

OXFORD

Aim High

Teacher's Book

1

- Teaching notes
- Teaching tips
- Optional activities
- Quick tests
- Everyday English speaking activities
- Unit tests

Jane Hudson

Tim Falla Paul A Davies

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Introduction

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

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

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

No two schools or classes are identical. That is why *Aim High* is designed to be flexible. There are two levels of entry so that teachers can choose the one which best fits their students' needs. We recommend starting with *Aim High* 1 for mixed-ability situations where some students will need to review basic grammar structures, or starting with *Aim High* 2 for students who have had a thorough English training at primary level and can handle a more rapid progression of the grammar syllabus.

The components of the course

Student's Book

The Student's Book contains:

- 10 topic-based units
- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy
- *I can* statements at the end of each unit to encourage conscious learner development
- 5 *Language Review* sections (*Aim High* 1), which ensure that students have mastered the grammar and vocabulary of the previous two units
- 5 *Literature Corner* sections (*Aim High* 2–5), providing extra reading practice and vocabulary input with extracts from popular literary works
- 5 *Skills Round-up* sections, providing a cumulative skills-based review
- 10 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the Wordlist indicates the most useful words for students to learn
- an irregular verbs list.

Workbook

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

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

Student's CD-ROM

The CD-ROM is an interactive self-study tool that has been designed to give guidance, practice, support and consolidation of the language and skills taught in the Student's Book. It includes:

- vocabulary activities and an audio version of the wordlist
- grammar activities and reference
- listening practice
- writing practice
- speaking practice
- games and video clips.

Teacher's Book

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

- background information, optional activities and answer keys
- 10 photocopiable *Everyday English* pages to practise the language of the units in an extended functional context
- 10 photocopiable end-of-unit tests
- the Workbook answer key.

Class audio CDs

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

iTools

Aim High iTools provides digital resources for the classroom, and can be used on an interactive whiteboard or with a data projector. It contains:

- all the Student's Book and Workbook pages
- class audio embedded in the units
- answer keys integrated with the exercises
- additional interactive activities
- video clips, including culture reports
- a bank of additional teaching resources.

Test Generator CD-ROM

A separate resource CD-ROM containing vocabulary and grammar items, and reading texts from which teachers can generate their own tests. All the material is editable so that teachers can adapt the material to suit the needs of individual groups. Teachers will also be able to create unique tests that are suitable as end-of-term and end-of-year tests, and re-sits.

A tour of the Student's Book

There are ten main units in the Student's Book. Each unit has seven sections. Each section provides material for one classroom lesson of approximately 45 minutes. Every lesson has a cross reference to the relevant page in the Workbook for extra practice.

Reading

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

Vocabulary

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

Grammar

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

Skills

- This section focuses on listening and speaking skills.
- The topic of the listening comprehension is introduced by more vocabulary input and practice.
- The tapescript can be found in the teaching notes.
- The listening comprehension activities are followed by speaking practice.
- Use the photocopiable *Everyday English* pages (see pages 102–121) for further functional speaking practice.

Writing

- This section begins with a model text or texts exemplifying the writing function and format.
- Students study a *Writing tip* and practise useful phrases.

- There is a clear writing guide for the students to produce their own text.

Review, Dictionary Corner and *I can* statements

- This section, which concludes the unit, offers revision and extension.
- The review activities recycle the grammar and vocabulary from the unit in a dialogue and other exercises.
- The *Dictionary Corner* activities are designed to help students become familiar with using an English–English dictionary. We recommend *Oxford Student's Dictionary* for *Aim High* 1–4, and *Oxford Advanced Learner's Dictionary* for *Aim High* 5. However, the exercises can be done with any dictionary. Being able to use a monolingual dictionary independently will equip students with important skills for autonomous learning.
- Students can also be encouraged to become more autonomous learners by reviewing their learning outcomes at the end of the unit. The learning outcomes are expressed as *I can* statements which focus on skills rather than grammatical or lexical items. Students decide which skills they found difficult or easy, and, as a result, decide what their learning objectives should be. The students are then referred to the *Self check* pages in the Workbook.

Language Review and Skills Round-up

- Students review the vocabulary and grammar of the previous two units. The activities have a marking system for students to check their progress.
- *Skills Round-up* topics centre around British and international cultural issues, and students are encouraged to talk about their own cultures.

Testing and assessment

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

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 122–141)
- Test generator tests which teachers can edit and administer at any time.

The Common European Framework of Reference

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

Aim High 1: A2

Aim High 2: B1

Aim High 3: B1 / B2

Aim High 4: B2 / C1

Aim High 5: C1

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

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

The descriptors are written to help both learners and educational professionals to standardize assessment. Use the *I can* statements

at the end of each unit and the *Self check* pages in the Workbook to encourage students to assess their own ability.

Tips and ideas

Teaching reading

Predicting content

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

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about Kung Fu on page 12 of the Student's Book, list these words:
training practise kicking blonde fight grandmother dangerous
Ask students to look at the photos and tell you which two words they are not going to find in the text (*grandmother* and *blonde*).
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

Teaching vocabulary

Vocabulary Notebooks

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

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

Learning phrases

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

Revision

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

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it's the only word with negative connotations.
- *Word building*. This game can be played to revise words and their derivatives. Call out a word, and nominate a student to give a derivative of the word. Then invite other students in the class to contribute to the list. For example, danger: *dangerous*,

dangerously; happy: *unhappy, happiness, happily*. You can do the same for phrasal verbs (by asking for verb phrases using *go, get, up, on*, etc.) and idioms (by asking for idioms related to colours, parts of the body, etc.).

Teaching grammar

Concept checking

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

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

Practice

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

Teaching listening

Pre-listening

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

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

Familiar procedure

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

Monitor

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

Teaching writing

Use a model

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

Preparation

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

Draft

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

Checking

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

Correction

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

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

Self correction

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

Teaching speaking

Confidence building

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

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

Preparation

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

Support

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

Choral drilling

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

Teaching mixed-ability classes

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

Preparation

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

This unit includes

Vocabulary: family • possessive 's • everyday activities • sports and hobbies • collocations with *make, have* and *do* • expressions with *look* • *cloth* vs *clothes*, etc. • phrasal verbs

Grammar: present simple affirmative and negative

Skills: reading, listening and talking about family and friends, and daily activities

Writing: an informal letter

Workbook pages 4–11

Reading PAGES 4–5**Warm-up**

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

Before Reading

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

Background Notes

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

Read**Exercise 1**

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

ANSWERS

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

Exercise 2 1.02

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

Teaching Tip: Reading with the audio CD

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on paragraph order.

Preparation: Write the following questions on the board.

What do the others think of having a big family? [5]

What does Sue do in the afternoon? [3]

Why is Sue Povey unusual? [1]

What does Sue think of having a big family? [4]

What does Sue do in the morning? [2]

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

Understanding Ideas

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

Teaching Tip: Brainstorming

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

SAMPLE ANSWERS

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

Vocabulary

Exercise 1

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

ANSWERS

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

Teaching Tip: Vocabulary Notebooks

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111). Give students more information about the words from the text (see below) and tell them to make notes. Also encourage them to use a monolingual dictionary to find definitions and example sentences. Encourage students to make their example sentences as personal or true as possible, e.g.

boring: *not very interesting*

Some people think football is interesting but for me it's very boring.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

Quick Test: Hot seat

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

Optional Activity: Brainstorming

Aim: To practise talking about life at home and household chores.

Preparation: Draw a boy and a girl on the board, or cut out a photograph of two teenagers from a magazine or newspaper.

Hold up the photos and explain that they are brother (Richard) and sister (Sally). Elicit information about the teenagers by asking: *What time do you think Richard gets up? What time does Sally get up? Who do you think makes breakfast? Who drinks tea for breakfast?*

Put students in pairs and tell them to imagine and describe Richard and Sally's habits and the division of housework. Point out that they can use the **Reading** text as a resource.

Students can prepare their ideas in writing.

In their pairs, students present their ideas to the class.

More practice

Workbook page 4

Vocabulary PAGE 6

Target Vocabulary

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

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

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

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

Activate

Exercise 1

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

ANSWERS

morning:

We get up.

I drive the children to school.

We have breakfast.

afternoon or evening:

I cook dinner.

I collect the children from school.

The children do their homework.

Exercise 2

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

ANSWERS

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

Extend

Exercise 1 Collocations with *make, have and do*

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

ANSWERS

make: a phone call, a lot of noise, your bed

have: a celebration, a break, a shower

do: the washing, your homework, the shopping

Teaching Tip: Using a dictionary

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

Exercise 2 Useful expressions: family and friends

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

ANSWERS

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

Exercise 3 Expressions with *look*

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

ANSWERS

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

Exercise 4

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

POSSIBLE ANSWERS

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

Quick Test: On the spot

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

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

Vocabulary Notebooks

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

More practice

Workbook page 5

Present simple: affirmative

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Teaching Tip: Third person -s

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

Exercise 2

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

ANSWER

works

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

Follow-up

Grammar Reference page 94

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercises 2 and 3

1.03, 1.04

- Students repeat the third person forms individually. Make sure they differentiate between /s/ in *likes* and /z/ in *plays*.

Explain that the syllable /ɪz/ is added after verbs ending in /s/ (miss), /z/ (organize), /ʃ/ (finish) and /tʃ/ (watch).

- Play the CD for exercise 3.
- The table requires them to differentiate between three categories: /s/, /z/ and /ɪz/. When they have listened, students repeat the verb forms. Insist on correct pronunciation of /s/, /z/ and /ɪz/.

ANSWERS

/s/: hates, looks, speaks,

/z/: does, moves, drives, listens, loves, stays, tells

/ɪz/: teaches, washes

Exercise 4

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

ANSWERS

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

Exercise 5

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

Quick Test: Dictation

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

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

Write the name *Milhouse* on the board.

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

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

More practice

Workbook page 6

Grammar Builder page 95, exercises 1–4

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Talking about family and friends

Target Vocabulary

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

Vocabulary Notebooks

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

Warm-up

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

Vocabulary

Exercise 1

- Students complete the table individually or in pairs.

Exercise 2 1.05

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

ANSWERS

A: aunt, cousin, daughter, granddaughter, grandmother, mother, niece, sister, wife

B: brother, cousin, father, grandfather, grandson, husband, nephew, son, uncle

Cousin goes in both groups.

Exercise 3 1.06

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

Exercise 4 1.07

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

ANSWERS

brother, grandmother, grandson, husband, son, uncle

Exercise 5

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

ANSWERS

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

Exercise 6

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

More practice

Workbook page 7

Listen 1.08

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

ANSWERS

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

TAPESCRIPT

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

Speak

Exercise 1

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

Exercise 2

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

Optional Activity: Dialogue

Aim: To practise speaking about friends and family.

Preparation: Elicit a model dialogue to write on the board.

A What's your father's name? A Who's your best friend?

B His name's Richard. B My best friend is Laila.

A What does he do? A Where does she live?

B He's a lawyer. B She lives next door.

Elicit and write one of the dialogues on the board.

Students practise the dialogue in pairs. If possible, ask them to move around so that they practise with different partners.

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

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

More practice

Everyday English 1, Teacher's Book pages 102–103

Present simple: negative

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Follow-up

Grammar Reference page 94

Exploit

Teaching Tip: Using the infinitive form

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

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2



1.09

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

ANSWERS

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

TAPESCRIPT

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

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

Exercise 3

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

ANSWERS

Mark:

- He doesn't study maths. He studies French.
- He doesn't enjoy playing the piano. He enjoys playing the guitar.
- He plays basketball.
- He works in a restaurant.

Sally:

- She doesn't come from Cardiff. She comes from London.
- She doesn't live in London. She lives in Cardiff.
- She studies medicine.
- She enjoys shopping.
- She doesn't play volleyball. She plays tennis.
- She works in a shop.

Exercise 4

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

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

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

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

More practice

Workbook page 8

Grammar Builder page 95, exercises 5–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 5

- doesn't
- don't
- doesn't
- don't
- don't
- doesn't
- don't
- don't
- doesn't
- don't

Exercise 6

- don't know
- walk
- doesn't like
- stay
- hates
- love
- doesn't work
- plays

Exercise 7

- He doesn't walk to school. He goes to school by bike.
- She doesn't read books in her bedroom. She watches TV in her bedroom.
- He doesn't get up early on Sundays. He stays in bed on Sundays.
- She teaches maths. She doesn't teach English.

An informal letter

Target Language

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

Linking words: and then so or

Warm-up

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

Read

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

ANSWERS

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

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

Prepare

Exercise 1

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

ANSWERS

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

Exercise 2

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

Teaching Tip: Beginning and ending letters

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

ANSWERS

Dear Sam,
Write soon.
Best wishes,

Exercise 3

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

ANSWERS

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

Exercise 4

- Students choose the correct linking word.

ANSWERS

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

Write

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

SAMPLE ANSWER

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

Marking Scheme

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

More practice

Workbook page 9

Language Skills

Exercise 1 1.10

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Dictionary Corner

Teaching Tip: The Oxford 3000™

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

Exercise 1 What's the difference?

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

clothes  /klaʊðz/ **noun** [pl.] the things that you wear, for example trousers, shirts, dresses, coats, etc.: *Take off those wet clothes.*  look at **garment**

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

ANSWERS

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

Exercise 2 Phrasal verbs

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

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

ANSWERS

- Fill ... in
- Put ... away
- Turn ... down
- take off
- Pick ... up
- take after
- Try ... on

Follow-up

Self Check, Workbook pages 10–11

Test Unit 1, Teacher's Book pages 122–123

This unit includes

Vocabulary: sports and hobbies • verb + noun collocations • opposites • verbs for running and walking • parts of speech • routines and activities • collocations • irregular plurals • parts of the body idioms

Grammar: present simple interrogative • adverbs of frequency • *How often ...?* • imperatives

Skills: reading and listening to an interview • talking about free time • discussing hobbies and doing a class survey

Writing: an announcement

Workbook pages 12–19

Reading PAGES 12–13

Warm-up

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

Before Reading

- Students look at the photos and discuss the questions.

Background Notes

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

Read

Exercise 1

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

ANSWERS

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

Exercise 2 1.13

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

ANSWERS

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on the order of an interview.

Preparation: Write the following questions on the board.

What do you want to do when you go back to Britain? [6]

When do you have breakfast? [2]

When does training finish? [5]

When do you stop for lunch? [3]

Do you train in the afternoons too? [4]

What time do you get up? [1]

Books closed. In pairs students number the questions in the order they appear in the interview. They check the order in the text on page 12.

Books closed. Students in pairs role play the interview.

Understanding Ideas

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

Teaching Tip: Good points, bad points

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

SAMPLE ANSWERS

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

Vocabulary

Teaching Tip: Learning verbs

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

Exercise 1

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

ANSWERS

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

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (See Workbook pages 92–111).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

Quick Test: Password

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

Optional Activity: Interview

Aim: To practise talking about sports.

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

More practice

Workbook page 12

Vocabulary PAGE 14

Target Vocabulary

No pain, no gain: break dangerous defend fight hard hit jump kick practise rest routine run stretch train typical

Opposites: activity – rest, attack – defend, easy – hard, safe – dangerous, unusual – typical

Parts of speech: break dangerous hard jump practise rest train

Verbs for walking and running: hike jog march rush sprint stroll

Useful nouns: appointment break calendar holiday interval timetable

Activate

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

ANSWERS

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

Extend

Exercise 1 Opposites

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

ANSWERS

1 dangerous 2 typical 3 defend 4 hard 5 rest

Teaching Tip: Parts of speech

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

Exercise 2 Parts of speech

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

ANSWERS

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

Exercise 3 Verbs for walking and running

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

ANSWERS

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

Exercise 4

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

POSSIBLE ANSWERS

run: canter, dash, gallop, race

walk: go on foot, parade, saunter, step, wander

Exercise 5 Useful nouns

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

ANSWERS

1 break 2 calendar 3 appointment 4 holiday
 5 interval 6 timetable

Quick Test: Anagram race

Write anagrams of the following words on the board:

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

For example: narit = train

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

Vocabulary Notebooks

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

More practice

Workbook page 13

Present simple: interrogative

Background Notes

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

Warm-up

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

Explore

Exercise 1 1.14

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

ANSWERS

1 c 2 a 3 d 4 b

Teaching Tip: Auxiliary verb *do*

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

Exercise 2

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

ANSWERS

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

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

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

ANSWERS

- Do you go snowboarding?
- Do your friends like computer games?
- Does your grandmother play football?
- Do you watch a lot of films?
- Does your best friend do athletics?
- Do you like drawing?

Exercise 2

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

ANSWERS

Students' own answers.

Exercise 3

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

Exercise 4 1.15

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

ANSWERS

1 Where 2 Who 3 How 4 What 5 When

Exercise 5

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

ANSWERS

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

Exercise 6

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

ANSWERS

Students' own answers.

Exercise 7

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

ANSWERS

Students' own answers.

Exercise 8

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

More practice

Workbook page 14

Grammar Builder page 97, exercises 1–6

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 1

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

Exercise 2

- Do you like swimming?
- Does your mum work?
- Does your best friend play chess?
- Do you speak Russian?
- Do you and your friends go to the cinema?
- Do you play computer games?

Exercise 3

Students' own answers.

Exercise 4

1 How 2 Who 3 When 4 What 5 Where

Exercise 5

1 Where 2 Who 3 When 4 How 5 What

Exercise 6

Students' own answers.

Free-time activities

Target Vocabulary

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

Teaching Tip: Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students label the photos individually or in pairs.

Exercise 2 1.16

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

More practice

Workbook page 15

Listen

Exercise 1 1.17

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

ANSWERS

- 1 films 2 cycling 3 computer games 4 gymnastics

TAPESCRIPT

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

- 2 **Lauren** I don't go to school by bike – I go by bus, with my friends. But every weekend, I go cycling with my brother, Michael. We've both got expensive bikes. I ride a Spanish bike. I love it. It's silver and black.
- 3 **Nick** I've got a computer in my room, and I use it a lot. I visit chat rooms and chat about new games. It's really interesting. My friends and I meet after school every day and play computer games for two or three hours.
- 4 **Rachel** We don't do it at school, but I go to a club near my home. I go on Thursdays, and I have lessons there. It's a difficult sport, but I really like it. My best friend goes to the same gymnastics club, so we have a good time together.

Exercise 2 1.17

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

ANSWERS

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

Exercise 3

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

ANSWERS

Students' own answers.

Speak

Exercise 1

- Students tell each other their opinions in pairs.

ANSWERS

Students' own answers.

Exercise 2

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

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

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

More practice

Everyday English 2, Teacher's Book pages 104–105

Adverbs of frequency

Warm-up

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

Explore

Exercise 1 1.18

- Play the CD once for students to match the photos. Check the answers.

ANSWERS

1 Jacob 2 Kirsty

Exercise 2 1.19

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

ANSWERS

1 never 2 hardly ever 3 often 4 usually 5 always

Exercise 3

- Students find the adverbs of frequency in the text.

ANSWERS

Jacob: I **always** have football practice ... I **usually** do homework ... I **sometimes** play tennis. I **hardly ever** watch TV. The programmes are **always** really boring. I **always** go out with friends. We **often** go bowling. I'm **usually** in bed before midnight.

Kirsty: I **usually** get up late. I **never** have breakfast. I **usually** check my emails. I **never** buy a phone – they're **always** very expensive. I **always** go out ... I'm **often** out ...

Exercise 4

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

ANSWERS

a after b before

Follow-up

Grammar Reference page 96

Exploit

Teaching Tip: Position of adverbs

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

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

Exercise 3

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

ANSWERS

Students' own answers.

Exercise 4

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

Quick Test: Dictation

Instructions: See Quick Test on page 11.

Write the name *Matt* on the board.

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

More practice

Workbook page 16

Grammar Builder page 97, exercises 7–9

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 7

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

Exercise 8

Students' own answers.

Exercise 9

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

An announcement

Target Language

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

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

Warm-up

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

Read

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

ANSWERS

- Thursday at 4 o'clock / Tuesday at 6 o'clock
 - at Lauren's house / in Gino's café
 - watch and talk about DVDs / play chess
 - meet to decide the next four films / have a competition
 - Lauren White / Lewis Connor
- Focus on the announcements and elicit the following information:
 - They start with a question to engage the reader's interest.
 - The first paragraph contains information about when they meet, where they meet and what they do every week.
 - The second paragraph contains information about what they do every month / year.
 - The announcements finish with an imperative and information about who to contact about the club.

Teaching Tip: Punctuation

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

Prepare

Exercise 1

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

ANSWERS

Come (to Film Club)!
Call (Lauren White)
Use (your head)
Play chess!

Phone (Lewis Connor)
Visit (our website)
Negative: Don't wait!

Exercise 2

- Students work individually. Check the answers.

ANSWERS

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

Write

Exercise 1

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

Exercise 2

- Students make notes individually. Monitor and help.

Exercise 3

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

SAMPLE ANSWER

Book Club

Do you like reading? We love it!

We meet at Brown's café every Wednesday to talk about our favourite books.

Every month we meet to decide the next book. We usually buy the books, but we sometimes borrow them from the library.

Join our book club! Phone Linda Brown on 03131 429732 or visit our website: www.bookswithlinda.com.

Marking Scheme

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

More practice

Workbook page 17

Language Skills

Exercise 1 1.20

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

ANSWERS

1 often 2 usually 3 on 4 Where 5 us 6 Does
7 doesn't 8 Do 9 never 10 don't 11 Come 12 you

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

EXERCISE 4

- Students work individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Irregular forms

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

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

Exercise 1 Collocations

catch ¹ w0 /kætʃ/ **verb** (pt, pp caught /kɔ:t/) **1** [T] to take hold of sth that is moving, usually with your hand or hands: *The dog caught the ball in its mouth.* **2** [T] to capture sb/sth that you have been following or looking for: *Two policemen ran after the thief and caught him at the end of the street.* ◊ to catch a fish **3** [T] to notice or see sb doing sth bad: *I caught her taking money from my purse.*

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

ANSWERS

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

Exercise 2 Plurals

foot ¹ w0 /fʊt/ **noun** (pl. feet /fi:t/) **1** [C] the lowest part of the body, at the end of the leg, on which a person or animal stands: *to get/rise to your feet*

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

ANSWERS

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

Exercise 3 Idioms: parts of the body

ear w0 /ɪə(r)/ **noun** **1** [C] one of the two parts of the body of a person or animal that are used for hearing **2** [sing.] an ~ (for sth) an ability to recognize and repeat sounds, especially in music or language: *Yuka has a good ear for languages.* **3** [C] (AGRICULTURE) the top part of a plant that produces grain: *an ear of corn* ➡ picture at **cereal** **IDM** sb's ears are burning used when a person thinks that other people are talking about them, especially in an unkind way

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

ANSWERS

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

Follow-up

Self Check, Workbook pages 18–19

Test Unit 2, Teacher's Book pages 124–125

Language Review 1–2

PAGE 20

Vocabulary

Exercise 1

1 a 2 a 3 b 4 b 5 a

Exercise 2

1 wives 2 husbands 3 photos 4 potatoes
5 buses 6 families

Exercise 3

1 father 2 uncle 3 cousin 4 grandmother
5 grandfather 6 niece 7 son 8 aunt

Exercise 4

1 basketball 2 computer games 3 gymnastics
4 ice skating 5 photography 6 rollerblading

Exercise 5

1 football 2 swimming 3 chess 4 films
5 photography 6 cycling 7 ice skating 8 music

Grammar

Exercise 1

1 studies 2 play 3 goes 4 watches 5 live 6 gets up

Exercise 2

- 1 They don't listen to chat shows. They listen to the news.
- 2 She doesn't sit next to Emma. She sits next to Sue.
- 3 I play golf. I don't play tennis.
- 4 He doesn't go swimming. He goes cycling.
- 5 They come from Jordan. They don't come from Egypt.
- 6 She teaches physics. She doesn't teach sport.
- 7 He doesn't speak Welsh. He speaks English.
- 8 We like pizza. We don't like rice.

Exercise 3

- 1 Where do you live? f
- 2 Does he like sport? c
- 3 What does she study? a
- 4 How do you get to school? d
- 5 Does she get up early? b
- 6 Do you know Lucas? e

Exercise 4

- 1 I often have cheese for breakfast.
- 2 She's hardly ever late for school.
- 3 I often play computer games.
- 4 He never does his homework on the bus.
- 5 It's usually cold in January.
- 6 School always finishes at quarter past four.
- 7 We sometimes have lunch at school.

Skills Round-up 1–2

PAGE 21

Read

- Students work individually. Check the answers.

ANSWERS

- 1 They love sport.
- 2 Because the weather is perfect and there are thousands of beaches.
- 3 Football and cricket.
- 4 Basketball and gymnastics.

Listen

Exercise 1

1.24

- Explain that the photo shows an Australian swimmer wearing a gold medal from the Olympic Games.
- Play the CD for students to answer the question. Check the answer.

ANSWER

c

TAPESCRIPT

Ian Thorpe is a famous swimmer. He's from Sydney, in Australia. He doesn't swim in competitions now but he's still very popular in Australia ... and he's also popular with millions of people in other countries. He's very tall – nearly two metres – and he's got very big feet.

Sport is very popular in Ian's family. His father, Ken, plays cricket and his sister, Christina, is also a swimmer.

Ian Thorpe is an Olympic champion. He's got five gold medals from the Olympic games in 2000 and 2004. He also holds two world records.

But Ian Thorpe is not a typical Australian sportsman. He isn't really interested in other sports, like football or cricket. His hobby is fashion. He wears expensive clothes and has a company that makes jewellery.

Exercise 2

1.24

- Make sure students understand the sentences.
- Play the CD. Students compare their answers.
- Play the CD again, pausing for students to check the answers. Ask students to correct the false statements.

ANSWERS

- 1 T
- 2 F (He's very tall and he's got very big feet.)
- 3 F (She's also a swimmer.)
- 4 F (He's got five gold medals.)
- 5 T
- 6 F (He isn't really interested in other sports.)

Write and Speak

Exercise 1

- Students discuss the questions in pairs or small groups. Compare answers with the class.

SAMPLE ANSWERS

- 1 Sydney, Melbourne, Canberra, Brisbane, Perth, Darwin
- 2 Kylie Minogue (pop singer), Rolf Harris (TV personality)
- 3 Uluru (Ayers Rock): It's a sacred place for Australian aborigines, and it's a very beautiful place to visit, especially at sunset.

Exercise 2

- Students write a list of 'top four' activities for visitors to do in their country.
- Compare answers with the class.

ANSWERS

Students' own answers.

This unit includes

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

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

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

Writing: a note

Workbook pages 20–27

Reading PAGES 22–23**Warm-up**

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

Before Reading

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

Background Notes

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

Read**Exercise 1**

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

ANSWERS

- 20 million
- twelve
- once or twice a year

Exercise 2 1.25

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To learn how to summarize information.

Preparation: Write the following summary on the board.

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

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

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

Students copy the summary and complete the spaces.

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

Understanding Ideas

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

Teaching Tip: Pooling ideas

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

SAMPLE ANSWERS

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

Vocabulary

Teaching Tip: Prepositions

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

Exercise 1

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

ANSWERS

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

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

borrow is a regular verb. The third person form is *borrow*s and the past simple form is *borrow*ed.

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

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

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

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

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

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

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

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

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

prepare is a regular verb. The third person form is *prepar*es and the past simple form is *prepar*ed.

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

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

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

Exercise 2

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

Quick Test: Noughts and crosses

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

Optional Activity: Interview

Aim: To talk about a typical day at the School of the Air.

Preparation: Tell students they are journalists from a teenage magazine and that they are going to interview a student from the School of the Air.

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

Change pairs for Student B to interview Student A. This time Student B is the journalist and Student A is the School of the Air student. Student B asks Student A their questions and makes a note of the answers. Students write up their answers as a magazine article.

More practice

Workbook page 20

Target Vocabulary

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

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

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

Verbs for talking: announce argue discuss gossip interview shout whisper

Activate

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

ANSWERS

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

Extend

Exercise 1 Places in a school

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

ANSWERS

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

Exercise 2

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

ANSWERS

Students' own answers.

Exercise 3 Expressions with take

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

ANSWERS

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

Teaching Tip: Illustrating phrasal verbs

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

Exercise 4 Verbs for talking

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

ANSWERS

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

Quick Test: Question time

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

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

Vocabulary Notebooks

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

More practice

Workbook page 21

there is / there are

Warm-up

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

Explore

Exercise 1

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

ANSWER

The classroom is in India.

Exercise 2

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

ANSWERS

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

Optional Activity: Comparing

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

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

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

Students' own answers.

Teaching Tip: a / any

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

Exercise 3

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

ANSWERS

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

Exercise 4

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

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

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

More practice

Workbook page 22

Grammar Builder page 99, exercises 1–3

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 1

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

Exercise 2

- There isn't a computer in the room.
- There aren't 650 students in the school.
- There aren't two possible answers.
- There isn't a teacher in the classroom.
- There isn't a table next to the door.
- There aren't three plants near the window.
- There aren't five shelves near the board.
- There isn't a bin under the desk.

Exercise 3

- Is there a noticeboard? No, there isn't.
- Are there any students? Yes, there are.
- Is there a clock? Yes, there is.
- Is there a table? No, there isn't.
- Are there any CDs? No, there aren't.
- Are there any blinds? Yes, there are.

Talking about school

Target Vocabulary

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

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students match the books to the subjects.

Exercise 2 1.26

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

ANSWERS

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

Exercise 3

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

ANSWERS

Students' own answers.

More practice

Workbook page 23

Listen 1.27

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

ANSWERS

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

TAPESCRIPT

Lesson 1

Teacher OK, settle down. Now, open your books at page 43. Let's check your homework. Question 1, Sonia.

Sonia Yes?

Teacher What's the answer?

Sonia The answer to ...

Teacher Question 1!

Sonia Is it 4,763,976?

Teacher No, the correct answer is ten.

Sonia Oh.

Lesson 2

Teacher Bonjour! Asseyez-vous!

Class Huh?

Teacher Asseyez-vous!

Belinda That means 'sit down'.

Teacher Merci, Belinda.

Lesson 3

Teacher OK, now listen to this. Do you know the composer?

Sonia Is it Chopin?

Teacher No, it isn't. Any other ideas? No?

Luke Mozart?

Teacher Excellent. Yes, it's Mozart.

Lesson 4

Teacher OK, so do you all know the rules of basketball?

Class Yes. Yes.

Teacher Great! So, now we need two teams.

James Can I be team captain?

Lesson 5

Teacher OK, today's lesson is about Africa. What do you know about Africa, Jack?

Jack Is it in Australia?

Teacher Jack! Africa is a continent.

Jack Oh.

Teacher Can you name any countries in Africa?

Jack Egypt?

Teacher Good!

Lesson 6

Teacher Good, now ... can everybody see a computer?

Class Yes. Yes.

Teacher Today's lesson is about the internet – how it works, why it's important ...

Jack Yes! I win!

Teacher What's that, Jack?

Jack Oh, sorry. Nothing.

Teacher Is that a computer game?

Jack No, it's a ... er ... it's a website.

Teacher Hmm. Well, just pay attention.

Lesson 7

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

Speak

Exercise 1

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

Exercise 2

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

Exercise 3

- Students ask and answer questions about their timetables.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A *What have we got first today?* A *What's after physics?*

B *Physics.*

B *Geography.*

A *Oh no! I hate physics.*

A *Good. Geography is OK.*

B *Do you? I love it.*

B *I can't stand it.*

More practice

Everyday English 3, Teacher's Book pages 106–107

have to

Warm-up

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

Explore

Background Notes

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

Exercise 1

- Students read the text individually and answer the question.

ANSWER

They have to follow the rules.

Exercise 2

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

ANSWERS

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

Follow-up

Grammar Reference page 98

Exploit

Teaching Tip: *have to* and *must*

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

Exercise 1

- Students work individually. Then they compare answers.

Exercise 2 1.28

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

ANSWERS

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

Exercise 3

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

Exercise 4

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

ANSWERS

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

Exercise 5

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

Quick Test: Sentence transformation

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

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

More practice

Workbook page 24

Grammar Builder page 99, exercises 4–7

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 4

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

Exercise 5

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

Exercise 6

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

Exercise 7

Students' own answers.

A note

Target Language

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

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

Warm-up

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

Read

Exercise 1

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

ANSWERS

3, 2, 4, 1

Exercise 2

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

ANSWERS

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

- Focus on the note and elicit the following information:
 - There are four paragraphs.
 - The first paragraph includes two welcoming sentences.
 - The second paragraph includes information about the morning classes.
 - The third paragraph includes information about the lunch break.
 - The fourth paragraph includes information about the afternoon classes.

Teaching Tip: Referring to time

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

Prepare

Exercise 1

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

SAMPLE ANSWERS

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

Exercise 2

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

ANSWERS

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

Write

Exercise 1

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

Exercise 2

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

SAMPLE ANSWER

Welcome to Oxford Secondary School. I hope you enjoy your first week.

Lessons start at 8.30 in the morning, but you have to be in school at 8.20. There are five lessons in the morning, three before the morning break and two after the break. The morning break is from 10.50 to 11.15.

Lunch is at 12.55. You have to bring a sandwich for lunch or buy lunch in the canteen. There isn't a shop in our school.

Lessons start again at 2 o'clock and finish at 3.40. On Mondays and Wednesdays you have to go to the gym before 2 o'clock. On Fridays there aren't any lessons in the afternoon.

Marking Scheme

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

More practice

Workbook page 25

Language Skills

Exercise 1 1.29

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

ANSWERS

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

Exercise 2

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

ANSWERS

- F (There are about eight hundred students.)
- T
- F (They have to wear black skirts / white blouses.)
- T
- F (There isn't a swimming pool.)
- F (They don't have to study French.)
- T
- F (There aren't any computers in her classroom.)

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

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

Exercise 4

- Students make the sentences negative. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Information about nouns

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

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

Exercise 1 Exploring vocabulary: education

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

- Students look up the word *boarding school* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - boarding school* has no blue key symbol which indicates that it is *not* an Oxford 3000 keyword.
 - boarding school* is a noun.
 - The symbol [C] indicates that it is a countable noun.
 - The dictionary definition matches the definition in question 1 of the exercise.
- Students continue working individually.

ANSWERS

- boarding school
- head
- field
- term
- public school

Exercise 2 Making nouns from verbs

invitation 𐀀 /ɪnˈvɪtʃən/ noun 1 [U] the act of inviting sb or being invited: *Entry is by invitation only.* 2 [C] an ~ to sb/sth (to sth/to do sth) a written or spoken request to go somewhere or do sth: *Did you get an invitation to the conference?* 3 a wedding invitation

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

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

ANSWERS

- invitation
- preparation
- discussion
- payment
- revision
- argument
- collection

Exercise 3 Synonyms: big or small?

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

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

ANSWERS

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

Follow-up

Self Check, Workbook pages 26–27

Test Unit 3, Teacher's Book pages 126–127

4

Celebrate!

This unit includes

Vocabulary: clothes • types of celebration • describing events • parts of speech • expressions with *get* • weddings • prefixes: opposites • idioms

Grammar: present continuous • *can* / *can't* • adverbs

Skills: reading and listening about organizing a celebration • describing clothes • talking about the clothes you are wearing

Writing: an invitation

Workbook pages 28–35

Reading PAGES 30–31

Warm-up

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

Before Reading

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

Background Notes

The text is about Meg Burton, a party planner. Party planners plan all kinds of events, e.g. weddings, birthdays, anniversaries, graduation parties, school reunions, picnics, barbecues and fund-raising events. They can be contracted by individuals or by companies.

Read

Exercise 1

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

ANSWERS

- She's a party planner. She organizes parties.
- Yes, she does. She loves it.

Exercise 2 1.34

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in an interview.

Preparation: Write the following questions on the board:

And how do you help? [3]

What kinds of parties do you organize? [2]

What do you do in your job, Meg? [1]

Do you enjoy your job? [5]

What are you doing at the moment? [4]

Books closed. Students work in pairs to number the questions in the order they appear in the interview.

They check the order in the reading on page 30.

Number the questions on the board in the right order.

Books closed. In pairs students role play the interview.

Student A is Jenny and Student B is Meg. Then swap.

Understanding Ideas

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

Teaching Tip: Beat the clock

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

SAMPLE ANSWERS

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

Vocabulary

Teaching Tip: Opposites

When students are learning new words, encourage them to learn the opposite of the words too, e.g. *unusual* – *normal*, *remember* – *forget*, *outdoors* – *indoors*. They should make a note of both words in the **Vocabulary Notebook** section of their Workbooks (see pages 92–111).

Exercise 1

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

ANSWERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

Quick Test: Blah

Write *blah* on the board and explain that it is a nonsense word with no meaning. Tell students you are going to use the word *blah* instead of a real word in a sentence, and they have to guess the real word. Give an example to check understanding then read out the following sentences:

I can't blah your name. [blah = remember]
Crete is a blah. [an island]
My dad works very blah. [hard]
It's raining, so we can't play blah. [outdoors]
There's a beautiful view from the top of the blah. [mountain]
I often go blah on holiday. [abroad]
I always blah a table before I go to a restaurant. [book]
We sleep in a blah when we go camping. [tent]
There are 200 blahs at this party. [guests]
My mum drives very blah. [fast]
It's easy to get lost in a blah. [forest]

Optional Activity: Organizing an event

Aim: To practise talking about organizing celebrations.

Preparation: Ask students to underline the unusual celebrations in the reading text and make a list on the board.

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

More practice

Workbook page 28

Vocabulary

PAGE 32

Target Vocabulary

Party planner: abroad book castle celebrate extravagant fast forest guests island memorable mountain organize outdoors remember tent

Adjectives describing events: amazing boring crowded fascinating incredible quiet terrible unusual

Parts of speech: book extravagant fast guest hard island memorable remember

Expressions with get: get dressed get married get ready get tired get together get well

Activate

Exercise 1

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

ANSWERS

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

Extend

Exercise 1 Adjectives describing events

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

ANSWERS

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

Teaching Tip: Categorizing adjectives

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

Exercise 2 Parts of speech

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

ANSWERS

verbs: remember, book

adjectives: extravagant, memorable

nouns: guest, island

adverbs: fast, hard

Exercise 3

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

ANSWERS

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

Exercise 4 Expressions with get

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

ANSWERS

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

Quick Test: Tennis

Divide the class into two teams. Students in pairs choose five words from page 32 and write definitions for the words. Explain that students are going to play a game of tennis with their definitions. One student from team A chooses a student from team B and reads out a definition. If the student in team B guesses the word correctly, then they choose a student from team A and read out a different definition. If students can't guess the word then the other team wins a point. Continue until teams have run out of definitions. The winners are the team with the most points.

Vocabulary Notebooks

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

More practice

Workbook page 29

Present continuous

Warm-up

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

Explore

Exercise 1 1.35

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

ANSWERS

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

Teaching Tip: Present continuous questions

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

Exercise 2

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

ANSWERS

1 leaving 2 's 3 watching 4 'm not having 5 are you

Exercise 3

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

ANSWERS

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

Follow-up

Grammar Reference page 100

Exploit

Exercise 1

- Students write negative or affirmative sentences.

ANSWERS

- I'm wearing / I'm not wearing a sweatshirt.
- I'm sitting / I'm not sitting next to my friend.
- The teacher is / isn't smiling.
- We are / aren't studying maths.
- The sun is / isn't shining.
- I'm wearing / I'm not wearing trainers.
- My parents are / aren't working.
- My friends and I are / aren't eating.

Exercise 2

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

ANSWERS

Students' own answers.

Exercise 3

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

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

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

More practice

Workbook page 30

Grammar Builder page 101, exercises 1–6

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

- I'm not working.
- Tom and I aren't reading.
- Kate isn't sitting next to Paul.
- David and Lucy aren't watching TV.
- Martin isn't wearing brown shoes.
- I'm not walking to town.
- The sun isn't shining.
- We aren't chatting to Robert.

Exercise 5

- Are Fred and Sue playing computer games?
- Is Sarah doing gymnastics?
- Are you phoning your friend?
- Is he driving to Oxford?

Exercise 6

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

Describing clothes

Target Vocabulary

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

Vocabulary

Exercise 1

- Students match the clothes vocabulary to the picture.

Exercise 2 1.36

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

ANSWERS

blouse, boots, cap, cardigan, dress, headscarf, jacket, jeans, jumper, shoes, skirt, sweatshirt, T-shirt, trainers, trousers

Not illustrated: shirt, shorts, socks, tie, top, tracksuit bottoms

Exercise 3

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

ANSWERS

Tom's T-shirt is white and his jeans are blue.

Laila's cardigan is brown, her dress is pink and her headscarf is purple.

Anna's jumper is purple and her skirt is blue.

Bill's shoes are black, his trousers are green and his T-shirt is grey.

Sally's boots are black, her skirt is orange and her blouse is red.

Paul's sweatshirt is yellow, his trousers are brown, his cap is blue and his trainers are white.

Exercise 4

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

Exercise 5

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

ANSWERS

Students' own answers.

Exercise 6

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

ANSWERS

Students' own answers.

More practice

Workbook page 31

Listen

Exercise 1 1.37

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

ANSWER

David and Fiona

TAPESCRIPT

1 David

Interviewer What do you usually wear to school?

David We have to wear a uniform, so it's always the same! It's a green jacket, white shirt, and a red and green tie, and black trousers.

Interviewer And what do you wear when you go out with friends?

David I usually wear trousers or jeans, and a sweatshirt or a jumper.

2 Maria

Interviewer What do you usually wear to school?

Maria It depends. Sometimes I wear jeans, trainers and a top. Sometimes I wear a skirt and a blouse.

Interviewer And what do you wear when you go out with friends?

Maria The same things really – jeans or a skirt. If it's a special occasion, I sometimes wear a dress.

3 Peter

Interviewer What do you usually wear to school?

Peter I wear tracksuit bottoms and trainers.

Interviewer And what do you wear with them? A shirt?

Peter Yes, sometimes, or just a T-shirt.

Interviewer And what do you wear when you go out with friends?

Peter I usually wear a T-shirt and a jacket, and jeans.

4 Fiona

Interviewer What do you usually wear to school?

Fiona I wear the school uniform – grey skirt, white blouse and a blue jacket.

Interviewer And what do you wear when you go out with friends?

Fiona I usually wear jeans and a top, and sometimes a jacket if it's cold.

Exercise 2 1.37

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

ANSWERS

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

4 top, jacket

Speak

Exercise 1

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

Exercise 2

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

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A What are your favourite clothes?

B Jeans and a T-shirt.

A When do you usually wear them?

B I usually wear them at the weekend.

More practice

Everyday English 4, Teacher's Book pages 108–109

can and adverbs

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

1 can't 2 Can

Exercise 3

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

SAMPLE ANSWERS

high, low, hard

Follow-up

Grammar Reference page 100

Exploit

Teaching Tip: Using the infinitive form

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

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

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

My sister / jump / high [My sister can jump high.]

Ben / not ride a bike / slow [Ben can't ride a bike slowly.]

You / swim / well? [Can you swim well?]

We / not type / fast [We can't type fast.]

Those children / run / fast? [Can those children run fast?]

They / speak French / fluent [They speak French fluently.]

You / write / beautiful [You write beautifully.]

Your friends / study / hard? [Do your friends study hard?]

More practice

Workbook page 32

Grammar Builder page 101, exercises 7–10

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 7

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

Exercise 8

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

Exercise 9

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

Exercise 10

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

An invitation

Target Language

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

Linking words: so because

Warm-up

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

Read

Exercise 1

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

ANSWERS

- He's at a barbecue.
- He's wearing a shirt.
- He's cooking kebabs.

Exercise 2

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

ANSWERS

- barbecue
- picnic
- volleyball match

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

Prepare

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

- the event
- the day
- the time
- the place
- extra information or request

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

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

Exercise 3

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

ANSWERS

starting an email: Hi ..., Dear ...

finishing an email: See you soon, Love, Cheers

Exercise 4

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

ANSWERS

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

Write

Exercise 1

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

Exercise 2

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

SAMPLE ANSWER

Hi Karen,
It's my birthday next week, so I'm organizing a special meal next Sunday. I'm having the meal at home. The party starts at two o'clock. My address is 11 South View Park.
Can you bring your hi-fi?
Hope you can come.
Cheers
Jenny

Marking Scheme

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

More practice

Workbook page 33

Language Skills

Exercise 1 1.38

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

1 hard 2 I'm studying 3 well 4 noisy 5 is playing
6 loudly 7 I don't 8 are

Dictionary Corner

Teaching Tip: Synonyms and opposites

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

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

Exercise 1 Exploring vocabulary: weddings

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

- Students look up the word *bride* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *bride* has no blue key symbol which indicates that it is not an Oxford 3000 keyword.
 - *bride* is a noun.
 - The [C] symbol indicates that *bride* is countable.
 - *bride* is used in the expression *bride-to-be*, which refers to a woman whose wedding is soon.
 - The dictionary definition matches the definition in question 1 of the exercise.
- Students look up the other words individually.

ANSWERS

1 bride 2 bridegroom 3 reception 4 honeymoon

Exercise 2 Prefixes: opposites

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

- Students look up the word *formal* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - The blue key symbol indicates that *formal* is an Oxford 3000 keyword. [See p vi–viii of the OSD]
 - *formal* is an adjective.
 - *formal* has two meanings.
 - The adverb from *formal* is *formally*.
 - The symbol **OPP** indicates the opposite of a word, so the opposite of *formal* is *informal*.
- Students look up the other words in their dictionary to find the opposites.

ANSWERS

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

Exercise 3 Useful idioms

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

- Students look up idioms with *make* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - The symbol **IDM** indicates the beginning of the idioms section for the verb *make*.
 - The OSD lists three idioms for *make*.
 - The second idiom, *make it*, matches the use of *make* in the first sentence in the exercise.
- Explain that students should look up the first meaningful word in an idiom: *dot*, *cost*, *easy*, *butterfly*.
- Some words with a large number of idioms may not list them at that entry; such as *take it easy*, which can be found at the entry for 'easy' rather than 'take'.
- Students look up other idioms in their dictionary.

ANSWERS

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

Follow-up

Self Check, Workbook pages 34–35

Test Unit 4, Teacher's Book pages 128–129

Language Review 3–4

PAGE 38

Vocabulary

Exercise 1

1 music 2 physics 3 chemistry 4 physical education 5 information and communications technology 6 geography 7 art and design 8 history

Exercise 2

1 Spanish 2 maths 3 history 4 art and design 5 English 6 design and technology

Exercise 3

1 tracksuit 2 trousers 3 trainers 4 jeans 5 boots 6 skirt 7 jumper 8 sweatshirt

Exercise 4

1 shoes, trainers 2 dress, skirt 3 cap 4 tie 5 tracksuit bottoms 6 jumper

Grammar

Exercise 1

1 There is a cupboard but there aren't any shelves.
2 There isn't a gym but there's a playing field.
3 There is a computer room but there isn't a library.
4 There aren't any DVDs but there are some videos.
5 There is a cinema but there isn't a museum.
6 There is a café but there aren't any restaurants.

Exercise 2

1 Jack doesn't have to do the washing.
2 Sue and Jenny have to walk to school.
3 Karen doesn't have to do a lot of homework.
4 My dad has to get up early.
5 My grandparents don't have to work.
6 Their mum has to cook dinner every night.

Exercise 3

1 is chatting 2 aren't eating 3 is swimming 4 am writing 5 isn't listening 6 are studying

Exercise 4

1 Lucy can't play tennis. 2 Linda and Sarah can speak Italian.
3 I can do martial arts. 4 My sister can't cook.
5 His cousins can't swim. 6 Your aunt can play the piano.

Exercise 5

1 He's walking slowly. 2 She's singing well.
3 They're playing football badly.
4 He speaks Chinese perfectly.
5 She's eating fast. 6 I'm speaking quickly.

Skills Round-up 3–4

PAGE 39

Read

Exercise 1

- Students answer the questions in pairs. Discuss the answer with the class.

ANSWERS

11 years

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 b 2 e 3 a

Exercise 3

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

ANSWERS

1 T 2 F (They start when they are 11 years old.)
3 F (They take exams when they are 15–16 and 18.)
4 T 5 F (All students stay at school until they are 16.)
6 T 7 T

Listen

Exercise 1

1.41

- Play the CD once. Students listen and choose the correct statement.

ANSWER

Sentence 1 is correct.

TAPESCRIPT

Nick Hi, My name's Nick and I go to Abingdon School. It's a big private school near Oxford, in the middle of England. It's a very old school – about 700 years old. There are about 800 students here, and about 100 teachers. There are only boys – there aren't any girls. Some boys live at home and just come to school for lessons, like in a normal school, but I live in the school during the term. I go home for the holidays of course. All the boys wear a uniform – that's special clothes. The uniform is a dark blue jacket, light blue shirt, grey trousers, black shoes and socks, and a tie. We work very hard but I like my school. I want to do A levels and then go to university.

Stephanie Hi, I'm Stephanie and I'm at Oaklands School in London. It's a state secondary school in the east of London. It's a mixed school, for boys and girls. There are about 600 students in the school, and some of them come from come different countries – there are lots of Pakistani, West Indian, Indian and Chinese students here. There are 89 teachers. I come to school five days a week. Lessons start at nine and finish at four. We wear a uniform at my school. I don't like the uniform – it's a green T-shirt or sweatshirt and a grey skirt – trousers for the boys, of course. School's not bad, but I want to leave after my GCSEs and get a job.

Exercise 2

1.41

- Play the CD again. Students complete the table. Check the answers with the class.

ANSWERS

Nick: Abingdon private 800 100 no after A levels

Stephanie: Oaklands state 600 89 yes after GCSEs

Write and Speak

Exercise 1

- Students answer the questions individually and then discuss with the class.

Exercise 2

- Look at the chart in **Read** exercise 1. Students work in pairs to make a chart for their school system.

ANSWERS

Students' own answers.

This unit includes

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

Grammar: comparative adjectives • superlative adjectives

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

Writing: a postcard

Workbook pages 36–43

Reading PAGES 40–41

Warm-up

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

Before Reading

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

Background Notes

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

Read

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2 1.42

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on the first and last sentences of paragraphs.

Preparation: Dictate the following sentences:

- They can fly for four hours continuously and they often travel 10 kilometres a night.*
- The animal with the most dangerous bite isn't a snake or a lion.*
- When people think of dangerous animals in the sea, they usually think of sharks.*
- They kill more people in Africa than any other animal.*
- In cartoons, they are usually slow, happy and funny.*
- When they are there, nobody goes swimming.*

Explain that these sentences are the first and the last sentences from the three paragraphs in the text.

Students in pairs mark the sentences first (F) or last (L) and decide which animal they refer to.

Students check their answers in the text. [Answers:

1L, 2F – mosquitoes; 3F, 6L – box jellyfish; 4L, 5F – hippos]

Understanding Ideas

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

Teaching Tip: Groupwork

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

SAMPLE ANSWERS

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

Vocabulary

Teaching Tip: Vocabulary cards

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

Exercise 1

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

ANSWERS

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

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

Exercise 3 1.43

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

ANSWERS

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

Quick Test: Guess the picture

Tell students you are going to draw a picture on the board and you want them to guess the word. Choose a word from page 41 and draw it. The student who guesses first comes to the board. They choose another word from the page and draw it. You can continue playing as a whole class, or students can play in pairs with their books closed.

Optional activity: Guess the animal

Aim: To practise talking about animals.

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

Students read the description and guess the animal.
[an elephant]

In pairs students choose an animal from **Vocabulary** exercise 3, page 41 and write a description. They read out their description for the others to guess.

More practice

Workbook page 36

Vocabulary PAGE 42

Target Vocabulary

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

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

Suffixes: cloudy enjoyable friendly helpful lively painful rainy washable

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

Activate

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

ANSWERS

- sting, painful
- insects, dusk
- mud, bad-tempered
- continuously, sprinter
- cartoons, tentacles
- aggressive, bite
- blood, Sadly
- kill

Extend

Exercise 1 Compound adjectives

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

ANSWERS

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

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

Exercise 2 Suffixes

- Books closed. Write *pain* on the board and elicit the adjective. [painful] Explain that *-ful* is a suffix which changes a word into an adjective.

- Books open. Focus on the table. Explain that the suffixes *-y*, *-able*, and *-ly* also change words into adjectives.
- Students work individually. Check the answers.

ANSWERS

-ful: painful, helpful

-y: cloudy, rainy

-able: washable, enjoyable

-ly: friendly, lively

Teaching Tip: Using wallcharts

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Exercise 4 Animals

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

ANSWERS

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

Exercise 5

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

ANSWERS

land: goat, ox, bear, rhinoceros

sea: lobster, prawn, whale, octopus

air: eagle, parrot, bee, bat

Quick Test: Just two minutes

Write the new words from **Vocabulary** page 42 on cards. Divide the class into two teams. Put a chair at the front of the class. Choose one student from Team A and ask them to sit on the chair. Explain that they have two minutes to define the words for their team to guess them. They get two points for every word their team guesses correctly. Team B must keep quiet and write down any words Team A fails to guess. They get one point for each of these words. Now choose a student from Team B to come to the front. Continue until all the words have been defined.

Vocabulary Notebooks

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

More practice

Workbook page 37

Comparative adjectives

Warm-up

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

Explore

Exercise 1

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

ANSWERS

larger, heavier, bigger, more intelligent, better

Teaching Tip: Comparative

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

Exercise 2

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

ANSWERS

- 1 larger 2 heavier 3 more intelligent 4 better
- Books closed. Ask students to explain the different ways of forming the comparative. Write their ideas on the board and elicit more examples of adjectives in each group.
 - Open books. Students compare your table on the board with the table in the book. Did they forget anything?

Follow-up

Grammar Reference page 102

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

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

ANSWERS

- The Pacific is wider than the Atlantic.
- Saturn is further from the sun than Jupiter.
- Hippos are more dangerous than dolphins.
- Russia is bigger than Canada.
- Cats are faster than horses.
- Gold is more expensive than silver.
- A litre of water is heavier than a litre of ice.

Exercise 3

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

ANSWERS

- The Atacama Desert is colder than the Arabian Desert.
- The Atacama Desert is drier than the Arabian Desert.
- The Arabian Desert is bigger than the Atacama Desert.
- The Arabian Desert is higher than the Atacama Desert.
- The Arabian Desert is hotter than the Atacama Desert.
- The Arabian Desert is wetter than the Atacama Desert.

Exercise 4

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

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

Preparation: Write *crocodiles* and *alligators* on the board.

Crocodiles and alligators are from different families. In general, crocodiles are larger than alligators and they are a lighter colour. Crocodiles also have longer and thinner noses than alligators. Finally, people say that crocodiles are more aggressive than alligators.

More practice

Workbook page 38

Grammar Builder page 103, exercises 1–3

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 1

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

Exercise 2

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

Exercise 3

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

Our world

Target Vocabulary

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

Continents: Africa Asia Australia Europe North America South America

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students work individually.

Exercise 2 1.44

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

ANSWERS

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

Exercise 3 1.45

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

ANSWERS

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

Exercise 4 1.46

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

Exercise 5

- Students work in pairs. Monitor and help.

ANSWERS

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

More practice

Workbook page 39

Listen

Exercise 1 1.47

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

ANSWERS

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

Exercise 2 1.48

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

ANSWERS

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

TAPESCRIPT

Quizmaster Welcome to the Geography Quiz. Our first contestant is Kevin from London. Are you ready, Kevin?

Kevin Yes.

Quizmaster OK. Here's the first question: Are the Rocky Mountains in North America or Europe?

Kevin They're in North America.

Quizmaster That's correct. Well done. Here's the next question: Which sea does the River Danube flow into – the Black Sea or the Mediterranean?

Kevin Is it the Mediterranean? ... I think it's the Mediterranean.

Quizmaster No, that's the wrong answer. The Danube flows into the Black Sea. OK. Question 3: Which ocean is between America and Asia?

Kevin That's easy. It's the Pacific Ocean.

Quizmaster That's right – the Pacific Ocean. Are you ready for the next question?

Kevin Yes.

Quizmaster OK. Here it is. Where's the Gobi Desert – in Africa or Asia?

Kevin The Gobi Desert. Mmm, I'm not sure.

Quizmaster Have a guess.

Kevin Asia?

Quizmaster That's right. It's in China. Question five: Can you name two islands in the Mediterranean Sea?

Kevin Cyprus – that's in the Mediterranean. I often go there on holiday.

Quizmaster Lucky you! Can you name another island?

Kevin Malta.

Quizmaster Well done. They're both in the Mediterranean Sea. You've got four points, Kevin. Now for the last question: In which continent is Lake Victoria?

Kevin Lake Victoria. It's in Australia, I think.

Quizmaster Is that your final answer?

Kevin Yes, Australia.

Quizmaster Oh, dear, Kevin. Lake Victoria is in Africa.

Kevin Oh, yes, of course!

Quizmaster You've got four points! Well done, Kevin!

Speak

Exercise 1

- Students write three quiz questions individually.

Exercise 2

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

More practice

Everyday English 5, Teacher's Book pages 110–111

Superlative adjectives

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2 1.49

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

ANSWERS

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

Follow-up

Grammar Reference page 102

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2 1.50

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

ANSWERS

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

TAPESCRIPT

- Oslo is further north than Ottawa, but Reykjavik is the furthest north – 2,874 km from the North Pole.
- The deepest Ocean in the world is the Pacific. The Mariana Trench near the Philippines is more than 11,000 metres deep.
- Crocodiles and elephants are dangerous but snakes kill more people per year so they are the most dangerous. 2,000 deaths are caused by crocodiles, 600 by elephants and 100,000 by snakes.
- All three rivers are more than 6,000 kilometres long. The Amazon and the Yangtze are both about 6,400 kilometres, but the longest is the Nile, which is more than 6,800 kilometres.

- The lion is very fast, but the cheetah is the fastest animal in the world. It can run at 110 kilometres per hour.
- The largest land animal is the elephant. However, the blue whale is much bigger and is the largest and heaviest animal in the world. They can be 30 metres long and weigh 130 tonnes.
- The three largest continents are Africa, Asia and North America. But which is the biggest? The answer is Asia – it's 45 million square kilometres.

Exercise 3

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

ANSWERS

- What's the most beautiful continent in the world?
- What's the most interesting city in your country?
- What's the best way to travel?
- What's the worst food in the world?
- What's the easiest subject at school?
- Who's the best football player in the world?
- Who's the funniest person in the class?

Students' own answers.

Quick Test: Sentence transformation

Write the sentences on the board. Students write the opposite using the word in brackets.

Geography is the easiest subject. (Physics)

Antarctica is the coldest place. (Mali)

A cheetah is the fastest animal. (a sloth)

More practice

Workbook page 40

Grammar Builder page 103, exercises 4–6

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 4

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

Exercise 5

- Who's the most intelligent person in your family?
- What's the most popular food in your country?
- Who's the most famous person in the world?
- What's the most important school subject?
- What's the most boring sport?

Exercise 6

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

A postcard

Target Language

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

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

Holiday accommodation: apartment cottage hotel
villa youth hostel

Warm-up

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

Read

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

ANSWERS

Dan and Kate's postcard

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

Sally's postcard

- 1 She's in Scotland. 2 They think it's great.
 - 3 It isn't very good. 4 They're staying in a youth hostel.
 - 5 It's Loch Ness. 6 They go walking in the mountains.
- Focus on the postcards and elicit the following information:
 - We start a postcard with *Hi ...* or *Dear ...*
 - Postcards only contain one paragraph.
 - This paragraph contains information about the place, the weather, the accommodation and the activities you do every day.
 - We use a short phrase before finishing the postcard, e.g. *Wish you were here!* or *See you next week.*
 - We finish the postcard with *Love* or *Bye for now.*

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

- Students work individually. Check the answers.

ANSWERS

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

Teaching Tip: Using short forms

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

Italy – villa Egypt – hotel Spain – apartment

Finland – cottage Austria – youth hostel

Write

Exercise 1

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

Exercise 2

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

SAMPLE ANSWER

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

Marking Scheme

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

More practice

Workbook page 41

Language Skills

Exercise 1 1.51

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Dictionary Corner

Teaching Tip: Register

The OSD contains a number of labels which give students information about how formal a word is, and in what situation you can use it, e.g.

formal: used in serious or official language

informal: used between friends, or in a relaxed situation

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

Exercise 1 Compound nouns: nature

ice¹ **w**⁰ /aɪs/ **noun** [U] water that has frozen and become solid: *Do you want ice in your orange juice?*
◊ *I slipped on a patch of ice.* ◊ *black ice* (=ice on roads, that cannot be seen easily)
IDM *break the ice* to say or do sth that makes people feel more relaxed, especially at the beginning of a party or meeting
cut no ice (with sb) to have no influence or effect on sb
on ice **1** (used about wine, etc.) kept cold by being surrounded by ice **2** (used about a plan, etc.) waiting to be dealt with later; delayed: *We've had to put our plans to go to Australia on ice for the time being.*
ice² /aɪs/ (especially AmE *frost*) **verb** [T] to decorate a cake by covering it with a mixture of sugar, butter, chocolate, etc. ➔ look at *icing*
PHRV *ice (sth) over/up* to cover sth or become covered with ice: *The windscreen of the car had iced over in the night.*

iceberg /ˈaɪsbɜːg/ **noun** [C] (GEOGRAPHY) a very large block of ice that floats in the sea
IDM *the tip of the iceberg* → TIP¹

'ice cap **noun** [C] (GEOGRAPHY) a layer of ice permanently covering parts of the earth, especially around the North and South Poles: *the polar ice caps*

'ice rink = SKATING RINK

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

ANSWERS

- iceberg, ice cap, ice rink
- riverbank, river bed, riverside
- sandbank, sand dune, sandstorm
- sea anemone, sea front, seagull
- sunbeam, sunburn, sunflower

Exercise 2 Synonyms: extreme adjectives

hilarious /hɪˈleəriəs/ **adj.** extremely funny
➔ **hilariously** **adv.**

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

ANSWERS

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

Exercise 3 Holiday words

resort¹ **w**⁰ /rɪˈzɔːt/ **noun** [C] (TOURISM) a place where a lot of people go to on holiday: *a seaside/ski resort* ◊ *She works as a resort rep* (=a person who works for a holiday company and looks after its clients when they are away on holiday).

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

ANSWERS

1 resort 2 books 3 fortnight 4 half board
5 sightseeing

Follow-up

Self Check, Workbook pages 42–43

Test Unit 5, Teacher's Book pages 130–131

6

Out and about

This unit includes

Vocabulary: places in town • sequence words • expressions with *time* • prepositions + nouns • jobs: -er or -or?

Grammar: past simple: *be* and *can* • past simple affirmative (regular verbs)

Skills: reading, listening and talking about places in town • talking about past ability • memory game

Writing: phone messages

Workbook pages 44–51

Reading PAGES 48–49

Warm-up

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

Before Reading

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

Background Notes

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

Read

Exercise 1

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

ANSWER

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

Exercise 2 2.02

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on paragraph order.

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

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

Understanding Ideas

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

Teaching Tip: Using your imagination

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

SAMPLE ANSWERS

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

Vocabulary

Teaching Tip: Countable and uncountable nouns

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

Exercise 1

- Students label the picture. Check the answers.

ANSWERS

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

Exercise 2

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

ANSWERS

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

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

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

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

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

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

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

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

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

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

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

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

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

penknife is a countable noun for a small knife that closes.

pilot is a countable noun for a person that flies an aircraft.

ready is an adjective that means you are prepared to do something.

Quick Test: Buzz

Divide students into groups of three or four. Ask students if they ever watch quiz shows on the TV. Establish that each team on a quiz show needs a buzzer. Pretend that you are taking one out of your pocket and put the imaginary buzzer on your desk. Press it to demonstrate the noise it makes, e.g. *Bzzzz!* Tell students to put their own imaginary buzzers on their desks and to invent a noise for it. Ask each group to demonstrate their buzzer noise to the rest of the class.

Tell students you are going to give them a definition for the words from the reading and they have to press their buzzer to answer. Emphasize that you will not accept any answers that are shouted out. Read out the definitions in **Vocabulary** on page 49 and invite the first team that presses their buzzer to answer the question. If the team answers correctly award them two points, if not move on to the next definition. The team with the most points is the winner.

Optional Activity: Interview

Aim: To role play an interview with Michael Holmes.

Preparation: Ask students in pairs to write down five questions they would like to ask Michael.

Students work in different pairs to role play the interviews. Student A is Michael and Student B asks their questions. Then swap.

Students could write up their interviews for homework.

More practice

Workbook page 44

Vocabulary PAGE 50

Target Vocabulary

A flying visit to the park: alive bush cord equipment experience film ground impossible instructor land lungs main penknife pilot ready

Sequence words: after that as soon as finally first of all later then

Expressions with time: at times on time run out of time take your time time flies waste time

Preposition + noun: at home at night at the seaside by car by hand for a walk in danger in a hurry in the morning in the mountains in a newspaper on foot on holiday on my own on the radio on TV

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What do you call the organs you use to breathe? [lungs]
What does a plane do when it comes down out of the sky? [land]
How do you describe a person who isn't dead? [alive]
- Students complete the sentences. Check the answers.

ANSWERS

1 film 2 equipment 3 experience 4 ready 5 ground
 6 lungs 7 alive 8 instructor 9 land 10 cord
 11 impossible 12 bush 13 penknife 14 pilot 15 main

Extend

Exercise 1 Sequence words

- Introduce the concept of sequence words by writing the following on the board: *I get up at 7 a.m. _____ I have a shower and _____ I get dressed. _____ I have breakfast.* Elicit the missing words. [First of all, then, After that]
- Students find these words in the text in **Read** on page 48 and underline them. Then they find and underline three more sequence words.
- Students match the words with the definitions. Check the answers.

ANSWERS

1 After that 2 finally 3 first of all 4 then 5 later
 6 as soon as

Exercise 2

- Students circle the correct words in the sentences. Check the answers.

ANSWERS

1 Finally 2 First of all 3 As soon as 4 Then 5 Later
 6 After that 7 Later 8 First of all

Exercise 3 Expressions with time

- Write on the board: *It was _____ to jump!* Elicit the missing word. [time] Elicit more expressions with *time*.
- Students look up the word *time* in their dictionaries and match the sentences to the expressions. Check the answers.

ANSWERS

1 time flies 2 on time 3 at times 4 take your time
 5 run out of time 6 waste time

Exercise 4 Preposition + noun

- Write the prepositions *at*, *in* and *on* on the board.
- Read out the following and elicit the right preposition for each word: *the seaside, the morning, TV*.
- Students write the nouns in the correct column. Check the answers.

ANSWERS

at: the seaside, home, night

in: a newspaper, the mountains, the morning

on: TV, my own

Teaching Tip: Learning prepositions

Choose four important prepositions (e.g. *in*, *on*, *at*, *for*) and allocate one preposition to each corner of the room. Stick a different coloured sheet of card in each corner and label it with the preposition. Write the expressions from the exercise on slips of paper and get students to stick them in the right corner. Get students to add to the card as they come across different expressions containing the prepositions. Test them regularly on the prepositions by reading out an expression and asking them to point at the correct corner.

Exercise 5

- Point out that students can use their dictionaries to find the correct preposition to use in a phrase by looking up the noun in the expression.
- Students complete the expressions with the help of their dictionaries. Check the answers.

ANSWERS

1 in 2 on 3 by 4 for 5 in 6 on 7 on 8 by

Quick Test: Gapped dictation

Students work in pairs. Explain that you are going to read out ten gapped sentences and students have to write down the missing words. Emphasize that they should not attempt to write down the whole sentence. After you have read out the sentences, give students five minutes to reconstruct them from the words they have written. Check the answers.

- Wait a minute! I'm not ... [ready]
- First you boil the water. ... you add the spaghetti. [Then]
- They weren't late. They were ... time. [on]
- We haven't got much time, so we're ... a hurry. [in]
- My brother is a driving ... He teaches people how to drive. [instructor]
- Peter called his wife as ... as he got to the hotel. [soon]
- Do your homework and don't ... time. [waste]
- We always go to school ... foot. [on]
- You need to check your ... before you climb a mountain. [equipment]
- I prefer studying with friends to studying ... my own. [on]

Vocabulary Notebooks

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

More practice

Workbook page 45

Past simple: *be* and *can*

Warm-up

- Ask a few students: *Where was your last holiday?*

Explore

Exercise 1 2.03

- Focus on the photo. Ask students: *Where is it?* [the Emirates Towers, Dubai]
- Play the CD for students to underline the past simple forms of *be* and *can* in the dialogue.

ANSWERS

Are you ... we're in ... Were you there ... No, we weren't ...
We were in Dubai ... What was it like? ... It was amazing ...
we were at ... They're two ... What could you see? ...
We could see ... we couldn't see ... they are so high

Teaching Tip: Past simple

Point with your right thumb over your right shoulder to indicate past tense. Do this when students say the present form of a verb instead of the past, and ask them to repeat the sentence correctly.

Exercise 2

- Students complete the table. Check the answers.
- Then read the **Look out!** box with the class.

ANSWERS

1 was 2 were 3 wasn't 4 weren't 5 Was 6 was
7 wasn't 8 Were 9 were 10 weren't 11 could
12 couldn't 13 Could 14 could 15 couldn't

Follow-up

Grammar Reference page 104

Exploit

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

1 were 2 wasn't 3 was 4 weren't 5 wasn't 6 were
7 weren't 8 wasn't

Exercise 2

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

ANSWERS

1 Budhia Singh could run marathons when he was three.
2 Maria Sharapova could play tennis when she was four.
3 Vanessa Mae could play the violin and piano when she was five.
4 Michael Schumacher could drive when he was four.
5 Sergey Karjakin could play chess when he was four.

Exercise 3

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

ANSWERS

1 I couldn't go to school because I was ill.
2 I couldn't read my book because it was dark.
3 She couldn't swim because the water was very cold.
4 We couldn't eat our dinner because we weren't hungry.
5 I couldn't speak to Kevin because he wasn't home.
6 They couldn't play tennis because it was wet.
7 I couldn't sleep because I wasn't tired.
8 They couldn't drive because they weren't 17 years old.

Exercise 4

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

ANSWERS

1 Could you read when you were four?
2 Could you write your name when you were two?
3 Could you walk when you were one?
4 Could you count to 10 when you were three?
5 Could you speak English when you were nine?
6 Could you ride a bike when you were ten?
7 Could you swim when you were four?

Exercise 5

- Focus on the example. Model and drill the phrases.
- Students ask and answer the questions in pairs.
- A few students tell the class about their partner.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

Wolfgang Amadeus Mozart was born in Austria in 1756. He could play the piano when he was three and he could compose music when he was five. When he was six he was an excellent pianist and violinist. Later in life he couldn't find work and he died poor.

More practice

Workbook page 46

Grammar Builder page 105, exercises 1–3

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 1

2 Joe and Helen were in Alexandria on Wednesday.
3 Joe wasn't in Paris on Tuesday.
4 Helen was in Liverpool on Saturday.
5 Joe was in Qatar on Thursday.
6 Joe and Helen weren't in Liverpool on Friday.
7 Helen wasn't in Istanbul on Monday.

Exercise 2

2 was – She was in Paris.
3 Was – No, she wasn't. She was in Alexandria.
4 Was – No, he wasn't. He was in Liverpool.
5 Were – No, they weren't. Joe was in Qatar and Helen was in Athens.
6 were – They were in Alexandria.
7 was – He was in Qatar.
8 Were – Yes, they were.

Exercise 3

1 couldn't go 2 couldn't find 3 couldn't finish
4 couldn't understand 5 couldn't hear 6 couldn't ring
7 couldn't sleep 8 couldn't play

In town

Target Vocabulary

Places in town: art gallery bank bus station car park cinema department store library museum park police station post office railway station theatre tourist information office town hall

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students match the places with the words in the box.

Exercise 2



2.04

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

ANSWERS

1 park 2 cinema 3 town hall 4 post office 5 museum
6 library 7 department store 8 tourist information office
9 theatre 10 car park 11 police station 12 art gallery
13 railway station 14 bank 15 bus station

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 railway station 2 library 3 post office
4 tourist information office 5 park 6 bus station
7 car park 8 cinema 9 theatre 10 art gallery / museum

More practice

Workbook page 47

Listen



2.05

- Focus on the words in the list in exercise 1.
- Play the CD for students to do the task. Check the answers.

ANSWERS

1 car park 2 art gallery 3 department store
4 tourist information office 5 post office
6 railway station 7 library 8 bus station

TAPESCRIPT

1 **Man** Go on ... go on ... There's lots of space behind the car.
Woman We're very near to that blue car.
Man Which blue car?
Woman That one.
Man Oh, dear. Sorry.
2 **Boy** What is it?
Girl I don't know. I can see a face, I think.
Boy That's not a face. It's a tree.
Girl Is it? Well, I like the colours.
Boy I don't.

3 **Woman** Excuse me. I'm looking for a gift for my aunt. Do you have a jewellery section?

Assistant Yes, you can find accessories and jewellery on the next floor. You can take the escalator, over there.

Woman And is there a coffee shop? All this shopping makes me tired.

Assistant Yes, there's a cafeteria on the sixth floor. Take the escalator, or there's also a lift next to the stairs by the entrance.

4 **Tourist** Good morning. Do you have a map of London, please?

Clerk Yes, here you are.

Tourist Thanks. And I'd like some information about Buckingham Palace, please.

5 **Customer** I want to send this postcard to the USA. How much is it?

Clerk 55p, please.

6 **Girl** Quick! There's the train. Don't miss it!

Boy Oh, no! I haven't got a ticket yet!

7 **Boy** There's a really good book here.

Girl Really? What is it?

Boy It's called ...

Librarian Sshhhh!

8 **Boy** I'd like a ticket to Liverpool, please.

Clerk Single or return?

Boy Single, please.

Clerk That's £20, please.

Boy What time's the next bus?

Speak

Exercise 1

- Focus on the prepositions. Check understanding.
- Students in pairs ask and answer about places on the map.

ANSWERS

Students' own answers.

Exercise 2

- Students write sentences about their town or city. Monitor and help.

ANSWERS

Students' own answers.

Exercise 3

- Individual students describe a place for the others to guess.

ANSWERS

Students' own answers.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A *Where's the tourist information centre?*

B *It's in the railway station.*

A *Is it next to the ticket office?*

B *No, it isn't. It's opposite the shop.*

A *Thanks.*

More practice

Everyday English 6, Teacher's Book pages 112–113

Past simple: affirmative (regular verbs)

Warm-up

- Ask: *How often do you go to the cinema with your friends?*

Explore

Exercise 1

- Write on the board: *Why didn't the two friends meet?*
- Students read the text and answer the question. [because they were at different cinemas]
- Focus on the verbs in blue and ask: *How do we form the past simple of regular verbs?*

ANSWER

We form the past simple of regular verbs by adding the ending *-d* or *-ed*.

Exercise 2

- Point out that there are some spelling rules for forming the past simple of regular verbs.
- Focus on the four groups in the **Learn this!** box and ask students for an explanation of each rule.
- Point out that the letter *y* only changes to *-ied* when it is preceded by a consonant. Contrast: *study – studied; play – played*.
- Point out that the final consonant is only doubled when it is preceded by one vowel. Contrast: *chat – chatted; wait – waited*.
- Students complete the **Learn this!** box. Check the answers.

ANSWERS

- wanted, waited, asked, answered, walked
- decided, agreed, arrived, phoned
- hurried
- jogged

Exercise 3 2.06

- Explain that *-ed* can be pronounced in three different ways: /t/, /d/ or /ɪd/. Model and drill the three pronunciations.
- Play the CD for students to listen and repeat.

Teaching Tip: Pronunciation of *-ed* endings

Prepare three cards to represent the three pronunciations of *-ed*, one for /t/, one for /d/ and one for /ɪd/. When students pronounce a regular past simple form incorrectly, show them the card and ask them to repeat the sentence correctly.

Exercise 4

- Students work individually. Check the answers.

ANSWERS

- last night
- yesterday evening
- yesterday afternoon
- the day before yesterday
- last week
- last month
- three months ago
- last year
- two years ago

Follow-up

Grammar Reference page 104

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

- visited
- watched
- hurried
- parked
- decided
- asked
- stopped
- arrived

Exercise 2

- Write: *Why did the man go to the bank?* on the board. Students read the text and answer the question. [to use the bank's car park while he was in America]
- Students complete the text. Check the answers.

ANSWERS

- walked
- wanted
- replied
- agreed
- parked
- returned
- asked
- continued
- answered

Exercise 3

- Look at the example. Read A yourself. One student reads B and another reads C. Ask a third student to continue the memory game and continue until the verbs have been used.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Read out the present simple sentences and students write them in the past simple.

I wait for the bus every day. [I waited for the bus yesterday.]

She helps her mum every day. [She helped her mum yesterday.]

He jogs in the park every day. [He jogged in the park yesterday.]

We arrive on time every day. [We arrived on time yesterday.]

You phone your sister every day. [You phoned your sister yesterday.]

They watch TV every day. [They watched TV yesterday.]

We chat to our friends every day. [We chatted to our friends yesterday.]

More practice

Workbook page 48

Grammar Builder page 105, exercises 4–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 4

- phoned
- answered
- watched
- hurried
- studied
- missed
- stopped
- visited
- travelled
- spotted

Exercise 5

- hurried
- studied
- watched
- answered
- visited
- stopped
- missed
- phoned

Exercise 6

- I walked to school every day.
- They agreed to meet at six o'clock.
- Kevin jogged in the park before breakfast.
- Sue studied maths at school.
- The bus stopped near the school.
- We arrived at school at quarter to nine.
- Jim watched television after dinner.
- Sally phoned her friend on her mobile.
- Fred helped his mum with the washing up.
- The football match started at seven o'clock.
- We lived in London.
- My dad worked in Manchester.

A phone message

Target Language

Phone message: Jenny phoned from London at 10. She wants to talk to you. It's urgent. Can you call her back? Please call her on 674533. You can phone her on her mobile.

Warm-up

- Focus on the notes and elicit that they are phone messages. Elicit what information should be in the message. [Who called? What's the message? What's their number?]

Read

Exercise 1

- Students read the phone messages and complete the table.

ANSWERS

- 1 at the police station 2 at the park 3 in London
4 at the garage

Exercise 2

- Students find similar sentences in the phone messages and complete the missing words.

ANSWERS

- You can phone him on his mobile.
 - Please phone Dave Adams on 674533.
 - Can you phone her tomorrow at Mary's house?
 - Can you call him back?
- Focus on the phone messages and elicit the following information:
 - Phone messages start with the name of the person the message is for and finish with the name of the person writing the message.
 - They have only one paragraph containing the following information: the name of the person who phoned, where they are, what the message is, what their phone number is.

Prepare 2.07

- Explain that students are going to listen to the two phone conversations that generated the two phone messages. Play the CD for students to complete the messages.

ANSWERS

- 1 Alison 2 café 3 two 4 06588 49327 5 garage
6 ready 7 afternoon 8 five 9 243055

TAPESCRIPT

- 1 **Mrs Brown** Hello.
Alison Oh, hello, is that Mrs Brown?
Mrs Brown Yes, speaking.
Alison Hello, this is Alison. Can I speak to Mandy, please?
Mrs Brown She isn't here at the moment. Can I take a message?
Alison Yes, please. I'm going to the café with Vicky this afternoon. I wanted to invite Mandy.
Mrs Brown OK. What time are you going to the café?
Alison At two o'clock.

Mrs Brown OK, I'll give her the message.

Alison Thanks. Can you ask her to phone me on my mobile?

Mrs Brown Yes, of course. What's your number?

Alison 06588 49327.

Mrs Brown That's 06588 49327.

Alison Thanks, Mrs Brown.

Mrs Brown You're welcome, Alison. Goodbye.

2 **Sarah** Hello.

Mechanic Hello, this is Peter Grey from Grey's Garage. Can I speak to Mr Simpson, please?

Sarah I'm sorry. He isn't here at the moment.

Mechanic Can I leave a message, please?

Sarah Yes, of course.

Mechanic Can you tell him that his car is ready? He can pick it up this afternoon. The garage closes at five.

Sarah OK, I've got that. I'll give him your message. Can you give me your phone number, please?

Mechanic Yes, it's 243055.

Sarah 243055. OK.

Mechanic Thanks very much.

Sarah Goodbye.

Mechanic Goodbye.

Teaching Tip: Prepositions in phone messages

Highlight the use of the preposition *on* in phone messages, e.g.

*You can phone him **on** his mobile.*

*Please phone him **on** 674533.*

Write

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

SAMPLE ANSWER

Dave,

Cath phoned. She's in town. She wants to buy you a shirt, but she needs to know your size. It's urgent. Can you call her back on her mobile? Her number is 01752 61927.

Jane

Marking Scheme

- Use of name only to start the message. [1 mark]
- Layout of message as one paragraph. [1 mark]
- Inclusion of name of caller. [1 mark]
- Inclusion of their whereabouts. [1 mark]
- Coherent explanation of the message. [2 marks]
- Inclusion of the caller's number. [1 mark]
- Use of name only to finish the message. [1 mark]
- Correct use of the preposition *on*. [1 mark]
- Correct grammar and spelling. [1 mark]

More practice

Workbook page 49

Language Skills

Exercise 1 2.08

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

ANSWERS

1 Are 2 cooking 3 isn't 4 phoned 5 off 6 speak
7 About 8 wants 9 think 10 on

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Tom's mum 2 James 3 Mike 4 Mike 5 Tom
6 James

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- We lived in Oxford and we studied engineering at university.
- His mobile wasn't on so I couldn't speak to him.
- She stayed at home and watched TV.
- We couldn't go to the party because we were at our grandparents' house.
- I phoned my sister at 6 o'clock and we chatted about our friends.
- I was at home so I could watch the film on TV.

Exercise 4

- Students write the past form of the verbs in the correct column. Check the answers.

ANSWERS

add **-ed**: stayed, watched, jumped

finish in **e + -d**: arrived, loved, decided

y + **-ied**: studied, hurried, tried

double final consonant + **-ed**: jogged, chatted, stopped

Dictionary Corner

Teaching Tip: Example sentences

Example sentences are very important in a dictionary because they show you how a word is used.

Activity: Write the following sentences on the board:

We sat _____ the ground to eat our picnic. [on]

The car will be ready _____ you to collect on Friday. [for]

We all learn _____ experience. [from]

My main _____ for learning English is to get a better job.
[reason]

The bird landed _____ the roof. [on]

Students look up the words *ground*, *ready*, *experience*, *main* and *land* to complete the sentences.

Exercise 1 In town

reference book *noun* [C] a book that you use to find a piece of information: *dictionaries, encyclopedias and other reference books*

- Students look up the word *reference book* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - reference book* has no blue key symbol which indicates that it is *not* an Oxford 3000 keyword.
 - reference book* is a noun.
 - The [C] symbol indicates that *reference book* is countable.
 - Examples of reference books are dictionaries and encyclopedias.
- Students continue working individually. Check the answers.

ANSWERS

1 reference 2 stage 3 cash machine 4 leaflets
5 return ticket 6 mayor 7 box office 8 frame
9 franchises 10 airmail

Exercise 2 Jobs: -er or -or?

actor ~~W0~~ /'æktə(r)/ *noun* [C] (ARTS AND MEDIA) a man or woman whose job is to act in a play or film or on television

- Students look up the verb *act* in their dictionary.
- Guide them to look at the entries following the verb until they reach *actor*.
- Focus on the dictionary entry and elicit the following information:
 - actor* is a noun ending in *-or*.
 - The subject label indicates that the word *actor* is related to ARTS AND MEDIA.
- Students continue working individually. Check the answers.

ANSWERS

actor, instructor, interviewer, inspector, sailor, translator, diver

Follow-up

Self Check, Workbook pages 50–51

Test Unit 6, Teacher's Book pages 132–133

Language Review 5–6 PAGE 56

Vocabulary

Exercise 1

1 mountains 2 rivers 3 islands 4 beaches 5 deserts
6 seas 7 oceans 8 lakes

Exercise 2

1 hippo 2 goat 3 octopus 4 mosquito 5 whale
6 rhinoceros 7 jellyfish 8 eagle 9 elephant

Exercise 3

1 at the cinema	6 at the art gallery
2 at the theatre	7 at the library
3 at the bus station	8 at the car park
4 at the park	9 at the railway station
5 at the post office	

Exercise 4

1 police station 2 museum 3 department store 4 bank
5 tourist information office 6 town hall

Grammar

Exercise 1

1 Lake Superior is larger than Lake Victoria.
2 Stockholm is further north than London.
3 The Mediterranean Sea is bigger than the Baltic Sea.
4 Waikiki beach is longer than Bondi beach.
5 Mount Everest is more famous than Mount Kenya.
6 Africa is hotter than Europe.
7 The Amazon is wider than the Danube.

Exercise 2

1 The most beautiful, diamond
2 The funniest, my brother
3 The best, Manchester United
4 The most important, free
5 The easiest, English
6 The most difficult, maths

Exercise 3

1 were 2 was 3 wasn't 4 was 5 couldn't

Exercise 4

1 arrived 2 waited 3 cleaned 4 phoned 5 tried
6 replied 7 walked 8 asked 9 returned 10 shouted

Skills Round-up 5–6 PAGE 57

Read

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 C 2 A 3 B

Exercise 2

- Students work individually. Check the answers, asking for justification.

ANSWERS

1 F (There are fifteen national parks in Britain.)
2 F (It is about 55 kilometres from east to west ...)
3 F (There are ... even some beaches.)
4 T
5 F (Over forty thousand people live and work in the Lake District.)
6 T

Exercise 3

- Students work individually. Check the answers.

ANSWERS

climbing, sailing, swimming, walking

Exercise 4

- Write on the board: *You can go birdwatching* and *You can't go birdwatching*. Ask students which sentence is true for their country.
- Students continue discussing the activities in pairs.

ANSWERS

Students' own answers.

Listen

Exercise 1 2.12

- Explain that students are going to listen to three speakers describing the national parks in the photos.
- Play the CD for students to match the speakers to the photos. Check the answers.

ANSWERS

1 C 2 A 3 B

TAPESCRIPT

1 Hi, I'm Sandra and I'm from Adelaide, in Australia. There are lots of great national parks in Australia. My favourite is the Great Barrier Reef National Park. It's on the east coast of Australia. There are lots of little islands, with fantastic beaches. People go swimming and surfing there, and of course you can go diving and see beautiful fish.

2 Hi, I'm Liam and I'm from Dublin in Ireland. My favourite national park is the Killarney national park. It's in the west of Ireland. There are three beautiful lakes where people go sailing and fishing. There are also rivers and forests with lots of interesting animals. I sometimes go there with my family in the summer and we go walking.

3 Hi, I'm Maria and I'm from Calgary, in Canada. I love skiing so my favourite national park is Banff National Park. It's in the Rocky Mountains in the west of Canada. There are fantastic mountains where people go skiing and snowboarding. But it isn't just winter sports – I go cycling with my friends and go canoeing on the lakes. It's a great place for a holiday.

Exercise 2 2.12

- Play the CD again for students to listen and complete the chart. Check the answers.

ANSWERS

1 islands 2 surfing 3 diving 4 lakes 5 rivers
6 fishing 7 mountains 8 snowboarding 9 cycling

Write and Speak

- Students research one of the national parks in the box or another national park they know and write about it.

This unit includes

Vocabulary: countries • nationalities • university life • collocations with *do*, *give*, *go* and *take* • places of work • prepositions: biography • chemistry • stages in life

Grammar: past simple: affirmative (irregular verbs) • past simple: negative and interrogative

Skills: reading, listening and talking about famous people • describing your weekend • game: 20 questions

Writing: an email

Workbook pages 52–59

Reading PAGES 58–59**Warm-up**

- Look at the unit title and ask students: *What kind of people are world famous?* [sports celebrities, film stars, pop singers, musicians, politicians, scientists]
- Read the title of the reading page, *Discoveries*. Elicit some important discoveries. [electricity, TV, computers, mobile phones, cars]

Before Reading**Background Notes**

Ada Lovelace (1815–1852) was the daughter of the Romantic poet, Lord Byron. From 1842–43 she worked with Charles Babbage on a machine of his called the Analytical Engine. She wrote a set of notes explaining how to calculate Bernoulli numbers with the Engine. These calculations are recognized by historians as the world's first computer program.

- Students cover the task and focus on the photos. Ask students if they recognize any of the scientists.
- Students read the task and match the scientists with their work. Check the answers.

ANSWERS

1 c 2 d 3 a 4 b

Read**Exercise 1**

- Students look at the main photo and read the text quickly to answer the questions.

ANSWER

The famous scientist in the photo is Marie Curie. She is famous because she discovered radium.

Exercise 2 2.13

- Students read the **Reading tip**. Check that they have understood by asking: *What usually comes first in a biographical text?* [information about the person's birth and childhood]
- Play the CD while students read the text a second time and do the exercise. Check the answers.

ANSWERS

- T
- F (Her mother was head teacher of a girl's school.)
- F (She couldn't go to university because she was a woman.)
- T
- F (They discovered radium and polonium.)
- T

Exercise 3

- Students read the text again and choose the best answers. Ask them to underline the relevant sentences in the text. Check the answers, asking for justification.

ANSWERS

- c (... she got the job of Professor of Physics.)
- c (... he was happy to help her.)
- b (... Marie didn't stop working.)
- a (She tried to use her discoveries to help people who were ill in hospital.)
- b (... where people can visit the tombs of the most famous people in French history.)

Exercise 4

- Students answer the questions. Check the answers.

ANSWERS

- physics 2 science 3 in 1895 4 two
- in a road accident

Optional Activity: Reading skills

Aim: To focus on paragraph organization.

Preparation: Write the following headings on the board:

- Marie's early life
- Her marriage to Pierre
- Life after Pierre

Dictate the following questions and students say which paragraph contains the answers:

- How did Pierre Curie die?* [2]
What did Marie's parents do? [1]
How did Marie die? [3]
Where did she meet Pierre? [2]
Where was Marie born? [1]
Where did Marie spend the rest of her life? [3]
How many children did they have? [2]
Where are the tombs of Marie and Pierre Curie? [3]
Where did Marie study science? [1]

Understanding Ideas

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

SAMPLE ANSWERS

- intelligent, hard-working, kind, generous, etc.
- She tried to cure people who were ill.
- Because they realized how important the Curies were in the history of France.

Vocabulary

Teaching Tip: Using synonyms and antonyms

Encourage students to make a note of any synonyms (words with similar meaning) and antonyms (words with opposite meaning) when they are recording new vocabulary. These words are marked with the symbols **SYN** and **OPP** in a dictionary. Students can use the same symbol in their own notes, e.g. *wealthy* **SYN** *rich*, *awake* **OPP** *asleep*.

Exercise 1

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

ANSWERS

1 rest 2 remains 3 ill 4 tombs 5 discovered
6 government 7 governess 8 wealthy 9 genius
10 extremely 11 collected 12 prize 13 needy
14 awake 15 laboratory

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

awake is an adjective for someone who isn't sleeping. It is not used before a noun. The opposite is *asleep*.

collect is a regular verb which means to go and get something from a particular place. The third person form is *collects* and the past simple form is *collected*. A synonym of *collect* is the phrasal verb *pick sb up*.

discover is a regular verb which means to find something that nobody has found before. The third person form is *discovers* and the past simple form is *discovered*.

extremely is an adverb which is slightly stronger than *very*.

genius is a countable noun for a person with a great and unusual ability.

governess is a countable noun for a woman who was employed in the past to teach the children of a rich family.

government is a countable noun for the group of people who rule or control a country. The abbreviation of *government* is *govt*.

ill is an adjective for someone who isn't well. It is not used before a noun. In American English the word *sick* is used.

laboratory is a countable noun for a room or laboratory that is used for scientific research.

needy is an adjective for someone who does not have enough money, food, clothes, etc. *The needy* describes this group of people in general.

prize is a countable noun for something of value that is given to the winner of a race, competition, game, etc.

remains is a formal noun used to refer to a dead body. This word is always used in the plural.

rest is a noun used in the construction *the rest of (sb or sth)*. It means the part that is left or the ones that are left.

tomb is a countable noun for the place where the body of an important person is buried. People who are not so important are buried in a *grave*.

wealthy is an adjective for a person who has a lot of money. *Rich* is a synonym of *wealthy*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
 - *A white radioactive metal used to treat illnesses* [radium]
 - *An illness* [cancer]
 - *A high-level university teacher* [professor]
 - *You can win this if you make an outstanding contribution to literature, peace or science* [Nobel Prize]
 - *Without anyone knowing* [secretly]
 - *Another radioactive metal* [polonium]
 - *It produces dangerous rays that can cause illness or death* [radioactivity]
 - *For example, a car crash* [road accident]

Quick Test: Synonym race

Tell students you are going to read out synonyms for the words from the lesson. They have a minute to guess as many words as possible. Read out the synonyms in the list and stop after one minute. Repeat until students can guess all the words in less than a minute.

<i>sick</i> [ill]	<i>rulers</i> [government]
<i>not asleep</i> [awake]	<i>place of research</i> [laboratory]
<i>trophy</i> [prize]	<i>pick up</i> [collect]
<i>poor</i> [needy]	<i>what's left</i> [rest]
<i>clever person</i> [genius]	<i>found</i> [discovered]
<i>dead body</i> [remains]	<i>graves</i> [tombs]
<i>teacher</i> [governess]	<i>rich</i> [wealthy]
<i>very</i> [extremely]	

Optional Activity: Make a presentation

Aim: To give a short presentation about a famous scientist.

Preparation: Ask students to research information about a famous scientist for homework.

Students write their presentation in class. Monitor and help.

They practise their presentation in pairs. Monitor and correct any mistakes.

They give their presentation to the class without saying the name of the person. The class has to guess who the scientist is.

More practice

Workbook page 52

Vocabulary PAGE 60

Target Vocabulary

A great scientist: awake collected discovered extremely genius governess government ill laboratory needy prize remains rest tomb wealthy

University life: degree graduate lecture lecturer notes professor research undergraduate

Collocations with do, give, go and take: do a course do research give advice give lectures go to a lecture go to university take a break take a degree take notes

Places of work: court laboratory operating theatre stock exchange studio surgery

Prepositions: biography: after at for in into of to with

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What do you call the people that rule a country? [government]
What's a synonym for picked up? [collected]
How do you describe a person who isn't asleep? [awake]
- Students complete the sentences. Check the answers.

ANSWERS

- government, remains, tomb
- extremely, awake
- prize, collected
- rest, governess
- needy, ill, wealthy
- laboratory, genius, discovered

Extend

Exercise 1 University life

- Students use their dictionaries to match the words with the definitions. Check the answers.

ANSWERS

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

Exercise 2 Collocations with do, give, go and take

Teaching Tip: Collocations

Encourage students to use their dictionaries to find the correct verb that collocates with a noun. Write on the board: *I always _____ lots of notes when I'm in a lecture.* Ask students which word they need to look up to find the correct verb. [notes] Get one student to look up *notes* and tell the class the correct verb. [take] Remind students to look up the noun in the expression when they need to check a collocation.

- Remind students of the meaning of 'collocation' = a combination of words that is very common. The wrong combination sounds incorrect.
- Elicit expressions with *do, give, go* and *take*. [do research, give a lecture, go to university, take a degree, etc.]
- Students use their dictionaries to complete the sentences with the correct verb. Check the answers.

ANSWERS

- 1 take 2 give 3 go 4 do 5 go, do, take 6 give 7 do

Exercise 3 Places of work

- Students use their dictionaries to complete the sentences with the places of work. Check the answers.

ANSWERS

- 1 laboratory 2 operating theatre 3 stock exchange
4 court 5 studio 6 surgery

Exercise 4 Prepositions: biography

Background Notes

Sameera Moussa was an Egyptian nuclear scientist who received a doctorate in atomic radiation from Cairo University and later became a professor there. She was the first woman to hold a university post in Egypt. She organized the Atomic Energy for Peace Conference and visited the USA several times, although she refused to become an American citizen. She died in a car crash in 1952.

- Write on the board: *Sameera Moussa*. Ask students what they know about her.
- Students complete the biography with the prepositions. Check the answers.

ANSWERS

- 1 on 2 in 3 of 4 to 5 with 6 after 7 in 8 at
9 into 10 for 11 for 12 in

Quick Test: Right or wrong

Divide the class into three teams. Explain that they have to decide if the sentences you say are right or wrong. They have to repeat the incorrect sentences with the right word. They get two points if they answer correctly. If they are wrong, the sentence is passed to the next team for one bonus point.

Read out the following sentences:

- A person without money is wealthy.* [WRONG – needy]
A scientist works in a studio. [WRONG – laboratory]
An undergraduate is a university student. [RIGHT]
Professor White does lectures on geology. [WRONG – gives]
Mia studied maths in Manchester University. [WRONG – at]
You get a tomb if you win a competition. [WRONG – prize]
A lecturer is an important teacher at a university. [WRONG – professor]
A doctor works in a surgery. [RIGHT]
I want to give research into a new plastic. [WRONG – do]
Dr El-Baradei was born in June 17th, 1942. [WRONG – on]
The governess are the people who rule the country. [WRONG – government]
A lecture is a university qualification. [WRONG – degree]
They give advice about careers at my school. [RIGHT]
A judge works in an operating theatre. [WRONG – court]
We're moving in Paris next year. [WRONG – to]

Vocabulary Notebooks

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

More practice

Workbook page 53

Past simple: affirmative (irregular verbs)

Warm-up

- Write on the board: *be, become, begin, give, go, make, spend and teach*. Ask: *What do these verbs have in common?* [They're all irregular.] Ask: *How do we know they are irregular?* [Because they have an irregular past simple form.]

Explore

Exercise 1

- Students complete the text with the past simple forms of the irregular verbs in brackets. Check the answers by eliciting the spelling and writing the verb forms on the board.

ANSWERS

1 was 2 became 3 spent 4 went 5 began 6 gave
7 taught 8 made

Teaching Tip: Irregular past simple forms

Students will need frequent reminding of the past simple forms of irregular verbs, so give them a quick test at the beginning or the end of each class. Always elicit the spelling of the past simple forms and write them on the board, so that they are being exposed to the form visually as well as orally.

Exercise 2

- Students use the irregular verb list on page 124 to complete the past simple forms. Check the answers by eliciting the spelling and writing the verb forms on the board.

ANSWERS

1 got 2 came 3 did 4 had 5 wrote 6 knew
7 took 8 spent 9 became 10 won

Follow-up

Grammar Reference page 106

Exploit

Exercise 1

- Students complete the sentences with past simple forms from **Explore**. Check the answers.

ANSWERS

1 spent, became, gave, won
2 was, went, got
3 wrote

Exercise 2

- Read through the **Look out!** box with students. Turn to the irregular verb list on page 124 and get students to study the past simple forms for a few minutes. Give students a quick test on some of the verbs.
- Students complete and match the sentence halves. Check the answers.

ANSWERS

1 brought – c 2 thought – f 3 taught – a 4 bought – e
5 fought – b 6 caught – d

Exercise 3 2.14

- Focus on the example and point out that *began* and *ran* rhyme.
- Students write the past simple verbs in pairs that rhyme.
- Play the CD once for students to listen and check.
- Play the CD again for them to listen and repeat.

ANSWERS

began – ran
broke – spoke
went – sent
made – paid
read – said
saw – wore
sold – told

Exercise 4

- Students write true sentences using the time expressions. Monitor and check. Correct any common mistakes on the board. Ask individual students to read out a sentence.

ANSWERS

Students' own answers.

Exercise 5

- Model the activity with some sentences about yourself.
- Elicit things students did the previous weekend.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

Write on the board: *Doctor Mohamed El-Baradei*.

Doctor Mohamed El-Baradei was born in Cairo on 17th June, 1942. He studied law at Cairo University and then continued his studies in Geneva. Finally, he went to New York to get a doctorate in International Law. In 1997 El-Baradei became Director General of the International Atomic Energy Agency. He and the agency won the Nobel Peace Prize in 2005 for helping people use nuclear energy safely in the world.

More practice

Workbook page 54

Grammar Builder page 107, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 1

1 I – won 2 I – got 3 R – studied 4 R – lived
5 R – worked 6 I – took 7 I – came 8 R – started

Exercise 2

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

Exercise 3

1 ran 2 gave 3 made 4 went 5 saw 6 were
7 said 8 broke 9 began 10 caught

On the map

Target Vocabulary

Countries: Australia Brazil Britain China Egypt France Germany Italy Japan Jordan Kuwait Oman Poland Russia Saudi Arabia Spain Sweden Syria Turkey the UAE the USA Yemen

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students put a cross on the map where they live.

ANSWERS

Students' own answers.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

Students' own answers.

Exercise 3 2.15

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

ANSWERS

- 1 Australia – Australian 2 Brazil – Brazilian
- 3 Britain – British 4 China – Chinese 5 Egypt – Egyptian
- 6 France – French 7 Germany – German 8 Italy – Italian
- 9 Japan – Japanese 10 Jordan – Jordanian
- 11 Kuwait – Kuwaiti 12 Oman – Omani 13 Poland – Polish
- 14 Russia – Russian 15 Saudi Arabia – Saudi
- 16 Spain – Spanish 17 Sweden – Swedish 18 Syria – Syrian
- 19 Turkey – Turkish 20 the UAE – Emirati
- 21 the USA – American 22 Yemen – Yemeni

Exercise 4

- Students label the countries on the map. Monitor and help. Check the answers by asking students to spell the countries.

ANSWERS

- 1 Egypt 2 Saudi Arabia 3 Yemen 4 Oman 5 Jordan
- 6 Syria 7 Turkey 8 Italy 9 Poland 10 Germany
- 11 France 12 Spain 13 Britain

More practice

Workbook page 55

Listen

Exercise 1

- Focus on the photos. Students discuss the questions in pairs.

Exercise 2 2.16

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

ANSWERS

- A Pablo Picasso, Spain
- B Mohamed Al-Fayed, Egypt
- C Queen Rania of Jordan, Kuwait
- D Pelé, Brazil

TAPESCRIPT

A Pablo Picasso was a Spanish artist. He was born in 1881 in Malaga, Spain. His father was a painter and an art teacher. Picasso studied art at school. In 1904 he moved to Paris and he lived in France for the rest of his life. Picasso painted over 13,000 pictures. He died in 1973.

B Mohamed Al-Fayed is a very rich Egyptian businessman. He was born in Alexandria in 1933. His father was a professor of Arabic. As a child, he sold lemonade to earn money. In 1985 he bought the British store Harrods for £615 million. He spent some time in Switzerland but returned to Britain. He calls Britain his home but is very proud to be Egyptian.

C Queen Rania of Jordan was born in Kuwait in 1970. She went to school in Kuwait and then studied at the American University in Cairo. After university, she moved to Jordan to work in banking. On 10 June 1993 she married the Prince of Jordan. She was the youngest queen in the world at the time. She has got four children.

D Pelé is probably the most famous footballer in the world. He was born in Brazil in 1940. He played for two football clubs – Santos and New York Cosmos. He played 92 times for Brazil and appeared in four World Cups. He scored 77 goals in international matches. He stopped playing football in 1977.

Exercise 3 2.16

- Play the CD for students to listen and mark the sentences true or false. Check the answers.

ANSWERS

- 1 F (He moved to France when he was 23 and lived there for the rest of his life.)
- 2 F (He died in 1973.)
- 3 T
- 4 F (He bought Harrods in 1985.)
- 5 F (She went to university in Egypt.)
- 6 T
- 7 F (He played for two clubs.)
- 8 F (He scored 77 goals in 92 matches for Brazil.)

Speak

- Model the game yourself and elicit questions from students.
- Students play 20 questions in pairs or small groups.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A Is your English teacher a man or a woman?

B He's a man.

A Where's he from?

B He's Australian. What about your English teacher?

A She's a woman.

B Is she British?

A No, she isn't. She's American. She's from the USA.

More practice

Everyday English 7, Teacher's Book pages 114–115

Past simple: negative and interrogative

Warm-up

- Ask a few students: *How often do you take photos?*

Explore

Exercise 1 2.17

- Ask: *What can you see in the photo?* [a music concert]
- Students complete the dialogue, then listen and check.

ANSWERS

1 photo 2 London 3 Africa 4 acts 5 documentaries
6 speech

Exercise 2

- Students work individually. Check the answers.

ANSWERS

negative: I didn't take it. I didn't go. I didn't know that.
He didn't sing.

interrogative: Where did you take it?

interrogative and short answers: Did you see it? No, I didn't.
Did a lot of acts perform? Yes, they did.

Exercise 3

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

ANSWERS

1 didn't 2 did

Follow-up

Grammar Reference page 106

Exploit

Teaching Tip: Past simple negative and interrogative

As with the present simple where students forget to use the infinitive form after *don't* and *doesn't*, they often forget to use it after *did* and *didn't* too. You can use the same red card to show them when they forget and ask them to repeat the sentence correctly.

Exercise 1

- Students work individually. Check the answers.

ANSWERS

- Did Suzie take the photo? No, she didn't.
- Did Molly take the photo? Yes, she did.
- Did Molly go to the Live 9 event? Yes, she did.
- Did Suzie go to the Live 9 event? No, she didn't.
- Did Suzie watch the event on TV? Yes, she did.
- Did Helen watch the event on TV? No, she didn't.
- Did Bill Gates make a speech at the event? Yes, he did.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- I didn't watch Live 9 on television.
- We didn't go on holiday last year.
- It didn't rain last weekend.

- I didn't have breakfast this morning.
- My sister didn't break my mobile phone.
- England didn't win the World Cup in 2006.

Exercise 3

- Students tick the activities in the chart.

ANSWERS

Student's own answers.

Exercise 4

- Model the activity. Students ask you the questions.
- Put students in pairs. Student A asks Student B the questions and ticks the chart. Then swap.

ANSWERS

Student's own answers.

Exercise 5

- Students tell the class about their partner's weekend.

Quick Test: Sentence transformation

Read out the affirmative sentences and students write them in the negative or the interrogative past simple.

I wear jeans. (–)

You miss the bus. (?)

Mark takes photos. (–)

Sally reads a magazine. (?)

My friends say hello. (–)

You run to school. (–)

We make pizzas for dinner. (?)

More practice

Workbook page 56

Grammar Builder page 107, exercises 4–8

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 4

- They didn't watch TV last night.
- He didn't win a Nobel Prize.
- I didn't see you at the party.
- Harry didn't tidy his room yesterday evening.
- I didn't forget your birthday.
- We didn't go to school yesterday.
- She didn't study French at university.
- You didn't buy a new sweatshirt.

Exercise 5

- didn't take 3 didn't do 4 didn't send 5 didn't win
- didn't work 7 didn't have 8 didn't write
- didn't become 10 didn't spend 11 didn't finish

Exercise 6

- What time did you get up? 5 Where did you have lunch?
- Did you go to school? 6 Did you watch television?
- Did it rain in the morning? 7 What time did you go to bed?

Exercise 7

Students' own answers.

Exercise 8

- Who did you go with?
- What was the weather like?
- Did you go to London?
- How did you go there / to England?
- How long did you spend in England?
- What did you think of the food? / What was the food like?
- Did you speak English?

An email message

Target Language

Email: Dear ... Hi ... I hope you're well. Great to hear from you. Say hi to (Ann). How was your weekend? (Ann) sends her love. Speak to you soon.

Linking words: and but so then

Warm-up

- Ask students: *How often do you send emails?*

Read

Exercise 1

- Students read the emails quickly and answer the question. Check the answer.

ANSWER

Gail had a better weekend than Lauren.

Exercise 2

- Students read the emails again and tick the activities. Check the answers.

ANSWERS

Gail: do homework, go shopping, have lunch in a café, play tennis, watch a basketball match, watch a DVD

Lauren: go to bed early, go to the cinema, have a barbecue, play volleyball

Exercise 3

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

ANSWERS

- She bought two new T-shirts.
- Yes, she did.
- No, she didn't.
- No, they didn't.
- She thought it was very boring.
- Because she didn't feel well.

- Focus on the emails and elicit the following information:
 - We can use *Dear (name)* or *Hi (name)* to start an email.
 - The emails have two paragraphs; the first contains information about Saturday and the second about Sunday.
 - We can use *Love* or *Best wishes* to finish an email.

Prepare

Exercise 1

- Read through the **Writing tip** with students.
- Students mark the phrases *G* or *L*. Check the answers.

ANSWERS

Gail: I hope you're well. Say hi to (Ann). How was your weekend?

Lauren: Great to hear from you! (Ann) sends her love. Speak to you soon.

Exercise 2

- Students work individually.

ANSWERS

Students' own answers.

Teaching Tip: Linking words in emails

Common linking words in emails are *and*, *but*, *so* and *then*. We use *and* to add information and *but* to contrast information. *So* is used to say the consequence of something and *then* is used to say what happened next.

Write

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

SAMPLE ANSWER

Hi Karen,

I hope you're well. I'm fine, but I didn't have a very good weekend. On Saturday morning I did all my homework, and in the afternoon I went shopping with my parents. I wanted to buy a new jacket, but I couldn't find one I liked. In the end I didn't buy anything.

On Sunday I got up very late. We had lunch in a restaurant, but I didn't enjoy the meal. I didn't feel well in the afternoon, so I couldn't go out with my friends.

Speak to you soon.

Love

Jane

Marking Scheme

- Use of *Dear* or *Hi* (name) to start the email. [1 mark]
- Use of a useful phrase to start the first paragraph. [1 mark]
- Two clear paragraphs. [1 mark]
- Content of first paragraph to include information about Saturday. [1 mark]
- Content of second paragraph to include information about Sunday. [1 mark]
- Use of a useful phrase before the end. [1 mark]
- Use of *Best Wishes* or *Love* to end the email. [1 mark]
- Correct use of linking words. [1 mark]
- Correct spelling and grammar. [2 marks]

More practice

Workbook page 57

Language Skills

Exercise 1 2.18

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

ANSWERS

1 How 2 went 3 was 4 bought 5 didn't 6 Did
7 On 8 about 9 had 10 See

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 F (He had an exciting weekend.)
2 T
3 F (His parents bought him a present.)
4 F (He didn't know it was Tony's birthday.)
5 F (He ate in a restaurant on Saturday evening.)
6 F (He stayed at home.)
7 T
8 T

EXERCISE 3

- Students work individually. Check the answers.

ANSWERS

1 became 2 brought 3 caught 4 fought 5 met
6 sang 7 taught 8 thought

Exercise 4

- Students work individually. Check the answers.

ANSWERS

1 Did Simon see the film last night?
2 They didn't go to Turkey.
3 My dad didn't win the tennis club final.
4 Did they spend all their money?
5 Did Kate visit her sister in Oxford?
6 We didn't eat at a Lebanese restaurant.
7 Did Tom travel to Paris?
8 He didn't give me an interesting book.

Dictionary Corner

Teaching Tip: Phrasal verbs

Students can find phrasal verbs in the OSD by looking for the **PHR V** symbol towards the end of the entry. Remind them that a phrasal verb can have more than one meaning.

Activity: Write on the board the following definitions:
to repair a building and make it more modern [do sth up]
to cheat somebody [do sb out of sth]
to manage without having something [do without]
to fasten a piece of clothing [do sth up]
to get rid of something [do away with sth]

Students look up the verb *do* to find phrasal verbs that match the definitions.

Exercise 1 Stages in life

born ¹ w0 /bɔ:n/ **verb** **be born** to come into the world by birth; to start existing: *Where were you born?* ◊ *I was born in London, but I grew up in Leeds.*
◊ *I'm going to give up work after the baby is born.*
◊ *The idea of free education for all was born in the nineteenth century.* ◊ *His unhappiness was born out of a feeling of frustration.*

- Students look up the words in bold and read the example sentences. These examples will show them how to use the words correctly in a sentence.
- Focus on the dictionary entry for *born* and elicit the following information:
– *born* is used with the verb *be*. Read the example sentences and the use of the verb *be*: *Where were you born?* **I was born** in London.
- Students continue working individually.

ANSWERS

1 was 2 in, from 3 got 4 having, to
5 did / took / sat, passed, failed

Exercise 2

grow up ¹ to develop into an adult; to MATURE: *What do you want to be when you grow up?* (= what job do you want to do later?) ◊ *She grew up* (= spent her childhood) *in Spain.* **2** (used about a feeling, etc.) to develop or become strong: *A close friendship has grown up between them.*

bring sb up to look after a child until he/she is an adult and to teach him/her how to behave **ST2**
raise: *After her parents were killed the child was brought up by her uncle.* ◊ *a well brought up child*

- Students look up *grow up* and *bring sb up* in their dictionary.
- Focus on the dictionary entries and elicit the following information:
– *grow up* means to develop into an adult, e.g. *What do you want to be when you grow up?*
– *bring sb up* means look after someone, e.g. *After her parents were killed she was brought up by her uncle.*
- Explain that *grow up* is an intransitive verb and you do it yourself. Explain that *bring up* is a transitive verb so it can take an object.
- Students write example sentences. Monitor and help.

Exercise 3 Chemistry

radium /ˈreɪdiəm/ **noun** [U] (symbol **Ra**)
(CHEMISTRY) a chemical element. **Radium** is a white RADIOACTIVE metal used in the treatment of some serious diseases **3** For more information on the periodic table of elements, look at pages R34–5.

- Focus on the dictionary entry for *radium* and elicit the following information:
– The chemical symbol for radium is *Ra*.
– The subject label indicates that the word *radium* is related to CHEMISTRY.
– You can find more information about the periodic table of elements on pages R34–5 of the OSD.
- Students continue working individually.

ANSWERS

1 radium 2 copper 3 aluminium 4 iron
5 magnesium 6 brass 7 uranium 8 lead

Follow-up

Self Check, Workbook pages 58–59

Test Unit 7, Teacher's Book pages 134–135

This unit includes

Vocabulary: food and drink • countable and uncountable nouns • ways of cooking • describing food • phrasal verb synonyms • word building • food and cooking words • compound nouns: food

Grammar: Quantity: *some* and *any*, *How much / many?* • Articles (definite and indefinite)

Skills: reading and listening to an interview about eating competitions • talking about traditional food • discussing what you have for breakfast

Writing: a formal letter

Workbook pages 60–67

Reading PAGES 66–67**Warm-up**

- Look at the unit title and ask students: *Imagine you have a restaurant; what food is on the menu?* Students work in pairs to write a menu for their imaginary restaurant.
- Read the title of the reading page, *Healthy eating*. Brainstorm *healthy food* and *unhealthy food* with students. Write their ideas on the board.

Before Reading

- Students read the **Reading tip**. Check that they have understood by asking: *What's the title of the text?* [Can eating be a sport?] *What can you see in the photo?* [a woman eating very fast]
- Students choose a sentence. Check the answer.

ANSWER

Sentence d is the subject of the text.

Background Notes

Competitive eating is a 'sport' which involves the consumption of large quantities of food, usually fast food or desserts, in a short time. It is most popular in the USA, where eating competitions were traditionally held at county fairs. Like Sonya Thomas, the top competitors tend to be slim. This allows the stomach to stretch as it is not constricted by fat.

Read**Exercise 1**

- Students read the text quickly to answer the question. Check the answer.

ANSWER

Sonya Thomas participates in eating competitions.

Exercise 2 2.22

- Play the CD while students read the text again to mark the sentences true or false. They correct the false sentences. Check the answers.

ANSWERS

- F (Most of the time she eats healthy food.)
- T
- T
- T
- F (She has competitions once or twice a month.)
- T

Exercise 3

- Students read the text again and choose the best answers.

ANSWERS

- 1 c 2 c 3 a 4 a 5 b

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in an interview.

Preparation: Write the following questions on the board.

Do you believe eating competitions are real sport? [6]

Why did you first take part in eating competitions? [1]

Do you do a lot of exercise? [4]

How do you prepare for a competition? [3]

How can you stay thin when you eat so much in competitions? [5]

Why did you choose the nickname 'the Black Widow'? [2]

Students work in pairs to number the questions in the order they appear in the interview. They check the order with the reading on page 66.

Number the questions on the board in the right order. Students in pairs role play the interview. Student A is a journalist and Student B is Sonya. Then swap.

Understanding Ideas

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

Teaching Tip: Same or different

Get students to use two different coloured pens to highlight the information in the text. In one colour they highlight the activities that are the same as other sportsmen and women, and in a different colour they highlight the activities that are different from other sportsmen and women.

SAMPLE ANSWERS

- Because people watch eating competitions on TV, so the more competitions they win, the more often people see them on TV. In this way they become famous.
- She eats healthy food. She exercises every day. She has a strong mind and body.
- Students' own answers.

Vocabulary

Teaching Tip: Spider diagrams

The topic of food is an ideal area to teach students how to make a spider diagram. On the board draw a circle with the heading FOOD. Then draw five branches leading off the central circle to five new circles. In each new circle write one of the headings from the diagram on **Student's Book** page 67, exercise 2. Students copy the diagram from the board and write in the names of the food from exercise 2. Later they can add the words from exercise 3 and any subsequent food words that they come across during the unit.

Exercise 1

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

ANSWERS

1 baked 2 spider 3 tradition 4 nickname 5 weighs
6 appetite 7 participates 8 widow 9 natural
10 healthy 11 celebrities 12 fast 13 mind
14 coverage 15 boiled

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

appetite is a countable noun for the desire to eat food, e.g. *Teenage boys usually have a good appetite.*

baked is an adjective that describes the way food has been cooked in an oven. The verb is *bake*.

boiled is an adjective that describes the way food has been cooked in a saucepan of hot water. The verb is *boil*.

celebrity is a countable noun for a person who is well known to many people. The plural form is *celebrities*.

coverage is an uncountable noun for the amount of reporting on an event in the media or on TV.

fast is a verb that means to eat no food for a certain time.

healthy is an adjective that describes something that makes people strong and well. The comparative and superlative forms are *healthier* and *healthiest*.

mind is a countable noun for the part of your brain that thinks, remembers and knows things.

natural is an adjective that describes something that is usual or normal.

nickname is a countable noun for an informal name used by your family and friends instead of your real name.

participate is a regular verb which means to take part in something. The third person form is *participates* and the past simple form is *participated*.

spider is a countable noun for an animal with eight legs which is like an insect.

tradition is a countable noun for a custom that people started doing in the past and continue to do now. The adjective is *traditional*.

weigh is a regular verb which means to measure how heavy something is. The third person form is *weighs* and the past simple form is *weighed*. The corresponding noun is *weight*.

widow is a countable noun for a woman whose husband has died. The word for a man whose wife has died is *widower*.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

Cereal and rice: bread, rice, potatoes, pasta

Fruit and vegetables: apple, carrot, banana, tomatoes

Dairy products: cheese, milk

Protein: meat, egg

Fats and sugars: sweets, sunflower oil

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 chicken curry: protein, cereal and rice

2 strawberries and cream: dairy products, fruit and vegetables

3 blackcurrant cheesecake: dairy products, fruit and vegetables, cereal and rice

4 baked beans on toast: fruit and vegetables, cereal and rice

5 cheeseburger: protein, dairy products, fruit and vegetables, cereal and rice

Quick Test: Give us a clue

Students work in pairs and choose five of the words in the **Vocabulary** section. They write three clues to describe each word. The first clue should be difficult, the second less difficult, and the final clue quite easy. Write on the board the following example:

It's black.

People don't like it.

It's like an insect. [a spider]

Explain the points system: students get three points if they guess the word after the first clue; two points after the second clue; and one point after the third clue. Students team up with another pair to read out their clues and guess the words.

Optional Activity: Menu planning

Aim: To practise talking about food.

Preparation: Write on the board *Breakfast, Lunch, Dinner*.

Tell students they are going to plan a day's menu for a healthy person. Elicit ideas for breakfast and write them on the board. Students continue to plan a menu for lunch and dinner.

More practice

Workbook page 60

Vocabulary

PAGE 68

Target Vocabulary

Can eating be a sport?: appetite baked boiled celebrities coverage fast healthy mind natural nickname participate spider tradition weighs widow

Phrasal verb synonyms: collect complete continue discover participate return stop stretch

Word building: bore, boredom, boring compete, competition, competitive defend, defence, defensive differ, difference, different excite, excitement, exciting imagine, imagination, imaginative isolate, isolation, isolated prepare, preparation, prepared

Describing food: bland fresh lean salty sweet tender

Ways of cooking: bake boil fry grill roast

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What do you call a woman whose husband has died?
[a widow]
What do you do when you measure how heavy something is?
[you weigh it]
How do you describe food that has been cooked in hot water?
[boiled]
- Students complete the sentences. Check the answers.

ANSWERS

1 mind 2 nickname 3 participate 4 appetite
5 tradition 6 boiled 7 healthy 8 fast 9 spider
10 coverage 11 baked 12 widow 13 weighs
14 natural 15 celebrities

Extend

Exercise 1 Phrasal verb synonyms

- Write *participate* on the board and elicit the synonym *take part*. Explain that *take part* is a phrasal verb. Highlight that in English phrasal verbs often have a one-word synonym which comes from Latin.
- Focus on the words in the box and explain that all the words have synonyms that are phrasal verbs.
- Read through the example and then do the second sentence with the whole class. Students look up *pick up* in their dictionaries and find the synonym. Then they continue doing the exercise individually. Check the answers.

ANSWERS

1 participate 2 collect 3 continue 4 return 5 stretch
6 discover 7 stop 8 complete

Exercise 2 Word building

- Read the example. Then students look up the other words in their dictionaries to complete the table. Check the answers.

ANSWERS

1 boredom 2 compete 3 defensive 4 differ
5 excitement 6 imaginative 7 isolate 8 preparation

Teaching Tip: Word building

Students can widen their vocabulary by learning words in word families. Elicit the main parts of speech and write them on the board. [verb, noun, adjective] Now write the word *instruct* in the verb column and elicit more words in the same family. [instructor (n), instruction (n), instructive (adj)] Explain that to find the members of a word family in a dictionary, students should first find the word and then look at the entries before and after it.

Exercise 3 Describing food

- Elicit adjectives for describing food and write them on the board. [delicious, tasty, horrible, etc.] Explain that the sentences in the exercise contain more adjectives to describe food.
- Students look up the words in bold in their dictionaries and match them with the definitions. Check the answers.

ANSWERS

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

Exercise 4 Ways of cooking

- Elicit ways of cooking and write them on the board. [bake, boil, etc.] Explain that the photos show more ways of cooking.
- Students look up the words in the box and match them with the photos. Check the answers.

ANSWERS

1 fry 2 bake 3 roast 4 boil 5 grill

Exercise 5

- Students discuss the question in pairs or small groups. Discuss the answer as a class.

ANSWER

Students' own answers.

Quick Test: Finish the word

Divide the class into four teams. Explain that you are going to write some words on the board one letter at a time. Students have to guess the words as you write them. They get one point for a correct word and another point if they can give an example sentence. If the sentence isn't correct, the next team can try to give a correct sentence. The winner is the team with the most points.

Write the following words on the board:

<i>appetite</i>	<i>dairy product</i>	<i>stretch</i>
<i>salty</i>	<i>grill</i>	<i>coverage</i>
<i>blackcurrant</i>	<i>discover</i>	<i>bland</i>
<i>roast</i>	<i>nickname</i>	<i>curry</i>
<i>complete</i>	<i>tender</i>	<i>bake</i>
<i>tradition</i>	<i>vegetables</i>	<i>natural</i>

Vocabulary Notebooks

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

More practice

Workbook page 61

some / any, How much / many?

Warm-up

- Students in pairs identify the food in the photos. [bread, pizza, butter, cheese, lettuce]

Explore

Exercise 1 2.23

- Students read and listen to the dialogue and circle the examples of *some* and *any*. Check the answers.

ANSWERS

Let's have **some** lunch. Are there **any** pizzas in the fridge? There's **some** cheese. ... there's **some** lettuce. Is there **any** butter? We haven't got **any** bread.

Exercise 2

- Read through the **Look out!** box with students and elicit the correct answers. Remind students we use the word *a* for countable singular nouns with all forms of the verb.

ANSWERS

1 some 2 any 3 any

Teaching Tip: *some / any*

Some students think the use of *some* and *any* is connected with countable and uncountable nouns, when this is not the case. Emphasize that it is the verb form which determines the use of these two words. If students make a mistake, use the prompt: *Affirmative, negative or interrogative?* And get them to repeat the sentence correctly.

Exercise 3

- Students read through the advertisement and answer the questions. Check the answers.

ANSWER

The name of the pizza is The Big One and it costs \$99.

Exercise 4

Language Note: countable or uncountable?

Some nouns can be countable or uncountable depending on the context. In the case of food, it depends on the way in which the food is presented. When we are referring to the whole thing, the word is countable, e.g. *a pizza, a lettuce, a cake*. However, when the food has been cut up, the word is uncountable, e.g. *some pizza, some lettuce, some cake*.

- Read through the **Learn this!** box with students and remind them that countable nouns can be counted and so they have a singular and a plural form. Uncountable nouns cannot be counted and so they always use a singular verb form.
- Students order the words to make questions. Check the answers.

ANSWERS

- How much money does The Big One cost?
- How much pizza dough is there in the pizza?
- How many slices are there in the pizza?
- How much cheese is there in the pizza?
- How many minutes does it take to cook?
- How many Big Ones do they sell a year?

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

- Students complete the dialogue with *some* or *any*.

Exercise 2 2.24

- Play the CD once for students to listen and check.

ANSWERS

1 any 2 some 3 any 4 any 5 some 6 some

Exercise 3

- Students complete the questions with *How much?* or *How many?* Check the answers.

ANSWERS

1 How much 2 How much 3 How many 4 How much
5 How many 6 How many 7 How many 8 How much

Quick Test: Sentence transformation

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

There's some fresh bread. (–)
We've got some chocolate biscuits. (?)
There are some tomatoes in the fridge. (?)
There's some fruit on the table. (–)
They've got some cheese. (?)
There are some people in the kitchen. (–)
We've got some strawberries in the garden. (?)
There's some meat in the microwave. (–)
He's got some money in the bank. (–)
There's some rice in the saucepan. (?)

More practice

Workbook page 62

Grammar Builder page 109, exercises 1–5

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 1

1 U 2 U 3 apples 4 U 5 onions 6 U
7 tomatoes 8 carrots

Exercise 2

1 some 2 any 3 any 4 some 5 any 6 any
7 some 8 any

Exercise 3

1 some 2 any 3 some 4 any 5 any 6 any
7 any 8 any

Exercise 4

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

Exercise 5

Students' own answers.

Talking about food

Target Vocabulary

Food: apples bananas beans bread cereal cheese eggs jam mushrooms olives toast tomatoes yoghurt

Drink: coffee hot chocolate milk orange juice tea water

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 toast 2 bread 3 apples 4 bananas 5 hot chocolate
6 cereal 7 coffee 8 water 9 orange juice 10 milk
11 beans 12 eggs 13 yoghurt 14 olives 15 cheese
16 tomatoes 17 mushrooms 18 jam 19 tea

Exercise 2

- Read through the **Look out!** box with students.
- Students work individually. Check the answers.

Exercise 3 2.25

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

ANSWERS

Countable nouns: apples, bananas, beans, eggs, olives, mushrooms, tomatoes

Uncountable nouns: toast, bread, hot chocolate, cereal, coffee, water, orange juice, milk, yoghurt, cheese, jam, tea

Exercise 4

- Students say the nineteen food items from memory.

More practice

Workbook page 63

Listen

Exercise 1 2.26

- Focus on the task. Check the meaning of *room service*.
- Play the CD once for students to write the room numbers and tick the food and drink. Check the answers.

ANSWERS

Room 101: cereal, tomatoes, eggs, toast, orange juice, hot chocolate

Room 257: cheese, bread, jam, banana, tea

Room 569: cereal, eggs, banana, coffee, water

TAPESCRIPT

1 **Room service** Hello, room service.

Man Oh, hello. I want to order breakfast, please.

RS Room number?

Man It's 101.

RS One hundred and one. OK. Yes? I'm ready.

Man Oh, Well, I'd like a bowl of cereal, please.

RS OK. Anything to drink – tea, coffee?

Man Wait a moment! I want tomatoes and eggs, too.

RS OK, tomatoes and eggs. And do you want bread or toast with that?

Man Toast, please. Two slices of toast.

RS And to drink?

Man I'd like a glass of orange juice. And a cup of hot chocolate.

RS Orange juice and hot chocolate. OK. Ten minutes.

2 **RS** Hello, room service.

Man Oh, hello. Can I order some breakfast, please?

RS Room number?

Man It's 257.

RS Two ... five ... seven. Yes? I'm ready.

Man I'd like some cheese, please.

RS Cheese and ... Bread?

Man Yes, please. And jam.

RS Bread and jam. Any cereal, fruit?

Man Can I have a banana, please?

RS Yes. Anything to drink?

Man A cup of tea, please.

RS Is that all?

Man That's all, thank you.

3 **RS** Hello, room service.

Man Oh, hello. I want to order some food – for breakfast.

RS Room number?

Man Er ... it's 569.

RS Five ... six ...

Man I'd like cereal, please.

RS Just a moment, please. Five ... six ... nine. OK. I'm ready.

Man A bowl of cereal, please.

RS Cereal. Anything else?

Man Yes, please. I want eggs and a banana.

RS Eggs and a ... banana. Any bread or toast?

Man No, thanks.

RS To drink?

Man A cup of coffee, please. And a bottle of water.

RS Coffee. And a bottle of water. OK. Five minutes.

Exercise 2 2.26

- Students match the expressions.
- Play the CD again for them to listen and check.

ANSWERS

1 b 2 d 3 a 4 c 5 e

Speak

- Students ask and answer questions in pairs.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A *What do you have for lunch?*

B *I usually have a sandwich. What about you?*

A *I have some olives and cheese. What do you drink?*

B *I always drink water. And you?*

A *I sometimes have a glass of milk.*

More practice

Everyday English 8, Teacher's Book pages 116–117

Articles

Warm-up

- Ask a few students: *When did you last eat in a restaurant? What kind of restaurant was it?*

Explore

Exercise 1

- Students read the text and underline the articles. Check the answers.

ANSWERS

On **the** High Street, there's **a** Chinese restaurant and **an** Italian restaurant. **The** Chinese restaurant ... **The** Italian restaurant ... **the** pizzas ... There's **an** Indian restaurant ... I don't go to **the** Indian restaurant ... **the** food ...

Exercise 2

- Students look at the examples and complete the chart. Check the answers and elicit examples.

ANSWERS

a / an: singular countable nouns (There's a Chinese restaurant.)
the: singular countable nouns (The Chinese restaurant is good.), plural countable nouns (The pizzas there are brilliant.), uncountable nouns (The food isn't very good.)

Exercise 3

- Students complete the phrases and work out the rule. Check the answers.

ANSWERS

1 a 2 an 3 an 4 an 5 a 6 an 7 an 8 a
 We use *an* before a word beginning with a vowel sound.

Exercise 4

- Read through the **Learn this!** box with students and elicit the correct answers.

ANSWERS

1 *a* or *an*, a supermarket
 2 *the*, the supermarket

Follow-up

Grammar Reference page 108

Exploit

Teaching Tip: Articles

Students often make mistakes with articles because the rules are different in their own language. Highlight any major differences during the class and use the prompt *Article* if students make a mistake. Then ask them to repeat the sentence correctly.

Exercise 1

- Students circle the correct words. Check the answers.

ANSWERS

1 a 2 a 3 the 4 a 5 the 6 The 7 The 8 the
 9 The 10 an 11 the 12 the

Exercise 2

- Read through the **Learn this!** box with students.
- Books closed. Read out the examples in the box without the articles and in a different order. Elicit: *No article* or *Article*.
- Books open. Students complete the sentences, or tick the ones that are correct. Check the answers, asking students to read out the rule from the box.

ANSWERS

- ✓ (no article: go to school, work, etc.)
- the (article: go to the theatre, the cinema, the doctor's)
- ✓ (no article: go to school, work, etc.)
- ✓ (no article: at night.)
- the (article: during the day, in the morning, etc.)
- a (article: have a snack, a drink, etc.)
- ✓ (no article: have breakfast, lunch, etc.)
- the (article: listen to the radio, see a film, etc.)
- ✓ (no article: go to school, work, etc.)
- ✓ (no article: watch television.)

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

There are four cafés near my house, but I only ever go to one of them. There's a café on the corner, but the coffee there is very strong. There's an internet café on the High Street, but the drinks are very expensive there. There's a new café in my street, but the waiters are very unfriendly. The café I go to is in the shopping centre. The cakes there are delicious!

More practice

Workbook page 64

Grammar Builder page 109, exercises 6–8

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 6

1 an 2 a 3 a 4 a 5 an 6 a 7 an 8 an

Exercise 7

- a, a, The, the
- a, a
- a, an, The, the, the, the
- a, a, The, the
- the, a
- a, a, The, the, an
- an, The
- a, a, The

Exercise 8

- nothing 2 the 3 the 4 a 5 nothing, the
- nothing 7 nothing, nothing 8 nothing
- a 10 nothing

A formal letter

Target Language

Formal letter: Dear Sir or Madam, I am ...
We would like to ... I have two further questions.
First ... secondly ... I look forward to hearing from you.
Yours faithfully

Polite requests: Could you please let me know ...?
Could you please tell me ...?

Linking words: and so as

Infinitive of purpose: I am organizing a meal ... to celebrate ...

Warm-up

- Ask students: *When do people write formal letters?* [to ask for information, to make a complaint, to apply for a job, etc.] Write their ideas on the board.

Read

Exercise 1

- Students read through the letter quickly to find out why the sender is writing the letter. [to ask for information]
- Students work individually. Check the answers.

ANSWERS

- ... could you please tell me if there is a good choice of vegetarian dishes on the menu?
- ... could you please let me know how much the set menu costs?
- Could you please let me know if that is possible?

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 traditional Indian 2 10 3 seven 4 vegetarian
- Focus on the letter and elicit the following information:
 - The letter has two clear paragraphs.
 - The first paragraph gives details about the occasion, the number of people, the date and the time. It finishes with a question checking the availability of the venue.
 - The second paragraph contains two requests for further information.
 - We sign a formal letter with our first name and surname.

Prepare

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

- Could you please let me know if ...?
- Could you please tell me if ...?

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- Could you please let me know if / tell me if you serve fish?
- Could you please let me know if / tell me if you are open on Sunday evenings?

- Could you please let me know if / tell me if you have a table for 5 people?
- Could you please let me know if / tell me if you have a set menu?
- Could you please let me know if / tell me if the restaurant is in the centre of town?

Exercise 3

- Read through the **Writing tip** and elicit the answer.

ANSWERS

A formal letter starts with *Dear (Mr Jones)*, or *Dear Sir or Madam*, whereas an informal letter starts with *Dear (Matt)*.

A formal letter ends with *Yours sincerely* or *Yours faithfully*, whereas an informal letter ends with *Love* or *Best wishes*.

Teaching Tip: Short forms in formal letters

Short forms are not used in formal letters and full forms are used throughout, e.g. *I am organizing a meal*, etc.

Write

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

SAMPLE ANSWER

Dear Sir or Madam,
I am organizing a meal for a group of friends to celebrate my birthday. We would like to book a table for a group of eight on Tuesday 22nd August for half past seven. Could you please let me know if that is possible?

I have two further questions. First, could you please let me know if the restaurant has a set menu? Secondly, could you please tell me what time the restaurant opens?
I look forward to hearing from you.

Yours faithfully

Sandra Williams

Sandra Williams

Marking Scheme

- Use of *Dear Sir or Madam* to start the letter. [1 mark]
- Two clear paragraphs. [1 mark]
- Content of first paragraph to include information about the occasion. [1 mark]
- Use of a polite request to check availability. [1 mark]
- Content of second paragraph to include the requests for information in the notes. [1 mark]
- Use of a suitable phrase to close the letter. [1 mark]
- Use of *Yours faithfully* to end the letter. [1 mark]
- No use of short forms. [1 mark]
- Use of correct spelling and grammar. [1 mark]
- Use of first name and surname to sign off. [1 mark]

More practice

Workbook page 65

Language Skills

Exercise 1 2.27

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

ANSWERS

1 can 2 book 3 many 4 would 5 about 6 much
7 any 8 choice 9 How 10 forward

Exercise 2

- Students read the dialogue again and complete the booking form. Check the answers.

ANSWERS

1 Friday 5th May 4 twelve
2 6.30 p.m. 5 Yes
3 Diane Shelton 6 four

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Using running heads

At the top of each page of the OSD there is a word in blue which is called a running head. The word at the top of the left-hand page is the first word on that page and the one at the top of the right-hand page is the last. These words help students to find a word quickly and easily.

Activity: Write on the board the following words:

riot rice roof river rock
rich road risk roast right

Students tick the words they think they would find on the pages that start with **ring** and end with **robber**. Then they look on pages 602–3 to check their answers: *riot, road, risk, roast, river*.

Exercise 1 Food and cooking words

kettle /'ketl/ **noun** [C] a container with a lid, used for boiling water: *an electric kettle*

- Students look up the word *kettle* in their dictionary.
- Focus on the dictionary entry and check the definition: *used for boiling water*.
- Students read the definitions for the rest of the words in the box and complete the sentences in the exercise.

ANSWERS

1 kettle 2 saucepan 3 frying pan 4 oven 5 toaster

Exercise 2 Odd word out

cooker ˈkʊkə(r) (AmE *range*, BrE and AmE *also stove*) **noun** [C] a large piece of kitchen equipment for cooking using gas or electricity. It consists of an oven, a flat top on which pans can be

oven ˈʌvən **noun** [C] the part of a cooker that has a door. You put things inside an oven to cook them: *Cook in a hot oven for 50 minutes.* ◊ a microwave oven

cook ˈkʊk **noun** [C] a person who cooks: *My sister is an excellent cook.*

microwave /ˈmaɪkrəweɪv/ **noun** [C] 1 (PHYSICS) a short electric wave that is used for sending radio messages and for cooking food 2 (also **microwave 'oven'**) a type of oven that cooks or heats food very quickly using **microwaves** ➔ picture at **wavelength**

- Get students to work in groups of four.
- Students look up the words *cooker, oven, cook* and *microwave* in their dictionaries, and compare the definitions.
- Elicit that all the definitions describe a machine for cooking, whereas *cook* is a person.
- Students continue working in groups.

ANSWERS

- 1 cook – A cook is a person. The other words are machines.
- 2 raw – Raw means uncooked. The other words are for the different ways that food has been cooked.
- 3 pasta – Pasta is made from flour. The other words are dairy products.
- 4 peas – Peas are vegetables. The other words are fruit.
- 5 piece – Piece is not a container. The other words are containers.
- 6 grapes – Grapes are a fruit. The other words are seafood.

Exercise 3 Compound nouns: food

strawberry /ˈstrɔːberi/ **noun** [C] (pl. **strawberries**) a small soft red fruit with small white seeds on it: *strawberries and cream*

- Students look up the word *strawberry* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *strawberry* is a kind of fruit.
 - The [C] symbol indicates that *strawberry* is countable.
 - The plural form of *strawberry* is *strawberries*.
- Students continue working individually to match the words.
- Please note that, although not all the words in this exercise are strictly compound nouns, they can be divided into two parts.

ANSWERS

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

Follow-up

Self Check, Workbook pages 66–67

Test Unit 8, Teacher's Book pages 136–137

Language Review 7–8 PAGE 74

Vocabulary

Exercise 1

1 Italian 2 the UAE 3 Jordanian 4 Russian 5 Chinese
6 Turkish 7 Sweden 8 Egypt 9 British 10 American

Exercise 2

1 Egyptian 2 Syrian 3 Spanish 4 Greece 5 Turkish
6 Italy 7 Sweden 8 British

Exercise 3

1 orange juice 2 toast 3 tea 4 cheese 5 tomatoes
6 hot chocolate 7 beans 8 coffee

Exercise 4

1 bananas 2 U 3 U 4 U 5 U 6 U 7 apples 8 U
9 mushrooms 10 U

Exercise 5

1 cereal
2 toast / bread
3 orange juice / water
4 coffee / tea / hot chocolate

Grammar

Exercise 1

1 was 2 went 3 were 4 gave 5 spent 6 won
7 became 8 wrote

Exercise 2

1 He went out with friends.
2 He didn't watch TV.
3 He played computer games.
4 He didn't write a letter.
5 He didn't see a film.
6 He bought a book.

Exercise 3

1 any 2 some 3 many 4 a 5 the 6 much

Skills Round-up 7–8 PAGE 75

Read

Exercise 1

- Students look at the photo and answer the question.

Exercise 2

- Students read the text and check their answer to exercise 1.

ANSWER

Sentence 2 is correct. Martin Luther King fought for the rights of black Americans.

Exercise 3

- Students read the text again and mark the sentences true or false. They correct the false sentences. Check the answers.

ANSWERS

1 F (It's an American national holiday.)
2 F (He was born in Georgia.)
3 T
4 T
5 F (The law was changed.)
6 F (He won the Nobel Peace Prize in 1964.)
7 T
8 F (All four of his children continued his work.)

Listen

Exercise 1

- Look at the photos and ask students who they are. [Lance Armstrong, Nelson Mandela, Mahatma Gandhi]
- Students try to choose the correct answers.

Exercise 2 2.31

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

ANSWERS

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

TAPESCRIPT

1 Girl My hero is a sports person. He's American and he's from Texas. He was born in 1971. In 1996, he was very ill and doctors said that he had cancer. But he got better and he won the *Tour de France* seven times! Now, he has a charity which helps people with cancer. I think he's very kind and very brave.

2 Boy My hero is a politician. He's South African and he was born in 1918. He was the first black president of South Africa – from 1994 to 1999. But before that he fought for the rights of black Africans in South Africa and he spent 27 years in prison. He's a very brave and honest man, and he's a hero for millions of people around the world.

3 Girl My hero is a political leader. He was born in India in 1869 and he died in 1948. At that time, India was ruled by the British. For more than 30 years, he worked hard to get the British to leave India. I think he is one of the most important people in history. He was very intelligent and brave.

Write and Speak

- Students think of a famous person from the past that they admire. They write three sentences about the person. Monitor and help.
- Students read out their sentences to the class. Emphasize that they must not mention the person's name. The other students listen and guess who the person is.

This unit includes

Vocabulary: transport • transport collocations • weather • boats • expressions with *come*

Grammar: present perfect (affirmative) • present perfect (negative and interrogative) • *just, already, yet*

Skills: talking about how you get around • reading and listening to an article about an amazing achievement • talking about sightseeing

Writing: a holiday email

Workbook pages 68–75

Reading PAGES 76–77

Warm-up

- Look at the unit title and ask students: *How can you travel when you go on a journey?* [by plane, by train, by boat, by car, on foot]
- Read the title of the reading page, *Alone on the water*. Ask students: *Do you like travelling by boat? Could you travel alone? Why? Why not?*

Before Reading

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

Background Notes

The English Channel is the stretch of water between southern England and northern France. At its narrowest point it is only 20 miles / 32 kilometres wide. On a clear day it is possible to see France from England.

Read

Exercise 1

- Students read the **Reading tip**. Check that they have understood by asking: *What does the first paragraph of a newspaper article often contain?* [a summary of the story] *What is contained in the other paragraphs?* [more details]
- Students read the first paragraph to answer the two questions. Check the answers.

ANSWERS

- 1 She has just sailed the English Channel.
- 2 Because she is completely paralysed.

Exercise 2

- Students read the rest of the article and number the events in the right order. Check the answers.

ANSWERS

- 1 She played a lot of sports.
- 2 Her legs started to hurt.
- 3 She couldn't walk any more.
- 4 She couldn't use her arms or hands any more.

- 5 A friend took her sailing for the first time.
- 6 She started to design her own boat.
- 7 She had sailing lessons.
- 8 She sailed alone across the English Channel.

Exercise 3 2.32

- Play the CD while students read the text a second time and choose the best answers. Check the answers, asking for justification.

ANSWERS

- 1 c (Suddenly, she's happy and free. Sailing does that to her.)
- 2 b (By the time she was 15, she couldn't walk any more.)
- 3 a (Then, two years ago, a friend took her sailing for the first time.)
- 4 b (The controls of her boat come from her wheelchair and she can steer the boat with her mouth.)
- 5 c (She has become the first disabled person to sail across the Channel.)

Optional Activity: Reading skills

Aim: To focus on paragraph organization.

Preparation: Write the following questions on the board.

What are Hilary's plans for the future? [5]

How does Hilary control her boat? [4]

Why is Hilary paralysed? [2]

When did Hilary first go sailing? [3]

What effect does sailing have on Hilary? [1]

Students number the questions in the order the paragraphs appear in the text. Then they close their books and answer the questions in the correct order.

Understanding Ideas

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

Teaching Tip: Past and present

Do this activity with the whole class by asking students what they thought Hilary's life was like in the past when she became paralysed. [She thought her life was over, she was unhappy, she didn't go out, she didn't meet new people, she didn't think about the future.] Then ask students to contrast these ideas with Hilary's life in the present. [She has an aim in life, she's happier, she goes out more, she meets new people, she makes plans for the future.]

SAMPLE ANSWERS

- 1 Sailing has given her more confidence, and it has given her an aim in life.
- 2 Because she couldn't use her limbs any more and so she needed another person to help her all the time.
- 3 She's a good example because she shows people that you can enjoy life even if you have an enormous problem.

Vocabulary

Teaching Tip: Phrasal verbs

Students need as much exposure as possible to phrasal verbs in order to remember them. Whenever you come across a new phrasal verb write a gapped sentence on the board and get students to complete it in as many different ways as possible, e.g. *I took up _____ because I wanted to _____*. [I took up yoga because I wanted to relax. I took up jogging because I wanted to get fit, etc.] Students can make a note of their favourite sentence as an example.

Exercise 1

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

ANSWERS

1 wheelchair 2 over 3 took up 4 dream 5 disease
6 design 7 sucks 8 exhausted 9 blows 10 confident
11 steer 12 limbs 13 paralysed 14 spread 15 disabled

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

blow is an irregular verb which means to push out air from your mouth. The third person form is *blows* and the past simple form is *blew*.

confident is an adjective that means you are sure about your own abilities. The adverb is *confidently*.

design is a regular verb which means to plan something for a particular purpose. The third person form is *designs* and the past simple form is *designed*. *Design* is also a noun.

disabled is an adjective that means you cannot use a part of your body normally. We use *the disabled* to refer in general to people who are disabled.

disease is a countable noun for a particular illness that has a name, e.g. *malaria*. The adjective is *diseased*.

dream is a countable noun for a series of events that happen in your mind while you are sleeping. *Dream* is also a verb and a *dreamer* is a person who thinks a lot about ideas instead of about real life.

exhausted is an adjective that means very tired.

limb is a countable noun for a person's arm or leg. If someone is *out on a limb*, they are alone and without the support of other people.

over is an adjective that means finished.

paralysed is an adjective that means unable to move a part of your body. The verb is *paralyse* and the noun is *paralysis*.

spread is an irregular verb which means to affect a larger area. The third person form is *spreads* and the past simple form is *spread*.

steer is a regular verb which means to control the direction in which a vehicle is going. The third person form is *steers* and the past simple form is *steered*.

suck is a regular verb which means to pull air or liquid into the mouth. The third person form is *sucks* and the past simple form is *sucked*.

take sth up is a phrasal verb which means to start doing something regularly, especially a hobby. The third person form is *takes up* and the past simple form is *took up*.

wheelchair is a countable noun for a chair with large wheels used by a person who can't walk.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
 - *A person who works on a boat* [sailor]
 - *Fully, totally* [completely]
 - *Something you have done* [experience]
 - *A pipe* [tube]
 - *A place for boats on the coast* [harbour]
 - *Before* [by the time]
 - *The parts of a machine used for operating it* [controls]
 - *The stretch of water between France and the UK* [the Channel]

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 icy and freezing 2 hot and sunny 3 stormy 4 cloudy and warm 5 rainy 6 windy 7 foggy 8 snowy and cold

Quick Test: Missing letters

Write on the board the words from **Vocabulary** substituting a line for the vowels in each word, e.g. d _ s _ bl _ d. Students in pairs race to complete the words. The winners are the first pair to complete all the words.

Optional Activity: Give a presentation

Aim: To give a presentation about another disabled person who has done something special.

Preparation: Write the following questions on the board.

Who is the person?

What is his / her health problem?

What can't he / she do?

What has he / she done / achieved?

What special equipment did he / she need?

Who helped him / her?

How does he / she feel about it?

Students research their person for homework and answer the questions.

Students in small groups give a short presentation about the person, using their notes to help them.

Students find a photograph of the person and write a paragraph about them to display on the classroom wall.

More practice

Workbook page 68

Target Vocabulary

Living again!: blew confident design disabled disease dream exhausted limbs over paralysed spread steer suck taken up wheelchair

The weather: chilly humid mild severe showery unsettled

Boats: bow hull mast port rudder sail starboard stern

Expressions with come: come and go come apart come on come out come round come true

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What's another word for your arms and legs? [limbs]
What did you do when you pushed air out of your mouth? [you blew]
How do you describe a person who cannot use a part of their body normally? [disabled]
- Students complete the sentences. Check the answers.

ANSWERS

- | | |
|-------------------------|--------------------|
| 1 disease, disabled | 6 design, dream |
| 2 spread | 7 suck |
| 3 blew | 8 steer, confident |
| 4 taken up, limbs | 9 exhausted, over |
| 5 paralysed, wheelchair | |

Extend

Exercise 1 The weather

- Students use their dictionaries to match the words with the definitions. Check the answers.

ANSWERS

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

Exercise 2

- Focus on the example and ask students to explain why *severe* is the correct word. [*Severe* means very bad weather and the sentence mentions very strong winds. *Chilly* means quite cold.]
- Students continue referring to the definitions in **Extend** exercise 1 to choose the correct word. Check the answers.

ANSWERS

- 1 severe 2 showery 3 unsettled 4 chilly 5 mild
6 humid

Exercise 3 Boats

- Students look up *bow* in their dictionaries, read the definition and match it to the correct part of the boat. [3]
- They continue looking up the words to match them to the picture. Check the answers.

ANSWERS

- 1 sail 2 mast 3 bow 4 stern 5 port 6 starboard
7 rudder 8 hull

Teaching Tip: Using pictures

Encourage students to draw their own version of the boat in exercise 3. Display the best picture on the wall and use it as a warmer or cooler to revise and elicit the target vocabulary.

Exercise 4 Expressions with come

- Focus on the sentence in the text in **Read** on page 76: *Last month Hilary's dream came true*. Elicit the meaning of *come true*. [when something you hope for becomes reality]
- Elicit any more expressions with *come* that students know.
- Focus on the task. Students look up the verb *come* in their dictionaries and find the other five verbs in the exercise. They match the expressions with the definitions. Check the answers.

ANSWERS

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

Exercise 5

- Focus on the example and ask students to explain why *true* is the correct word. [*Come true* is when something you hope for becomes reality.]
- Students continue referring to the definitions in exercise 4 to complete the sentences. Check the answers.

ANSWERS

- 1 true 2 round 3 goes 4 on 5 apart 6 out

Quick Test: When is it?

Divide the class into four teams. Explain that they have to guess the word you are defining. They get two points for a correct answer and one bonus point if they guess another team's definition. The winning team has the most points. Read out the definitions, starting with the first team:

It's when you control a boat. [steer]
It's when the weather is warm and pleasant. [mild]
It's when you are at the front of a boat. [bow]
It's when you can't move your legs at all. [paralysed]
It's when someone visits you at home. [come round]
It's when the weather is hot and wet. [humid]
It's when you are very tired. [exhausted]
It's when you are on the right of a boat. [starboard]
It's when a new book becomes available. [come out]
It's when something breaks into pieces. [come apart]
It's when the weather is very bad. [severe]
It's when you are at the back of a boat. [stern]
It's when you tell someone to hurry up. [come on]
It's when you are on the left of a boat. [port]
It's when the weather changes a lot. [unsettled]
It's when you feel sure about your actions. [confident]

Vocabulary Notebooks

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

More practice

Workbook page 69

Present perfect: affirmative

Warm-up

- Write on the board: *At the airport*. Elicit different parts of an airport and write the ideas on the board. [departures, check-in desk, passport control, security, gate, arrivals, baggage reclaim, etc.]

Explore

Exercise 1

- Focus on the picture and ask: *Where are they?* [Sam and Julie are at the gate; Simon and Lucy are at passport control.]
- Students complete the sentences with the correct names. Check the answers with the class.

ANSWERS

1 Simon 2 Sam and Julie 3 Lucy

Teaching Tip: Short forms

Encourage students to use the short forms of *have* and *has* with the present perfect, so that they get used to hearing them. Establish a gesture to elicit short forms by moving the thumb and forefinger of your right hand together. When students use an unnatural full form use this gesture accompanied by the prompt *short form* and ask them to repeat their sentence.

Exercise 2

- Read through the information with students and elicit the example answers.

ANSWERS

1 have 2 has 3 've 4 's 5 dropped 6 dropped
7 missed 8 missed 9 ate 10 eaten 11 heard
12 heard 13 has lost 14 have eaten

- Students read through the **Learn this!** box. Check understanding by asking: *What is the position of 'just'?* [between *have/has* and the past participle]

Follow-up

Grammar Reference page 110

Exploit

Exercise 1

- Students write the past participles of the verbs. Get them to check the irregular verbs with the list on Student's Book page 124. Check the answers by asking students to spell the past participles. Write the answers on the board and drill pronunciation.

ANSWERS

written, had, cooked, walked, drunk, done, stopped, gone

Exercise 2

- Students complete the sentences with the present perfect form of the verbs from **Exploit** exercise 1. Highlight that they should use the short forms 've and 's. Check the answers.

ANSWERS

1 've walked 2 've written 3 's stopped 4 've drunk
5 's cooked 6 's had 7 's gone 8 've done

Exercise 3

- Students complete the sentences with the present perfect of the verb in brackets with *just*. Remind them that *just* goes between *have* or *has* and the past participle. Check the answers.

ANSWERS

1 've just heard 4 've just played
2 've just eaten 5 's just gone
3 've just arrived 6 's just bought

Exercise 4

- Students match the questions with the answers in exercise 3. Check the answers with the class.

ANSWERS

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

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

My sister Lucy has just passed her driving test, and so she's very happy. My parents have bought her a small car, and so she's driven to school today for the first time. My brother Simon is not so happy. He's just failed his exams and so my parents are very angry. They've said he can't go out for the rest of the month, and so he's gone to his room in a bad mood.

More practice

Workbook page 70

Grammar Builder page 111, exercises 1–5

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 1

1 has started 2 have decided 3 has phoned
4 have cycled 5 have studied 6 has cooked
7 has landed

Exercise 2

1 know – knew – known
2 write – wrote – written
3 sleep – slept – slept
4 sell – sold – sold
5 think – thought – thought

Exercise 3

1 have seen 2 has gone 3 have left 4 has won
5 have eaten 6 has done 7 has broken

Exercise 4

2 's stopped 3 've arrived 4 've had 5 've spoken
6 's finished 7 've missed 8 've eaten

Exercise 5

2 I've just phoned him.
3 He's just left.
4 I've just watched it.
5 I've just read it.
6 I've just written to her.
7 I've just packed it.
8 I've just booked them.

Transport

Target Vocabulary

Transport: bicycle (bike) boat bus car coach helicopter lorry motorbike plane scooter ship taxi train tram underground van

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students match the words to the photos.

Exercise 2 2.33

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

ANSWERS

1 scooter 2 lorry 3 ship 4 underground 5 coach
6 van 7 tram 8 helicopter

Not illustrated: bicycle, boat, bus, car, motorbike, plane, taxi, train

Exercise 3

- Students work individually. Check the answers.

ANSWERS

land: bicycle, bus, car, coach, lorry, motorbike, scooter, taxi, train, tram, underground, van

air: helicopter, plane

sea: boat, ship

More practice

Workbook page 71

Listen

Exercise 1 2.34

- Explain that students are going to listen to five teenagers answering the two questions about their journey to school.
- Play the CD for students to complete the table. Check the answers.

ANSWERS

- Danny: 1 km, 15 mins
- Charlotte: 6 km, 20–25 mins
- Craig: 200 m, 2–3 mins
- Ann: 2–3 km; 20 mins
- Joe: 4 km, 20 mins

TAPESCRIPT

1 Danny

Interviewer How far do you live from the school?

Danny About one kilometre.

Interviewer And how do you get to school?

Danny I usually walk to school.

Interviewer How long does it take?

Danny About 15 minutes.

2 Charlotte

Interviewer How far do you live from the school?

Charlotte I live in a village, about six kilometres away.

Interviewer How do you get to school?

Charlotte My dad gives me a lift in the morning. He works near the school. But he finishes work late so I go home by bus.

Interviewer And how long does it take?

Charlotte About 20 or 25 minutes.

3 Craig

Interviewer How far do you live from the school?

Craig I live just round the corner – about 200 metres.

Interviewer So do you go on foot?

Craig Yes, usually. Or sometimes I go by bike.

Interviewer How long does it take?

Craig Just two or three minutes.

4 Ann

Interviewer How far do you live from the school?

Ann I'm not sure – about two or three kilometres, I think.

Interviewer And how do you get to school?

Ann I take the tram. It stops right outside our block of flats.

Interviewer How long does it take?

Ann About twenty minutes.

5 Joe

Interviewer How far do you live from the school?

Joe About four kilometres.

Interviewer How do you get to school?

Joe I go by underground.

Interviewer How long does it take?

Joe It takes five minutes to walk to the station, ten minutes on the train, and another five minutes from the station to the school.

Exercise 2 2.34

- Read through the **Look out!** box with students and highlight the different ways of talking about transport.
- Play the CD again for students to complete the sentences. Check the answers.

ANSWERS

1 Craig 2 Ann 3 Danny 4 Joe 5 Charlotte

Speak

- Model and drill the questions. Elicit possible answers and write them on the board. Ask a few students the questions.
- Students ask and answer the questions in pairs. Get a few students to tell the class about their partner.

Optional Activity: Dialogue

Instructions: See **Optional Activity** on page 12.

A How far do you live from the school?

B About three kilometres.

A How do you get to school?

B My dad gives me a lift.

A How long does it take?

B It takes about ten minutes.

More practice

Everyday English 9, Teacher's Book pages 118–119

Present perfect: negative and interrogative**Warm-up**

- Elicit things to do before going on a trip. Write a list on the board. [book a hotel, pack suitcases, change money, etc.]

Explore**Exercise 1** 2.35

- Play the CD for students to tick the list. Check the answers.

ANSWERS

They have booked the tickets, found the passports and bought a guidebook.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

haven't, Have, haven't

Follow-up

Grammar Reference page 110

Exploit**Exercise 1**

- Students work individually. Check the answers.

ANSWERS

They've booked the tickets.

They've found the passports.

They haven't changed the money.

They've bought a guidebook.

They haven't packed the suitcase.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Have they booked the tickets? Yes, they have.

2 Has Sarah found the passports? Yes, she has.

3 Has Emily changed the money? No, she hasn't.

4 Has Emily bought a guidebook? Yes, she has.

5 Have they packed the suitcase? No, they haven't.

Exercise 3 2.36

- Play the CD for students to tick the list. Check the answers.

ANSWERS

Sarah has visited the Citadel, visited the Egyptian Museum and seen the mummies, and taken a boat trip on the River Nile.

TAPESCRIPT

Tania Are you having a good time in Cairo?

Sarah Yes, we arrived two days ago.

Tania What have you done so far?

Sarah We've met our friend Hassan and he's shown us some of the sights.

Tania Have you visited the Citadel yet?

Sarah Yes, we have. We went on Saturday. The views were fantastic.

Tania Have you visited Giza to see the pyramids?

Sarah No, not yet. We're going there tomorrow. But we've seen the mummies in the Egyptian Museum. They were fantastic.

Tania Have you taken a boat trip on the River Nile yet?

Sarah Yes, we have. We went last night – it was really atmospheric!

Tania Have you walked around Heliopolis?

Sarah No. We want to walk around Heliopolis, but we haven't had time.

Tania What's the food like? Have you eaten in any nice restaurants?

Sarah Yes, we've just had a meal near Khan Al-Khalili. It was delicious! We're coming home next Saturday. I'll tell you all about it then ...

Exercise 4

- Students work individually. Check the answers.

ANSWERS

They've visited ... They haven't explored ... They've visited ...

They've taken ... They haven't walked ... They haven't been ...

Exercise 5

- Students tick or cross the activities in the list.

ANSWERS

Students' own answers.

Exercise 6

- Students write sentences about the activities in the list.

ANSWERS

Students' own answers.

Exercise 7

- Students tell the class about their partner.

More practice

Workbook page 72

Grammar Builder page 111, exercises 6–8

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)**Exercise 6**

- Harry hasn't had breakfast.
- I haven't lost my mobile phone.
- Rachel and I haven't spent all our money.
- You haven't eaten the apple.
- Vicky hasn't taken the train to Leeds.
- Luke and Emily haven't visited Spain.
- I haven't done my homework.
- He hasn't gone to New York by ship.

Exercise 7

- Have you decided what to do? Yes, I have.
- Has Robert packed his bags? No, he hasn't.
- Have Kate and David written any postcards? No, they haven't.
- Have you bought any clothes? No, I haven't.
- Have you and Tony had lunch? Yes, we have.
- Has Sarah gone to Edinburgh? Yes, she has.

Exercise 8

- Have you had breakfast? No, I haven't had it yet.
- Have you phoned Joanna? Yes, I've just phoned her.
- Have you bought the sandwiches? Yes, I've already bought them.
- Have you found your keys? No, I haven't found them yet.
- Have you written to Ian? Yes, I've already written to him.
- Have you changed the holiday money? Yes, I've already changed it.
- Have you seen my new scooter? No, I haven't seen it yet.

A holiday email

Target Language

Holiday email: Hi ... I'm having a lovely time in Sydney.
It's very cold and icy. Yesterday we visited ...
It was fascinating. already yet See you soon.
See you next (week). That's all for now.
Hope to see you soon. Look forward to seeing you.
Write soon.

Linking words: and then

Warm-up

- Ask students: *When did you last send an email?* Ask a few students: *Who did you send it to? What was it about?*

Read

- Students read through the emails and decide if the sentences are true or false. Check the answers.

ANSWERS

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

- Focus on the holiday emails and elicit the following information:
 - We use *Hi ...* to start an informal email.
 - There are four paragraphs in each email, but in some cases a paragraph is only one line.
 - The first paragraph contains information about where the writer is and a description of the weather.
 - The second paragraph contains three things the writer has done.
 - The third paragraph contains two things the writer hasn't done yet.
 - The fourth paragraph contains a question, e.g. *Have you booked your holiday yet?* or a closing sentence, e.g. *I'm coming home on Sunday.*
 - We use *Love* or *Best wishes* to end an informal email.
 - We can use short forms in informal emails.

Prepare

Exercise 1

- Read through the **Look out!** box with students. Students work individually to find the examples. Check the answers.

ANSWERS

We've **already** spent a lot of time on the beach.
I haven't visited the Opera House **yet**.
Have you booked your holiday **yet**?
We've **already** seen a lot of sights.
We haven't seen a ballet at the Bolshoi Theatre **yet**.

Exercise 2

- Read through the **Writing tip** with students. They look at the emails and answer the question. Check the answers.

ANSWERS

email 1: That's all for now, Love
email 2: See you next week, Best wishes

Teaching Tip: Use of the dash (–)

A dash can be used to separate a phrase from the rest of a sentence. We often use a dash in an informal email to add extra information, e.g.

It's very cold and icy – yesterday it snowed a lot.

I haven't visited the Opera House yet – and I haven't seen any kangaroos!

Write

Exercise 1

- Students work individually.

Exercise 2

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

SAMPLE ANSWER

Hi John,

We're having a lovely time in London, but the weather isn't very good – it has rained nearly every day.

On Saturday we visited the Tower of London and we bought lots of souvenirs. Yesterday we took a ride on the London Eye – the view from the top is amazing!

We haven't visited the British Museum yet – and we haven't seen the Queen!

We're coming home on Wednesday. Look forward to seeing you.

Love,
Caroline

Marking Scheme

- Use of *Hi* (name) or *Dear* (name) to start the email. [1 mark]
- The email contains four clear paragraphs. [1 mark]
- Content of first paragraph to include information about where the writer is and a description of the weather. [1 mark]
- Correct use of the past simple and time expressions in the second paragraph to describe three things that student did. [1 mark]
- Correct use of the present perfect in the third paragraph to describe two things the student hasn't done. [1 mark]
- Content of fourth paragraph to include information about when the student is coming home. [1 mark]
- Use of a suitable phrase from the **Writing tip** to end the email. [1 mark]
- Use of *Love* or *Best Wishes* to end the email. [1 mark]
- Use of a dash to add extra information to a sentence. [1 mark]
- Use of short forms. [1 mark]

More practice

Workbook page 73

Language Skills

Exercise 1 2.37

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

ANSWERS

1 tour 2 time 3 already 4 been 5 fascinating 6 yet
7 like 8 bought 9 Thanks 10 home

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 He's sitting on a tourist bus.
- 2 He's taking a tour of the city.
- 3 He's seen lots of sights.
- 4 He went to Fifth Avenue and the Metropolitan Museum of Art.
- 5 He's going to the Statue of Liberty.
- 6 It's really sunny.
- 7 He's bought two.
- 8 He's coming home on Friday.

EXERCISE 3

- Students work individually. Check the answers.

ANSWERS

1 just arrived 2 gone 3 've 4 written 5 've 6 drunk
7 's 8 already

Dictionary Corner

Teaching Tip: British and American English

There are many cases where different words are used in British and American English. The OSD shows the British word (labelled *BrE*) and the American word (labelled *AmE*), too.

Activity: Students look up the British words *car*, *taxi*, *tram* and *underground* to find the American equivalents. [automobile, cab / taxicab, streetcar / trolley, subway]

Exercise 1 Transport

ferry¹ /'feri/ *noun* [C] (*pl. ferries*) a boat that carries people, vehicles or goods across a river or across a narrow part of the sea: *a car ferry*

- Students look up the word *ferry* in their dictionary.
- Focus on the dictionary entry and check the definition: *a boat that carries people*.
- Students read the definitions of the words in their dictionary and match them to the photos.
- Check the answers.

ANSWERS

1 ferry 2 dinghy 3 yacht 4 kayak 5 freighter
6 lifeboat

Exercise 2

rail¹ /reil/ *noun* 1 [C] a wooden or metal bar fixed to a wall, which you can hang things on: *a towel/curtain/picture rail* 2 [C] a bar which you can hold to stop you from falling (on stairs, from a building, etc.) 3 [C, usually pl.] each of the two metal bars that form the track that trains run on 4 [U] the railway system; trains as a means of transport: *rail travel/services/fares*

- Students look up the word *rail* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *rail* has a blue key symbol which indicates that it is an Oxford 3000 keyword.
 - *rail* has four meanings.
 - Meaning 3 is the one used in the exercise.
 - The transport mentioned in the definition is the train.
- Students continue working individually. Check the answers.

ANSWERS

1 train 2 lorry 3 plane, ship 4 bicycle 5 helicopter

Follow-up

Self Check, Workbook pages 74–75

Test Unit 9, Teacher's Book pages 138–139

This unit includes

Vocabulary: jobs and work • world of work • synonyms: work • *job* or *work*

Grammar: *going to* • *will* (affirmative, negative, interrogative) • articles • *should* / *shouldn't*

Skills: reading and listening to an article on gap years • talking about plans

Writing: a letter of application

Workbook pages 76–83

Reading PAGES 84–85**Warm-up**

- Look at the unit title and ask students: *What job do you want to do in the future?*
- Read the title of the reading page, *A year abroad*. Explain that some students take a year off between school and university and travel abroad. Ask students where they will travel in a year abroad.

Before Reading

- Students look at the photos and answer the questions. Discuss the answers with the class.

Background Notes

It has become very common for students in Britain to take a 'gap year' between finishing school and starting university. This year is often used as an opportunity to travel and to gain interesting experiences such as those described in the texts. Many students use their gap year to raise money for charity and do charity work experience in developing countries.

Since the introduction of fees for university, many students now also use their gap year as a time to work and save money for their time at university. Many universities regard gap years as a positive thing, as students come to their studies more mature.

Read**Exercise 1**

- Students read the **Reading tip**. Check that they have understood by asking: *What can help you understand difficult vocabulary?* [photos] *Which photo shows a castle?* [photo 2]
- Students read the text quickly to match the photos to the paragraphs. Check the answers.

ANSWERS

1 A 2 C 3 B

Exercise 2 2.41

- Play the CD while students read the text again and choose the best answers. Check the answers, asking for justification.

ANSWERS

- b (A gap year is a break between school and university, or between school and starting a profession.)
- c (My responsibilities will be to help to look after the animals and I'll also show visitors around the centre.)
- a (I'll probably help with other lessons in school too.)
- b (It'll be a great opportunity to practise my French too.)
- c (I'm going to help restore an old castle in the west of France.)

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in a paragraph.

Preparation: Write the following questions on the board.

What does he / she want to do first?

Who is he / she going to work for?

What will he / she do in his / her job?

Is he / she going to work or study in the future?

What country is he / she going to visit?

Students look at paragraph A in the reading text on page 84 and number the questions in the order the information appears. They ask and answer the questions about Jacqui in pairs. Then repeat for Oliver and Darren.

Understanding Ideas

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

Teaching Tip: Debate

When students have to choose between several options, you can organize them into small groups to have a debate. Divide the class into three groups, A, B and C. Allocate one of the gap years from the reading text to each group. Students in pairs make a list of the reasons why their gap year is the most interesting. Regroup students into groups with one student from each A–C group. Each student in turn explains why their gap year is the most interesting. Students then ask each other questions about the gap years. Finally they vote on the most interesting gap year. This will help them answer question 1 in **Understanding Ideas**.

SAMPLE ANSWERS

- Students' own answers.
- Oliver, because he will be working in the field of sport. He's going to be a basketball coach, so he will learn about the needs of basketball players. Also, he will get experience working with people, especially children.
- They learn how to look after themselves (cooking, washing their clothes, etc.); they broaden their horizons by living in a different country; they meet new people from different walks of life; perhaps they learn a different language.

Vocabulary

Teaching Tip: Concept maps

The topic of work is an ideal area to teach students how to make a concept map. On the board draw a circle with the heading *work*. Then draw five branches leading off the central circle to five new circles. In the new circles write the headings: *jobs, nouns, verbs, adjectives, adverbs*. Students copy the diagram from the board and write in the words from exercise 1 according to the parts of speech. They add any other words they can think of. Later they can add any subsequent work words that they come across during the unit.

Exercise 1

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

ANSWERS

1 finance 2 visa 3 full-time 4 restore
5 opportunity 6 coach 7 outdoors 8 voluntary
9 profession 10 rewarding 11 post 12 demanding
13 responsibilities 14 charity 15 ideal

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

charity is a countable noun for an organization that does work that is useful for society. The plural form is *charities*.

coach is a countable noun for a person who trains people to compete in sport, e.g. *a basketball coach*.

demanding is an adjective that describes a job or a task which needs a lot of skill or effort, e.g. *a demanding job*.

finance is a regular verb which means to provide the money to pay for something. The third person form is *finances* and the past simple form is *financed*.

full-time is an adjective that describes a job in which someone works for the whole of the normal period of work, e.g. *a full-time job*.

ideal is an adjective that describes something that is the best possible thing, e.g. *She's the ideal candidate for the job*.

opportunity is a countable noun for a chance to do something that you would like to do, e.g. *You will have an opportunity to ask questions at the end of the talk*.

outdoors is an adverb that means outside a building, e.g. *It's a lovely evening, so let's eat outdoors*.

post is a countable noun for a job, e.g. *They're advertising the post in the local newspaper*. *Position* is a synonym of *post*.

profession is a countable noun for a job that needs special training and higher education, e.g. *the nursing profession*.

responsibility is a countable noun for a duty to deal with a particular task or tasks in a job. The plural form is *responsibilities*. The adjective is *responsible* and the adverb is *responsibly*.

restore is a regular verb which means to put something back into its former condition, e.g. *He restores old furniture as a hobby*. The third person form is *restores* and the past simple form is *restored*.

rewarding is an adjective that describes something that gives you satisfaction, e.g. *a rewarding job*.

visa is a countable noun for an official piece of paper that allows you to enter a country.

voluntary is an adjective that describes something that you want to do, but have no obligation to do it, e.g. *voluntary work*. The noun and verb forms are both *volunteer*.

Exercise 2

- Students work individually or in pairs. They check their answers by finding the phrases in the text.

ANSWERS

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

Exercise 3

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
 - *A place for sick animals* [animal rescue centre]
 - *A person who does unpaid work* [volunteer]
 - *Explain what people do in a building* [show around]
 - *The customs of a particular country* [culture]
 - *The 12 months between school and university* [gap year]
 - *In a different country* [abroad]
 - *Opportunity* [chance]
 - *Likely* [probably]

Quick Test: Climb the ladder

Divide the class into four teams. Draw four ladders on the board, each with 15 rungs. Explain that students have to answer your questions to go up the ladder. Start with the first team. Read out the definitions for the new words in **Vocabulary** exercise 1 on page 85. Put a cross on the first rung of the ladder if they give the correct word. Continue reading out the definitions until they make a mistake. Start again with the second team until they make a mistake. The first team to reach the top rung of the ladder are the winners.

Optional Activity: Give a presentation

Aim: To give a presentation about a gap year.

Preparation: Write on the board the following questions:

Where will you go?

How long will you stay there?

Where will you work?

What will your responsibilities be?

What will you learn from the experience?

Students prepare a short presentation on their gap year and present their ideas to the class. They then vote on the best gap year programme.

More practice

Workbook page 76

Target Vocabulary

Gap years: charity coach demanding finance full-time ideal opportunity outdoors post profession responsibilities restore rewarding visa voluntary

Synonyms: work: chance duties hard job outside perfect repair trainer

The world of work: apply for a job be in charge of a department give sb the sack go on a training course have an interview offer sb a job resign from a job work part-time

Job or work: a new job good jobs leave work early like your job people at work voluntary work

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What's the word for an organization which helps people? [a charity]
What do you do when you clean and repair something that is old and dirty? [you restore it]
How do you describe a job that gives you satisfaction? [rewarding]
- Students complete the sentences. Check the answers.

ANSWERS

1 charity 2 restore 3 post 4 opportunity 5 outdoors
 6 full-time 7 rewarding 8 voluntary 9 visa
 10 ideal 11 profession 12 coach 13 responsibilities
 14 demanding 15 finance

Extend

Exercise 1 Synonyms: work

- Highlight that all the words in the first column come from the reading text in **Read** pages 84–85.
- Explain that the words in the second column are synonyms of the words in the first column, e.g. *ideal* – *perfect*.
- Students match the words to their synonyms, using their dictionaries where necessary. Check the answers.

ANSWERS

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

Exercise 2 The world of work

- Highlight that the first column contains work expressions and the second column contains their definitions.
- Focus on the example. Students continue matching the expressions to the definitions, using their dictionaries where necessary. Check the answers with the class.

ANSWERS

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

Teaching Tip: Learning verb phrases

Students remember verbs better if they learn them in a whole phrase. Look at the verb phrases 1–8 in exercise 2 and get students to highlight the verb phrases in one colour and the rest of the phrase in another: e.g. *to apply* [verb] *for a job* [phrase]. Then they can test each other in pairs. Student A reads out the verb and Student B finishes the phrase. Then swap.

Exercise 3

- Focus on the example. Explain that students have to complete the text with words from exercise 2 but they may need to use a different form, i.e. past simple forms or plurals. Check the answers.

ANSWERS

1 applied 2 interviews 3 offered 4 training 5 charge
 6 part-time 7 resign 8 sack

Exercise 4 job or work

- Remind students of the meaning of 'collocation' – a combination of words that is very common. The wrong combination sounds incorrect.
- Get students to look up the words *job* and *work* in their dictionaries. Elicit the main difference between them. [*job* is a countable noun; *work* is uncountable and refers to the place where you do your job]
- Students complete the sentences with the correct word. Check the answers.

ANSWERS

1 job 2 work 3 work 4 job 5 jobs 6 work

Quick Test: Synonym race

Explain that you are going to say some words and students have to write down a synonym from **Vocabulary** on page 86.

Read out the following words:

<i>working all day</i> [full-time]	<i>outside</i> [outdoors]
<i>trainer</i> [coach]	<i>hard</i> [demanding]
<i>to leave a company</i> [resign]	<i>to repair</i> [restore]
<i>perfect</i> [ideal]	<i>unpaid work</i> [voluntary]
<i>duties</i> [responsibilities]	<i>to provide money</i> [finance]
<i>to ask for work</i> [apply]	<i>chance</i> [opportunity]
<i>an official document</i> [visa]	<i>satisfying</i> [rewarding]
<i>job</i> [post]	<i>working half a day</i> [part-time]

Put students into pairs to compare their answers. Then they try to remember the original clues that you said. Check the answers. Pairs get one point for the correct synonym and one point for the correct clue. They get a bonus point if they wrote down both words correctly. The winning pair has the most points.

Vocabulary Notebooks

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

More practice

Workbook page 77

going to

Warm-up

- Ask a few students: *What are your plans for the summer?*

Explore

Exercise 1

- Students read the text and underline the examples of *going to*. Check the answers.

ANSWERS

I'm going to backpack around Europe ... We're going to start in France ... we're going to visit Italy ... we aren't going to stay in hotels ... we're going to camp ... Where are we going to go? ... We're going to see ...

Teaching Tip: going to future

Some students confuse the *going to* future with the present continuous tense. Highlight that the present continuous tense is formed with the verb *be* + the *-ing* form of the verb and is used for a present action happening at the time of speaking. The *going to* future is formed with the verb *be* + *going to* + the base form of the verb and is used to talk about plans for the future.

Exercise 2

- Go through the **Learn this!** box with students and elicit the sentences to fill the gaps.

ANSWERS

- are going to start
- aren't going to stay
- are we going to go

Follow-up

Grammar Reference page 112

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

- | | |
|------------------------|----------------------|
| 1 is going to travel | 6 is going to save |
| 2 aren't going to work | 7 is going to have |
| 3 are going to stay | 8 isn't going to see |
| 4 is going to work | 9 is going to study |
| 5 isn't going to have | |

Exercise 2

- Students work individually. Remind them to invert *be* and the subject to form questions. Check the answers.

ANSWERS

- Where is Ella going to go with her friends?
- Are they going to work?
- Where are they going to stay?
- Where is Tony going to work?
- Is Tony going to have a holiday?
- What is he going to do with his money?

- Where is Victoria going to have lessons?
- Is Victoria going to see her friends?
- What is she going to study?

Exercise 3

- Students work individually.

ANSWERS

Students' own answers.

Exercise 4

- Students write sentences about their plans using the chart.

ANSWERS

Students' own answers.

Exercise 5

- Students tell the class about their plans.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

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

- I'm going to surf the internet. (-)*
You're going to be late. (?)
Harry's going to buy a laptop. (?)
We're going to stay in a hotel. (-)
The children are going to watch TV. (?)
Lucy's going to phone a friend. (-)
Pete's going to have a barbecue. (?)
They're going to eat in a restaurant. (-)
You're going to pass your exams. (-)

More practice

Workbook page 78

Grammar Builder page 113, exercises 1–4

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 1

- We're going to play tennis next Saturday.
- I'm going to write an essay this evening.
- They're going to visit their grandparents next month.
- You're going to meet me at the café.
- We're going to see a film this evening.
- Pete and Sue are going to study maths at university.
- I'm going to watch TV this evening.

Exercise 2

- We aren't going to play tennis next Saturday.
- I'm not going to write an essay this evening.
- They aren't going to visit their grandparents next month.
- You aren't going to meet me at the café.
- We aren't going to see a film this evening.
- Pete and Sue aren't going to study maths at university.
- I'm not going to watch TV this evening.

Exercise 3

- What film are you going to see?
- Who are you going to go with?
- How are you going to get there?
- What are you going to do after the film?
- What time are you going to arrive home?

Exercise 4

Students' own answers.

Jobs and work

Target Vocabulary

Jobs: actor artist builder bus driver chef cleaner computer programmer doctor engineer factory worker farmer hairdresser inspector mechanic nurse photographer politician scientist secretary shop assistant translator waiter

Vocabulary Notebooks

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

Vocabulary

Exercise 1

- Students work individually.

Exercise 2 2.42

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

ANSWERS

1 chef 2 bus driver / train driver 3 factory worker
4 shop assistant 5 farmer 6 nurse / doctor

Exercise 3

- Go through the **Look out!** box with students. Highlight the use of *a* or *an* with jobs.
- Read the example with students. Students work individually. Ask a few of them to read out their sentences.

ANSWERS

Students' own answers.

More practice

Workbook page 79

Listen

Exercise 1

- Read through the **Listening tip** with students. Elicit more words a nurse might use. [uniform, nights, medicine, etc.]
- Students work individually. Check the answers.

ANSWERS

1 dish, kitchen (meal, restaurant)
2 clothes, customers, department store (trousers, shirt)
3 animals, countryside, outside, weather (tractor, fields)

Exercise 2 2.43

- Play the CD once. Check the answers.

ANSWERS

1 a farmer 2 a nurse 3 a chef 4 a shop assistant

TAPESCRIPT

Speaker 1

Interviewer Where do you work?

Farmer I work in the countryside. I've got 2,000 hectares in the north of England.

Interviewer Do you enjoy your job?

Farmer Yes, I do.

Interviewer Why do you like it?

Farmer I like working outside. The scenery is beautiful. And I like working with animals. We've got horses and cows.

Interviewer Is there anything you don't like about it?

Farmer The weather isn't very good in the winter – but I still have to work outside, in snow, rain – everything. That's difficult sometimes.

Speaker 2

Interviewer Where do you work?

Nurse At the Royal Infirmary in the town centre.

Interviewer Do you enjoy your job?

Nurse Yes, I do. I don't earn a lot of money. But I like helping my patients.

Interviewer What else do you like?

Nurse I work as part of a team. I enjoy that. For example, we work with the doctors at the hospital.

Interviewer Is there anything you don't like about it?

Nurse I have to work with the general public. That's sometimes difficult. People are sometimes angry or upset when they come to hospital.

Speaker 3

Interviewer Where do you work?

Chef At the Bombay House restaurant.

Interviewer Do you enjoy your job?

Chef Hmm ... it's OK. I like some of it!

Interviewer What do you like?

Chef I enjoy working with my hands. And I like making new dishes. For example, my special chicken curry with rice is a really popular dish.

Interviewer And what don't you like about your job?

Chef I'm on my feet all day. So I'm always very tired. And it's always so hot in the kitchen!

Speaker 4

Interviewer Where do you work?

Assistant At Wright's Department Store.

Interviewer Do you enjoy your job?

Assistant Hmm ... well, no, not really.

Interviewer Why don't you like it?

Assistant Well, a few years ago we didn't use computers. But now I have to use them. I don't like using a computer. I hate computers! And another problem is, I don't earn very much money. I'd like to earn more!

Interviewer Anything else?

Assistant I'm on my feet all day, so I get very tired. And I have to work with customers. They can be really difficult people!

Exercise 3 2.43

- Play the CD again. Students complete the sentences. Check the answers.

ANSWERS

1 outside 2 money 3 team 4 public 5 hands
6 feet 7 computer 8 customers

Speak

Exercise 1

- Students work individually.

Exercise 2

- Students discuss the best and worst jobs in pairs.

More practice

Everyday English 10, Teacher's Book pages 120–121

will

Warm-up

- Write on the board: *How do people become millionaires?* Elicit ideas from students. [They work hard, they earn a lot of money, they get a good job, they win a competition, they inherit money from their family, they have good ideas, etc.]

Explore

Exercise 1

- Students read the text and count the examples of *will* and *won't*. Check the answer.

ANSWER

There are six examples of *will* and *won't*.

Exercise 2

- Go through the **Learn this!** box with students and elicit affirmative, negative and interrogative examples of *will* from the text.

ANSWERS

Affirmative: 'I'll invent a new kind of webpage!'

He'll need money to pay for his studies.

'I'll save some and I'll spend some.'

Negative: He won't need a million dollars.

Interrogative: What will he do with the extra money?

Language Note: Pronunciation of 'll

Students often have problems with the pronunciation of the short form of *will*, 'll. Model and drill this sound, first on its own ('ll), then attached to a pronoun (I'll, he'll, etc.), then with the base form of a verb (I'll save, he'll need, etc.) and finally in a phrase (I'll save some, he'll need money).

Follow-up

Grammar Reference page 112

Exploit

Teaching Tip: *will* and *going to*

Students often find it difficult to distinguish between the *will* and *going to* futures. Emphasize that we use the *going to* future to talk about future plans and the *will* future to talk about future predictions. If students make a mistake with these two tenses, say: *Plan or prediction?* Then ask them to repeat the sentence correctly.

Exercise 1

- Students complete the text with the affirmative, negative or interrogative forms of the *will* future. Check the answers.

ANSWERS

- | | |
|---------------|-----------------|
| 1 will make | 5 will be |
| 2 will fly | 6 won't get |
| 3 won't carry | 7 Will ... make |
| 4 will take | 8 will be |

Exercise 2

- Students complete the questions individually or in pairs. Check the answers.

ANSWERS

- When will Alpha One Airways make its first flight?
- Where will the plane fly from?
- Where will it fly to?
- Will it carry a lot of passengers?
- How long will the journey take?
- Will the passengers get any food or drink?

- Model and drill the questions. Then get students to practise the dialogues in pairs. Monitor and help with pronunciation.

Exercise 3

- Students complete the predictions individually with *will* or *won't*. Then they read out their predictions to a partner to find out how many are the same.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

Louise is very optimistic about the future. When she finishes school, she'll either get a job or she'll go to university. She'll work as a nurse in a hospital, or she'll study medicine to become a doctor. She won't live at home, but she'll buy a house near her parents. She won't get married until she's 30 and then she'll have two children. She's sure she'll have a very happy life.

More practice

Workbook page 80

Grammar Builder page 113, exercises 5–6

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 5

- 1 won't 2 will 3 will 4 won't 5 won't 6 will
7 will 8 will

Exercise 6

- Who will you live with?
- Where will you work?
- What job will you do?
- How many children will you have?
- What car will you drive?
- Will you have a house?

A letter of application

Target Language

Formal letter: Dear Sir or Madam, I am writing to ...
I have experience of ... I am ... I look forward to
hearing from you. Yours faithfully,

Warm-up

- Ask students: *How do people usually apply for a job?* [They send their CV. They write a letter.]

Read

- Students read through the letter quickly to find out why Emily wrote it. Check the answer.

ANSWER

Emily wrote the letter to apply for a summer job.

- Focus on the letter of application and elicit the following information:
 - We use *Dear Sir or Madam* to start a formal letter when we do not know the name of the person we are writing to.
 - The letter has three clear paragraphs.
 - We use the phrase *I look forward to hearing from you* before the end of the letter.
 - We end the letter with *Yours faithfully*.

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

Paragraph 1: the job she is applying for, where she saw the advert

Paragraph 2: her work experience

Paragraph 3: her personal qualities, who can give references, when she can start work

Teaching Tip: Starting formal letters

We always start a formal letter by stating the purpose of our letter, e.g. *I am writing to apply for a summer job*. Notice the use of the full form of the verb *be*.

Exercise 2

- Students match the sentence halves. Then they find similar sentences in the letter. Check the answers.

ANSWERS

- c (I am writing to apply for a summer job ...)
- a (I saw the advertisement in the Coventry Daily News.)
- e (I have experience of working in a shop.)
- d (I worked for six weeks as a shop assistant ...)
- b (I can send you a reference from the manager of the book shop ...)

Exercise 3

- Read through the **Writing tip** with students. They find phrases avoiding short forms. Check the answers.

ANSWERS

I am writing to apply for a summer job.

I am honest ...

Write

Exercise 1

- Students read through the job advert and answer the question. Discuss the answer with the class.

Exercise 2

- Students read through the instructions and writing plan. Make sure they understand what they are going to write. Go through the topics in each paragraph.

Exercise 3

- Students write their letter of application. If the writing is done in class, circulate and monitor. Correct any common errors with the class on the board.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Dear Sir or Madam,

I am writing to apply for a job as a summer camp helper. I saw the job advertised in the local newspaper.

I have experience of teaching sports and working with children. Last summer I worked for six weeks at a sports centre.

I am hard-working, reliable and I enjoy doing sport. I can start work on 25th June. I can send you a reference from the manager of the sports centre and also from a teacher at my school.

I look forward to hearing from you.

Yours faithfully

RD Hudson

Richard Hudson

Marking Scheme

- Use of *Dear Sir or Madam* to start the letter. [1 mark]
- Three clear paragraphs. [1 mark]
- Content of the first paragraph includes the job and where it was advertised. [1 mark]
- Content of the second paragraph includes the writer's experience. [1 mark]
- Content of the third paragraph includes personal qualities, when the writer can start and a reference. [1 mark]
- Use of a suitable phrase to close the letter. [1 mark]
- Use of *Yours faithfully* to end the letter. [1 mark]
- No use of short forms. [1 mark]
- Correct use of the phrases in exercise 2 on page 90. [1 mark]
- Use of correct spelling and grammar. [1 mark]

More practice

Workbook page 81

Language Skills

Exercise 1 2.44

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

ANSWERS

1 interview 2 advertisement 3 experience 4 taught
5 between 6 reliable 7 reference 8 manager
9 application 10 forward

Exercise 2

- Students read the dialogue again and complete the notes. Check the answers.

ANSWERS

1 Simon 2 7 3 14 4 hard-working 5 letter
6 manager 7 phone

EXERCISE 3

- Students write sentences about the three girls. Check the answers.

ANSWERS

Kate and Sarah are going to do homework.
Ann isn't going to do homework.
Kate is going to cook lunch.
Are Sarah and Ann going to cook lunch?
Kate and Sarah aren't going to travel abroad.
Is Ann going to travel abroad?

Dictionary Corner

Teaching Tip: Fixed expressions

Certain verbs are typically used with other words, for example, we say *to do overtime*, but *to make money*. These words are called **fixed expressions**. The examples in the OSD indicate which verb is used in these expressions.

Activity: Students look up the following words to find out whether they use the verb *do* or *make*.

business a mistake an effort research
a mess a noise exercise an experiment

[*do*: business, research, exercise, an experiment
make: a mistake, an effort, a mess, a noise]

Exercise 1 Jobs

barrister /'bærɪstə(r)/ **noun** [C] (LAW) (in English law) a lawyer who is trained to speak for you in the higher courts ➔ note at lawyer

- Students look up the word *barrister* in their dictionary.
- Focus on the dictionary entry and check the definition: *a lawyer*. The elicit the following information:
 - The subject label indicates that the word *barrister* is connected to LAW.
 - A similar word to *barrister* is *lawyer*.
 - The headword *lawyer* is in blue and has the key symbol, so this word is more common than *barrister*.
 - The difference between the two words is that *barrister* is a particular type of lawyer.

- Students read the definitions of the other words in their dictionaries and match them to the sentences.

ANSWERS

1 barrister 2 bricklayer 3 plumber 4 vet 5 architect
6 accountant

Exercise 2 The world of work

promote ʔ⁰ **AW** /prə'məʊt/ **verb** [T] 1 to encourage sth; to help sth to happen or develop: *to promote good relations between countries* 2 ~ sth (as sth) to advertise sth in order to increase its sales or make it popular: *The new face cream is being promoted as a miracle cure for wrinkles.* 3 ~ sb (from sth) (to sth) (often passive) to give sb a higher position or more important job: *He's been promoted from assistant manager to manager.* **OPP** demote

- Students look up the word *promote* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - promote* is a verb.
 - promote* has three meanings. Meaning 3 is the one used in this exercise.
 - The [T] symbol indicates that *promote* is transitive, i.e. it is used with an object.
 - We say *to promote somebody from something to something* and the verb is often used in the passive, e.g. *He's been promoted from assistant manager to manager.*
 - The symbol **AW** indicates that *promote* can be used in academic writing.
 - The symbol **OPP** indicates that the opposite of *promote* is *demote*.
- Students continue working individually. Check the answers.

ANSWERS

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

Follow-up

Self Check, Workbook pages 82–83

Test Unit 10, Teacher's Book pages 140–141

Language Review 9–10 PAGE 92

Vocabulary

Exercise 1

1 car 2 boat 3 bike 4 foot

Exercise 2

1 boat 2 scooter 3 train 4 helicopter 5 underground
6 motorbike 7 coach 8 plane

Exercise 3

1 A doctor / nurse 2 A builder 3 A hairdresser
4 An actor 5 A mechanic 6 An artist 7 A chef
8 A shop assistant

Exercise 4

1 outdoors / outside 2 computer 3 team 4 public
5 customers 6 feet 7 helicopter 8 money

Grammar

Exercise 1

1 I've done my homework!
2 I've cleaned my room!
3 I've eaten my dinner!
4 I've had a shower!

Exercise 2

1 We've just finished our dinner.
2 My friend has just got home.
3 The rain has just stopped.
4 I've just seen a terrible film.
5 I've just heard a great joke.
6 He's just booked a holiday.

Exercise 3

1 I haven't bought a ticket.
2 The play hasn't started.
3 You haven't finished your lunch.
4 He hasn't gone for a walk.
5 She hasn't cooked dinner for everybody.

Exercise 4

1 Has Rosie had breakfast? Yes, she has.
2 Has Louise phoned her mum? No, she hasn't.
3 Have Rosie and Louise played tennis? No, they haven't.
4 Has Rosie done the housework? Yes, she has.
5 Have Rosie and Louise eaten all the bread? Yes, they have.

Exercise 5

1 Are you going to be 4 Are you going to miss
2 'm going to stay 5 'm not going to revise
3 are you going to do

Exercise 6

1 will open 2 will have 3 will arrive 4 will enjoy
5 won't get bored 6 won't be 7 will they cost

Skills Round-up 9–10 PAGE 93

Read

Exercise 1

- Students look at the photos and answer the questions.

ANSWERS

The girl is working at a till in a shop. She's serving customers.
She's checking out their shopping.
The boy is working in a fast-food restaurant. He's working
behind the counter. He's cleaning.

Exercise 2

- Students read the text and answer the questions.
Check the answers.

ANSWERS

1 about half
2 babysitting
3 a paper round
4 12
5 Yes
6 to earn some money
7 £3.40
8 There is no minimum wage for 15-year-olds.

Listen

Exercise 1 2.47

- Play the CD once. Students complete the opinions.
Check the answers.

ANSWERS

1 Jack: a 2 Ryan: d 3 Lauren: b

TAPESCRIPT

Jack I think it's a good idea for teenagers to do part-time work. Part-time jobs give you good experience of working. It's important to find out what kind of job you want to do when you leave school. The other advantage of a part-time job is that you can earn some money. When you're 16, it's better to have your own money – not to ask your parents for money! Anyway, my parents haven't got much money, so I'm happy to earn my own money.

Ryan A lot of my friends have got part-time jobs. Part-time jobs are a good way of meeting people. You can make some really good friends. The problem is, you spend all your time working – working at school or working in your job – and you're always tired. Sometimes, part-time jobs make teenagers too tired to study! But they're still a good way to earn some money and meet people, so they aren't a bad thing, really.

Lauren I don't have time to do a part-time job – and I don't really need one either. My mum and dad give me money. The most important thing for teenagers is to get a good education. Then they can get good jobs in the future. Teenagers can only get part-time jobs that are badly paid – £3.00 an hour, or perhaps £3.50. You can't earn much money like that. Parents have to give teenagers more money so that that they don't have to do these jobs. That's my opinion.

Exercise 2 2.47

- Play the CD again. Students complete the opinions.
Check the answers.

ANSWERS

1 experience 2 advantage 3 meeting 4 tired
5 education 6 paid

Write and Speak

- Students in pairs discuss part time jobs.

Workbook answer key

PAGE 4 Unit 1

READING A day in the life of two African children

- 1 2 drives 3 clean 4 walks 5 iron 6 cooks 7 does
8 go 9 get up 10 make 11 looks after
2 1 T 2 T 3 F 4 T 5 F
3 1 c 2 e 3 a 4 g 5 h 6 d 7 f 8 b

PAGE 5 VOCABULARY Supermum!

- 1 2 c 3 b 4 a 5 b 6 a 7 b 8 c 9 c 10 a 11 c
12 c 13 c 14 a 15 a
2 make: your bed, a lot of noise
have: a break, a shower, a celebration
do: the shopping, the washing, your homework
3 2 have 3 does 4 make 5 have 6 have, do
7 does 8 makes
4 2 d 3 f 4 a 5 c 6 b
5 2 Look after at that expensive picture. I think it's fantastic!
3 It's your dog! Look around after it please! Give it food and take it for a walk!
4 Is your bag in your bedroom? In the kitchen? Get a move on and look at for it!
5 Look like out! Stop the car now!
6 I want to visit Rome and look like around all the important places.

PAGE 6 GRAMMAR Present simple: affirmative

- 1 2 goes to school by bus 6 studies English at school
3 works in London 7 goes to the cinema every Friday
4 plays tennis every Saturday 8 gets up late on Sunday mornings
5 lives in Manchester 9 speaks three languages
2 2 on Tuesdays, she studies English.
3 On Wednesdays, she watches television.
4 On Thursdays, she works in a café.
5 On Fridays, she goes out with friends.
6 On Saturdays, she listens to the radio.
7 On Sundays, she reads books.
3 3 Julie cooks dinner on Mondays.
4 Martin studies French on Tuesdays.
5 Julie watches TV on Thursdays.
6 Martin cooks dinner on Thursdays.
7 Julie plays football on Tuesdays.
8 Martin and Julie go to the cinema on Fridays.

PAGE 7 SKILLS Talking about family and friends

- 1 2 aunt 3 sister 4 daughter 5 grandfather 6 nephew
7 granddaughter 8 wife
2 2 cousin 3 father 4 husband 5 uncle 6 nephew
7 daughter 8 sister
3 2 Where is John's DVD?
3 Have you got your brother's bike?
4 This is my parents' car.
5 These are Sandra's pens.
6 The students' bags are in the classroom.
4 2 leaves 3 wives 4 boxes 5 teeth 6 sandwiches
7 trees 8 people 9 stories 10 photos
5 1 sandwiches 2 leaves, trees 3 stories, people
4 photos, teeth

PAGE 8 GRAMMAR Present simple: negative

- 1 A Connor B Tom C Jack
2 2 My parents don't like fish.
3 I don't like pizza.
4 Ben doesn't play tennis.
5 My parents don't watch TV.
6 My friend doesn't go to school by bus.
7 Bella doesn't eat meat.
8 We don't like computer games.
9 She doesn't study science.

- 3 2 doesn't play 3 don't like 4 doesn't study
5 don't work 6 don't get up 7 doesn't drive
8 don't come
4 2 Melanie doesn't play football.
3 Melanie walks to school.
4 Tom and Vicky don't speak French.
5 Tom and Vicky play football.
6 Tom and Vicky don't walk to school.

PAGE 9 WRITING An informal letter

- 1 1 21 Brighton Road, Hastings 2 24th July 3 Dear
4 Best wishes,
2 1 g 2 d 3 f 4 a 5 c 6 b 7 e
3 1 so 2 then 3 or 4 and
4 2 15th 3 30th 4 31st 5 11th 6 22nd
5 Students' own answers.

PAGE 10 Self check 1: Grammar

- 1 1 They play volleyball on Tuesdays.
2 My mum teaches English at our school.
3 Jack goes to school by bike.
4 My brother and sister wash their hands before meals.
5 We hate homework!
6 You work a lot.
7 Alice studies before dinner.
8 My dad watches football on TV.
2 1 get up 2 stays 3 play 4 study 5 do 6 hates
7 read 8 watch
3 doesn't, verb
4 1 don't do 2 doesn't want 3 don't like 4 doesn't play
5 don't go 6 don't enjoy
5 1 No, they don't drive to school. They walk to school.
2 No, Lily doesn't work in a bank. She works in a shop.
3 No, they don't live in Paris. They live in New York.
4 No, they don't speak English. They speak French.
5 No, Tom doesn't cook pizzas. He cooks pasta.
6 No, Sally doesn't study architecture. She studies science.
7 No, Mike and Steven don't like tennis. They like chess.
8 No, Alice doesn't come from Liverpool. She comes from Manchester.

PAGE 11 Self check 1: Vocabulary

- | 1 Across | Down |
|--------------------------------|-------------|
| 2 daughter | 1 leaves |
| 6 cousin | 10 aunt |
| 8 studies | 3 grandson |
| 9 father | 11 goes |
| 12 potatoes | 4 doesn't |
| 13 nice | 5 watches |
| 2 1 lunch / dinner | 14 children |
| 2 homework | 15 teach |
| 3 celebration / break / shower | 7 not |
| 4 noise | |
| 5 break / celebration / shower | |
| 6 washing / shopping | |
| 7 dinner / lunch | |
| 8 phone | |
| 9 shower / celebration / break | |
| 10 shopping / washing | |

C	L	E	A	I	R	F	L	V	Y	G	N
I	U	E	H	O	M	E	W	O	R	K	A
N	N	I	D	A	H	O	I	N	N	E	
O	C	E	L	E	B	R	A	T	I	O	N
T	H	F	E	Y	R	O	T	S	E	I	A
D	D	I	W	L	E	A	U	H	E	S	N
S	D	R	A	N	A	P	H	O	N	E	N
T	R	H	S	T	K	I	D	W	N	L	O
I	D	F	H	D	I	N	N	E	R	Y	Y
E	D	H	I	W	H	E	T	R	R	I	I
I	E	S	N	S	H	O	P	P	I	N	G
B	O	R	G	N	G	S	T	I	A	T	G

PAGE 12 Unit 2

READING Tae kwon do school

- 1 2 eyes 3 ears 4 fingers 5 mouth 6 foot 7 head
8 neck 9 legs
2 1 shoulder 2 arm 3 back 4 chest 5 stomach
6 hand 7 knee
3 c
4 1 Australia 2 after 3 afternoon 4 Korean 5 in 6 early

PAGE 13 VOCABULARY No pain, no gain

- 1 2 routine 3 typical 4 run 5 stretch 6 practise 7 hit
8 hard 9 break 10 kick 11 jump 12 dangerous
13 defend 14 fight 15 rest
2 2 defends 3 rest 4 dangerous 5 hard
3 2 adjective 3 verb 4 verb 5 noun 6 noun
7 verb 8 verb
4 1 rushes 2 stroll 3 jog 4 sprints 5 hike 6 march

PAGE 14 GRAMMAR Present simple: questions

- 1 2 Does 3 Do 4 Does 5 Do 6 Does
Students' own answers.
2 do: karate, photography
play: basketball, chess, tennis
go: cycling, jogging, rollerblading, swimming
3 2 Does Megan do karate? No, she doesn't.
3 Do Sue and Kate play basketball? No, they don't.
4 Does Dave watch TV? No, he doesn't.
5 Does Megan play basketball? Yes, she does.
6 Do Sue and Kate do karate? Yes, they do.
4 2 What TV programme do you watch?
3 When do you go to bed?
4 How do you spell 'athletics'?
5 Where does James do his homework?
6 Who do you see at weekends?
5 b How do you get to school? 3
c When do you phone your friends? 4
d What do you do after school? 6
e Who do you go jogging with? 1
f Where do you play football? 5

Challenge!

- 1 Where do kangaroos live? In Australia.
2 When do people celebrate New Year? In January.
3 What do dolphins eat? Fish.
4 & 5 Students' own questions.

PAGE 15 SKILLS Free-time activities

- 1 2 tennis 3 chess 4 athletics 5 walking 6 swimming
7 football 8 computer games 9 basketball 10 gymnastics
11 cycling 12 ice skating 13 films 14 jogging
15 painting 16 books 17 rollerblading 18 photography
2 Students' own answers.
3 2 go 3 play 4 go 5 play 6 goes 7 do 8 goes
4 1 listen to 2 a walk 3 magazines 4 play 5 TV 6 takes
7 karate 8 does

PAGE 16 GRAMMAR Adverbs of frequency

- 1 2 usually 3 often 4 sometimes 5 hardly ever 6 never
2 2 He is hardly ever in bed by ten o'clock.
3 He never stays out until two o'clock.
4 He often goes out with friends.
5 He sometimes plays football after school.
6 He usually does his homework.
7 He never plays computer games.
8 He hardly ever stays in bed late.
3 2 She often goes to work by bus. She sometimes goes to work on foot.
3 She always has lunch at work. She never has lunch at home.
4 She hardly ever comes home early. She usually comes home late.
5 She is sometimes in bed before 11 o'clock. She is sometimes in bed after 11 o'clock.
4 Students' own answers.
5 Students' own answers.

PAGE 17 WRITING An announcement

- 1 2 Come 3 Bring 4 Phone 5 Don't forget
2 2 a 3 f 4 e 5 g 6 b 7 d 8 h
3 1 Tell your friends.
2 Join our club.
3 Visit our website.
4 Play basketball and get fit.
5 Come to our next meeting.
6 Talk about your favourite hobby.
4 1 at, on 2 at 3 to 4 about 5 on 6 for
5 Students' own answers.

PAGE 18 Self check 2: Grammar

- 1 1 Does Steven go swimming?
2 Do they live in London?
3 Do you play chess after school?
4 Does Mary make nice pizzas?
5 Do Tom and David study Spanish?
6 Does Alice like photography?
7 Do you work at the weekends?
8 Does she enjoy snowboarding?
2 1 Where 2 How 3 What 4 When 5 Who 6 What
7 Who 8 When
3 1 We *are always* late for school.
2 They *sometimes come* to visit us.
3 She *never goes* out with friends.
4 I *am hardly ever* at home.
5 My mum *is always* happy!
6 We *sometimes go* shopping with our parents.
7 Dad *usually cooks* at the weekends.
8 I'm often in bed when my brother *comes* home.
4 1 We never wake up early.
2 I'm always in bed on Saturday mornings.
3 I'm never at home before 6 o'clock.
4 We usually visit our grandparents at the weekend.
5 She sometimes goes to school by bus.
6 We are often in the school library.
7 They are hardly ever at home.
8 They usually have lunch at school.

PAGE 19 Self check 2: Vocabulary

- 1 Across Down 2
- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| C | Y | R | M | L | R | G | K | M | A | G | O |
| T | O | A | S | X | E | U | I | D | S | E | S |
| D | E | S | T | R | E | T | C | H | T | R | A |
| T | H | G | R | N | O | L | K | H | R | M | S |
| P | P | R | A | C | T | I | S | E | A | S | E |
| O | R | C | I | U | T | S | D | Y | I | P | E |
| R | M | A | N | S | F | P | E | T | N | O | O |
| H | I | K | E | N | A | R | U | N | E | R | A |
| P | D | L | S | T | H | I | B | I | R | T | T |
| S | J | U | M | P | I | N | N | T | O | S | R |
| O | O | I | M | H | I | T | T | E | G | N | A |
| R | G | T | N | S | F | A | E | O | O | A | I |
- 1 take 1 terrible
4 sometimes 2 does
6 when 3 usually
8 stand 5 swimming
10 awful 7 play
11 go 9 popular
12 which 13 hate
15 playing 14 cycling
17 hardly 16 where
19 never 18 read

PAGE 20 Unit 3

READING Home school

- 1 2 corridor 3 library 4 computer room 5 gym 6 stairs
7 playing field 8 staff room
2 2 f 3 e 4 d 5 a 6 c
3 2 travel to school 3 prepare lessons 4 discuss problems
5 make friends 6 stay for a night
4 1 d 2 a 3 e 4 b 5 c
5 1 HS 2 both 3 HS 4 NS 5 NS 6 HS

PAGE 21 VOCABULARY School of the air

- 1 2 subjects 3 take place 4 post 5 population 6 annual
7 lonely 8 chat 9 library 10 travel 11 borrow
12 on their / its own 13 isolated 14 revise 15 discuss
2 2 corridor 3 staff room 4 canteen 5 stairs 6 gym
7 playing fields 8 hall
3 2 down 3 away 4 off 5 apart 6 out
4 2 whisper 3 interview 4 argue 5 discuss 6 shout
7 announce

PAGE 22 GRAMMAR *there is / there are*

- 1 2 There aren't 3 There isn't 4 There aren't 5 There aren't
6 There isn't 7 There isn't 8 There aren't
- 2 1 bikes 2 CDs 3 dogs 4 pencils 5 book 6 girls
7 cars 8 computer
- 3 2 There are four CDs. 6 There are two girls.
3 There are three dogs. 7 There are three cars.
4 There are five pencils. 8 There is one computer.
5 There is one book.
- 4 Students' own pictures.
- 5 2 Are there any children in the classroom? No, there aren't.
3 Are there any books on the shelves? Yes, there are.
4 Are there any plants near the window? No, there aren't.
5 Are there any posters on the wall? Yes, there are.
6 Is there a pen on the desk? No, there isn't.
7 Is there a noticeboard on the wall? Yes, there is.
8 Is there a computer in the classroom? Yes, there is.

PAGE 23 SKILLS Talking about school

- 1 Students' own timetables.
- 2 Students' own answers.
- 3 2 It's ten past ten. 6 It's quarter past nine.
3 It's half past three. 7 It's five to twelve.
4 It's twenty-five past seven. 8 It's half past four.
5 It's quarter to one.
- 4 2 CD player 3 shelves 4 board 5 desk 6 cupboard
7 clock
- 5 (Possible answers)
2 It's on the desk. 5 It's in front of the board.
3 It's near / next to the board. 6 It's under the desk.
4 It's behind the desk.

PAGE 24 GRAMMAR *have to*

- 1 2 have to 3 don't have to 4 doesn't have to 5 have to
6 don't have to
- 2 2 She doesn't have to wear a school uniform.
3 She has to carry some books to school.
4 She doesn't have to walk to school.
5 She has to study chemistry.
6 She has to walk home.
- 3 2 Do you have to get up 6 Do you have to do
3 Do you have wear 7 Do you have study
4 Do you have to tidy 8 Do you have to come
5 Do you have to walk (Students' own answers.)
- 4 2 We don't have to use computers at school.
3 We have to play basketball in P.E. lessons.
4 Do you have to get up early?
5 We have to listen to the teacher.
6 Does John have to work hard at school?
7 They don't have to take exams every year.

PAGE 25 WRITING A note

- 1 2 We, geography 3 I, school 4 Tom, UK
5 Monday, February 6 Where's, The
- 2 1 Is it Friday today?
2 Marco and Antonella are from Florence, in Italy.
3 Pete and I study English but we don't study French.
4 My dad's birthday is 18th May.
5 My cousin's name is Sam. He lives in Dublin in Ireland.
6 Queen Elizabeth lives in Buckingham Palace.
- 3 1 Welcome to 4 in the canteen
2 before 8.30 5 Lessons start again
3 the morning break
- 4 Arrive at school: before 8.30
Lessons start: 9.00
Number of lessons in the morning: five
Break is from: 10.45 to 11.00
Lunch is at: 1.00
In the afternoon lessons start at: 2.00
Number of lessons in the afternoon: three
School finishes: 4.00
- 5 Students' own answers.

PAGE 26 Self check 3: Grammar

- 1 1 There are 2 There's 3 There are 4 There are 5 there's
6 There are 7 there's 8 there's
- 2 1 there's 2 there are 3 there aren't 4 There's
5 there aren't 6 There are
- 3 1 Are there any 2 there are 3 Are there any 4 there aren't
5 Is there an 6 there isn't 7 Are there any 8 there are
- 4 1 We don't have to go to school on Saturdays.
2 We have to go to the school hall.
3 My dad doesn't have to buy us some new jeans.
4 She has to buy a new computer.
5 Tom doesn't have to walk to school.
6 She doesn't have to help her sister with her homework.
7 You have to go to the dentist.
8 We have to get up early.
- 5 1 Does she have to go to school today?
2 Does his dad have to go to work today?
3 Do you have to do the English exam this morning?
4 Do you have to go to bed at 10 o'clock?
5 Do they have to discuss it with the head teacher?
6 Does he have to work tonight?
7 Where do they have to sit?
8 What do we have to do?
9 What time does he have to get up?
10 What do we have to do?

PAGE 27 Self check 3: Vocabulary

- | | | |
|---------------|-------------|---------------|
| 1 Across | Down | 2 |
| 2 shelves | 1 chemistry | NOTICEBOARD |
| 5 information | 3 history | EOIUEELHSON |
| 7 has | 4 doesn't | GYMAMBTTRURE |
| 8 do | 6 annual | MLEISEJHALTO |
| 9 there | 8 design | NETICCANTREEN |
| 10 aren't | 11 notice | STAFFROOMSNV |
| 12 on | 14 plants | ISBDDDEBOBTB |
| 13 opposite | 15 left | HOLIBRARYLXD |
| 17 discuss | 16 under | ANECMELTAMAE |
| 18 next | | LSAAUNIFORMC |
| 19 stairs | | CORRIDORITSK |
| | | OTHADJFDKTMU |

PAGE 28 Unit 4

READING Playing the clown

- 1 2 meal 3 wedding 4 picnic 5 invitation 6 birthday
- 2 2 parties 3 clothes 4 never 5 enjoy 6 boring 7 think
- 3 1 F 2 T 3 T 4 F 5 T 6 F
- 4 1 outside 2 use a room 3 after John 4 tell stories
5 students 6 enjoys

PAGE 29 VOCABULARY Party planner

- 1 2 c 3 a 4 c 5 c 6 a 7 b 8 a 9 b 10 c 11 c
12 c 13 c 14 a 15 b
- 2 2 fascinating 3 quiet 4 terrible 5 amazing 6 unusual
7 crowded
- 3 2 noun 3 adjective 4 verb 5 adjective 6 noun
7 adverb 8 adverb
- 4 2 gets well soon 3 getting married 4 get together
5 get ready 6 getting tired

PAGE 30 GRAMMAR Present continuous

- 1 1 F 2 F 3 F 4 T 5 F
- 2 2 are watching 3 am wearing 4 are leaving 5 are sitting
6 is writing 7 am having 8 is chatting
- 3 2 We aren't watching TV, we're watching a DVD.
3 I'm not drinking coffee, I'm drinking tea.
4 Jenny isn't wearing a skirt, she's wearing a dress.
5 Joe and Rupert aren't driving to London, they're driving to Oxford.
6 That girl isn't smiling at you, she's smiling at me.
- 4 2 What are your friends eating? 5 Is the sun shining?
3 Why are you going to bed? 6 What is Tony wearing?
4 Are Dave and Sarah playing tennis?
- 5 2 e 3 f 4 b 5 a 6 c

PAGE 31 SKILLS Describing clothes

- 1 1 top 2 dress 3 jeans 4 cap 5 jacket 6 trousers
7 blouse 8 shirt 9 skirt 10 boots 11 shorts 12 tie
13 T-shirt 14 shoes 15 jumper 16 sweatshirt
Mystery word: tracksuit bottoms
- 2 1 Steve has got a blue jacket, a white shirt, a red tie, black shoes and black trousers.
2 Josh has got a red cap, a yellow T-shirt, blue shorts, blue trainers and white socks.
3 Ella has got a pink blouse, a black skirt and black boots.
- 3 Students' own answers.
- 4 2 fast – h, slow 3 bad – j, good 4 quiet – a, loud
5 small – f, big 6 new – k, old 7 easy – i, difficult
8 cold – b, hot 9 expensive – g, cheap
10 ugly – c, beautiful 11 late – e, early

PAGE 32 GRAMMAR can and adverbs

- 1 2 Sue can drive a car, but she can't ride a bike.
3 Tom can't speak French and he can't play volleyball.
4 Mike and Tom can ride a bike, but Sue can't.
5 Tom and Sue can't speak French, but Mike can.
6 Tom can't play volleyball, but Sue and Mike can.
7 Mike, Sue and Tom can drive a car.
- 2 (Students' own answers.)
2 Can you play a sport? 5 Can you stand on your head?
3 Can you ride a bike? 6 Can you swim 100 metres?
4 Can you speak French? 7 Can you use a computer?
- 3 2 early 3 hard 4 quickly 5 carefully 6 easily
7 beautifully 8 fluently
- 4 2 Ben is swimming fast.
3 Tom's dad is cycling badly.
4 Wendy and Sam are arriving early.
5 Patricia is singing loudly.
6 Jamie and Beth are playing happily.

PAGE 33 WRITING An invitation

- 1 2 play 3 theme park 4 wedding anniversary
5 sightseeing 6 museum
- 2 2 sightseeing 3 hope 4 soon 5 Hi 6 organizing
7 starts 8 invite
- 3 2 Can you bring some food, please?
3 Can you invite our aunt to the party, please?
4 Can you phone David and tell him, please?
5 Can you come with us to the museum, please?
6 Can you let me know if you can come, please?
- 4 Students' own answers.

PAGE 34 Self check 4: Grammar

- 1 1 is shining 2 are working 3 is playing 4 are shopping
5 is having 6 is cleaning 7 is sleeping 8 am writing
- 2 1 They aren't working in London.
2 Alan isn't doing his homework.
3 My dad isn't wearing jeans.
4 We aren't having lunch.
5 My cousins aren't watching a film.
6 The teacher isn't sitting in the staff room.
- 3 1 is he playing 2 are they cooking 3 am I reading
4 are they drawing 5 is she studying 6 are they watching
7 are you going 8 is she arriving 9 are they visiting
10 is he talking to
- 4 1 Can, drive 2 can speak 3 can't play 4 can't buy
5 can count 6 can, go 7 can run 8 can't write
- 5 1 well 2 fluently 3 quickly / fast 4 hard
5 carefully / slowly 6 beautifully / well 7 late 8 loudly

PAGE 35 Self check 4: Vocabulary

- | | | |
|--------------|------------|-------------------------|
| 1 Across | Down | 2 |
| 1 guests | 1 tent | T T A E R S O P T T R B |
| 2 castle | 3 shoes | M E M O R A B L E L R O |
| 4 fast | 5 abroad | A X A R O C B O R I N G |
| 7 shorts | 6 shining | C T Z A N U H A R C E T |
| 9 new | 7 swimming | K R I N C R E D I B L E |
| 10 dress | 8 well | S A N S T L U B B E H C |
| 11 in | 13 cheap | U V G A M I C S L R F R |
| 12 difficult | 15 about | I A E I H Q U I E T P O |
| 14 easily | 16 top | T G D N T A V C O F E W |
| 17 sock | | F A S C I N A T I N G D |
| 18 jeans | | W N C L D T E F L P T E |
| | | H T E U N U S U A L W D |

PAGE 36 Unit 5

READING Crocodiles

- 1 2 eagle 3 elephant 4 jellyfish 5 hippo 6 lion
7 mosquito 8 shark 9 snake 10 tiger 11 whale
- 2 2 mosquito 3 tiger 4 shark 5 snake 6 hippo 7 whale
8 jellyfish 9 eagle 10 bear 11 lion
- 3 2 kill 3 long 4 heavy 5 aggressive 6 run 7 bite
- 4 1 hundreds 2 about 20 centimetres 3 over six metres
4 about 1,000 kilograms 5 70 to 80 years
6 near rivers and in the sea 7 Yes, they can.

PAGE 37 VOCABULARY The world's deadliest animals

- 1 2 tentacles 3 kill 4 mud 5 bad-tempered 6 aggressive
7 bite 8 painful 9 dusk 10 insect 11 sting 12 blood
13 continuously 14 sprinters 15 sadly
- 2 2 well known 3 good-looking 4 badly written
5 second-hand 6 hard-working 7 left-handed 8 first-class
- 3 2 friendly 3 washable 4 enjoyable 5 cloudy 6 lively
7 rainy 8 helpful
- 4 1 lively 2 cloudy 3 painful 4 enjoyable 5 helpful
6 rainy 7 friendly 8 washable

PAGE 38 GRAMMAR Comparative adjectives

- 1 1 Susan 2 Tina 3 Jessica 4 Maria 5 Harriet
- 2 1 wider 2 quieter 3 uglier 4 more dangerous 5 higher
6 more important 7 earlier 8 bigger
- 3 2 Harry is more intelligent than Susan.
3 My sister is nicer than my brother.
4 My mum's car is bigger than my dad's car.
5 Mark is friendlier than Peter.
6 Your exam results are worse than my exam results.
7 Football is more exciting than tennis.
8 Mars is further from the sun than the Earth.
- 4 2 The Bullet is more expensive than the Arrow.
3 The Bullet is faster than the Arrow.
4 The Arrow is heavier than the Bullet.
5 The Arrow is longer than the Bullet.

PAGE 39 SKILLS Our world

- 1 lake, sea, ocean, island, valley, mountains, waterfall, desert, rainforest, river, hill
- 2 2 island 3 Mountains 4 Desert 5 River 6 Lake
7 Ocean 8 Beach 9 Valley
- 3 3 the 4 ✓ 5 the 6 the 7 ✓ 8 ✓
- 4 2 South America 3 Europe 4 Africa 5 Asia 6 Australia

Challenge!

- 1 Lake Superior – North America
2 The Amazon rainforest – South America
3 The Mediterranean Sea – Europe
4 Mount Everest – Asia
5 The River Nile – Africa
6 The Arabian Desert – Asia
7 Lake Victoria – Africa
8 Mount Sinai – Africa
- 5 1 long 2 heavy 3 old 4 tall 5 big 6 deep

PAGE 40 GRAMMAR Superlative adjectives

- 1 2 the worst 3 the heaviest 4 the most famous 5 the largest 6 the most expensive 7 the latest 8 the ugliest
2 2 the most dangerous 3 the coldest 4 the biggest 5 the most intelligent 6 the hottest 7 the most famous 8 the noisiest
3 Students' own answers.

Challenge!

Students' own answers.

- 4 2 North America is bigger than South America, but Africa is the biggest.
3 K2 is higher than Kangchenjunga, but Everest is the highest.
4 The Indian Ocean is wider than the Atlantic Ocean, but the Pacific Ocean is the widest.
5 London is wetter than Madrid, but Rome is the wettest.
6 Venus is further from the sun than Mercury, but the Earth is the furthest.

PAGE 41 WRITING A postcard

- 1 2 campsite 3 hotel 4 cottage 5 villa 6 apartment
2 2 at / by 3 in 4 at 5 by 6 in / at 7 by / on 8 in / at
3 1 c 2 e 3 g 4 a 5 f 6 d 7 b
4 Students' own notes.
5 Students' own postcards.

PAGE 42 Self check 5: Grammar

- 1 1 France is *bigger* than Britain.
2 London is *busier* than Oxford.
3 Sara's book is *more interesting* than yours.
4 April is often the *wettest* month of the year in Britain.
5 Tom is the *liveliest* of all my friends.
6 Sudan is *hotter than* Denmark.
7 His homework is *worse* than mine.
8 My sister has *longer* hair than my mum.
2 1 Sara is *friendlier* than Anne.
2 Tom's dog is *more dangerous* than Jack's dog.
3 My brother is *taller* than my dad.
4 Manchester is *further* from London than Birmingham.
5 Cristiano Ronaldo is *more famous* than Andy Smith.
6 My brother is *heavier* than my sister.
3 1 Ulaan-Baatar is the *coldest* city in the world.
2 Asia is the *largest* continent in the world.
3 Venice is the *most beautiful* city in the world.
4 Flying is the *safest* way to travel.
5 Mount Everest is the *tallest* mountain in the world.
6 Ireland is the *cloudiest* country in Europe.
7 Rolls-Royce cars are the *most expensive* in the world.
4 1 the oldest 2 the tallest 3 the best 4 the most dangerous
5 the worst 6 the heaviest 7 the most intelligent
8 the shortest 9 the friendliest

PAGE 43 Self check 5: Vocabulary

- | | | |
|-----------------|--------------|-------------------------|
| 1 Across | Down | 2 |
| 2 waterfall | 1 desert | R L O G N B P S S G T R |
| 4 whale | 2 well known | B A D T E M P E R E D S |
| 5 painful | 3 than | I G E B N O P B I M E O |
| 7 time | 6 furthest | N G I R S S T T A A G T |
| 9 worst | 8 mountains | O R I H T Q A E A L R E |
| 10 blood | 11 lively | C E A C E U E H W A O N |
| 12 would | 14 more | E S O S T I N G B R E T |
| 13 most | 17 cost | R S A R R T D S B I I A |
| 15 hotter | 19 the | B I T E C O T M R A O C |
| 16 sea | | S V T E N P A I N F U L |
| 18 rainforest | | J E L L Y F I S H R G E |
| | | Y P Q U F N H I P P O U |

Nouns: Mosquito, sting, bite, jellyfish, hippo, tentacle, malaria
Adjectives: Bad-tempered, aggressive, painful

PAGE 44 Unit 6

READING A postman flies home

- 1 2 then 3 after that 4 a few moments later 5 later that day 6 in the end
2 2 went to 3 ordered 4 watched 5 parked

- 3 2 decided 3 noticed 4 arrived 5 phoned 6 shouted 7 asked

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

PAGE 45 VOCABULARY A flying visit to the park

- 1 2 b 3 b 4 b 5 c 6 a 7 a 8 a 9 c 10 b 11 a 12 a 13 c 14 b 15 c
2 2 Then / Next 3 As soon as / When 4 Then / Next 5 Finally 6 Later
3 1 wastes 2 flies 3 on 4 Take 5 at 6 running
4 2 c 3 g 4 e 5 b 6 h 7 d 8 a
5 1 in, in 2 at, on 3 by, on 4 on, at 5 for, in 6 at / by, on

PAGE 46 GRAMMAR Past simple: be and can

- 1 1 Were 2 wasn't 3 Were 4 was 5 Were 6 weren't 7 were 8 Was 9 was
2 (Students' own answers.)
2 Where were you at half past three yesterday afternoon?
3 Where were you at nine o'clock on Friday night?
4 Where were you at half past eleven yesterday morning?
5 Where were you at eleven o'clock on Saturday morning?
6 Where were you at eight o'clock this morning?
3 1 was 2 was 3 were 4 was 5 were 6 was 7 was 8 were
4 2 He could drink water. 5 He could sleep.
3 He couldn't talk to his family. 6 He couldn't walk.
4 He could stand up.
5 2 Could he drink water while he was in the box? Yes, he could.
3 Could he talk to his family while he was in the box? No, he couldn't.
4 Could he stand up while he was in the box? Yes, he could.
5 Could he sleep while he was in the box? Yes, he could.
6 Could he walk while he was in the box? No, he couldn't.

PAGE 47 SKILLS In town

- 1 2 bus station, m 3 car park, a 4 cinema, i 5 library, b 6 museum, j 7 park, c 8 post office, k 9 police station, f 10 railway station, h 11 theatre, e 12 tourist information office, l 13 town hall, g
2 2 go 3 a car 4 visit 5 a pizza 6 have 7 a park 8 pay for 9 a friend 10 take
3 1 j 2 a 3 g 4 c 5 i 6 f 7 b 8 d 9 h 10 l 11 k 12 e

PAGE 48 GRAMMAR Past simple: affirmative (regular verbs)

- 1 -ed: walked
-d: cycled, decided
-y → -ied: hurried, replied
double consonant and add -ed: chatted, stopped
2 2 arrived 3 watched 4 jogged 5 studied 6 visited
3 2 f 3 a 4 e 5 c 6 b
4 2 months 3 week 4 morning 5 ago 6 yesterday 7 last
5 2 I played basketball last weekend.
3 I cycled to the sports centre last night.
4 I listened to music yesterday morning.
5 My dad cooked dinner yesterday.
6 Steve phoned his cousin on Saturday evening.
7 It rained a lot in Manchester last month.
8 The bus stopped at the end of our road two minutes ago.

PAGE 49 WRITING A phone message

- 1 2 You can pick it up tomorrow.
3 The library is open from 9 a.m. until 3 p.m.
4 He's going to the football match tonight.
5 He wants you to go with him.
6 The match starts at 8 p.m.
7 Can you call him on his mobile?
2 1 on 2 from 3 to 4 at 5 at 6 on
3 Important information: this is Lisa, I'm meeting Anna this afternoon, I'm going to be late, at the swimming pool, at half past three, phone me on my mobile, 07428 6986
4 Students' own messages.

PAGE 50 Self check 6: Grammar

- 1 1 Were there mobile phones 20 years ago?
2 He couldn't play the piano when he was two.
3 Could you buy MP4 players five years ago?
4 Mike wasn't at home at the weekend.
5 Was your tennis match tiring?
6 Could she play chess when she was five?
7 They weren't late for the meal.
8 We couldn't do the chemistry exam.
- 2 1 was 2 was 3 could 4 could 5 wasn't 6 weren't
7 was 8 couldn't
- 3 1 -ed 2 most 3 -d 4 -e 5 consonant 6 -ied
7 vowel 8 double
- 4 1 hurried 2 jogged 3 walked 4 stayed 5 arrived
6 returned 7 lived 8 cycled
- 5 1 watched 2 played 3 studied 4 visited 5 listened
6 parked, walked 7 chatted

PAGE 51 Self check 6: Vocabulary

- | | | |
|-----------------|-------------|-------------------------|
| 1 Across | Down | 2 |
| 1 penknife | 2 film | P E N K N I F E A G E S |
| 4 before | 3 message | P Q M N E A T T X A H C |
| 5 could | 5 couldn't | E U I E K E R N T L E O |
| 8 art gallery | 6 studied | E I N A M N E N G I L R |
| 11 take | 7 speak | R P S I A M I G E C M D |
| 12 ago | 9 library | Y M T T P G O G L E S |
| 14 theatre | 10 stopped | E E R I T G S G E A T M |
| 15 park | 13 helmet | U N U P A R A C H U T E |
| 16 waste | 16 land | V T C J U M P S U I T F |
| 18 cord | 17 soon | A L T I M E T E R S I G |
| | | E T O T E L R U O O D C |
| | | H A R N E S S T U N O I |

PAGE 52 Unit 7

READING Alexander Fleming

- 1 1 born 2 worked 3 moved 4 died 5 was 6 studied
7 invented 8 became
- 2 1 a 2 b 3 b 4 a
- 3 1 d 2 a 3 g 4 f 5 i 6 b 7 e 8 h 9 c

PAGE 53 VOCABULARY A great scientist

- 1 2 governess 3 collect 4 genius 5 remains 6 wealthy
7 rest 8 discover 9 awake 10 tomb 11 government
12 laboratory 13 prize 14 extremely 15 ill
- 2 2 degree 3 go 4 lectures 5 take 6 notes 7 lecturers
8 research 9 Professor 10 graduate
- 3 2 goes 3 gave 4 take
- 4 2 An artist 3 A judge 4 A broker 5 A doctor 6 A surgeon
- 5 2 in 3 to 4 with 5 after 6 at 7 in 8 into
9 of 10 in

PAGE 54 GRAMMAR Past simple: affirmative (irregular verbs)

- 1 2 taught 3 began 4 saw 5 spoke 6 spent 7 said
8 won
- 2 2 won 3 began 4 taught 5 said 6 spoke 7 spent
8 brought
- 3 2 Maria and I bought a lot of clothes.
3 Jason read books in bed.
4 I sent a lot of emails at the weekend.
5 My mum made my bed.
6 My parents got up early.
- 4 2 yesterday evening 3 yesterday afternoon
4 the day before yesterday 5 last week 6 last month
7 two months ago 8 last year 9 three years ago
- 5 2 grew 3 died 4 moved 5 wanted 6 found 7 woke
8 went 9 made 10 got 11 began 12 wrote 13 did
14 met 15 became 16 changed 17 started
18 learned / learnt 19 won 20 left

PAGE 55 SKILLS On the map

- 1 2 Germany 3 Sweden 4 Russia 5 Poland 6 Italy
7 Spain 8 France
- 2 1 Japan 2 China 3 Australia 4 Brazil
- 3 2 My penfriend is French.
3 This CD player is Chinese.
4 Selin is Turkish.
5 We're Egyptian.
6 Our English teacher is Australian.
7 This pasta is Italian.
8 That car is American.
- 4 1 housework 2 friends 3 a phone call 4 a dream
5 lunch 6 a bus 7 a photo

PAGE 56 GRAMMAR Past simple: negative and interrogative

- 1 Students' own answers.
- 2 2 Did Celia watch TV? Yes, she did.
3 Did Fred and Di play computer games? Yes, they did.
4 Did Andy read a book? No, he didn't.
5 Did Celia do any housework? Yes, she did.
6 Did Fred and Di take any photos? No, they didn't.
7 Did Andy go for a ride on his bike? Yes, he did.
8 Did Celia play computer games? No, she didn't.
- 3 2 You didn't leave home at two o'clock. When did you leave home?
3 Sam and Ed didn't take the bus to town. How did Sam and Ed go to town?
4 Kate didn't spend £100. How much did Kate spend?
5 You didn't buy a DVD. What did you buy?
6 Harry's team didn't win five matches last year. How many matches did Harry's team win?
- 4 2 didn't 3 wanted 4 wasn't 5 did you do 6 went
7 Was 8 didn't see 9 took 10 didn't arrive

PAGE 57 WRITING An email message

- 1 2 go 3 read 4 go 5 have 6 tidy 7 play 8 go
9 see 10 have 11 write
- 2 2 a phone call 3 my friends 4 an email 5 housework
6 a DVD 7 computer games / volley ball 8 music 9 a play
10 volleyball / computer games
- 3 2 went 3 had 4 listened 5 made 6 met 7 read
8 saw 9 sent 10 tidied 11 watched 12 wrote
- 4 1 c 2 e 3 d 4 a 5 f 6 b
- 5 1 for 2 On 3 with 4 In 5 to 6 On 7 in 8 on
9 in 10 to 11 at
- 6 Students' own emails.

PAGE 58 Self check 7: Grammar

- 1 1 wore 2 paid 3 spoke 4 fought 5 sold 6 ran
7 gave 8 came
- 2 1 went 2 bought 3 was 4 had 5 ate 6 gave 7 met
8 saw
- 3 1 did they meet 2 did Jane go 3 did Tom eat 4 did he
listen to the news 5 did they travel to Italy 6 did Mike buy
- 4 1 No, we didn't go shopping yesterday. We watched TV at home.
2 No, he didn't see his friends at the weekend. He visited his uncle and aunt.
3 No, Sara didn't study for her exams. She played basketball.
4 No, they didn't have fried eggs for breakfast. They ate toast for breakfast.
5 No, Tom didn't make a phone call last night. He sent an email.
6 No, their parents didn't fly to Rome. They drove to Paris.
- 5 Students' own answers.

PAGE 59 Self check 7: Vocabulary

- 1 Across**
 3 knew
 4 laboratory
 7 court
 10 give
 11 extremely
 14 Turkish
 16 awake
 17 how
 19 spent
- Down**
 1 lecturer
 2 governess
 5 tomb
 6 move
 8 discover
 9 Yemeni
 12 Chinese
 13 taught
 15 have
 18 won

2

R	T	O	A	V	A	T	N	O	T	A	U
A	U	S	T	R	A	L	I	A	N	Y	W
M	R	D	R	E	I	F	R	E	N	C	H
E	K	Y	N	N	O	S	B	T	N	J	Y
R	I	E	A	S	T	D	R	N	E	O	N
I	S	G	S	P	A	N	I	S	H	R	S
C	H	Y	E	R	A	D	T	I	P	D	E
A	R	P	U	G	U	E	I	E	A	A	N
N	A	T	N	T	O	A	S	U	A	N	Y
R	O	I	T	O	C	O	H	I	L	I	D
O	M	A	N	I	H	R	T	M	S	A	R
U	R	N	I	S	S	Y	R	I	A	N	L

- 3 2 Let's go to an Italian restaurant.
 3 We need a large onion.
 4 Yale is a famous university.
 5 I've got an expensive phone.
 6 The blue whale is an amazing animal.
- 4** 1 an 2 a 3 an 4 an 5 a 6 an
 5 1 an 2 a 3 the 4 the 5 a 6 a 7 the
 6 1 the, ✓ 2 ✓, a 3 ✓, the 4 a, the 5 the, ✓ 6 ✓, the
 7 ✓, the 8 a, an

PAGE 65 WRITING A formal letter

- 1** 1 Sir 2 in 3 two 4 10th 5 questions 6 costs 7 park
 8 forward 9 faithfully
- 2** Students' own letters.

PAGE 66 Self check 8: Grammar

- 1** How much? cheese, water, coffee, sauce, homework
 How many? people, eggs, oranges, cups, carrots
- 2** 1 any 2 many 3 any 4 some 5 much 6 some
 7 much 8 any
- 3** 1 Are 2 much 3 some 4 many 5 any 6 is
- 4** 1 a 2 An 3 an 4 a 5 an 6 a 7 a 8 an
- 5** 1 a, The 2 an, an 3 ✓, the 4 ✓, ✓ 5 a, The 6 a, ✓, ✓
 7 a / the, the 8 ✓, the

PAGE 67 Self check 8: Vocabulary

- 1 Across**
 1 meat
 3 could
 5 coffee
 6 fish
 7 beef
 8 glass
 11 snack
 13 many
 14 the
 15 nickname
- Down**
 1 much
 2 slice
 3 cereal
 4 dish
 9 some
 10 any
 11 soup
 12 change
 14 takes
 16 an

2

G	R	B	L	A	N	D	R	U	I	T	A
M	N	A	R	I	H	W	S	O	B	O	R
W	U	K	H	T	N	G	R	U	I	N	S
L	T	E	N	D	E	R	G	S	D	I	L
T	K	H	M	P	R	I	A	B	M	U	T
C	T	J	R	U	P	L	Y	P	S	R	U
N	F	R	Y	A	O	L	E	A	N	S	H
O	R	N	A	O	R	O	P	S	A	B	K
P	E	M	S	K	O	T	A	V	E	O	L
E	S	N	E	S	A	L	T	Y	H	I	R
T	H	E	A	L	S	R	A	T	E	L	Y
E	Y	T	R	I	T	G	E	P	F	H	C

Verbs: Bake, grill, fry, roast, boil
 Adjectives: Bland, tender, lean, fresh, salty

PAGE 68 Unit 9

READING On top of the world

- 1** 2 It's sunny and hot. 5 It's stormy and warm.
 3 It's snowy and freezing. 6 It's foggy and cold.
 4 It's rainy and windy.
- 2** 1 paralysed 2 harbour 3 rare, illness 4 passenger
 5 design, wheelchair
- 3** 2 active 3 over 4 true 5 icy 6 tired 7 first
- 4** 1 Mount Everest
 2 Because he hasn't got any legs.
 3 He lost his legs in a climbing accident.
 4 Three
 5 The weather was terrible. / The weather was icy and windy.
 6 It took six days.

PAGE 69 VOCABULARY Living again!

- 1** 1 c 2 a 3 b 4 a 5 a 6 b 7 c 8 b 9 b 10 c
 11 a 12 c 13 b 14 c 15 b
- 2** 2 mild 3 unsettled 4 showery 5 humid 6 chilly / cold
- 3** 2 stern 3 hull 4 bow 5 mast 6 port 7 sail
 8 starboard
- 4** 1 and go 2 true 3 apart 4 on 5 out 6 round
- 5** 1 e 2 a 3 f 4 b 5 d 6 c

PAGE 70 GRAMMAR Present perfect: affirmative

- 1** 2 wrote, written 3 walked, walked 4 drank, drunk
 5 continued, continued 6 did, done 7 jogged, jogged
 8 came, come
- 2** 2 Tom has had dinner.
 3 Peter's gone to London.
 4 I've bought a new DVD player.
 5 William and Ann have cooked lunch.

PAGE 60 Unit 8

READING Ultra-marathon man

- 1** 1 fat and sugar 2 dairy products 3 protein
 4 fruit and vegetables 5 cereal and rice
- 2** Students' own answers.
- 3** 1 b 2 e 3 a 4 c 5 d
- 4** b
- 5** c
- 6** 1 c 2 b 3 c 4 a 5 b

PAGE 61 VOCABULARY Can eating be a sport?

- 1** 1 boiled 2 celebrity 3 nickname 4 healthy 5 fast
 6 appetite 7 weighs 8 tradition 9 widow 10 participate
 11 coverage 12 mind 13 baked 14 natural 15 spider
- 2** 2 stop 3 continued 4 participate 5 discovered
 6 collected 7 returned 8 completed
- 3** 2 compete 3 exciting 4 differ 5 isolated 6 defence
 7 bore 8 preparation
- 4** 1 bland 2 fresh 3 salty 4 tender 5 sweet
- 5** 1 boil 2 bake 3 roast 4 grill 5 fry

PAGE 62 GRAMMAR some / any, How much / many?

- 1** 2 some 3 any 4 any 5 any 6 some 7 some 8 any
- 2** 3 There's some cheese. 6 There aren't any sardines.
 4 There aren't any eggs. 7 There are some tomatoes.
 5 There isn't any beef. 8 There's some orange juice.
- 3** 2 Are there any bananas? Yes, there are.
 3 Is there any cereal? Yes, there is.
 4 Are there any peas? No, there aren't.
 5 Are there any eggs? Yes, there are.
 6 Is there any coffee? No, there isn't.
- 4** 2 How many 3 how many 4 How much
- 5** 2 How much cheese is there in the fridge?
 3 How much milk does he drink a day?
 4 How many DVDs have they got?
 5 How many books does he read a week?
 6 How much water is in that bottle?

PAGE 63 SKILLS Talking about food

- 1** cheese, tea, tomatoes, olives, jam, bread, apples, coffee, water, hot chocolate, toast, cereal, bananas, orange juice, eggs
- 2** countable food: tomatoes, apples, eggs, bananas
 uncountable food: cheese, jam, bread, cereal, toast
 uncountable drink: milk, tea, coffee, water, orange juice, hot chocolate
 (Countable drink is the empty part.)
- 3** 1 a cup of 2 a slice of 3 a bottle of, a glass of 4 a bowl of
- 4** 1 glass 2 orange juice 3 bottles 4 water 5 cups
 6 coffee 7 slices 8 bread
- 5** (suggested answers)
 1 c, salmon 2 d, lamb 3 a, milk 4 e, peas 5 b, oranges

PAGE 64 GRAMMAR Articles

- 1** Correct: the restaurant, the orange juice, an onion
 Incorrect: a bread, an oranges
- 2** a: house, potato, salad, university
 an: egg, exam, hour, onion, opinion

- 3 1 have dropped / 've dropped 2 has gone / 's gone
 3 has landed / 's landed 4 has broken
 5 have missed / 've missed 6 has started / 's started
 7 have left / 've left 8 have arrived / 've arrived
 9 have just seen / 've just seen
 4 2 's just gone 3 's just arrived 4 've just finished 5 've just eaten
 6 've just stopped 7 've just missed 8 've just spoken

PAGE 71 SKILLS Transport

- 1 2 It takes Sarah 15 minutes to go to the cinema by taxi.
 3 It takes Mick 1 hour to go to Liverpool by train.
 4 It takes Kevin 45 minutes to go to work by underground.
 5 It takes Tom 2 hours to go to Cairo by plane.
 6 It takes Robbie 8 hours to go to France by boat.
 7 It takes Laura 15 minutes to go the beach by motorbike.
 2 2 My mum gave me a lift to town this morning.
 3 We took a taxi to the cinema.
 4 My dad went to work by car this morning.
 5 David sometimes goes to school by bike.
 6 Harriet went to work by bus yesterday.
 3 1 get 2 slow 3 break 4 take
 4 1 down 2 got 3 take 4 back 5 get 6 out of
 7 breaks 8 on

PAGE 72 GRAMMAR Present perfect: negative and interrogative

- 1 1 haven't packed 2 haven't changed 3 hasn't found
 4 haven't booked
 2 2 They haven't visited a museum.
 3 Mandy hasn't phoned her parents.
 4 They haven't bought a guidebook.
 5 Chris hasn't taken a boat trip.
 6 They haven't watched TV.
 3 2 Has Lucy bought food for the journey? Yes, she has.
 3 Has she planned the route? Yes, she has.
 4 Has she listened to the weather report? No, she hasn't.
 5 Has she phoned her parents? Yes, she has.
 6 Has she packed bottles of water? Yes, she has.
 7 Has she sent text messages to her friends? No, she hasn't.
 8 Has she checked the equipment? No, she hasn't.

PAGE 73 WRITING A holiday email

- 1 2 I've already bought some souvenirs.
 3 We haven't found our passports yet.
 4 Has Peter seen the Queen yet?
 5 We've already spent a day on the beach.
 6 We've already taken a coach tour.
 7 They haven't bought a guidebook yet.
 8 She's already visited the opera house.
 2 2 Hope 3 soon 4 forward 5 all 6 next 7 Best 8 love
 9 time 10 back
 3 1 c 2 a 3 c 4 b
 4 Students' own emails.

PAGE 74 Self check 9: Grammar

- 1 1 I've made coffee for everyone.
 2 She's bought a new DVD.
 3 We've done our homework.
 4 Jack's drunk all the milk.
 5 Dad's written a letter to my teacher.
 6 You've spoken to Richard.
 7 They've had a good time.
 8 We've missed the train.
 2 1 They've just eaten lunch. 4 The plane has just landed.
 2 He's just woken up. 5 He's just won the race.
 3 The film has just finished. 6 They've just left school.
 3 1 John hasn't been to school. He's been in bed.
 2 Diana hasn't bought a new dress. She's bought some jeans.
 3 My mum and dad haven't visited my grandparents. They've visited my uncle.
 4 They haven't eaten pizzas. They've eaten hamburgers.
 5 Mike hasn't drunk a cup of tea. He's drunk a cup of coffee.

- 6 Sara hasn't spoken to Anne. She's spoken to Lisa.
 7 We haven't done the washing-up. We've done the washing.
 8 They haven't just caught the train. They've just caught the bus.
 4 1 Have you been 2 Has David bought 3 he hasn't
 4 Have you sent 5 I have 6 Have you spoken 7 I haven't
 8 Has she taken 9 Has Lisa come 10 she hasn't

PAGE 75 Self check 9: Vocabulary

- 1 Across Down
 3 return 1 underground
 5 down 2 just
 7 platform 4 tram
 11 already 6 lorry
 12 out 8 boat
 13 haven't 9 change
 15 next 10 has
 18 does 13 Have
 19 eaten 14 van
 16 taken
 17 yet

2	U	H	E	L	I	C	O	P	T	E	R	R
	N	C	E	D	E	O	N	H	E	L	R	I
	D	N	A	L	O	A	S	N	C	O	L	I
	E	M	N	B	I	C	Y	C	L	E	X	S
	R	I	P	U	H	H	C	E	O	A	B	C
	G	S	N	L	I	T	O	C	R	A	F	O
	R	I	E	B	U	P	T	E	R	S	E	O
	O	I	P	L	A	N	E	E	Y	N	E	T
	U	T	D	O	C	O	T	C	I	E	W	E
	N	B	O	A	T	D	A	E	R	I	F	R
	D	C	F	T	A	R	X	C	E	E	L	N
	M	O	T	O	R	B	I	K	E	T	L	U

PAGE 76 Unit 10

READING Time out

- 1 2 building site 3 theme park 4 factory 5 school
 6 sports centre 7 hair salon 8 garage 9 hospital 10 café
 2 1 building site 2 restaurant 3 office 4 hospital
 5 factory 6 hair salon 7 garage 8 hospital 9 shop
 10 café, restaurant
 3 1 work 2 job 3 spend 4 make 5 university 6 take
 7 outside 8 experience
 4 1 T 2 F 3 T 4 F 5 F 6 F

PAGE 77 VOCABULARY Gap years

- 1 2 ideal 3 outdoors 4 opportunity 5 demanding
 6 full-time 7 finance 8 restored 9 coach 10 rewarding
 11 voluntary 12 charity 13 post 14 responsibilities
 15 visa
 2 1 (an) ideal 2 demanding 3 look after 4 coach
 5 outdoors 6 opportunity 7 post 8 responsibilities
 3 1 in charge of 2 apply 3 resign 4 training course
 5 offered 6 gave, sack 7 part-time 8 interview
 4 2 He's looking for a job in the legal profession.
 3 ✓
 4 My dad started work when he was fourteen.
 5 I'd like a job that is outdoors.
 6 It's not easy to find work.
 7 ✓
 8 I've been offered a job in London.

PAGE 78 GRAMMAR going to

- 1 2 'm not going to work 7 's going to wash
 3 'm not going to read 8 are going to travel
 4 'm going to work 9 aren't going to stay
 5 's going to get 10 're going to backpack
 6 isn't going to be
 2 2 I'm going to go out with my friends. / I'm not going to go out with my friends.
 3 I'm going to play computer games. / I'm not going to play computer games.
 4 I'm going to do my homework. / I'm not going to do my homework.
 5 I'm going to go shopping. / I'm not going to go shopping.
 6 I'm going to stay at home on Saturday evening. / I'm not going to stay at home on Saturday evening.
 7 I'm going to eat out. / I'm not going to eat out.
 8 I'm going to tidy my bedroom. / I'm not going to tidy my bedroom.
 9 I'm going to stay up late. / I'm not going to stay up late.

- 3 2 Are Sandra and Mike going to play tennis? No, they aren't.
 3 Is Helen going to read some books? No, she isn't.
 4 Are Sandra and Mike going to go shopping? Yes, they are.
 5 Is Helen going to play tennis? Yes, she is.
 6 Are Sandra and Mike going to go to the beach? No, they aren't.

PAGE 79 SKILLS Jobs and work

- 1 2 waiter 3 actor 4 farmer 5 chef 6 doctor
 7 hairdresser 8 mechanic 9 factory worker
 2 2 doctor 3 nurse 4 politician 5 secretary 6 bus driver
 7 cleaner 8 engineer 9 shop assistant 10 scientist
 11 builder
 vertical word: computer programmer
 3 1 farmer 2 bus driver 3 computer programmer 4 doctor
 5 chef
 4 1 scientist 2 cleaner 3 visitor 4 receptionist 5 actor
 6 journalist 7 director 8 footballer 9 translator
 10 guitarist

PAGE 80 GRAMMAR will

- 1 2 We won't be at home this evening.
 3 Brazil will win the next World Cup.
 4 We won't be late for school.
 5 My dad will be 38 in January.
 6 Danny won't pass all his exams.
 2 (Students' answers will vary.)
 1 People will / won't live on the moon.
 2 Computers will / won't be more intelligent than people.
 3 We will / won't go to school.
 4 Russia will / won't be in the European Union.
 5 People will / won't live more than 120 years.
 6 People will / won't go to Mars on holiday.
 7 People will / won't buy everything on the internet.
 3 (Students' answers will vary.)
 1 Yes, I will. / No, I won't.
 2 Will you go to university? Yes, I will. / No, I won't.
 3 Will you get married before you are 25? Yes, I will. / No, I won't.
 4 Will you be rich and famous? Yes, I will. / No, I won't.
 5 Will you live in a foreign country? Yes, I will. / No, I won't.
 6 Will you live near the sea? Yes, I will. / No, I won't.

PAGE 81 WRITING A letter of application

- 1 1 I have experience of working in shops.
 2 I look forward to hearing from you.
 3 I am writing to apply for a job in your shop.
 4 I can send you a reference from the manager of the shoe shop.
 2 1 I am writing to apply for a job in your shop.
 2 I have experience of working in shops.
 3 I can send you a reference from the manager of the shoe shop.
 4 I look forward to hearing from you.
 3 2 I'm applying – I'm writing to apply
 3 I've worked in hotels. – I have experience of working in hotels.
 4 Write soon – I look forward to hearing from you soon.
 5 Bye for now – Yours faithfully
 4 Students' own letters.

PAGE 82 Self check 10: Grammar

- 1 1 We're going to visit my brother this weekend.
 2 He isn't going to tell us anything.
 3 Sara is going to do an exam next week.
 4 My parents aren't going to go shopping.
 5 Is Helen going to drive to work?
 6 Mum is going to cook a pizza for lunch.
 7 She's going to stay at home tomorrow.
 8 Are we going to win the match?
 2 1 We aren't going to eat at Mike's house.
 2 Is Anne going to do voluntary work?
 3 Are my brothers going to play football?
 4 We aren't going to travel to India.
 5 You aren't going to see the play.
 6 Are they going to live in Paris?

- 3 1 future 2 predictions 3 plans 4 base 5 be 6 verb
 7 Won't 8 will 9 short 10 I'm not
 4 1 will live 2 'I'll want 3 'I'll win 4 won't work 5 will do
 6 won't be 7 won't snow 8 'I'll have
 5 1 will you do 2 I'll go 3 I won't 4 I'll take 5 Will you go
 6 I won't 7 Will you work 8 I will

PAGE 83 Self check 10: Vocabulary

- 1 Across
 3 translator
 7 inspector
 9 post
 10 restore
 12 resign
 13 visa
 14 ideal
 15 time
 17 mechanic
 19 team
 20 farmer
 Down
 1 hands
 2 outdoors
 4 public
 5 finance
 6 store
 8 politician
 11 training
 15 computer
 18 chef

2	E	C	R	Y	P	O	S	T	E	A	P	G
	X	A	C	H	R	P	N	M	N	P	T	N
	P	T	A	M	O	A	L	I	E	P	G	E
	E	U	R	T	F	H	R	C	R	L	P	E
	R	A	E	M	F	C	N	U	E	Y	R	A
	I	T	E	X	E	S	A	M	S	O	O	R
	E	C	R	A	S	R	B	V	I	D	M	N
	N	O	R	E	I	R	A	Y	G	T	O	N
	C	O	P	P	O	R	T	U	N	I	T	Y
	E	U	R	E	N	U	S	T	V	Y	E	R
	R	H	R	E	F	E	R	E	N	C	E	G
	H	I	R	S	I	R	E	O	L	T	Y	V

PAGE 84 Round-up 1–2

- 1 2 active 3 popular 4 weather 5 activities
 6 top 7 martial arts
 2 2 come 3 aren't 4 do 5 do 6 go 7 do
 3 1 football, rugby, golf and cricket
 2 Because the weather isn't very good.
 3 Sports clubs are more popular with boys.
 4 athletics
 4 Students' own answers.

PAGE 85 Round-up 3–4

- 1 2 exams 3 private 4 compulsory 5 age 6 same
 2 1 c 2 a 3 d 4 b
 3 1 start 2 go 3 leave 4 find 5 stay 6 take
 7 study 8 choose
 4 1 F 2 T 3 F 4 F 5 T

PAGE 86 Round-up 5–6

- 1 2 fishing 3 sailing 4 canoeing 5 diving 6 skiing
 7 climbing 8 mountain biking
 2 2 beautiful 3 mountains 4 lakes 5 visit 6 climbing
 7 fishing
 3 1 b 2 b 3 a 4 b 5 a

PAGE 87 Round-up 7–8

- 1 2 enemies 3 national holiday 4 equal 5 refused 6 shot
 7 hero 8 Nation
 2 1 a 2 a
 3 1 He was born in 1869 in Porbander, in the west of India.
 2 He studied law in London.
 3 He stayed in South Africa for 21 years.
 4 He wanted the British to leave India because Indian people were not being treated equally.
 5 India became independent in 1947.
 6 Some people hated Gandhi because he was friendly towards Muslims in Pakistan.
 7 He died on January 30th 1948.
 8 A Hindu shot him.

Challenge!

- 1 b 2 c 3 a 4 b 5 a

PAGE 88 Round-up 9–10

- 1 2 babysitting 3 paper round 4 allowed to 5 in total
 6 minimum wage 7 advantage 8 earn 9 experience
 10 education
 2 1 b 2 d 3 e 4 c 5 a
 3 (Students' answers may vary.)
 1 I don't agree with you. 3 I don't think that's true.
 2 That's a good point. 4 I agree with you.
 4 Students' own answers.
 5 1 Chris, Andrea 2 Rachel 3 Chris 4 Andrea 5 Rachel
 6 Chris 7 Rachel 8 Andrea

Introducing people

1 Complete the dialogue with the words in the box.

doesn't from got how old this too you



Mark Hi, Rachel. ¹_____ are you?
Rachel Fine, thanks, Mark. And you?
Mark Not bad. Rachel, ²_____ is Susan.
Rachel Hello, Susan. Nice to meet you.
Susan Hi, Rachel. Nice to meet you ³_____.
Mark Susan is new to the school.
Rachel Oh, right. Where are you ⁴_____
Susan London.
Rachel Have you ⁵_____ any brothers or sisters?
Susan Yes, I've got a brother and a sister.
Rachel Really? How ⁶_____ are they?
Susan My sister is 14 and my brother is 18. My sister is in class 12C.
Rachel What about your brother?
Susan He ⁷_____ go to this school. He's at university in Liverpool.
Mark That's the bell. I've got maths now. See you later.
Rachel Bye.
Susan See ⁸_____.

2 (1.11) Listen and check your answers.

3 In groups of three, practise reading the dialogue.

4 Complete the sentences with information about Susan.

She's from ¹_____.
 She's got ²_____ brother(s) and ³_____ sister(s).
 Her brother is ⁴_____ years old.
 He's at ⁵_____.
 Her sister is ⁶_____ years old.
 She's in class ⁷_____.

5 (1.12) Listen to two dialogues. Are the sentences true or false?

- 1 Alfie and Jenny live in the same street.
- 2 Sam's cousin goes to Elston Secondary School.
- 3 Alfie's sister is 12 years old.
- 4 Jane and Ella have French classes together.
- 5 Jane and Ella go to school together.
- 6 Rosie's mother is a teacher.

6 (1.13) Complete the sentences. Then listen again and check.

- 1 Alfie is my _____ neighbour.
- 2 He _____ to Elston Secondary _____.
- 3 She _____ go to school. She _____ in a shop.
- 4 Rosie, _____ is my _____, Jane.
- 5 Jane _____ to the _____ French class as me.
- 6 My mum _____ at that school. She _____ Italian.

7 Match each sentence in A with a reply from B.

A

- 1 Hello, Sam. ☐
- 2 How are you? ☐
- 3 Nice to meet you. ☐
- 4 Where are you from? ☐
- 5 Have you got any brothers or sisters? ☐
- 6 How old is your sister? ☐
- 7 Is your brother at the same school? ☐

B

- | | |
|------------------------------|---------------------------|
| a Not bad. And you? | e Hi, Andrea. |
| b No, I haven't. | f She's 16. |
| c Nice to meet you too. | g Edinburgh, in Scotland. |
| d No, he works in an office. | |

8 Work in groups of three. Imagine that one of you is new to the school. Complete this information about the new student with your own ideas.

You're from _____.
 You've got a brother and a sister.
 Your brother is at the school. He's _____ years old.
 He's in class _____.
 Your sister isn't at the school. She works in _____.

9 Write a dialogue like the one in exercise 1. Use your own names and your notes from exercise 8.

Speaking tip

Always look at the person you are speaking to. Speak in a loud, clear voice.

10 Read the speaking tip above. Then act out your dialogue to the class.

EVERYDAY ENGLISH 1

Introducing people

Target language

Listening: people making introductions

Vocabulary: Hello Hi How are you? Not bad.
And you? Nice to meet you (too). Where are you from?
Have you got any brothers or sisters? How old is ...?
the same

Speaking: introducing a new student to a friend

Exercise 1

- Students work individually to complete the dialogue.

Exercise 2

1.11

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

ANSWERS

1 How 2 this 3 too 4 from 5 got 6 old
7 doesn't 8 you

Exercise 3

- Students read the dialogue in groups of three. Monitor and make a note of any common pronunciation errors.

Exercise 4

- Students read the dialogue again and complete the sentences. Check the answers.

ANSWERS

1 London 2 a / one, a / one 3 18
4 university in Liverpool 5 14 6 12C

Exercise 5

1.12

- Play the CD. Students mark the sentences true or false. Check the answers.

ANSWERS

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

TAPESCRIPT

Dialogue 1

Jenny Hello, Alfie! Nice to see you!

Alfie Hi, Jenny. Nice to see you too.

Jenny Alfie, this is Sam.

Alfie Hello, Sam.

Sam Hi, Alfie.

Jenny Alfie is my new neighbour. He lives in our street. He goes to Elston Secondary School.

Sam Oh, really. My cousin goes there. It's a good school.

Jenny Alfie's got a sister.

Sam Oh, really. What's her name?

Alfie Sarah.

Sam Is she at the same school?

Alfie No. She's 20. She doesn't go to school. She works in a shop.

Dialogue 2

Ella Hi, Rosie!

Rosie Hello, Ella. How are you?

Ella Fine, thanks. Rosie, this is my friend, Jane.

Rosie Hi, Jane.

Jane Hello, Rosie.

Ella Jane goes to the same French class as me.

Rosie Really?

Jane Yes, but I go to a different school – Walton Manor.

Rosie Really? My mum works at that school!

Jane Is she a teacher?

Rosie Yes, she is. She teaches Italian.

Jane Oh, right. I don't study Italian.

Ella There's our bus! See you at school tomorrow, Rosie!

Rosie Yes, see you at school, Ella. Bye for now.

Jane Bye. Nice to meet you, Rosie.

Rosie Nice to meet you, too. Bye, Jane.

Exercise 6

1.12

- Students work individually to complete the sentences.
- Play the CD for them to listen and check their answers.

ANSWERS

1 new 2 goes, School 3 doesn't, works
4 this, friend 5 goes, same 6 works, teaches

Exercise 7

- Students work individually. Check the answers.

ANSWERS

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

Exercise 8

- Students work in groups of three to complete the information. Monitor and help.

ANSWERS

Students' own answers.

Exercise 9

- Elicit the first two sentences. [A: Hello Harry. How are you? B: Fine, thanks, Alan. And you?]
- Students continue working in groups to write the dialogue. Monitor and help.

SAMPLE ANSWER

A Hello Harry. How are you?

B Fine, thanks, Alan. And you?

A Not bad. Harry, this is Ahmed. He's new to the school.

B Hello Ahmed. Nice to meet you.

C Hi Alan. Nice to meet you too.

B Where are you from, Ahmed?

C Alexandria.

B Have you got any brothers or sisters?

C Yes, I've got a brother and a sister.

B How old are they?

C My brother is 10. He's at school. He's in Class 8.

B How old is your sister?

C She doesn't go to school. She works in the hospital.

Exercise 10

- Read through the **Speaking tip** with the class. Check understanding by asking: *Where should you look when you are introducing someone?* [at the person you are speaking to] *How should you speak?* [in a loud, clear voice]
- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Giving an opinion

- 1 (1.21) Read and listen to the dialogue. Who does Jim prefer, Wayne Rooney or Stephen Gerrard?

Jim Do you like football?
 Tom Yes, I do. I love it.
 Jim Who's your favourite player?
 Tom Wayne Rooney.
 Jim Wayne Rooney? Really? I can't stand him! He's terrible!
 Tom Oh. Who do you like, then?
 Jim I like Steven Gerrard.
 Tom He's OK, I suppose. But I prefer Wayne Rooney.



- 2 Put the phrases in the box into the correct place in the table.

He's all right. He's terrible. I can't stand it. I love it.
 I hate them. She's great. She's not bad.
 They're brilliant. They're OK. It's awful.

bad	quite good	good

- 3 (1.22) Listen, repeat and check your answers. Copy the intonation.

- 4 Complete the *Learn this!* box with the two missing object pronouns from the dialogue in exercise 1.

LEARN THIS!

Object pronouns			
I	me	we	us
he	¹ _____	you	you
she	her	they	them
it	² _____		

●●●● Grammar Builder: page 97

- 5 Work in pairs. Ask and answer questions, using phrases from exercise 2 and the correct pronouns. Find out what your partner thinks of:

- | | |
|------------------|-----------------|
| 1 David Beckham | 4 football |
| 2 school trips | 5 nature |
| 3 computer games | 6 Julia Roberts |

What do you think of David Beckham?

I can't stand him!

- 6 (1.23) Listen to three dialogues. Choose the correct answers.

- Chris's favourite sport is: a volleyball. b athletics.
- a Kylie thinks that *Chess Master* is brilliant.
b Jeff thinks that *Chess Master* is brilliant.
- a Grace and Charlie both like sharks.
b Charlie likes sharks, but Grace doesn't.

- 7 (1.23) Complete the sentences from the dialogues. Then listen again and check.

- Jenny: '_____'s your favourite sport?
- Chris: 'So, what do you _____, then?'
- Kylie: 'Are you _____ in computer games?'
- Jeff: 'It's _____, I suppose.'
- Charlie: 'I'm _____ interested in wildlife.'
- Grace: '_____'s your favourite animal?'

- 8 Work in pairs. Prepare a dialogue using one of the ideas in the box and the chart below.

hobby / favourite? films / actor football / team
 books / author TV / programme

A

Ask B about his / her hobby.

B

Say that you like your hobby.

Ask about B's favourite.

Reply.

Give your opinion of B's favourite.

Ask about A's favourite.

Reply.

Give your opinion of A's favourite.

Speaking tip

Intonation is important when you give an opinion. Use the intonation you practised in exercise 3 when you express an opinion or an emotion.

- 9 Act out your dialogue to the class.

●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 2

Giving an opinion

Target language

Listening: people giving opinions about sport, computers and wildlife

Vocabulary: Do you like ...? Who's / What's your favourite ...? He's all right. He's terrible. I can't stand it. I love it. I hate them. She's great. She's not bad. They're brilliant. They're OK. It's awful.

Grammar: object pronouns

Speaking: asking for and giving opinions about a hobby

Exercise 1 1.21

- Play the CD for students to listen and answer the question.

ANSWER

Jim prefers Steve Gerrard.

Exercise 2

- Students work individually to complete the table.

Exercise 3 1.22

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

ANSWERS

bad: He's terrible. I can't stand it. I hate them. It's awful.

quite good: He's all right. She's not bad. They're OK.

good: I love it. She's great. They're brilliant.

Exercise 4

- Students look at the dialogue and complete the **Learn this!** box. Check the answers.

ANSWERS

1 him 2 it

Follow-up

Grammar Reference Student's Book page 96

More practice

Grammar Builder Student's Book page 97, exercises 10–11

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 10

Students' own answers.

Exercise 11

- | | |
|-----------------------|------------------------------|
| 1 We don't know them. | 4 She hardly ever phones me. |
| 2 I can't find her. | 5 They never listen to us. |
| 3 I don't like him. | 6 Do you like it? |

Exercise 5

- Students work in pairs to ask and answer questions. Monitor and correct any problems with pronunciation.

ANSWERS

Students' own answers.

Exercise 6 1.23

- Play the CD for students to choose the correct answers.

ANSWERS

1 a 2 b 3 b

TAPESCRIPT

Dialogue 1

Jenny Do you like sport?

Chris Yes, I do.

Jenny What's your favourite sport?

Chris Volleyball.

Jenny Volleyball? Really? I hate volleyball. It's so boring!

Chris So, what do you like, then?

Jenny I like athletics.

Chris Urgh. Athletics is awful.

Jenny And I like cycling.

Chris Yes, I like cycling, too.

Dialogue 2

Kylie Are you interested in computer games?

Jeff Yes, I am.

Kylie I love *The Sims*. It's brilliant.

Jeff It's OK, I suppose. But I don't really like it.

Kylie What games do you like?

Jeff I love *Chess Master*.

Kylie Really? I can't stand it.

Jeff And *Kung Fu Challenge* is great.

Kylie Yes, it's brilliant.

Dialogue 3

Grace Is that a wildlife magazine?

Charlie Yes, it is. I'm really interested in wildlife.

Grace Me too. What's your favourite animal?

Charlie Sharks. There are so many different types – they're fascinating.

Grace Really? I don't like sharks.

Charlie Look at these dolphins. Do you like them?

Grace Let me see ... not really. I don't like aquatic animals. But I like the elephants.

Charlie Are they African elephants?

Grace Yes, they are. I love African elephants. I prefer them to Asian elephants.

Charlie Me too.

Exercise 7 1.23

- Students work individually to complete the sentences.
- Play the CD for them to listen and check their answers.

ANSWERS

1 What 2 like 3 interested 4 OK 5 really 6 What

Exercise 8

- Focus on the dialogue chart. Students choose one of the hobbies and in pairs write a dialogue. Monitor and help.

SAMPLE ANSWER

A Do you like films?

B Yes, I do. I love them.

A Who's your favourite actor?

B Johnny Depp.

A Really? I can't stand him! He's awful!

B Oh. Who do you like, then?

A I like Brad Pitt.

B Yes, he's brilliant.

Exercise 9

- Read through the **Speaking tip** with the class.
- Students role play their dialogues.

Follow-up

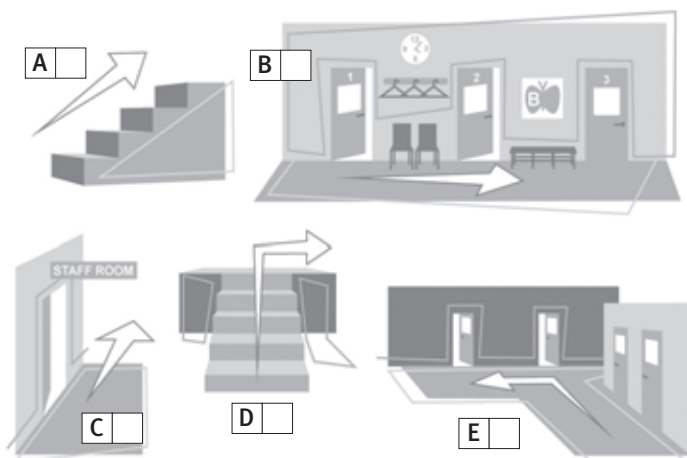
Workbook Functions Bank page 89

Giving directions

- 1 (1.30) Read and listen to the dialogue. Put the pictures (A–E) in the correct order.

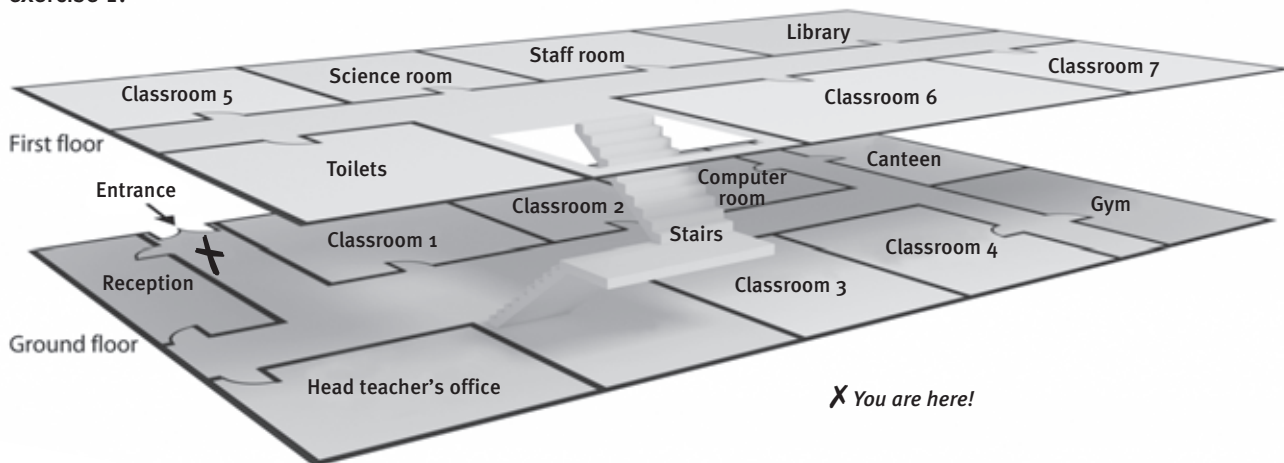


Jane Excuse me. Where's classroom 7?
 Molly It's near the staff room.
 Jane Oh, right. Where's that? I'm new here.
 Molly Oh, OK. Go along this corridor and turn left.
 Go up the stairs to the first floor. Turn right.
 Go past the staff room. Classroom 7 is on your right.
 Jane Thanks very much.
 Molly You're welcome.



- 2 (1.30) Listen and repeat the dialogue. Then practise reading it in pairs.

- 3 Look at the plan of the school. Follow Jane's route from exercise 1.



- 4 (1.31) Listen and follow the directions on the plan below. Where is each person going?

Person 1 _____ Person 3 _____
 Person 2 _____ Person 4 _____

- 5 (1.32) Listen. Answer the questions.

- Where does Oliver want to go?
- Why does he want to go there?
- How many people does he ask for directions?
- What happens when he arrives?

- 6 (1.33) Listen and repeat the directions in the box.

Directions

Go along the corridor.	Turn left.
Go past the school hall.	Turn right.
Go up the stairs.	Go through the doors.
Go down the stairs.	Go outside.

- 7 Work in pairs. Prepare a dialogue using the chart below and your own school or the plan in exercise 3.

A

Ask B where a room or a part of the school is.

B

Say where it is.

Ask where that is.

Give directions.

Thank B.

Reply.

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 3

Giving directions

Target language

Listening: people giving directions to different parts of a school

Vocabulary: Excuse me. Where's ...? Go past ...
Go along the corridor. Go up / down the stairs.
Turn left / right. Go through the doors. Go outside.

Speaking: giving directions to a room or part of a school

Exercise 1 1.30

- Play the CD. Students order pictures A–E. Check the answers.

ANSWERS

1 B 2 E 3 A 4 D 5 C

Exercise 2 1.30

- Play the CD again pausing for students to repeat the dialogue. Students read the dialogue in pairs.

Exercise 3

- Students read the dialogue again and mark Jane's route on the plan of the school.

Exercise 4 1.31

- Play the CD for students to listen and answer the question. Check the answers.

ANSWERS

1 computer room 2 gym 3 library 4 toilets

TAPESCRIPT

Number 1

Boy Excuse me. Do you know where the ... is?

Girl Yes, I do. It's on this floor.

Boy Oh, right.

Girl Go along this corridor and turn left. Go past the stairs and it's on your left. It's opposite the canteen.

Boy Thanks!

Number 2

Girl Excuse me. Can you tell me where the ... is, please?

Boy Yes, of course. Turn left at the end of this corridor.

Girl OK ...

Boy Go along the corridor, past the stairs. Then turn right and you're there!

Girl Thanks very much!

Number 3

Girl Excuse me. Where's the ...?

Boy Go upstairs to the first floor.

Girl Where are the stairs?

Boy Oh, OK. Go along this corridor and turn left. You're at the stairs. Go up the stairs to the first floor.

Girl OK.

Boy Then turn right. Go past the staff room and it's the next room on the left.

Girl Thanks!

Boy You're welcome.

Number 4

Boy Excuse me. Where are the ...?

Girl They're on the first floor. Go along this corridor and turn left. Go up the stairs and turn left at the top. They're on your left.

Boy Thanks very much.

Exercise 5 1.32

- Play the CD once for students to answer the questions. Check the answers.

ANSWERS

1 He wants to go to the canteen.

2 Because he wants to have lunch.

3 He asks four people for directions.

4 The canteen is closed.

TAPESCRIPT

Oliver Excuse me. Where's the canteen?

Boy Go along the corridor. Turn left.

Oliver Thanks!

Oliver Hmm. Oh, excuse me.

Girl Yes.

Oliver Is the canteen near here?

Girl The canteen?

Oliver Yes. I want to have lunch.

Girl No, the canteen is in the other part of the school.

Oliver Oh. Where's that? I'm new here.

Girl Go outside. Turn right. Then, let me see. Go through the doors. And you're there!

Oliver Thanks.

Oliver Excuse me. Where's the canteen?

Girl Go past the library. Turn right, and it's opposite the computer room.

Oliver ... past the library ... turn left – no, right ...

Oliver Is the canteen near here?

Girl Yes, go up the stairs ...

Oliver Up the stairs?

Girl Yes. Turn left and it's next to the staff room, on the right.

Oliver Thank you.

Oliver At last! Excuse me. Is this the canteen?

Woman Yes, it is. But it's closed. Sorry.

Oliver Oh no!

Exercise 6 1.33

- Play the CD pausing for students to repeat the directions.

Exercise 7

- Focus on the dialogue chart. Elicit the first two sentences.
[A: Excuse me. Where's the library? B: It's next to the staff room.]
- Students continue working in pairs to write the dialogue.

SAMPLE ANSWER

A Excuse me. Where's the library?

B It's next to the staff room.

A Where's that?

B Go along this corridor and turn left. Go up the stairs to the first floor. Turn right. Go past the staff room. The library is on your right.

A Thanks very much.

B You're welcome.

Exercise 8

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Making arrangements

- 1 (1.39) Complete the dialogue with the words from the box. Then read, listen and check your answers.

can't meet see this want what



Harry Hi Jim. ¹_____ is Harry. How are you?
 Jim Fine thanks. And you?
 Harry I'm fine. Do you ²_____ to play tennis tomorrow evening?
 Jim I'm afraid I ³_____. I'm playing volleyball at the sports centre.
 Harry Oh, OK. ⁴_____ about Tuesday? Are you doing anything on Tuesday evening?
 Jim No, I'm not.
 Harry Let's go on Tuesday then.
 Jim Good idea.
 Harry Let's ⁵_____ at the tennis courts at 6.30.
 Jim Great. ⁶_____ you there.

- 2 Study the information in the *Learn this!* box. Find an example of the present continuous and an example of *Let's* in the dialogue in exercise 1.

LEARN THIS!

- 1 We use the **present continuous** to talk about future arrangements.
I'm playing football on Saturday.
 2 We use **let's** to make suggestions.
Let's go to the café.

- 3 Practise reading the dialogue, changing the words in **bold**. Use the activities from the box or your own ideas.

Free-time activities play football go swimming
 go to the sports centre go to the cinema go shopping
 go for a coffee go fishing go for a walk
 go to the beach go to the park have a barbecue

●●●● Grammar Builder: page 101

Prepositions of time

at	in
at five o'clock at the weekend at night	in the evening
on	no preposition
on Monday on Tuesday evening	this evening tomorrow tomorrow morning

- 4 (1.40) Study the information about prepositions of time. Then listen to three dialogues and complete the table with the arrangements.

Activity	Day	Time
1 go to the sports centre		
2		
3		

- 5 (1.40) Complete the sentences. Use *in*, *on*, *at* or *no preposition*. Listen again and check.

- 1 What are you doing _____ tomorrow evening?
 2 Let's meet outside the sports centre _____ ten.
 3 Are you doing anything _____ Saturday?
 4 I'm free _____ the afternoon.
 5 We're meeting _____ two o'clock.
 6 Do you want to go for a coffee _____ Saturday morning?
 7 Then let's go for a coffee _____ Sunday.

- 6 Work in pairs. Prepare a dialogue following the chart below.

A

Answer the phone.

Reply. Ask how B is.

Say what you are doing.
Suggest another day.

Agree.

Agree and end the call.

B

Reply. Say your name and ask how A is.

Reply. Ask if A wants to do something tomorrow.

Say what you are doing. Suggest another day.

Suggest a time and place to meet.

- 7 Act out your dialogue to the class.

●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 4

Making arrangements

Target language

Listening: two friends making an arrangement to meet

Vocabulary: This is ... Do you want to ...
I'm afraid I can't. What about ... Let's meet ...
See you there. • free-time activities •
prepositions of time

Grammar: present continuous for future: *Let's*

Speaking: making an arrangement to meet a friend

Exercise 1 1.39

- Students work individually to complete the dialogue.
- Play the CD for them to listen and check their answers.

ANSWERS

1 This 2 want 3 can't 4 What 5 meet 6 See

Exercise 2

- Read through the **Learn this!** box with students. They read the dialogue again to find the examples. Check the answers.

ANSWERS

I'm playing volleyball at the sports centre.

Are you doing anything on Tuesday evening?

Let's go on Tuesday then.

Let's meet at the tennis courts at 6.30.

Exercise 3

- Students read the dialogue in pairs, changing the words in bold for activities in the box. Monitor and make a note of any common pronunciation errors.

Follow-up

Grammar Reference Student's Book page 100

More practice

Grammar Builder Student's Book page 101, exercise 11

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 11

1 are ... doing 2 am staying 3 are going
4 are ... going 5 is working 6 am meeting

Exercise 4 1.40

- Read through the information about prepositions of time with students. Check understanding by reading out the following prompts:
 - Friday evening [on] – half past seven [at]
 - Saturday [on] – this afternoon [no prep]
 - tomorrow morning [no prep] – the morning [in]
 - the weekend [on] – midnight [at]
- Play the CD once for students to listen and complete the table. Check the answers.

ANSWERS

1 go to the sports centre – tomorrow – ten o'clock
2 play football – Saturday – two o'clock
3 go for a coffee – Sunday – three o'clock

TAPESCRIPT

1 **Vicky** Hi Helen. This is Vicky. How are you?

Helen Fine thanks. And you?

Vicky I'm fine. What are you doing tomorrow?

Helen Nothing in particular. Why?

Vicky I'm going to the sports centre with Julie. Do you want to come?

Helen Thanks, I'd love to. What time are you going?

Vicky At about ten o'clock.

Helen OK. Let's meet outside the sports centre at ten.

Vicky Fine. See you there.

2 **Tom** Hello?

Andy Hi Tom. This is Andy.

Tom How are you?

Andy Fine. Listen, are you doing anything on Saturday?

Tom I'm going shopping in the morning, but I'm free in the afternoon.

Andy I'm going to the park with Liam and Ben to play football. We're meeting at two o'clock. Do you want to come?

Tom Yes, great idea.

Andy OK. See you in the park at two.

Tom Great. See you there.

3 **Kate** Hello? Kate here.

Sarah Hi Kate. This is Sarah. Do you want to go for a coffee on Saturday morning?

Kate I'm afraid I can't. I'm going shopping with my sister. What about in the afternoon?

Sarah Sorry, I'm busy then. I'm visiting my grandparents.

Kate I'm free on Sunday afternoon. Are you doing anything then?

Sarah No, I'm free too.

Kate Then let's go for a coffee on Sunday. What time?

Sarah Three o'clock at the café?

Kate Fine. See you there.

Exercise 5 1.40

- Students complete the sentences. Play the CD again for them to check their answers.

ANSWERS

1 no preposition 2 at 3 on 4 in 5 at 6 on 7 on

Exercise 6

- Focus on the dialogue chart. Elicit the first two sentences. [A: Hello. B: Hi Dina. This is Nadia. How are you?]
- Students continue working in pairs to write the dialogue.

SAMPLE ANSWER

A Hello.

B Hi Diana. This is Nadia. How are you?

A Fine thanks. And you?

B I'm fine. Do you want to go swimming tomorrow?

A I'm afraid I can't. I'm having a barbecue. What about Tuesday?

B I'm playing football on Tuesday. What about Wednesday?

A OK. I'm free on Wednesday.

B Let's meet outside the swimming pool at 12.

A Great. See you there.

Exercise 7

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Asking for information



- 1 (1.52) Read and listen to the phone conversation. Complete the dialogue with the questions in the box.

And what time do you close?
How much does it cost to get in?
How can I help you?
What time do you open?

Clerk Good afternoon. **City Zoo**.
Beth Good afternoon. I'd like some information about the **zoo**, please.
Clerk Certainly. ¹ _____
Beth ² _____
Clerk We open at **ten o'clock**.
Beth OK. ³ _____
Clerk At **half past four**. Last entry is at **four o'clock**.
Beth ⁴ _____
Clerk It's **£8** for adults and **£5** for children under **twelve**.
Beth OK. Thanks very much.
Clerk You're welcome. Thank you for calling **City Zoo**.
Beth Goodbye.

- 2 Read the *Learn this!* box. Find an example of *would like* in the dialogue in exercise 1.

LEARN THIS!

would like
I'd like is a polite way of saying *I want*.
(*I'd like* = *I would like*)

●●● Grammar Builder: page 103

- 3 Work in pairs. Practise reading the dialogue, changing the words in **bold**. Use places from the box, and invent times and ticket prices.

Gallery of Modern Art Natural History Museum
Science Museum

Listening tip

Before you listen, look at the poster below and think about the information you need, for example, times and prices.

- 4 (1.53) Read the listening tip above. Then listen to the phone call. Complete the information on the poster.

Museum of Natural History



Tickets

Adults £ ¹ _____
Children £ ² _____
Students £ ³ _____

Opening hours

10.00– ⁴ _____
Last entry ⁵ _____

- 5 (1.53) Listen again. Complete the questions (1–4) and match them with the replies (a–d).

1 _____ you _____ me some information ...? ☐
2 _____ are your opening _____? ☐
3 _____ are the tickets? ☐
4 How much is it for _____? ☐

a We open at ten and close at quarter to six.
b Sure. What would you like to know?
c For students it's £10.
d It's £14 for adults and £8 for children under 12.

- 6 Work in pairs. Imagine you are phoning a museum for information. Prepare a dialogue following the chart.

Museum clerk

Answer the phone.

Offer help.

Give information about opening and closing times.

Give information about prices for adults and children.

Reply and thank the customer for calling.

Customer

Ask for some information.

Ask about opening times.

Ask about ticket prices.

Thank the clerk.

Say goodbye.

- 7 Act out your dialogue to the class.

●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 5

Asking for information

Target language

Listening: two phone calls enquiring about the opening times and ticket prices of a zoo and a museum

Vocabulary: I'd like some information about ...

Can you give me some information about ...?

How can I help you? Certainly.

What would you like to know?

What are your opening times?

We open at ... and close at ...

How much does it cost to get in?

How much is it for adults / students / children?

Grammar: *would like*

Speaking: making a phone call to enquire about the opening times and ticket prices of a museum

Exercise 1 1.52

- Play the CD once for students to listen and complete the dialogue with the questions. Check the answers.

ANSWERS

- How can I help you?
- What time do you open?
- And what time do you close?
- How much does it cost to get in?

Exercise 2

- Read through the **Learn this!** box with students. They read the dialogue again to find the example. Check the answer.

ANSWER

I'd like some information about the zoo, please.

Follow-up

Grammar Reference Student's Book page 102

More practice

Grammar Builder Student's Book page 103, exercises 7–8

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 7

- | | |
|------------------|------------------|
| 1 Would you like | 4 I'd like |
| 2 Do you like | 5 I'd like |
| 3 Would you like | 6 Would you like |

Exercise 8

Students' own answers.

Exercise 3

- Students read the dialogue in pairs, changing the words in bold for activities in the box. Monitor and make a note of any common pronunciation errors.

ANSWERS

Students' own answers.

Exercise 4 1.53

- Read through the **Listening tip** with students. Check understanding by asking: *What do you need to do before you listen?* [think about the information you need] *What information can you try to predict?* [opening times and ticket prices]

- Elicit from students some possible answers for the opening times and ticket prices on the poster. Write their ideas on the board.
- Play the CD for students to complete the poster. Check the answers.

ANSWERS

1 £14 2 £8 3 £10 4 5.45 5 5.00

TAPESCRIPT

Clerk Good afternoon. Museum of Natural History. How can I help you?

James Oh, hello. Can you give me some information about the museum?

Clerk Sure. What would you like to know?

James What are your opening times?

Clerk We open at ten and close at quarter to six. But we don't sell tickets after five o'clock.

James How much are the tickets?

Clerk It's £14 for adults and £8 for children under twelve.

James How much is it for students?

Clerk For students it's £10.

James OK, thanks very much.

Clerk You're welcome. Have a nice day.

James Bye.

Exercise 5 1.53

- Play the CD again for students to complete the questions and match them to the replies. Check the answers.

ANSWERS

- Can you give me some information? b
- What are your opening times? a
- How much are the tickets? d
- How much is it for students? c

Exercise 6

- Focus on the dialogue chart. Elicit the first two sentences. [A: Good morning. Science Museum. B: Good morning. Can you give me some information about the museum, please?]
- Students continue working in pairs to write the dialogue. Monitor and help.

SAMPLE ANSWER

A Good morning. Science Museum.

B Good morning. Can you give me some information about the museum, please?

A Sure. What would you like to know?

B What are your opening times?

A We open at half past nine and close at five.

B How much are the tickets?

A It's £4 for adults and £2 for children under twelve.

B OK. Thanks very much.

A You're welcome. Thank you for calling the Science Museum.

B Goodbye.

Exercise 7

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

On the phone



Mrs Jones Hello.
Jill Oh, hello. ¹ _____
Mrs Jones Yes, speaking.
Jill This is Jill. ² _____
Mrs Jones ³ _____. I'll see if she's here.
Jill Thanks.
.....
Mrs Jones I'm sorry, Jill. ⁴ _____. Do you want to leave a message?
Jill No, it's OK. Thanks.
Mrs Jones Well, I'll tell her you called.
Jill Thanks. ⁵ _____
Mrs Jones Goodbye.

- 1 (2.09) Read and listen to the dialogue. Complete the dialogue with the sentences in the box.

Bye then.	Can I speak to Penny, please?
Is that Mrs Jones?	She isn't here.
Just a moment.	

- 2 Read the *Learn this!* box. Find two offers with *I'll* ... in the dialogue in exercise 1.

LEARN THIS!

Offers
 We use *I'll* + base form to make an offer.
I'll help you with your homework.

- 3 Make offers and promises using these phrases.

- | | | |
|------------------------|----------------|-----------------------|
| 1 help you | I'll help you. | 4 pay for your ticket |
| 2 give him the message | | 5 wait for you |
| 3 phone again later | | 6 give you her number |

●●●●● Grammar Builder: page 105

- 4 (2.10) Listen to two phone calls. Choose the correct words.

- Mark is **in** / **out** when Tim phones.
- Tim **leaves** / **doesn't leave** a message.
- Alan is **in** / **out** when Jack phones.
- Jack **leaves** / **doesn't leave** a message.

- 5 (2.10) Listen again and complete the phrases.

- I'm _____, Tim. He isn't here at the moment.
- I can _____ a message.
- Tell him that Tim _____.
- What's your _____?
- I don't think he's _____.
- I'll try his _____.
- Have you got his _____?
- Thanks for your _____.

LEARN THIS!

Saying telephone numbers

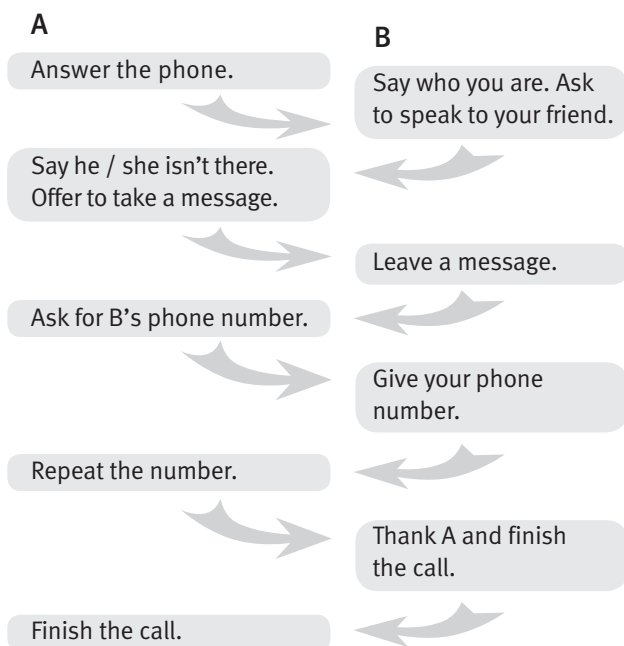
563465 = 'five six three four six five'
 0 = 'oh' or 'zero'
 22 = 'double two'
 444 = 'treble four' or 'four double four'

- 6 (2.11) Read the *Learn this!* box above. Then listen and repeat the phone numbers.

- | | |
|----------|----------|
| 1 422408 | 3 574888 |
| 2 391902 | 4 334611 |

- 7 Write down three phone numbers. Say them to your partner. Your partner writes them down.

- 8 Prepare a dialogue using the chart below.



- 9 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 6

On the phone

Target language

Listening: callers asking to speak to people who aren't in

Vocabulary: Is that ...? Can I speak to ..., please?
Just a moment. I'll see if she's here. I don't think he's in.
She isn't here / in. I can take a message.
I'll tell her you called. Tell him that Tim called.
What's your number? I'll try his mobile.
Have you got his number? Thanks for your help.
Bye then. • phone numbers

Grammar: 'll for offers

Speaking: leaving a message on the phone for a friend

Exercise 1 2.09

- Play the CD once for students to complete the dialogue with the sentences and questions. Check the answers.

ANSWERS

- 1 Is that Mrs Jones?
- 2 Can I speak to Penny, please?
- 3 Just a moment.
- 4 She isn't here.
- 5 Bye then

Exercise 2

- Read through the **Learn this!** box with students. They read the dialogue again to find two offers. Check the answers.

ANSWERS

I'll see if she's here.
I'll tell her you called.

Exercise 3

- Read through the example with students. Elicit the answer to the next question. Students continue working individually to write the offers. Check the answers.

ANSWERS

- 1 I'll help you.
- 2 I'll give him the message.
- 3 I'll phone again later.
- 4 I'll pay for your ticket.
- 5 I'll wait for you.
- 6 I'll give you her number.

Follow-up

Grammar Reference Student's Book page 104

More practice

Grammar Builder Student's Book page 105, exercise 7

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 7

- 1 I'll open 2 I'll carry 3 I'll buy 4 I'll make 5 I'll send
- 6 I'll answer

Exercise 4 2.10

- Play the CD. Students choose the correct words. Check the answers.

ANSWERS

- 1 out 2 leaves 3 out 4 doesn't leave

TAPESCRIPT

1 Mr Black Hello.

Tim Oh, hello, Mr Black. This is Tim. Can I speak to Mark, please?

Mr Black I'm sorry, Tim. He isn't here at the moment.

Tim Oh.

Mr Black I can take a message.

Tim Oh, thanks. Tell him that Tim called.

Mr Black OK. What's your number?

Tim 668402.

Mr Black That's 668402.

Tim Thank you very much.

Mr Black Not at all. Goodbye, Tim.

Tim Goodbye, Mr Black.

2 Mrs White Hello.

Jack Oh, hi. Is that Mrs White?

Mrs White Yes, it is.

Jack This is Jack. Can I speak to Alan, please?

Mrs White I don't think he's in. Wait a moment, I'll look in his room. ... Hello, Jack. Sorry, Alan isn't here. He's probably in town.

Jack Oh, OK.

Mrs White Do you want to leave a message?

Jack No, it's OK. I'll try his mobile.

Mrs White Have you got his number?

Jack I think so. Just a moment. Is it 07975 29753?

Mrs White Yes, that's right.

Jack Great! Thanks for your help. Bye.

Mrs White Bye, Jack.

Exercise 5 2.10

- Play the CD again. Students complete the phrases.

ANSWERS

- 1 sorry 2 take 3 called 4 number 5 in 6 mobile
- 7 number 8 help

Exercise 6 2.11

- Read through the **Learn this!** box with students.
- Play the CD for students to repeat the phone numbers.

Exercise 7

- Students write down three phone numbers individually.
- Student A dictates their phone numbers to Student B. Student B writes them down. Then students swap roles.

Exercise 8

- Focus on the dialogue chart. Elicit the first two sentences.
- Students continue working in pairs to write the dialogue.

SAMPLE ANSWER

A Hello.

B Oh, hello. This is Kathy. Can I speak to Hana, please?

A I'm sorry. She isn't here. Do you want to leave a message?

B Yes, please. Tell her that Kathy called.

A OK. What's your number?

B 338004.

A That's 338004.

B Thank you. Goodbye.

A Bye, Kathy.

Exercise 9

- Students role play their dialogues.

Follow-up

Workbook Functions Bank page 89

Talking about your weekend

- 1 (2.19) Complete the dialogue with the past simple or base form of the verbs in the box. Then read, listen and check your answers.

be go go make see see stay watch



Hannah How ¹ was your weekend?

Melissa It was OK, thanks.

Hannah Did you ² _____ out on Saturday night?

Melissa Yes, I did. I ³ _____ to the cinema with some friends.

Hannah What did you ⁴ _____?

Melissa We ⁵ _____ a new adventure film.

Hannah What was it like?

Melissa Really good.

Hannah How about Sunday?

Melissa I ⁶ _____ in on Sunday. I just ⁷ _____ TV and ⁸ _____ some phone calls.

- 2 Tick the activities that Melissa did at the weekend.

Going out

go to the cinema ☐

go to the shops ☐

see a basketball match ☐

go to the theatre ☐

Staying in

do homework ☐

make phonecalls ☐

play computer games ☐

watch TV ☐

- 3 Practise reading the dialogue in exercise 1 in pairs.

- 4 (2.20) Listen to Jack and Naomi. Choose the correct sentence.

- a Jack had a terrible weekend, Naomi's weekend was OK.
- b Jack and Naomi both had terrible weekends.
- c Jack's weekend was OK, Naomi's weekend was terrible.

- 5 Complete the sentences describing Jack's activities at the weekend. Use the past simple of the verbs in the box.

go have meet rent write

- 1 He _____ shopping.
- 2 He _____ some friends in town.
- 3 He _____ dinner at a café.
- 4 He _____ an e-mail.
- 5 He _____ a DVD.

- 6 (2.20) Listen again. Choose the correct answers.

- 1 What did Jack buy for his dad?
a a CD b a DVD
- 2 Where did Jack leave the present?
a at home b on the bus
- 3 What did Jack think of the food at the café?
a He didn't like it. b He liked it.
- 4 Why didn't Jack send the email to his friend?
a He lost his computer.
b There was a problem with the computer.
- 5 Why didn't Jack watch *Troy*?
a They gave him a Chinese film by mistake.
b He fell asleep.

- 7 (2.21) How does Naomi react to Jack's story? Listen and repeat. Try to copy the intonation.

Reacting with sympathy Oh dear! Oh no! Oh well!
That's a shame. Poor you! What a disaster!

- 8 Work in pairs. Take turns to say a sentence and react, using the phrases from exercise 7.

- 1 I went for lunch with some friends, but the food was horrible.
- 2 I went to the cinema, but the film was really boring.
- 3 I played computer games, but I lost really badly.
- 4 I played a football match, but I hurt my leg.
- 5 I did my homework, but I answered all the wrong questions.

- 9 Work in pairs. Prepare a dialogue using the chart below and your own ideas.

A

Ask how B's weekend was.

B

Answer the question.

Ask if B went out on Saturday night.

Say yes. Say what you did.

React. Ask another question about Saturday night.

Answer the question.

React. Ask about Sunday.

Say what you did on Sunday.

- 10 Act out your dialogue in front of the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 7

Talking about your weekend

Target language

Listening: people talking about their weekends

Vocabulary: How was your weekend? It was OK, thanks. Did you go out on ...? What was it like? Really good. How about ... Oh dear! Oh no! Oh well! That's a shame. Poor you! What a disaster!

Speaking: talking about your weekend

Exercise 1 2.19

- Students complete the dialogue with the correct form of the verbs.
- Play the CD once for students to listen and check their answers.

ANSWERS

1 was 2 go 3 went 4 see 5 saw 6 stayed
7 watched 8 made

Exercise 2

- Students work individually to tick the activities. Check the answers.

ANSWERS

Melissa went to the cinema, made phonecalls and watched TV.

Exercise 3

- Students read the dialogue in pairs. Monitor and make a note of any common pronunciation errors.

Exercise 4 2.20

- Play the CD once for students to choose the correct sentence. Check the answer.

ANSWER

Sentence a is correct.

TAPESCRIPT

Naomi Hi, Jack. How was your weekend?

Jack It was terrible – really bad!

Naomi Oh dear. Why was it so bad?

Jack Everything I did went wrong. On Saturday morning, I went shopping to buy a present for my dad. I bought a DVD for him, but when I got home, I didn't have it.

Naomi Oh no! How did you lose it?

Jack I'm not sure. I think I left it on the bus.

Naomi Oh well ...

Jack Then on Saturday night, I met some friends in town and we had dinner at a café.

Naomi That sounds good.

Jack It wasn't. The food was terrible. I couldn't eat it.

Naomi That's a shame. What about Sunday?

Jack On Sunday, I wrote a really long email to my friend in Canada. But there was a problem with the computer and I lost the email before I sent it!

Naomi Poor you! You had a really bad weekend.

Jack And that's not all. On Sunday evening, I rented a DVD – *Troy* with Brad Pitt. But when I started to watch it, it was a different film. The wrong DVD was in the box.

Naomi What a disaster! So what did you watch?

Jack It was a Chinese Kung Fu film.

Naomi Was it good?

Jack I don't know. I fell asleep. Anyway, how was your weekend?

Naomi Oh, it was OK.

Jack Good.

Exercise 5

- Students work individually to complete the sentences. Check the answers.

ANSWERS

1 went 2 met 3 had 4 wrote 5 rented

Exercise 6 2.20

- Play the CD again for students to choose the correct answers. Check the answers.

ANSWERS

1 b 2 b 3 a 4 b 5 a

Exercise 7 2.21

- Play the CD for students to listen and repeat the expressions. Encourage them to use the correct intonation.

Exercise 8

- Students work in pairs. Student A says a sentence and Student B reacts to it with an expression from exercise 7. Then swap.

Exercise 9

- Focus on the dialogue chart. Elicit the first two sentences. [A: How was your weekend? B: It was OK, thanks.] Students continue writing the dialogue in pairs. Monitor and help.

SAMPLE ANSWER

A How was your weekend?

B It was OK, thanks.

A Did you go out on Saturday night?

B Yes, I did. I went to see a basketball match.

A That sounds good. Did they win?

B No, they lost.

A That's a shame. How about Sunday?

B I stayed in on Sunday. I just did my homework.

Exercise 10

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

In a café



Carla's Café

SNACKS

Soup

tomato • onion • vegetable £2.85

Sandwiches

cheese • tuna • egg • chicken £2.95

Pizzas

cheese and tomato £3.25

Extra toppings: tuna • mushrooms
• onions • chicken 50p each

MEALS

Fish and chips £5.45

Chicken curry £6.65

Vegetable curry £6.00

Pasta with tomato sauce £5.95

Roast beef with roast potatoes and peas £7.00

DRINKS

Orange juice £1.20

Coke £1.10

Bottle of water £1.05

Coffee • Tea £1.50

1 Look at the photo. What can you see? What are the people doing? Would you like to eat there?

2 (2.28) Read and listen to the dialogue. What do Ann and Jake order? Complete the waitress' notes.

Waitress Can I help you?
Ann Could I have a **cheese sandwich**, please?
Waitress Of course. Anything to drink?
Ann I'd like a **coffee**, please.
Waitress Sure. And for you?
Jake Can I have a pizza, please?
Waitress Would you like any extra toppings?
Jake Yes ... **tuna**, please.
Waitress No problem. Anything to drink?
Jake Yes, please. **A Coke**.
Waitress That's **£9.30**, please.
Ann Here you are.
Waitress Thank you ... Here's your change.
Jake Thanks.
Waitress I'll bring the food to your table. Enjoy your meal.

Food

1 _____

2 _____

with 3 _____

Drinks

4 _____

5 _____

3 In the dialogue, find:

- three different ways of asking for food or drink.
- two other ways of saying 'of course'.

4 (2.29) Read the *Learn this!* box, then say these prices. Listen and check.

- | | | | |
|---------|---------|---------|---------|
| 1 £6 | 3 £10 | 5 £6.99 | 7 £1.50 |
| 2 £2.50 | 4 £1.25 | 6 £8.20 | 8 £3 |

LEARN THIS!

Saying prices

£5 = 'five pounds'

£4.50 = 'four pounds fifty' or 'four fifty'

£3.75 = 'three pounds seventy-five' or 'three seventy-five'

5 Practise reading the dialogue in groups of three. Change the words in **bold** for other food on the menu.

6 (2.30) Read the *Listening tip* below. Then listen. What food and drink do the woman and man order? Write *W* or *M* next to items on the menu in exercise 1.

Listening tip

It's difficult to write and listen at the same time. When you are listening, just make notes or underline words on the page. Write your answers afterwards.

7 (2.30) Complete the table. Then listen again and check.

	Food	Drink
Woman		
Man		

8 Work in groups of three. Prepare a dialogue.
Students A and B: You are customers. Order food and a drink from the menu.
Student C: You are the waiter / waitress. Ask questions and tell A and B how much it is.

9 Act out your dialogue to the class.

EVERYDAY ENGLISH 8

In a café

Target language

Listening: a couple ordering a meal in a café

Vocabulary: Could I have a ..., please? Can I have a ..., please? I'd like a ... Of course. Sure. No problem. Anything to drink? Anything else? • prices

Speaking: ordering food and drink in a café

Exercise 1

- Students in pairs look at the photo and answer the questions. Compare the answers with the class.

ANSWERS

Students' own answers.

Exercise 2 2.28

- Play the CD once for students to listen and complete the notes. Check the answers.

ANSWERS

1 cheese sandwich 2 pizza 3 tuna 4 coffee 5 Coke

Exercise 3

- Students read the dialogue again to find the expressions. Check the answers.

ANSWERS

- Could I have a cheese sandwich, please?
I'd like a coffee, please.
Can I have a pizza, please?
- Sure. No problem.

Exercise 4 2.29

- Read through the **Learn this!** box with students.
- Play the CD for students to listen and repeat the prices.

Exercise 5

- Students read the dialogue in groups of three, changing the words in bold for other food. Monitor and make a note of any pronunciation problems.

Exercise 6 2.30

- Read through the **Listening tip** with students and check understanding by asking: *What should you do when you are listening?* [make notes or underline words] *When should you write the answers?* [afterwards]
- Play the CD once for students to write *W* or *M* next to the food on the menu.

TAPESCRIPT

Waitress Hi. What would you like?

Woman Fish and chips, please.

Waitress Anything to drink?

Woman Yes, please. A bottle of water.

Waitress No problem. What can I get for you?

Man Could I have tomato soup, please?

Waitress Of course. Anything else?

Man Yes, chicken curry.

Waitress OK. Would you like a drink?

Man Tea, please.

Waitress Is that all?

Man Yes, thanks.

Waitress That's £17.50, please.

Woman Here you are.

Waitress £20. Thank you. Here's your change. I'll bring the food to your table.

Exercise 7 2.30

- Students work individually to complete the table.
- Play the CD again for them to check their answers.

ANSWERS

woman: fish and chips, bottle of water

man: tomato soup, chicken curry, tea

Exercise 8

- Students work in groups of three to write a dialogue. Monitor and help.

SAMPLE ANSWER

- C** Can I help you?
A Could I have vegetable curry, please?
C Of course. Anything to drink?
A I'd like an orange juice, please.
C Sure. And for you?
B Can I have onion soup, please?
C No problem. Anything else?
B Yes, pasta with tomato sauce.
C Anything to drink?
B Yes, please. A bottle of water.
C That's £17.70, please.

Exercise 9

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Buying a train ticket



Clerk Next, please.
 Alison Hello. I'd like a ticket to **London**, please.
 Clerk Single or return?
 Alison **Return**, please.
 Clerk Are you coming back today?
 Alison **Yes**.
 Clerk That's £32, please.
 Alison Here you are.
 Clerk Thank you. Here's your change.
 Alison Which platform is it?
 Clerk **Number 5**. The next train is at **11:25**.
 Alison Is it a direct train?
 Clerk No, you have to change at **Oxford**.

- 1 (2.38) Read and listen to the dialogue. Where does Alison want to go, and when does she want to come back?

LEARN THIS!

Bus, train and plane times
 We usually use the 24-hour clock for bus, train and plane times.
We write: **We say:**
 11:25 'eleven twenty-five'
 08:41 'eight forty-one'
 15:07 'fifteen oh seven'
 17:00 'seventeen hundred'

- 2 (2.39) Read the information in the *Learn this!* box. Then listen and write the times.

1 _:_:_ 3 _:_:_ 5 _:_:_
 2 _:_:_ 4 _:_:_ 6 _:_:_

- 3 Work in pairs. Write down five times using the 24-hour clock, then say them to your partner. Can your partner write them correctly?

- 4 Work in pairs. Practise reading the dialogue in exercise 1, changing the words in **bold**.

- 5 (2.40) Listen. Complete the table.

	Destination	Price	Platform	Time
1	Liverpool			
2	Manchester			

- 6 (2.40) Complete the sentences with the words in the box. Then listen again and check your answers.

change direct next platform return same

- Can I have a _____ ticket to Liverpool, please?
- When's the _____ train?
- Do I have to _____?
- There's a _____ train at 10:47.
- Are you coming back on the _____ day?
- Which _____ does it depart from?

Speaking tip

English speakers use 'please' and 'thank you' a lot. Remember to include them in your dialogues and role plays.

- 7 Work in pairs. Prepare a dialogue using the chart below.

Ticket clerk

Ask for the next customer.

Ask when he / she is returning.

Give the price.

Give the time.

Answer.

Answer.

Customer

Say where you want to go to.

Answer.

Pay for the ticket. Ask about the next train.

Ask about the platform.

Ask about changing trains.

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 9

Buying a train ticket

Target language

Listening: people buying train tickets at the station

Vocabulary: Next, please. I'd like a ticket to ..., please.
Can I have a return ticket to ..., please? Single or return?
Are you coming back on the same day? When's the next train?
Do I have to change? It's a direct train.
Which platform does it depart from? • the time

Speaking: buying a train ticket

Exercise 1 2.38

- Play the CD once for students to listen and answer the questions.

ANSWERS

Alison wants to go to London. She wants to come back today.

Exercise 2 2.39

- Read through the **Learn this!** box with students.
- Play the CD for students to listen and write the times. Check the answers.

ANSWERS

1 12:28 2 09:15 3 18:49 4 06:00 5 23:55 6 17:17

Exercise 3

- Students write down five times individually.
- They work in pairs. Student A says the times and Student B writes them down. Then swap. Get them to check their answers together.

Exercise 4

- Students read the dialogue in pairs, changing the words in bold.

Exercise 5 2.40

- Play the CD once for students to complete the table. Check the answers.

ANSWERS

1 £35 – 7 – 17.35
2 £12.50 – 10 – 10.47

TAPESCRIPT

1 **Clerk** Can I help you?

Boy Yes, can I have a return ticket to Liverpool, please?

Clerk When are you coming back?

Boy Next Saturday.

Clerk That's £35, please.

Boy Here you are ... Which platform does it depart from?

Clerk Platform 7.

Boy When's the next train?

Clerk At 17.35.

Boy Do I have to change?

Clerk No, it's a direct train.

2 **Clerk** Next, please.

Girl Is there a train for Manchester at about eleven o'clock on Saturday morning?

Clerk Yes, there's a direct train at 10:47.

Girl OK. And how much is a return ticket?

Clerk Are you coming back on the same day?

Girl Yes.

Clerk It's £12.50. Would you like a ticket?

Girl No thanks, I'll get one on Saturday ... Oh, which platform does it depart from?

Clerk Number 10.

Girl OK. Thanks!

Exercise 6 2.40

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

ANSWERS

1 return 2 next 3 change 4 direct 5 same
6 platform

Exercise 7

- Read through the **Speaking tip** with students. Check understanding by asking: *Which words do English people use a lot?* [please and thank you]
- Focus on the dialogue chart. Elicit the first two sentences. [A: Next please. B: I'd like a ticket to Oxford, please.]
- Students continue writing the dialogue in pairs. Monitor and help.

SAMPLE ANSWER

A Next, please.

B I'd like a ticket to Oxford, please.

A When are you coming back?

B Tomorrow.

A That's £25.50, please.

B Here you are. When's the next train?

A At 14.30.

B Which platform does it depart from?

A Number 3.

B Do I have to change?

A No, it's a direct train.

Exercise 8

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Giving advice



1 What clothes do people usually wear when they go for an interview?

2 (2.45) Listen and complete the dialogue with the words in the box. Do you agree with Tom's advice?

jacket jeans tie T-shirt

Rowan Hi, Tom.
 Tom Hi, Rowan. How are you?
 Rowan I'm OK, thanks. I've got a job interview this afternoon.
 Tom Really? You should wear a ¹ _____ and ² _____.
 Rowan Do you think so?
 Tom Definitely. You shouldn't wear ³ _____ and a ⁴ _____ for an interview.
 Rowan You're probably right. Thanks for the advice.
 Tom You're welcome.

3 Work in pairs. Practise reading the dialogue.

4 Read the *Learn this!* box. Then find one affirmative and one negative example of *should* in the dialogue.

LEARN THIS!

should / shouldn't

We can use *should / shouldn't* + the base form of the verb to give advice.

affirmative

You should talk to your teacher.

negative

You shouldn't eat so much chocolate.

interrogative

Should I buy this DVD?

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

Grammar Builder: page 113

5 (2.46) Listen to two dialogues. Match Keith and Sonia to two of the problems a–d.

- a 'I can't find my mobile phone.'
- b 'I feel really ill this morning.'
- c 'I want to go abroad this summer but I haven't got any money.'
- d 'I can't do my homework.'

Keith: ☐ Sonia: ☐

6 Complete the advice using *should* or *shouldn't* and the verbs in the brackets.

- 1 You shouldn't copy it from the internet. *X*
- 2 You _____ look for it again. *✓*
- 3 You _____ borrow money from your parents. *X*
- 4 You _____ call the doctor. *✓*
- 5 You _____ find a job abroad. *✓*
- 6 You _____ talk to your teacher. *✓*
- 7 You _____ go to school. *X*
- 8 You _____ report it to the police yet. *X*

7 (2.46) Listen again. What advice do Keith and Sonia get from their friends? Match each friend with two pieces of advice (1–8) from exercise 6.

Keith's friend says: ☐ and ☐

Sonia's friend says: ☐ and ☐

8 Work in pairs. Prepare two short dialogues using the chart below. Choose a problem from exercise 5 and advice from exercise 6, or invent your own. Take turns to be A and B.

A

Greet B.

Tell B your problem.

React.

Agree. Thank B for his / her advice.

B

Greet A.

Say what A should do.

Say what A should do.

Finish the conversation.

9 Act out your dialogues to the class.

Workbook Functions Bank page 89

EVERYDAY ENGLISH 10

Giving advice

Target language

Listening: people giving advice to a friend about a problem

Vocabulary: You should ... Do you think so? Definitely. You shouldn't ... You're probably right. Thanks for the advice. You're welcome.

Grammar: *should* and *shouldn't*

Speaking: asking for and giving advice about a problem

Exercise 1

- Students discuss the question in pairs. Compare answers with the class.

ANSWERS

Students' own answers.

Exercise 2 2.45

- Play the CD once for students to listen and complete the dialogue. Check the answers.
- Students discuss in pairs whether they agree with the advice. Compare answers as a class.

ANSWERS

1 jacket 2 tie 3 jeans 4 T-shirt

Exercise 3

- Students read the dialogue in pairs. Monitor and help.

Exercise 4

- Read through the **Learn this!** box with students. They read the dialogue again to find the examples. Check the answers.

ANSWERS

You should wear a jacket and tie.

You shouldn't wear jeans and a T-shirt.

Follow-up

Grammar Reference Student's Book page 112

More practice

Grammar Builder Student's Book page 113, Exercise 7

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 7

1 shouldn't 2 should 3 should 4 shouldn't
5 shouldn't

Exercise 5 2.46

- Play the CD once for students to listen and match the speakers to the problems. Check the answers.

ANSWERS

Keith: b Sonia: d

TAPESCRIPT

1 Keith Hi, Mary.

Mary Hi, Keith. How are you?

Keith Terrible! I feel really ill this morning.

Mary Yes, you look bad.

Keith Thanks. (SNIFF)

Mary Why are you at the bus stop?

Keith I'm going to school, of course.

Mary You shouldn't go to school!

Keith Really?

Mary Of course not! You should go home and call the doctor.

Keith Maybe you're right. I do feel really bad.

Mary I hope you feel better soon.

Keith Thanks.

2 Sonia Hi, Tom.

Tom Hi, Sonia. What are you doing?

Sonia I'm looking for a website.

Tom What kind of website?

Sonia I want to find a biology essay. I don't understand my homework – and I have to finish it tonight.

Tom So, are you going to copy it from the internet?

Sonia Yup.

Tom You shouldn't do that! You'll get into trouble.

Sonia So what should I do?

Tom You should talk to your teacher.

Sonia Do you think so?

Tom Definitely. Explain that you're having problems with the homework.

Exercise 6

- Students work individually to complete the sentences. Check the answers.

ANSWERS

1 shouldn't 2 should 3 shouldn't 4 should 5 should
6 should 7 shouldn't 8 shouldn't

Exercise 7 2.46

- Play the CD again for students to match the friends with the advice. Check the answers.

ANSWERS

Keith's friend says 4 and 7.

Sonia's friend says 1 and 6.

Exercise 8

- Focus on the dialogue chart. Elicit the first two sentences. [A: Hi Kevin. B: Hi Ollie. How are you?]
- Students continue working in pairs to write two short dialogues.

SAMPLE ANSWER

A Hi Kevin.

B Hi Ollie. How are you?

A I can't find my mobile phone.

B You shouldn't report it to the police yet.

A So what should I do?

B You should look for it again.

A You're probably right. Thanks for the advice.

B I hope you find it.

Exercise 9

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89