, she isn't eating. She is drinking
3 No, he isn't dancing. He is talking to Amanda.
4 No, he isn't talking to Amanda. He is eating.
5 No, she isn't drinking. She is talking to Adam.

- 7** 2 Is Jennifer riding her bicycle?
3 Are you having a shower?
4 Is the dog sleeping in the garden?
5 What is he doing at the moment?
6 Is she cooking dinner?

- 8** 2 No, he isn't. He is sleeping.
3 No, they aren't. They are playing on the beach.

- 9** 1 works 6 is feeding
2 am having 7 goes
3 makes 8 drive
4 snows 9 is listening
5 decorate 10 is cleaning

- 10** 2 a 4 b 6 a
3 b 5 a

- 11** a) 1 goes 5 cleans
2 gets 6 goes
3 leaves 7 plays
4 go

- b) 8 is sitting 12 is having
9 is reading 13 am watching
10 isn't cleaning 14 isn't playing
11 is talking 15 is sleeping

- 12**
- | | |
|----------------|----------------|
| 1 am writing | 6 are |
| 2 are visiting | 7 is working |
| 3 come | 8 are cooking |
| 4 rains | 9 (are) making |
| 5 is shining | 10 am having |

- 13**
- 1 Can I help you?
 - 2 How old is she?
 - 3 What about a nice dress?
 - 4 What's her favourite colour?
 - 5 What size is she?
 - 6 What do you think of this T-shirt?

- 14**
- a)
- 1 Can I help you?
 - 2 Have you got any?
 - 3 How many would you like?
 - 4 How much are they?

b) (Ss' own answers)

- 15**
- 1 They are in Jamaica.
 - 2 It's very hot and the sun is shining.
 - 3 Sonia is near the pool.
 - 4 She is wearing her swimming costume.
 - 5 She is sunbathing.
 - 6 Paul is on the balcony of their hotel room.
 - 7 He is enjoying the wonderful view.

16 (Suggested answer)

Dear Jack,

Greetings from Jamaica! Sonia and I are having a wonderful time. It's lovely here.

The weather is very hot and the sun is shining.

At the moment Sonia is sunbathing in her swimming costume near the pool. I am sitting on the balcony of our hotel room enjoying the wonderful view. See you soon.

Best wishes,
Paul

Unit 8 - Enjoy your Meal (pp. 32-35)

- 1 a)**
- | | | |
|----------|-----------------|-----------|
| 1 cup | 7 fish | 13 knife |
| 2 saucer | 8 cream | 14 bread |
| 3 fork | 9 vegetables | 15 pepper |
| 4 eggs | 10 salt | 16 fruit |
| 5 chips | 11 strawberries | |
| 6 bacon | 12 butter | |

- b)
- 3 fish and chips
 - 4 knife and fork
 - 5 strawberries and cream
 - 6 bread and butter
 - 7 salt and pepper
 - 8 fruit and vegetables

2 a)

a/an	some (plural)
saucer	eggs
fork	strawberries
fish	vegetables
knife	

some (uncountable)			
fish	fruit	butter	pepper
cream	salt	bread	

- b)
- There is a cup.
There is a saucer.
There is a fork.
There are some chips.
There is some bacon.
There is some/a fish.
There is some cream.
There are some vegetables.
There is some salt.
There are some strawberries.
There is some bread.
There is some pepper.
There is some fruit.

- 3**
- | | | |
|--------|-----------|--------------|
| 2 from | 5 in | 8 at, at |
| 3 for | 6 on | 9 in, on, at |
| 4 with | 7 to, for | 10 with, at |

4

Fruit	banana, orange, pear, cherry
Vegetables	lettuce, onion, carrot
Meat	beef, ham, sausage
Drinks	coffee, milk, tea, Coke

- 5 a)**
- | | |
|-------------|--------------|
| 1 tasty | 5 reasonable |
| 2 rich | 6 perfect |
| 3 home-made | 7 busy |
| 4 helpful | |

- b)
- | | |
|------------|-------------|
| 1 horrible | 5 expensive |
| 2 hard | 6 terrible |
| 3 cold | 7 empty |
| 4 rude | |

The people don't agree with the advertisement.

- 6**
- | | | | | |
|-----|-----|------|------|------|
| 2 C | 5 U | 8 U | 11 U | 14 U |
| 3 U | 6 C | 9 U | 12 C | |
| 4 C | 7 U | 10 C | 13 C | |

- 7 a)** 2 **bottles** of wine
 3 **kilos** of potatoes
 2 **cartons** of milk
 12 **slices** of salami
 2 **loaves** of bread
 4 **packets** of flour

- b)** 1 some 3 Are 5 many
 2 much 4 any

c) (Ss' own answers)

- 8** 1 How many, a few
 2 some, a little
 3 How much, any
 4 some, any
 5 any, a few, How many

- 9** 2 Would you like **some** bread?
 3 How **much** does this cost?
 4 We haven't got **many/any** tomatoes.
 5 I'd like **some** milk in my tea, please.
 6 Could I have **an** orange, please?
 7 How **many** cherries do you need?
 8 I'd like **some** fish for lunch.
 9 How **much** sugar have we got?
 10 I'd like **an** apple, please.

- 10** 2 b 4 b 6 b
 3 a 5 b 7 a

11 a)

Starters	Desserts
Tomato soup £2.50	Ice-cream £2.75
Onion Soup £2.50	Apple pie £2.75
Garden salad £3.00	Strawberries and cream £3.00
Main Courses	Drinks
Grilled fish with rice £4.99	Wine £2.00
Pepper steak with potatoes £7.00	Beer £2.00
Roast chicken with carrots £5.75	Mineral water £1.50
	Coffee £1.50

- b)** 1 What would you like to start?
 2 And for the main course?
 3 Would you like some dessert?
 4 What would you like to drink?

- 12** A: Good evening, sir.
 B: Good evening. Have you got a table for four?
 A: Yes, sir. Over here, near the fireplace.
 B: Thank you.
 A: Would you like to see the menu?
 B: Yes, please.

13 (Suggested answers)

- Tom: Would you like a drink, Bill?
 Bill: Yes, please.
 Tom: What would you like?
 Bill: I'd like a **cup of tea**.
 Tom: Would you like something to eat?
 Bill: Yes, please. Can I have a **packet of crisps**?
 Tom: Yes, of course. etc.

- 14** 1 some 5 much 9 many
 2 would 6 are 10 would
 3 Can 7 can
 4 are 8 some

15

The Wild West

fast food
SEAFOOD RESTAURANT
 Baker
 29, COMPTON STREET
 Tasty

WONDERFUL MEALS! HOT FOOD!

☆ Hamburgers ☆ Spaghetti Pizzas
 ☆ Toasted Rolls Sandwiches
 Ice-cream ☆ Fresh Cream ☆ Milkshakes
 Rock
Classical Music! Service
Friendly People!
 Low **Lots of prices!**
 10 10 every day
 OPEN 8 AM - 11 PM, MONDAY - FRIDAY

16 (Suggested answer)

Come to *Spangles*, the new family restaurant in Merrydale Road!

The food is delicious, with lots of interesting dishes to choose from. Try our roast beef, vegetarian meals and home-made soup — and don't miss our wonderful chocolate cake and fresh fruit salad.

Bring your children and enjoy our live piano music, helpful waiters and friendly atmosphere.

We're open from 11 am to 11 pm from Monday to Saturday. Come to *Spangles* — it's excellent.

Unit 9 - Times Change ... (pp. 36-39)

- 1 a)** 1 restaurant 6 cinema
2 newsagent's 7 baker's
3 greengrocer's 8 supermarket
4 butcher's 9 library
5 chemist's 10 post office
- b)** 2 j 4 a 6 b 8 c 10 i
3 e 5 f 7 d 9 h
- c)** You can watch a film at the cinema.
You can buy meat at the butcher's.
You can send a letter at the post office.
You can borrow books from the library.
You can buy bread at the baker's.
You can buy some aspirin at the chemist's.
You can have dinner at the restaurant.
You can buy fruit and vegetables at the green-grocer's.
You can buy newspapers and magazines at the newsagent's.
- 2** 1 opposite 3 between 5 on
2 next to 4 in front of
- 3** 1 was 5 Were, wasn't
2 weren't 6 Were, weren't
3 were 7 wasn't, was (or: was, wasn't)
4 Was
- 4** 1. A: Where **were** you last night?
B: I **was** at the new restaurant.
A: **Was** the food nice?
B: No, it **wasn't**. It **was** awful.
A: **Are** your parents at home now?
B: No, they **aren't**. They **are** on holiday. My little brother **is** with them.
2. A: **Were** there any department stores in your town twenty years ago?
B: No, there **weren't**, but there **are** some great ones today. The one I like **is** in Park Street.
3. A: **Are** you from Italy?
B: No, I'm **not**. I **am** from Spain.
A: **Is** your wife from Italy?
B: No, she **isn't**. She **is** from Spain, too.
- 5** 2 Was Napoleon Italian?
No, he wasn't. He was French.
3 Were the Wright brothers doctors?
No, they weren't. They were inventors.
4 Was Cleopatra the Queen of India?
No, she wasn't. She was the Queen of Egypt.
5 Were Van Gogh and Rembrandt from Austria?
No, they weren't. They were from Holland.

- 6 Was Elvis Presley the king of jazz?
No, he wasn't. He was the king of rock'n'roll.

- 6 a)** Bob couldn't swim when he was five years old, but he can swim now.
Bob couldn't ride a bicycle when he was five years old, but he can ride a bicycle now.
Bob couldn't drive a car when he was five years old, but he can drive a car now.
Bob couldn't make a cake when he was five years old and he still can't make a cake.

(Suggested answers)

- b)** I couldn't play the guitar when I was five years old, but I can play the guitar now.
I couldn't fly an aeroplane when I was five years old, and I still can't fly an aeroplane.
I couldn't ice-skate when I was five years old, but I can ice-skate now.
- 7 a)** Amy didn't have a pet dog fifteen years ago. She had a pet cat.
Amy didn't have a car fifteen years ago. She had a bicycle.
Amy didn't have a computer fifteen years ago. She had a lot of toys.
Amy didn't have a CD player fifteen years ago. She had a record player.
- b)** SA: Did Amy have a pet dog when she was ten years old?
SB: No, she didn't. She had a pet cat.
SA: Did Amy have a car when she was ten years old?
SB: No, she didn't. She had a bicycle.
SA: Did Amy have a computer when she was ten years old?
SB: No, she didn't. She had a lot of toys.
SA: Did Amy have a CD player when she was ten years old?
SB: No, she didn't. She had a record player.
- 8** 1 were 3 has got 5 is
2 Can 4 couldn't
- 9** 2 They didn't **have** computers a hundred years ago.
3 We **were** at the park yesterday.
4 I **had** a lot of toys when I was ten.
5 He **could** paint when he was four.
6 Anne **is** at school at the moment.
7 There **wasn't** an airport here then.
8 Rosie **can** swim very well now.
9 Washington and Lincoln **were** Presidents of the USA.
10 Did he **have** a computer then?

- 10** 1 down 4 first turning
2 on your left 5 on your right
3 down

SA: Excuse me, is there a baker's near here?

SB: Yes, go straight down Bridge Street. The baker's on your right.

SA: Excuse me, is there a greengrocer's near here?

SB: Yes, take the first turning into Bridge Street. The greengrocer's is on your left.

SA: Excuse me, is there a cinema near here?

SB: Yes, go straight down Elisabeth Street and take the first turning into Bridge Street. The cinema is on your right.

- 11** a) 1 sledge 4 Husky dog
2 kayak 5 igloo
3 skidoo 6 arts and crafts

- b) 1 was 10 were
2 didn't have 11 isn't
3 had 12 was
4 were 13 haven't got
5 had 14 have got
6 couldn't 15 are
7 weren't 16 can
8 had 17 haven't got
9 had

12

	THEN	NOW
Houses	igloos	modern houses
Food	meat and fish	anything they like
Travel	sledges, kayaks	skidoos
Entertainment	dancing, arts and crafts	listening to pop music, going to the cinema

- 1 F 2 T 3 F 4 T

- 13** Life was very different in Ancient Greece. In those days, the Greeks had small houses with small windows and two or three rooms. They ate meat, fish, fruit, vegetables and olives. The Ancient Greeks travelled on horses, and they had ships to sail the seas. Their favourite free-time activities were hunting and horseback riding.

Today, life in Greece isn't the same as it was in ancient times. These days, Greeks live in blocks of flats, villas or glass office blocks. They eat anything they like. Today, Greeks travel in cars, ships, trains and aeroplanes. Their favourite free-time activities are dancing, going to the cinema or theatre and watching TV.

Unit 10 - The Price of Fame (pp. 40 - 43)

- 1** 1 A 2 C 3 B 4 A

- 2** 1 poor 4 received 7 discovered
2 favourite 5 talented 8 became
3 married 6 popular

- 3** 1 at 3 in 5 in 7 with, in
2 on, in 4 on 6 round, to 8 of

- 4** 1 was 3 became 5 won
2 studied 4 taught 6 died

- 5** 1 appeared 9 won
2 stopped 10 finished
3 bought 11 sank
4 wrote 12 moved
5 starred 13 ate
6 sang 14 produced
7 travelled 15 lost
8 came 16 directed

- 6** a) 1 directed - D 5 won - A
2 became - G 6 wrote - F
3 received - E 7 sank - B
4 sang - C

- b) Bill Clinton became President of the USA in 1992.

Ben Hur received eleven Oscars in 1960.

Elton John sang *Candle in the Wind* for Princess Diana.

France won the World Cup in 1998.

Charles Dickens wrote *Oliver Twist*.

The Titanic sank in 1912.

- 7** a) 1 Pele became
2 Napoleon lost
3 Thomas Edison invented
4 Tom Cruise starred
5 Beethoven composed
6 Neil Armstrong walked

- b) 2 A: Did Napoleon compose nine symphonies?
B: No, he didn't. Beethoven composed nine symphonies.
3 A: Did Neil Armstrong become a football player at the age of 16?
B: No, he didn't. Pele became a football player at the age of 16.
4 A: Did Thomas Edison lose the battle of Waterloo?
B: No, he didn't. Napoleon lost the battle of Waterloo.

- 5 A: Did Beethoven invent the light bulb?
B: No, he didn't. Thomas Edison invented the light bulb.
- 6 A: Did Tom Cruise walk on the moon?
B: No, he didn't. Neil Armstrong walked on the moon.

- 8 a) 1 was born 7 produced
2 started 8 introduced
3 opened 9 was
4 added 10 did not/didn't marry
5 wanted 11 did not/didn't have
6 designed 12 died

- b) 1 When was Coco Chanel born?
Coco Chanel was born in 1883.
- 2 When did her career start?
Her career started in 1913.
- 3 What did she quickly add to her collection?
She quickly added sweaters, skirts and accessories to her collection.
- 4 Was Coco Chanel a beautiful woman?
Yes, she was.
- 5 When did Coco Chanel die?
She died in 1971.

- 9 1 d — Jane usually **walks** to school, but yesterday she **went** by bus.
- 2 f — My parents usually **phone** me on Tuesdays, but last week they **phoned** on Wednesday.
- 3 a — I usually **go** swimming on Sundays, but last Sunday, I **played** tennis.
- 4 b — Steve usually **listens** to music in the evenings, but last night he **watched** television.
- 5 c — We usually **visit** my grandparents at Christmas, but last year they **visited** us.
- 6 e — It usually **snows** in January, but last year it **didn't/did not snow**.

- 10 1 is washing 6 is reading
2 finished 7 drives
3 went 8 bought
4 have 9 rains
5 wrote 10 is looking

- 11 1 Does your father work, stopped
2 is Tim doing, is washing, washes
3 did you finish, finished, am studying
4 did you go, spend, travelled
5 are, is playing, is watching

- 12 1 but 5 when 8 and
2 because 6 because 9 until
3 and 7 when 10 but
4 until

- 13 1 My father stopped working **when** he was 65 years old.
2 Mrs Peterson was 45 years old, **but** she looked very young.
3 He didn't go to school yesterday **because** he was ill.
4 She sat on the sofa **and** started drinking her coffee.
5 John's family moved to New York **when** he was a baby.
6 She went to the dentist **because** she had toothache.
7 We didn't have dinner **until** Dad came home.

- 14 1 The, a, — 4 The, — 7 The, —
2 — 5 an, The, a
3 The, — 6 The, —

- 15 1 C 2 A 3 D 4 B

- 16 1 When was Albert Einstein born?
2 Where was he born?
3 Where did he study?
4 What was he famous for?
5 What did he receive in 1921?/When did he receive the Nobel Prize for Physics?
6 Where did he die?
7 When did he die?

- 17 1 was 6 moved 11 returned
2 studied 7 continued 12 won
3 went 8 starred 13 died
4 became 9 divorced
5 married 10 left

- 2 She didn't move to Hollywood in 1915. She moved to Hollywood in 1939.
- 3 She didn't become famous for her starring role in the classic film *Gone With the Wind*. She became famous for her starring role in the classic film *Casablanca*.
- 4 She didn't marry Roberto Rossellini in 1939. She married Roberto Rossellini in 1950.
- 5 She didn't star in German and Spanish films in Europe. She starred in French and Italian films in Europe.
- 6 She didn't divorce Rossellini in 1982. She divorced Rossellini in 1956.
- 7 She didn't die on 29th August, 1992, in Paris. She died on 29th August, 1982, in London.

- 18 2 ... did she study?
3 ... did she go to Hollywood?
4 ... did she marry in 1950?
5 ... did she die?

19 (Suggested answer)

Dame Margot Fonteyn was a famous ballet dancer. She was born on 18th May, 1919, in Surrey, England.

Margot studied at the Sadler's Wells Ballet school. She became famous when she danced the part of Aurora in *The Sleeping Beauty*, in 1939. In 1954, she became president of the Royal Academy of Dancing. She married Robert Emilio Arias in 1955 and continued her ballet career for many years. In 1979, she wrote two books, *A Dancer's World* and *The Magic of Dance*.

Dame Margot Fonteyn died on 21st February, 1991, in Panama City, Panama.

- 8** 2 d — It was very cold, **so** Joe put his coat on.
 3 b — I was in the bathroom **when** the doorbell rang.
 4 f — I washed the dishes, **then** I watched TV.
 5 c — I shut the window **and** I closed the curtains.
 6 e — He screamed for help **but** nobody could hear him.

- 9** 1 when 5 and 9 and
 2 so 6 because 10 when
 3 and 7 and
 4 but 8 Then

- 10** 2 Who did Graham visit?
 3 Who closed the window?
 4 Who did Terry marry?
 5 Who painted the *Mona Lisa*?
 6 Who wrote *A Tale of Two Cities*?

- 11** 2 When did John arrive? e
 3 What did you have for lunch? f
 4 How did you get to school today? a
 5 Where did Jane go on holiday? b
 6 What did you do last night? c

12 (Suggested answers)

- S3: I looked out of the window.
 S4: I saw a dark shadow.
 S5: I felt very scared.
 S6: I saw a strange face.
 S7: I closed the curtains quickly.
 S8: Suddenly, I heard someone knock on the window.
 S9: I started screaming loudly.
 S10: Immediately, I phoned the police.
 S11: Then I hid under the bed.
 S12: I could still hear scary noises.
 S13: The police arrived in ten minutes.
 S14: I went downstairs and opened the door.
 S15: It was then that I saw my mother in the garden.
 S16: I felt very silly.

- 13** 1 1) did you go 4) Did you watch
 2) stayed up 5) don't like
 3) was
 2 6) is/'s 10) is/'s
 7) are 11) didn't take
 8) came 12) have
 9) am/'m having

- 14** 1 What did you do last night?
 2 Who did you go with?

Unit 11 - All's Well that Ends Well (pp. 44 - 47)

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

- 2** a) 2 horrible 4 quickly 6 nervous
 3 carefully 5 desperately

b) (Suggested answers)

It was **wonderful** to win the gold cup.
 He drove **carelessly** and crashed his car.
 The old man walked **slowly**.
 John smiled **happily** when I gave him his present.
 The **brave** fireman saved the little boy.

- 3** 2 gorgeous 4 huge 6 noises
 3 began 5 frightened

- 4** 1 sleepily 4 happily 7 politely
 2 carefully 5 loudly
 3 tightly 6 quickly

- 5** 1 comfortable 5 safely 9 slowly
 2 well 6 lucky 10 proudly
 3 Suddenly 7 quietly
 4 easy 8 bright

- 6** 1 through 4 over 7 under
 2 along 5 up 8 down
 3 into 6 towards

- 7** a) 1 are 4 went
 2 had 5 am cooking
 3 took

- b) 1 are wearing 4 had
 2 bought 5 Did it go
 3 did you go

- 3 What did you see?
 4 What was it about?
 5 Was it a good film?
 6 Who was in it?

- 15 a)** 1 was 12 walked
 2 worked 13 saw
 3 decided 14 had
 4 heard 15 looked
 5 walked 16 whispered
 6 listened 17 looked
 7 felt 18 said
 8 picked up 19 came
 9 called 20 wanted
 10 hid 21 thought
 11 went 22 didn't want

- b)** 2 Mary was **tired** so she decided to go to bed.
 3 She heard a loud **crash** downstairs.
 4 She walked **nervously** to the door.
 5 She could hear strange **noises** downstairs.
 6 She felt very **frightened**, so she called the police.
 7 **Five** minutes later, she heard the police car outside.
 8 She walked into the kitchen and saw a **man** on the floor.
 9 "I'm so sorry Steve," she whispered **quietly**.
 10 "It's my **husband**," she **said**.

- 16 a)** 1 went 6 started
 2 spent 7 took
 3 was 8 fell
 4 started 9 was
 5 asked 10 was

- b)** 1 B 3 E 5 F
 2 D 4 A 6 C

c) (Suggested answer)

Last summer, David went on holiday with his dog, Leo. They spent most of the time on the beach.

One night, David was in bed. Suddenly, Leo started barking. David woke up. "Quiet Leo," he said. "Everyone's sleeping." But Leo didn't stop. Suddenly, the earth started shaking. David took Leo under the door frame. They saw stones falling on David's bed.

David took Leo outside. He was lucky to be alive. David was proud of Leo.

Unit 12 - See New Places, Meet New Faces (pp. 48 - 51)

- 1 a)** 1 heavy 3 crowded 5 friendly
 2 polluted 4 delicious

b) (Suggested answer)

SA: What is the nightlife like in your town?

SB: It is exciting. Where can I have dinner in your town?

SA: You can have dinner in a very famous restaurant. What are the streets like in your town?

SB: They are safe.

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

- 3** 1 noisy 4 clean 7 expensive
 2 small 5 old
 3 dangerous 6 exciting

- 4** 1 a(n) unforgettable 4 areas
 2 fascinating 5 quiet
 3 well-known 6 boring

- 5** 1 B 3 A 5 C 7 C
 2 A 4 C 6 C

6 adjective	comparative	superlative
tall	taller	the tallest
safe	safer	the safest
sunny	sunnier	the sunniest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
much	more	the most
many	more	the most
little	less	the least

- 7** 3 Pebbles restaurant is more expensive than Fisherman's Inn.
 4 Fisherman's Inn has got more tables than Pebbles restaurant.
 5 Fisherman's Inn is older than Pebbles restaurant.
 6 Pebbles restaurant is smaller than Fisherman's Inn.

- 8** 1 in 3 of 5 as, as 7 the
 2 than 4 than 6 in

- 9** 1 the oldest 5 the most fashionable
 2 worse 6 more expensive
 3 smaller 7 the best
 4 as crowded 8 as polluted
- 10** 2 Big cities are usually **more polluted than** small towns.
 3 Swimming in the sea is **more dangerous than** swimming in a pool.
 4 Is the Nile **longer than** the Thames?
 5 Last night was **the most romantic** night of my life.
 6 The two cars are the same price. The blue one is **as expensive as** the white one.
 7 We paid **less** for accommodation than for entertainment.
 8 Travelling by train isn't **as expensive as** travelling by plane.
 9 Isn't this **the duller** place of all?
 10 When I lived here it was **much quieter than** it is today.
- 11** 2 shorter, much shorter
 3 heavier, much heavier
 4 longer, the longest
 5 taller, the tallest
 6 thinner, the thinnest
- 12** 2 No, we can't. It's too heavy.
 3 No, he can't. He's too old.
 4 No, I can't. It's too expensive.
 5 No, she can't. She's too young.
- 13** **A** 1 Did you buy
 2 bought
 3 am going
 4 Do you want
- B** 1 are you doing
 2 am going
 3 Do you need
- C** 1 Do you know
 2 Isn't it
- 14** 1 most 4 much 7 most
 2 are 5 with 8 than
 3 to 6 cheapest
- 15** 1 What was China like?
 2 What did you see there?
 3 What did you think of Chinese food?
 4 Did you enjoy the nightlife?
- 16** 1 Shall 6 very romantic
 2 Let's 7 quite far
 3 Why don't 8 more expensive
 4 most popular 9 the best
 5 let's 10 shall

17 Accommodation	<ul style="list-style-type: none"> • Ritz-Carlton Hotel - excellent service/quite expensive • Bertram Inn - cheaper/very clean
Places to Visit	<ul style="list-style-type: none"> • the Old North Church - took photographs • the Public Gardens - ride in a boat • the New England Aquarium - see seals and a lot of different fish
Restaurants	<ul style="list-style-type: none"> • Monica's - delicious pasta dishes
Shopping	<ul style="list-style-type: none"> • The Sunflower • Filene's Basement } cheaper prices
Nightlife	<ul style="list-style-type: none"> • The Roxy - dance to live pop music • the Corner Café - great atmosphere

18 (Suggested answer)

Boston

Boston is on the east coast of America. It is famous for its colleges, like Harvard University.

Accommodation

The Ritz-Carlton Hotel has excellent service, but is quite expensive. The Bertram Inn is much cheaper and it is very clean.

Places to visit

There are many fascinating places you can visit, like the Old North Church. You can take nice photographs there. Visit the Public Gardens and go for a ride in a boat. Go to the New England Aquarium and see seals and lots of different fish.

Restaurants

There are hundreds of good restaurants you can eat at, but the best is probably Monica's. They have delicious pasta dishes there.

Shopping

The best area for shopping is Newbury Street. The Sunflower and Filene's Basement are great because they are cheaper than the other shops.

Nightlife

The nightlife is very exciting in Boston. You can go to the Roxy and dance to live pop music. Also, cafés like the Corner Café, are very popular with visitors.

Boston is a fascinating city with lots of things to see and do.

Unit 13 - Time will Tell (pp. 52 - 55)

- 1** B He's going to fix his car.
 C She's going to take some photographs.
 D They're going to have a picnic in the park.
 E He's going to play football.
 F She's going to make some fresh orange juice.

2 • 2 f 3 a 4 e 5 b 6 c

- 2 Richard needs to lose weight, so he is going to join a gym.
- 3 Sally wants to pass her exams, so she is going to study really hard.
- 4 David has got a new job in Paris, so he is going to start French lessons.
- 5 Tina wants a nice suntan, so she is going to sunbathe in the garden.
- 6 Lucy likes dancing, so she is going to take ballet lessons.

3 (Suggested answers)

(Andy) ... receive an invitation. You will have problems with your car, too.

(Mary) Mary, you will have problems with your health. You will also celebrate something special. You will go on a long journey, too.

- 4** b She is going to buy some onions.
 c She is going to buy some meat.
 d She isn't going to buy (a) pizza.
 e She is going to buy a chicken.
 f She is going to buy some bread.
 g She isn't going to buy any eggs.
 h She isn't going to buy any potatoes.

- 5** • 2 How are you getting there?
 3 Where are you staying?
 4 Who are you going with?
 5 How long are you going for?

• 1 c 2 d 3 e 4 b 5 a

- SA: How are you getting there?
 SB: I'm going by plane.
 SA: Where are you staying?
 SB: I'm staying at a hotel.
 SA: Who are you going with?
 SB: I'm going with Jonathan.
 SA: How long are you going for?
 SB: I'm going for a week.

- 6** 2 ... are going to miss the train.
 3 ... is going to shout at us.
 4 ... is going to take some photos.
 5 ... is going to sell his house.
 6 ... is going to change it.
 7 ... is going to make a cake.
 8 ... is going to fall off.
 9 ... are going to play in the snow.
 10 ... is going to make some tea.

- 7** 2 They are going to buy (some) new clothes.
 3 They are going to hire a photographer.
 4 They are going to send the invitations.

- 8** They are painting the living-room on Tuesday.
 They are buying a new TV on Wednesday.
 They are having dinner at the Smith's house on Thursday.
 They are playing tennis with Sue and Bob on Friday.
 They are driving to the beach on Saturday.
 They are visiting John's parents on Sunday.

9 2 d 3 a 4 f 5 e 6 c

- 2 There's no milk left. I'll go to the supermarket.
- 3 I've got toothache. I'll visit the dentist.
- 4 It's a sunny morning. I'll have breakfast in the garden.
- 5 These trousers are dirty. I'll put them in the washing machine.
- 6 The car isn't working. I'll call a mechanic.

- 10** A b When I retire, I'll buy a dog.
 c When I retire, I'll spend more time with my grandchild.
 B d When I get my degree, I'll learn to drive.
 e When I get my degree, I'll move into a flat in the city centre.
 f When I get my degree, I'll get a job in an office.

- 11** 1 will 6 will
 2 are going to 7 is going to
 3 will 8 will
 4 am going to 9 will
 5 will 10 am going to

- 12** He's going to take a radio **to** listen to music.
 He's going to take a radio **because** he wants to listen to music.
 He wants to listen to music, **so** he's going to take a radio.
 He's going to take matches **to** light a campfire.
 He's going to take matches **because** he wants to light a campfire.

He wants to light a campfire, **so** he's going to take matches.

He's going to take a fishing rod **to** catch some fish. He's going to take a fishing rod **because** he wants to catch some fish.

He wants to catch some fish, **so** he's going to take a fishing rod.

- 13** 1 a 2 b 3 a 4 a

acceptance: 2, 3
refusal: 1, 4

- 14** a) 1 F 2 T 3 F 4 T 5 F

b) PLANS/INTENTIONS	REASON/PURPOSE
• ... summer holidays in Australia ...	• He wants to see...
• two months.	• He wants to travel ...
• Sydney	• He wants to see ...
• a car	• He wants to visit ...
• boat out to the Great Barrier Reef.	• He wants to see ...
• video camera.	• He wants to show ...

15 (Suggested answer)

Dear Steve,

I'm writing to tell you about my holiday plans. I'm going to Australia.

I'm leaving on 12th June. I'm going to Australia because I want to see my sister and her family. I want to travel around while I'm there, too, so I'm going to stay there for two months. I'm going to visit Sydney to see the Opera House, and I'm also going to hire a car because I want to visit Canberra, the capital city. I'm going to take a boat out to the Great Barrier Reef to see all the colourful fish. I want to show everyone what Australia's like when I get back, so I'm going to take my video camera.

Well, that's all my news. I'll send you a postcard when I get to Australia.

Best wishes,
Tony

Unit 14 - Dos and Don'ts (pp. 56 - 59)

- 1** 1 eat 3 talk 5 ask 7 use
2 put 4 blow 6 be late 8 take

- 2** 1 B 2 E 3 F 4 C 5 D 6 A

- 3** 1 cold 3 dentist 5 sleep/rest
2 cough 4 headache 6 sore

- 4** 1 protect 3 pollute 5 drop 7 throw
2 use 4 creates 6 smells 8 light

- 5** 1 E 2 B 3 F 4 D 5 A 6 C

- 6** 1 C 3 A 5 A 7 B
2 C 4 B 6 C 8 A

- 7** 1 should 4 should 7 should
2 shouldn't 5 shouldn't 8 shouldn't
3 should 6 should

- 8** 2 You shouldn't keep your dog in a cage.
3 You should feed your dog once a day.
4 You should wash your dog once a week.
5 You shouldn't leave your dog at home alone.

	Do	Don't
leave the camp fire burning when you go to sleep		✓
have a torch with you	✓	
take too many clothes with you		✓
put your tent up next to a river		✓
keep a lot of money in your tent		✓
leave rubbish behind		✓
tell your family where you are	✓	

- 2 Always have a torch with you.
3 Never take too many clothes with you.
4 Never put your tent up next to a river.
5 Never keep a lot of money in your tent.
6 Never leave rubbish behind.
7 Always tell your family where you are.

- 10** 1 I think it's a good idea
2 I don't think it's a good idea
3 you should
4 Why don't you

- 11** 2 You mustn't smoke.
3 You must return the books on time.
4 You mustn't eat or drink.
5 You mustn't bring pets into the library.
6 You must keep the books in good condition.

- 12** 1 must 6 can't/shouldn't
2 Can 7 mustn't
3 can't 8 can
4 mustn't 9 can
5 Can/Should

- 13** 1 should 6 should
2 Can 7 Can
3 should 8 shouldn't
4 can't 9 mustn't
5 mustn't 10 shouldn't

- 14** 1 should 4 should
2 Can, can't 5 mustn't
3 must

- 15** 1 Some thieves broke into his house.
2 They got in through the back door.
3 They live quite far from the other houses.
4 It was dark.
5 They stole his jewellery, his TV and video and some money.
6 He's afraid it will happen again.

- 16** 1 thieves won't get into your house easily.
2 thieves are usually scared of dogs.
3 keep your jewellery and money in the bank.
4 thieves will think someone is at home.

Unit 15 - Take a Break (pp. 60 - 63)

- 1** 1 handmade 6 at least
2 booked 7 tip
3 spare 8 guests
4 magnificent
5 exhibits

- 2** 1 hot
2 wonderful
3 noisy
4 crowded
5 traditional
6 delicious

- 3** 1 primitive 3 stand 5 logical
2 wasting 4 matter 6 erased

- 4** 1 temple 3 paella
2 statue 4 flea market

- 5** 1 bought — bought 6 took — taken
2 ate — eaten 7 gave — given
3 did — done 8 rode — ridden
4 saw — seen 9 left — left
5 made — made 10 met — met

- 6** 1 been 3 been 5 been
2 gone 4 gone

- 7** 1 He is going to water the plants.
2 He is watering the plants.
3 He has watered the plants.
4 She is going to have breakfast.
5 She is having breakfast.
6 She has had breakfast.
7 She is going to cross the street.
8 She is crossing the street.
9 She has crossed the street.

- 8** a) SA: Has he travelled by plane?
SB: Yes, he has.
SA: Has he ridden a horse?
SB: No, he hasn't.
- SA: Has Tina been to Italy?
SB: Yes, she has.
SA: Has she eaten Chinese food?
SB: No, she hasn't.
SA: Has she travelled by plane?
SB: No, she hasn't.
SA: Has she ridden a horse?
SB: Yes, she has.
SA: Have Mr and Mrs Brown been to Italy?
SB: Yes, they have.
SA: Have they eaten Chinese food?
SB: No, they haven't.
SA: Have they travelled by plane?
SB: Yes, they have.
SA: Have they ridden a horse?
SB: No, they haven't.

b) (Suggested answers)

Tina has been to Italy, but she hasn't eaten Chinese food. She has also ridden a horse, but she hasn't travelled by plane.

Mr and Mrs Brown have been to Italy, but they haven't eaten Chinese food. They have also travelled by plane, but they haven't ridden a horse.

- 9** 1 ever 4 already 7 since
2 yet 5 never 8 ever
3 for 6 just

- 10** 1 Have you been, went, bought
2 are you doing, 'm having
3 have you been, have been, arrived
4 does Mike live, lives
5 Have you visited, 'm going
6 Have you bought, 'm going to buy

- 11** 2 a 4 h 6 c 8 b
3 d 5 e 7 g

- 12** 2 b 4 a 6 a
3 b 5 b 7 a

13 (Suggested answers)

I've never visited a zoo, but I've visited a museum.
I visited a museum a month ago. It was interesting.

I've never eaten Chinese food, but I've eaten Italian food. I ate Italian food last night. It was delicious.

I've never made a cake, but I've made a pizza. I made a pizza last weekend. It was disgusting!

I've never played basketball, but I've played football. I played football when I was at school. It was fun.

- 14** 1 1) fantastic 3) excellent
2) delicious 4) best
2 5) horrible 7) expensive
6) disgusting 8) worst

Dialogue 1 includes positive comments.
Dialogue 2 includes negative comments.

- 15** A: Sunset Hotel. Can I help you?
B: Yes, I'd like to book a room from the 16th to the 21st of May, please.
A: Of course, sir. Would you like a single room or a double room?
B: A single room, please.
A: Certainly. Could I have your name, please?
B: Adams. Peter Adams.
A: Thank you, Mr Adams. We'll see you on the 16th, then.

- 16** 1 I haven't got any plans. Why?
2 That's a good idea. What time does it start?
3 Okay, I'll meet you at seven thirty then.

- 17** 1 is
2 am/'m having
3 are staying
4 have/'ve been
5 have/'ve already done
6 have/'ve taken
7 did
8 was
9 have/'ve also visited
10 visited
11 were
12 bought
13 haven't done
14 haven't visited
15 haven't been
16 are going to visit/are visiting
17 are also going to visit/are also visiting
18 is
19 is
20 are returning
21 will/'ll see

- 18** 2 They didn't visit the Van Gogh Museum on Wednesday. They visited it on Thursday.
3 They aren't going to visit the Anne Frank House tomorrow. They are going to visit the Artis Zoo.
4 They aren't returning to New York on the 25th. They are returning to New York on the 15th.

19 (Suggested answer)

Dear Ann,

Hello from Rhodes in Greece! The weather is hot and sunny. Debbie and I are staying at the Rodos Park Suites Hotel near the old town.

We've been here since Saturday and we have already done lots of things. We've been to Kalithea Spa. We went there on Tuesday. It was lovely and relaxing. We took some great pictures. We have also walked around the old town. We did that yesterday. It was fascinating! We bought some souvenirs there.

There are a lot of things we haven't done yet. We haven't visited the Archaeological Museum and we haven't been to the Hydrobiological Institute yet. We are going to visit the museum tomorrow afternoon to admire the exhibits. We are also going to the Hydrobiological Institute on Friday to see the many different fish there.

Rhodes is a magnificent place. You must visit it one day. We are returning to London on 2nd September, so I'll see you then.

Lots of love,
Clare

Marking Scheme for All Progress Tests

Ex. 1 20 items X 3 points = 60

Ex. 2 10 items X 2 points = 20

Ex. 3 5 items X 4 points = 20

Total 100 X 2 = 20,0

Progress Test 1 (Units 1-2) (p. 67)

- 1**
- | | | |
|----------|--------|------------------------------|
| 1 from | 8 has | 15 friend |
| 2 are | 9 are | 16 can/can't |
| 3 an | 10 Are | 17 straight/wavy |
| 4 He | 11 am | 18 hear |
| 5 How | 12 in | 19 Where |
| 6 What's | 13 Has | 20 like/love/don't like/hate |
| 7 isn't | 14 Can | |

- 2**
- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 C | 5 B | 7 C | 9 A |
| 2 A | 4 C | 6 B | 8 B | 10 B |

- 3**
- How are you?
 - What's your phone/telephone number?
 - What's your (home) address?/Where do you live?
 - Is he tall?
 - What colour are his eyes?

Progress Test 2 (Units 3-4) (p. 69)

- 1**
- | | |
|---------------------------|-------------------|
| 1 at | 11 on |
| 2 next | 12 does |
| 3 His | 13 Do, don't, him |
| 4 Where's, in | 14 doesn't, likes |
| 5 this, nice/pleased | 15 There |
| 6 at | 16 do |
| 7 Whose | 17 have |
| 8 How, I'm Fine/very well | 18 a, any |
| 9 Which | 19 some, any |
| 10 any | 20 Don't |

- 2**
- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 A | 5 C | 7 C | 9 C |
| 2 C | 4 A | 6 B | 8 B | 10 A |

- 3**
- Don't smoke ...
 - Be ...
 - Help ...
 - Don't swim ...
 - Don't play ...

Progress Test 3 (Units 5-6) (p. 71)

- 1**
- | | |
|-------------|------------------|
| 1 How often | 11 never |
| 2 time | 12 How much |
| 3 at | 13 does |
| 4 How long | 14 doesn't |
| 5 fly | 15 but |
| 6 How many | 16 quarter |
| 7 on | 17 Do |
| 8 watch | 18 because, goes |
| 9 has, at | 19 How old |
| 10 on | 20 do |

- 2**
- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 B | 5 C | 7 B | 9 C |
| 2 C | 4 B | 6 B | 8 C | 10 B |

- 3**
- What time is it? / What's the time?
 - What is this/that animal?
 - What's your job?/What do you do?
 - How often do you eat chocolate?
 - When was she born?

Progress Test 4 (Units 7-8) (p. 73)

- 1**
- | | |
|------------------------------|--------------------------|
| 1 Can | 11 little |
| 2 How much | 12 is having |
| 3 How many | 13 is wearing |
| 4 is riding | 14 am listening |
| 5 Would you like/Do you want | 15 is raining |
| 6 any | 16 cartons/bottles |
| 7 much | 17 am hungry |
| 8 too | 18 costs |
| 9 some, any | 19 is drinking/is having |
| 10 Do you like | 20 is shining |

- 2**
- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 3 C | 5 C | 7 C | 9 A |
| 2 A | 4 B | 6 B | 8 A | 10 B |

- 3**
- What's the weather like ...?
 - Would you like/Do you want some wine?
 - How much is it?
 - May I take your ...?/Would you like to ...?/Are you ready to ...?
 - Can I help you?

Progress Test 5 (Units 9-10) (p. 75)

- 1**
- | | |
|----------------|---------------|
| 1 was born | 5 were |
| 2 did | 6 didn't have |
| 3 Did you have | 7 Who was |
| 4 last time | 8 weren't |

- | | |
|-------------|--------------|
| 9 What was | 15 he didn't |
| 10 same | 16 How many |
| 11 can you | 17 corner of |
| 12 Who | 18 on |
| 13 couldn't | 19 What kind |
| 14 had | 20 couldn't |

- 2** 1 C 3 B 5 C 7 A 9 C
2 C 4 A 6 A 8 B 10 B

- 3** 1 What time/When did you ...
2 Where did you ...
3 When was the last time ...
4 Why did you leave ...
5 When did he die?

Progress Test 6 (Units 11-12) (p. 77)

- 1** 1 (much) faster 11 don't you/don't we
2 fell off 12 more, than/not as, as
3 saw/watched 13 bigger than
4 What is, in 14 much
5 How are you 15 afraid
6 younger than 16 ate
7 Shall we 17 (much) hotter
8 on fire 18 ago
9 when 19 How old
10 Could/Can you 20 can visit/see/go to

- 2** 1 B 3 C 5 B 7 A 9 B
2 B 4 A 6 C 8 B 10 C

- 3** 1 Did you have ...
2 Was he at ...
3 Shall we /Do you want to .../Would you like to...
4 What are you doing?
5 What did you think of .../Did you like.../How was...

Progress Test 7 (Units 13-14) (p. 79)

- 1** 1 Be careful
2 Take/You should take
3 can't/mustn't
4 is going
5 have
6 There will be
7 are you doing
8 good idea to
9 It will be
10 so
11 Would you like/Do you want

- 12 I can't
13 have
14 you going for/you going to spend
15 are going
16 a lot of/too much/so much
17 play
18 light/start
19 make
20 Don't/You mustn't

- 2** 1 C 3 C 5 B 7 A 9 C
2 B 4 A 6 B 8 B 10 B

- 3** 1 What's the ...
2 Can I use ...
3 Do I have to ...
4 What's wrong .../What's the matter ...
5 What will the weather be like ...

Progress Test 8 (Units 1-15) (p. 81)

- | | |
|---------------------|----------------|
| 1 1 was, Did | 11 When |
| 2 wrong/the matter | 12 How are you |
| 3 ever, haven't | 13 did you do |
| 4 What's | 14 I have |
| 5 already, yet | 15 Would you |
| 6 What's | 16 What time |
| 7 ago | 17 have,got |
| 8 Take | 18 How tall |
| 9 can't | 19 How much |
| 10 How long | 20 How |

- 2** 1 A 3 A 5 C 7 A 9 C
2 B 4 B 6 A 8 B 10 B

- 3** 1 Where is your...
2 Can you/Could you/Can I close the ...
3 What day is it ...
4 What's wrong/the matter with the ...
5 What time does the/When does the...

Video Projects

(Ss are advised to go through the questions before they watch the film. Ss can answer the questions while they watch the film or after the film is over, depending on the questions.)

Unit 4 The Hunchback of Notre Dame

1 a) Phoebus b) Esmeralda c) Quasimodo

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

3 1) short 2) red 3) round 4) wide/big

4 She's got long black hair. ✓
She wears a black dress. ✓
She's got small brown eyes. ✓
She's got red lips. ✓
She's got big green eyes.
She's got short red hair.
She has got a gold watch.

5 1 tall 4 beard
2 handsome 5 blue
3 fair 6 brave

6 Frollo is a **thin** man, with **grey** hair. He's got a **hooked** nose. He wears a **black** cloak and lots of gold rings. Frollo is an evil man.

7 a) F b) F c) T d)F

TOPICS FOR DISCUSSION

(Ss' own answers)

Unit 5 Mary Poppins

1 She is Mary Poppins.

2 1) C 2) Jane and Michael 3) A 4) B 5) C

3 hat stand ✓ scissors shoes ✓
mirror ✓ TV tape measure ✓
plant ✓ lamp ✓ teapot

4 children, rosy, kind, pretty, games, sing, give

5 Mary Poppins likes **singing**.
Bert likes **painting**.
Uncle Albert likes **laughing**.
Mr Banks likes **working**.

6 bank, tall, hat, umbrella

7 1 short 6 nanny
2 fair 7 kind
3 blue 8 funny
4 father's 9 kites
5 bank 10 Uncle

TOPICS FOR DISCUSSION

(Ss' own answers)

UNIT 6 The Lion King

1 A is Nala. B is Simba.

2 monkeys ✓ goats giraffes ✓
dogs lions ✓ dolphins ✓
zebras ✓ elephants ✓ tigers ✓
crocodiles deer ✓ horses

3 1 Scar **kills** Mufasa.
2 Simba and Nala go to the **Elephants'** graveyard.
3 Scar and the hyenas are **horrible** animals.
4 Zazu is a **bird**.
5 Pumbaa and Timon are Simba's **friends**.

4 mane ✓ paw ✓ hoof
tail ✓ beak ✓ claw ✓
horn feather fur ✓

5 jump, roar, run fast, climb, swim

6 The one on the far right is Timon.
The one in the middle is Pumbaa.

7 berries ✓ meat honey
fish insects ✓ apples

8 A

9 1 quiet 4 big
2 sly 5 strong
3 fat

10 (Ss' own answers)

TOPICS FOR DISCUSSION

(Ss' own answers)

Unit 9 Highlander

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

2 a) head d) kilts
 b) fight e) antique
 c) candle

3 a) 16th century

Clothes: kilts
 Homes: cottages
 Travel: horses
 Weapons: swords
 Music: bagpipes
 Heating: fires
 Water: wells

20th century

Clothes: suits
 Homes: flats
 Travel: cars
 Weapons: guns
 Music: CDs
 Heating: central heating
 Water: taps

b) (Ss' own answers)

TOPICS FOR DISCUSSION

(Ss' own answers)

Story B Episode 2 Pocahontas (78') (p.88)

1 It's John Smith and Pocahontas.
 John Smith is tall and thin with long straight fair hair and blue eyes. Pocahontas is tall and slim with long straight black hair and blue eyes.

2 1 B 4 B 7 A 10 A
 2 B 5 B 8 B 11 B
 3 A 6 C 9 A

3 catch fish ✓ kill animals
 gather food ✓ paddle canoes ✓
 tell stories ✓ destroy the land

4	SOLDIERS	INDIANS
	ship	canoe
	gun	arrow
	helmet	head-dress
	biscuits	corn

TOPICS FOR DISCUSSION

(Ss' own answers)