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ENJOYING ENGLISH 6

Енглески језик за 6. разред основне школе

Приручник за наставнике

ЗАВОД ЗА УЏБЕНИКЕ – БЕОГРАД



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INTRODUCTION



ENJOYING ENGLISH 6 contains the following integrated components: Student's Book (with grammar folder and Audio CD), Workbook, and Teacher's Book. It is intended to be used with 6th grade primary school pupils.

Enjoying English 6 continues to foster language learning in an exciting and stimulating way, through group, team, pair and individual work, as well as through role-play, quizzes and games. Aside from the continued emphasis on communication and giving students the opportunity to use the language they are learning, there is greater focus on listening skills in EE6 – students are faced with comprehension exercises that are solely listening-based (as opposed to the combination of reading/listening in previous years), and they encounter natural English spoken at normal speed for the first time. Reading skills are also covered, and medium-length texts provide the cornerstone for the presentation of new language matter and revision of grammatical areas encountered previously. Students' writing skills are also developed, with students being encouraged to use the language they have acquired up to this point more freely by producing longer pieces of text. In addition to this, students are given further practice in phonetic transcription and are introduced to the differences between British and American English. Overall, the course provides students with ample restricted and free practice of grammatical and lexical areas.

Topics and themes

The themes covered in the course will be familiar to students, although the specific topic areas dealt with are new. Themes include:

- School: a comparison of British, American and Serbian schools, preferred school subjects, extra-curricular sporting activities, a school fair, school rules;
- Me and my friends: socialising (at the cinema and through sport), helping others, responsibilities, attitude to money, attitude to peer intolerance and aggressive behaviour, friends abroad, scouting, volunteering;
- Family and the home: free-time with the family, family trips, family traditions and customs in Britain, America and Serbia, moving house;
- Holidays and festivals: Family Saint's Days, different types of holidays (resort, haunted castle, camping);
- Food: ordering food, food in different countries, favourite food;
- Clothes: the latest fashions;
- The local area: attitude to the local environment, the weather, landmarks and interesting places to visit, different types of shops and shopping.

As with Enjoying English 5, the course also recognises that learning English is not merely about learning the language. In Enjoying English 6, students learn about famous world cities and countries to broaden their cultural knowledge: London, Paris, Rome, Belgrade, Moscow, New Delhi, Beijing, Sydney, Canada, and New York.

Syllabus

The following areas are covered in Enjoying English 5:

- The present: Present simple, present continuous, and present perfect
- The future: future simple (will) for predictions, promises and offers, 'going to', and the present continuous
- The past: past simple and past continuous
- Comparing tenses: Present simple v Present continuous, Present perfect v Past simple, Past simple v Past continuous
- Verb patterns – the 'to' infinitive after *decide*, *start* and *want*; the gerund after *enjoy*, *like*, *love*, *don't mind*, *hate* and *prefer*
- Modal verbs – can/can't for ability and permission, must/mustn't/have to/don't have to for obligation, should/shouldn't for advice
- The first conditional
- Question tags
- Prepositions: time, place, movement
- Adverbs of frequency, time, place, direction, and manner
- Adjectives: comparison of adjectives, adjectives with –ed/-ing, adjectives formed by adding suffixes to nouns and verbs, possessive adjectives
- Cardinal and ordinal numbers up to 1,000,000
- Pronouns: possessive pronouns, object pronouns, and indefinite pronouns with *some*, *any*, *every*, and *no*
- There is/are with *some*, *any*, *no*
- Articles (the, a/an, zero article)
- Conjunctions – basic and in a narrative
- Nouns: compound nouns, countable and uncountable nouns, regular and irregular plurals
- The Saxon genitive
- Phrasal verbs with *get*
- Phrases with *have* and *play*
- Countries, nationalities and languages
- Lexis dealing with school, the weather, films, airports, and holiday resorts

Aside from these grammatical and lexical areas, the following functions are dealt with:

- Giving personal information
- Asking and answering politely
- Giving information about experiences
- Expressing likes and dislikes
- Expressing personal opinion
- Expressing ability
- Making suggestions and giving advice
- Asking for and giving permission
- Expressing obligation
- Making predictions and promises

- Making excuses
- Making plans and expressing definite arrangements
- Checking information
- Booking a train ticket
- Ordering in a restaurant
- Shopping for clothes

Student's Book

The book is divided into 5 sections (folders) and each section comprises 2 units. Each unit has a different focus and consists of four parts (A, B, C and D).

Unit Structure

Parts A and B

Parts A and B introduce the main language areas. The main characters from Enjoying English 5 appear, while new characters are also introduced – Marko Petrović (Nick's Serbian penfriend), Ivan (his brother), Vera (his sister) and their parents. Mr Petrović is working in America for a year and the family are used to present various aspects of American life. In Part A language is presented through two dialogues (one to be read, the other for listening practice), while in part B, there is a reading text. These sections provide grammar and lexical foci, as well as additional material, for example, a comparison of different aspects of life in Britain, America and Serbia.

Part C

Part C begins with an episode from the cartoon 'First around the world'. Joan and John are a pair of teenagers involved in an inter-school competition. They must travel to different countries around the world and find clues, with the aim of reaching the tenth destination first. Each episode deals with the pair's latest mishap, which students should find both amusing and intriguing. Language encountered in the unit is recycled in the cartoon and it also gives a lead-in to a focus on a specific function, providing the opportunity for students to use the language in an everyday context through the use of role play. This part also contains a team game to stimulate students further.

Part D

Part D is optional. The first page is a fun page and contains puzzles, quizzes, games and riddles. They can be done as a class or merely be used as time-fillers for those quicker students who are waiting for others to finish an exercise. The answers to these puzzles are in the Appendix at the back of the Student's Book. The second part of Part D contains an extra reading text and a 'My Progress' section. The extra reading takes the form of a section from the Culture Crew magazine. It is introduced by one of the members of the Culture Crew from Enjoying English 5 and gives further information on the destination in 'First around the world'. It recycles lexical and grammatical areas from the unit. The 'My Progress' section enables students to record information about the unit and to assess their individual progress.

In doing so, each student builds up a personal profile of his or her work throughout the year and begins to take some responsibility for learning.

Reading and listening

There are a variety of stimulating texts for reading and listening practice. Reading texts take the form of articles, emails, and cartoons. Listening practice revolves around dialogues, some of which are printed in the unit for students to follow, while others are intended as pure listening practice (these are printed in an appendix at the back of the Student's Book). Comprehension focuses on two areas – reading/listening for gist (i.e. for general meaning) and reading/listening for specific information. The former is tested in an exercise in either the Student's book or the Teacher's book, while exercises focussing on specific information usually follow the text, along with a Word Bank containing new lexical items (with the phonetic transcription and Serbian translation). In order to motivate students, Enjoying English 6 contains a variety of comprehension exercises, but care has been taken to ensure that answers can easily be checked in class.

Grammar

There is a logical progression from the reading/listening texts into the grammar presentation with examples of the language focus being taken from the text. Grammar forms and rules are then presented in the Grammar Files and are practised through exercises that follow. An exercise entitled 'Pair work' gives students the opportunity to use the grammar in a controlled situation.

Speaking

There is a lot of scope for oral communication with the range of exercises provided. Aside from the 'Let's talk' section at the beginning of each Unit and the 'Pair work' exercise following the grammar presentation (Part A), students can also discuss comprehension answers and will have ample chance to speak in the other parts of each unit. For example, 'Can you remember...?' at the end of Part B and the role-plays that follow the cartoon in Part C provide students with conversation practice. Each speaking exercise is designed to give students the opportunity to use new grammar and lexical items encountered in the unit.

Revision and Projects

The Student's Book begins with a Revision section. This recaps and revises the lexis and basic structures encountered by students from the first to the fifth grade. In addition, after each folder (i.e. after every second unit), there is a revision section (entitled Check Back). Short exercises remind students of the most important lexical and grammatical areas covered in the preceding two units. These revision sections also provide practice for the short tests that can be found in the Workbook.

Projects provide a great way for students to interact naturally in English. The ten projects, found at the back of the Student's Book, are integral part of the course and are designed to elicit recently studied language areas. In order to get the most out of them, they should be done in groups – hence giving students communication practice in speaking and listening.

The key to successful projects is forward planning! You will have to prepare the projects in advance, in terms of thinking about what children will need to bring to the lessons. In order to help the children feel included, you could read through the project with them the week before you intend to do it. Tell them to think about it for the next lesson and if they are going to have any problems finding what they need they can tell you then. Remember the aim of the projects is to recycle the grammar and vocabulary encountered in the book up to that point, so encourage students to do so. Also, find a good place to display projects when they are finished.

Appendix

At the back of the book, there is an appendix, which contains the answers to the initial revision section, the key to the fun page in each unit, the tapescript for the listening comprehension exercises, a list of British and American words, a list of new words, and a list of geographical names.

Remember

- There is ample material for the whole school year with a wide variety of texts and follow-up work on a wide variety of topics. Bearing in mind that Part D is completely optional, select what to do or not to do according to the ability of your students.
- Most exercises are designed so that they can be done in pairs, in small groups, or with the whole class. The intention is to give every student as much opportunity to communicate as possible.

Grammar folder

Each student is provided with a pocket grammar folder containing a unit-by-unit summary of the grammatical areas covered in the book and a list of irregular verbs. It is intended as a handy and stimulating reference for students and helps students towards their goal of becoming more independent learners. They should be encouraged to refer to it.

Workbook

The Workbook follows the contents of the Student's Book and concentrates on providing further practice in grammar and vocabulary. While exercises are intended to be set for homework, they can also provide additional practice in class if the need arises. Each unit covers five areas:

- Everyday English – gives practice in new lexis and structures, along with a pronunciation focus
- Grammar – gives practice in specific grammatical structures
- Vocabulary – gives practice in specific lexical groups
- Writing – provides activities designed to encourage students to write short pieces of English, recycling lexis and structures encountered in the unit
- Extra writing – introduces students to writing a longer, guided composition based on the Part C cartoon.

Audio CD

Another novelty for students is the Audio CD, which provides keener students with the opportunity to improve their English (particularly pronunciation) outside the classroom. It contains all the texts and dialogues from the Student's Book, as well as some exercises from the Workbook.

Teacher's Book

The Teacher's Book aims to provide the support teachers need in planning and implementing their lessons. It leads teachers comprehensively through each unit, providing clear suggestions on how to use the various course components and how to integrate Student's Book and Workbook so they become one entity (a SB-WB integration chart is included in the Teacher's Book for easy reference after this introduction).

It incorporates a communicative methodology and encourages a self-discovery approach for students. Instead of spoon-feeding students, the guidelines in the Teacher's Book will encourage them to think independently and to work out new language areas for themselves through the technique of eliciting (drawing out answers from students instead of the teacher immediately telling them) and through students checking/comparing answers with their peers.

The Teacher's Book gives suggestions on lead-in discussion areas to increase students' interest in the topic, and advice on board presentations, as well as pointing out possible pitfalls, and suggesting extra, optional activities and games, most of which require minimal advanced preparation.

The answer key to the exercises in the Student's Book is incorporated into the Teacher's Book, providing easy reference. The Workbook Key is also included at the end of the Teacher's book.

Student's Book – Workbook Integration Chart

UNIT	Related Workbook Exercises
Unit 1	
Part A	Everyday English ex.1–2 Grammar ex.1–5 Writing ex.1 Extra Writing ex.1
Part B	Vocabulary ex.1–6 Writing ex.2–4
Part C	Everyday English ex.3 Pronunciation Extra Writing ex.2
Unit 2	
Part A	Everyday English ex.1 Pronunciation Grammar ex.1–4 Vocabulary ex.1–2 Writing ex.1–5
Part B	Everyday English ex.2–3 Vocabulary ex.3–6 Extra Writing ex.1
Part C	Everyday English ex.4 Extra Writing ex.2
Unit 3	
Part A	Everyday English ex.1–2 Pronunciation Grammar ex.1–3 Vocabulary ex.1–2, 6, Chant Grammar II ex.1 Writing ex.1
Part B	Vocabulary ex.3–5, 7 Grammar II ex.2–3 Writing ex.2 Extra Writing ex.1
Part C	Everyday English ex.3 Extra Writing ex.2

Unit 4	
Part A	Everyday English ex.1–4 Pronunciation Grammar ex.1–3 Vocabulary ex.1–2, 5–6, 8 Writing ex.1, 4
Part B	Vocabulary ex.3–4, 7 Writing ex.2–3, 5
Part C	Everyday English ex.5 Extra Writing ex.1–2
Unit 5	
Part A	Everyday English ex.1–3 Pronunciation Grammar ex.1–3 Vocabulary ex.1–4 Writing ex.1
Part B	Vocabulary ex.5–6 Writing ex.2–6
Part C	Everyday English ex.4 Extra Writing ex.1–2
Unit 6	
Part A	Everyday English ex.1–3 Pronunciation Grammar ex.1–4 Vocabulary ex.1–2 Writing ex.1–4
Part B	Vocabulary ex.3–4
Part C	Everyday English ex. 4 Extra Writing ex.1–3
Unit 7	
Part A	Pronunciation Grammar ex.1–2, 4 Vocabulary ex.1–2 Writing ex.1–3
Part B	Everyday English ex.1–2, 4 Grammar ex.3, 5 Vocabulary ex.3–4 Writing ex.4–5

Part C	Everyday English ex.3 Extra Writing ex.1-2
Unit 8	
Part A	Pronunciation Grammar ex.1,3-4 Chant Vocabulary ex.1-2, 4 Writing ex.1-2
Part B	Everyday English ex.1-2 Grammar ex.2 Vocabulary ex.3, 5-6 Writing ex.3-4
Part C	Everyday English ex.3 Extra Writing ex.1-2
Unit 9	
Part A	Everyday English ex.1-3 Pronunciation Grammar ex.1-4, 7 Vocabulary ex.1-2 Writing ex.1
Part B	Grammar ex.5-6 Vocabulary ex.3 Writing ex.2-4
Part C	Everyday English ex. 4 Extra Writing ex.1-2
Unit 10	
Part A	Everyday English ex.1-2 Pronunciation Grammar ex.1-3, 6 Vocabulary ex.1-2 Writing ex.1, 3
Part B	Grammar ex. 2, 5 Vocabulary ex. 3-4 Writing ex. 2, 4
Part C	Everyday English ex. 3 Grammar ex. 4 Extra Writing ex.1-2

REVISION

1. Closed books. Give students a brief 'tour' of their new book, including the pocket Grammar Folder. Point out the CD. Explain that they can use the CD at home to listen to parts of the Student's Book and they will also need it for some of the Workbook exercises.
2. Open the Workbook on page 4. Ask students how many letters there are in the English alphabet. Elicit 26 and then pick students at random to read out a letter from the list on the left-hand side of the page. Point out the 'Zoom in' box on p. 5 of the Workbook and use this as a chance to tell the students that they are going to learn about the differences between British English and American English this year.

Optional Extra!**Alphabet Bingo**

Before the lesson, you will need to write each letter of the alphabet on a separate slip of paper and put them into a bag.

Draw a chart on the board with three rows and three columns (similar to the 5x4 chart on p.4 of the Workbook). Tell students to copy it into their notebooks (explain *row* and *column*) and then to fill each square with a different letter of the alphabet. Do the same with your chart on the board. Explain that you are going to pick letters from the bag. If students have the letter you pick on their chart, they should put a cross in the square. When they have crossed off all the letters in one column or row (demonstrate using your chart on the board), they should shout on 'Bingo'. The first student to do so is the winner.

Pick random letters out of the bag and say the letter out loud. Then show it to the students so they can check they have understood the letter correctly.

3. Having played Alphabet Bingo, students should understand the Bingo concept. Focus their attention on the Hello Bingo chart on p. 4. Use this as a means of finding out how much your students remember out the different tenses and as a warm-up rather than a teaching tool. You shouldn't spend a lot of time explaining the correct grammatical forms as all these structures are revised in the book throughout the course. Ask students to read out the squares. Check students understand the meaning of each sentence. Explain the aim of the game.
4. Then put students into groups and get them to write a question with *you* for each square. Elicit the first as an example. Then monitor as they work together – this will give you some idea as to the problems you can expect later in the course.
5. Go through the questions as a class, encouraging students to write the questions in the relevant square. Don't go into reasons why these are the correct forms – just praise good questions and make a mental note of problems.

Answers

First row:

Are you older than me? / How old are you? / When were you born?

Can you play computer games?

Do you have a pet?

Do you live on the second floor?

Second row:

Do you like hamburgers?

Are you doing a project for school?

Will you get up before 10 o'clock tomorrow?

Do you study Spanish?

Third row:

Have you been to London?

Can you play a musical instrument?

Must you / Do you have to cook a meal today?

Would you like to be a doctor one day?

Fourth row:

Do you have to do any written work today?

Will you visit your grandparents at the weekend?

Have you got any brothers or sisters?

Did you practise a sport last year?

Fifth row:

Were you at a birthday party last Saturday?

Have you seen any Harry Potter films?

Did you run to school yesterday?

Are you going to have pizza for dinner?

6. Let students stand up, mingle and play the game. The winner should read out his answers and then ask for a few other volunteers to read out what they found out.

Workbook

Exercise 2, p.5, can be done in class as a follow-up to Hello Bingo or for homework.

The same applies to ex3, p.5, although you should drill the pronunciation of the names in class. You can even go through the phonetic symbols (on the right-hand side of p. 5) with the class to revise what they learned in EE5.

7. The Alphabet Chant on p. 5 of the Workbook should be done in class. Start by asking students some of the questions that appear in the rap: *What's your name? / Where's your home? / What's your address?* as a lead-in and speaking practice. Then read through the rap together.

8. Open student books on p. 6. Direct students to the pictures and words at the bottom of the page. Ask students to make connections between the items, i.e. what they have in common: for example: piano, guitar, drums – they are all musical instruments. This provides a warm-up and some brief speaking practice.

9. Introduce Marko Petrović. Get a student to describe him. Explain that Marko was asked some questions and his answers are written below his picture. Ask students to see if they can match a picture or word from the bottom of the page to an answer from his list: for example, answer 1 – guitar; answer 2 – 15, 10. NB Not every answer/picture/word can be matched.

10. Then read through the questions as a class and give students time to match a question to an answer individually, before checking as a class.

11. To round off this page, students could say something about themselves (either in groups or as a class) using the pictures and words at the bottom of the page – e.g. I'm good at Biology. / I ate a hamburger yesterday.

Optional extra!

A good way of starting a class is to have students close their books and then tell you about things covered in the previous lesson. In this case, *What can you remember about Marko Petrović?* It will give them valuable speaking practice and will also help in the recycling of vocabulary and grammar. Assist them with prompt questions so as to elicit key things: e.g. *What does he hate doing? / What's his favourite sport? / Which other sports does he like?*

12. Draw attention to Marko's test on p. 7 of the Student's Book. Ask students what his mark was. See if they think he is good at English (as he claims to be on p. 6!) Explain the exercise to students and focus as a class on the first exercise on the Present Simple. Ask students how many questions Marko got wrong (elicit '4'). Give students a minute to think by themselves to try to find the four wrong answers.

13. Ask someone to say which questions are wrong and then give students some more time to correct those answers. Check as a class. For this section, it is very important that you do not spend too much time explaining why answers are right or wrong – going through the forms of the present simple, present continuous, past simple, present perfect, etc., would be too laborious and present the students with far too much information far too quickly for them to be able to take it in. This exercise has three purposes:

- a. to present the teacher with an insight into students' current knowledge and areas which need particular work;
- b. to give students a chance to revise areas they covered in the previous year;

- c. to present students with areas that will be revised during the forthcoming academic year.

When going through the answers, just remind students of various points (e.g. T: *That's right – we only add -s when it is he/she/it.*) Encourage students by reiterating that all these areas will be revised in the months to come (e.g. T: *Don't worry if you've forgotten. You'll learn about that again in Unit X.*)

14. Once the first exercise on the test has been done together, put students into groups and let them work through the rest of the test. It may be a good idea to set a time limit for each exercise on the 'test' and check one exercise before allowing students to move on to the next. This is preferable to waiting for students to finish the whole test as usually the stronger students will finish a long time before the weaker ones with such a long exercise. Working through the exercises step-by-step will help to minimise these differences.

Alternative idea

The answers to the 'test' are provided at the back of the Student's Book so students can check their own answers. The answers can then be discussed as a class when all students have finished. Fast finishers can play Alphabet Bingo with each other while they wait.

FOLDER ONE**INTRODUCTION**

Folder 1 contains Units 1 and 2. Read through the title pages (pp. 10–11) together and get some students to describe what they can see in the photos.

Photographs and pictures

Remember to make the most of each photograph and picture. They can be used for speaking practice in class – ask students to describe them. Depending on your students' knowledge, elicit individual words, phrases, or whole sentences. As you cover various grammatical and lexical areas, encourage students to use this knowledge, e.g. after unit 1, get them to use the present continuous to describe what's happening in pictures, there is/there are after unit 7, what the weather is like after unit 8, etc.

Also, the pictures can be used for a basis for discussion extensions if you have time. Use questions like *Would you like to live here? Do you wear the same clothes? Do you like doing the activities in the picture?*, etc.

Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

**Unit 1
Overview**

In this unit, students get to know more about the Petrovic family and New York. In part A, we find the Petrovic children on a sightseeing tour, which provides the basis for revision of the present continuous. This is reinforced through a conversation between Nick and Marko, which also introduces the idea of time zones. In part B, there is reading comprehension practice as we learn more about the Petrovic children's school and also the family's hunt for a bigger flat. This leads into a focus on the different names for school grades in Britain, America and Serbia and also a look at ordinal and cardinal numbers. Part C contains the first episode of the cartoon, which leads into a focus on a proverb (First come, first served) and buying tickets at a train station. In part D, in addition to various short fun activities, there is a text on Buckingham Palace. Aside from providing further practice, the Workbook also looks at various professions, dates, phoning a friend to arrange a meeting, and writing a composition about the cartoon episode.

Part A

1. Closed books. Write up *Capital cities* on the board. Put students into small groups and give them 1 minute to write down the names of as many capital cities as they can think of.

Introduce the idea by asking 'What's the capital city of Serbia?' Get some feedback from the students – which cities, which countries they are the capital of. Then extend this by asking what they know about these cities to give some more extended speaking practice (students might cover the first Let's talk question here, but don't worry) – What famous *landmarks* (teach the word as it will be useful later) are there? Have you ever been there? Do you know any people who live there? What's the name of the river there? What is the city famous for?, etc.

2. Open books on p.12. Discuss the Let's talk questions either together as a class or put students into groups to talk about them and then get some feedback on the general ideas. After the final question, ask students to look at the photo – get them to tell you what they can see. Elicit the fact that it is Marko Petrovic and ask students to guess who he is with and what they are doing. Explain that this is his sister, Vera, and brother, Ivan. Teach the word *sightseeing* and *guided tour* and see if students can tell you about things to see in New York. Feed in the word *skyscraper* and *tall building* as it will be useful for the dialogue that follows.

Pre-teaching

It is a good idea to use the pictures and lead-in speaking exercises as a means of teaching students words that occur in the reading or listening text that follows (*pre-teaching*). Only crucial words should be pre-taught. The advantage is two-fold: firstly, students have some orientation as to what to expect in the text, and secondly, students will understand the basic meaning of the text, without having to ask the teacher every few seconds. This will result in increased confidence among the learners.

Try to avoid merely giving students a list of new words. Instead try to feed them in through questions related to the picture/discussion topic, e.g. *What can you see here? What is there to see in New York? What's another word for this tall building?*

3. Tell students that they are going to read the conversation the three children are having on the bus. Get a student to read out the question in exercise 1 and check if students understand it. Then give them a couple of minutes to read the dialogue and to answer the question. Ask a student to tell you the answer, referring to the sentence(s) in the text to support it.

Answer (ex 1, p. 12)

No – Vera isn't.

(*Why is he driving so slowly? I'm thirsty! / Are we getting off now? / I'm hungry right now.*)

4. Read through the questions in exercise 2 and check students understand them (*special, prefer*). Then let them answer them individually (either in note form or as full sentences in

their notebooks). They can then compare their answers in pairs before you check as a class, again referring to the relevant sentence in the text.

Comprehension exercises

Try to follow this procedure for reading/listening comprehension exercises as it allows even the weaker students to attempt the task:

1. Read through the questions together and check understanding.
2. Students have time individually to answer the questions (individual thinking time is vital particularly for the slower students and is preferable to having a stronger student jumping in immediately with the answer.) Students should underline the part of the text where they found the answer. This helps them to focus.
3. As an option, check in pairs.
4. Then check as a class. Make sure for each answer you refer to the relevant part of the text. This helps students realise why their answers are right/wrong.

Answers (ex. 2, p. 12)

1. New York
2. They aren't listening to the guide.
3. It's the tallest building in New York.
4. Shopping (*Look at that huge shop!*)

5. Don't worry about checking the rest of the vocabulary now. Move on to the Grammar Files on page 13 and the Present Continuous.

Watch Out!

- Confusion with the auxiliary verb – using *do/does* instead of *to be*, particularly in the question form
- Forgetting to add *-ing* or forgetting the auxiliary verb
e.g. *I am go*
I going

6. Get students to look back at the dialogue on p. 12 and to complete the four sentences. Elicit that this is the Present Continuous and see if any students can remember how it is formed. Teach them/remind them of the rhyme 'The verb to be plus i-n-g' and use it as a chant. Remind them that the present continuous must always have these two elements.

In the future, if they forget the verb to be or the -ing ending, just get them to repeat the rhyme.

7. Write up a substitution table on the board – eliciting the various parts from the students. Write up the heading *Present Continuous* and *Positive*. Start with *I* and elicit *am* and the other parts of the verb *to be*. Then write up an infinitive, e.g. *read*, and elicit the -ing form. If students are unsure, encourage them to refer to their separate Grammar Folder.

8. At this point, you could revise the spelling rules as well, by including other verbs in the table (write, put, etc.). Again, elicit the correct -ing forms, referring to the 'Remember the spelling' box on p.13. Point out the difference between the British and American spelling of *travelling* and explain that this is one of many differences between the two languages that students will encounter this year. Students should copy down the rules in their notebooks as it helps them to remember.

Spelling rules for -ing

- usually add -ing: readING, workING, cookING
- BUT
- -e, -e +ing: write – writING, live – livING
- sometimes we double a letter: sit – sitTING, run – runNING

9. Repeat the procedure for the negative and interrogative forms. The final table should look something like this:

Present Continuous									
Positive			Negative			Interrogative			
I	am		I'm not			Am	I		
you	are		you aren't			Are	you		
he		reading	he				he		
she	is	writing	she isn't	reading		Is	she	reading...?	
it		putting	it				it		
we	are		we aren't			Are	we		
they			they				they		

10. See if students can remember when we use the Present Continuous – ask one to read out the sentence in the Grammar File on p.13. Elicit also the key words and write them up on the board under the substitution table (*now, at the moment, at present*). Again, make

sure students copy all this down into their notebooks as it is one way of them recycling the language and hence remembering it.

11. Ask a few students the question: *What are you doing?* or a similar one: *What is Jelena doing?/What is your brother doing?*. Then ask some students to ask other students similar questions. Do this as open pairs (i.e. with the whole class listening) so you can check the form is correct.

12. Ask students to look back at the dialogue and to find other examples of the Present Continuous. Get feedback as a class.

13. Students can now do exercise 5 on p.13. Read through the verbs as a class and check understanding. Then read through the sentences, telling students not to write anything at this point. Tell students to use 'mmm' to represent the gap when reading the sentences out loud. Again check understanding (*letter, to me, around, umbrella, mobile, the next stop*). It is after all very hard for students to choose the correct verb if they don't understand the rest of the sentence. Give students time to do the exercise individually before checking as a class. Students could write the missing words on the board as it is important to check the spelling as well.

Answers (ex. 5, p. 13)

1. writing
2. listening
3. travelling/traveling
4. studying
5. raining
6. chatting
7. getting
8. learning

14. Now choose some students to read out/act out the dialogue on p.12. At this point, check pronunciation and unknown words from the Word Bank (relevant to this text).

Charades

One good way of practising the Present Continuous is to play charades. Beforehand, prepare slips of paper each with an action on it (e.g. drink juice, eat a hamburger, buy a jumper). Then call a student to the front, show him/her one of the pieces of paper, and get him/her to mime the activity. The other students should ask questions 'Are you...ing?' and the 'actor' should reply with No, I'm not or Yes, I am when a student guesses correctly. The first student to guess correctly is the next to have a go. Remember, it's always good for you to demonstrate one or two actions first.

Workbook

Students can now do ex1, p.6, all the exercises on p.7 and ex.1 on p.9.

15. Closed books. Ask students what they can remember about Nick from EE5. Get some ideas and then explain that Nick and Marko are penfriends. Explain that as Marko lives *overseas* (pre-teach), the boys must contact each other by phone or email. Tell students that they are going to listen to one of their conversations.

16. Ask a student to read out exercise 3 on p.12. Then play the CD and elicit the answer.

Answer (ex. 3, p. 12)

nick.fluffy is Nick's Internet contact address.

17. Read through the questions in exercise 4 together and check understanding (*call, half past eight, folks* – compare to British English). Play the conversation again and let students answer the questions (in note form). As this is one of the first 'proper' listening exercises students will have done, don't be afraid to play the CD as many times as necessary. Check as a class, eliciting why the false answers are false.

Answers (ex. 4, p. 12)

1. F
2. F
3. T
4. F
5. T

18. Ask some students to read out the dialogue from the Appendix at the back of the book and check any unknown words.

19. Use the tapescript in the Appendix as a way to focus on telling the time. Ask students to underline the two times in the text. Ask someone to write them up in number form on the board. Elicit the different ways of saying both times and draw students' attention to the Useful Language box on p.12. Draw up two clock faces on the board to illustrate the different ways of telling the time. Around one clock face, write *o'clock* above the 12, *'oh five'* above the one, *ten* above the two, etc. – below it write some examples: one ten (1.10), five forty (5.40), seven thirty (7.30). Around the other clock, write *o'clock* above the 12, *five past* above the one, *ten past* above the two, etc. – again write some examples below it: ten

past one, twenty to six, half past seven. Draw particular attention to the *half past* form and the problems with L1 confusion (i.e. half past seven isn't *pola sedam*).

Workbook

Students can now do ex.2, p.6.

20. Write a few times up on the board for students to practise with – either orally or written.

21. Read out the Learn this! section on p.12 and again practise by asking students, for example, when they have breakfast, when they go to bed – insist on them using am or pm. Point out that 12am is midnight and 12pm is noon.

22. Ask students what time it is for Marko (see if they can remember) and for Nick. Then talk about time zones, using the Did you know? section on p.12. Elicit the fact that Belgrade is +1 in comparison to London, whilst New York is -5 in comparison to London. Then let students do exercise 6 on p.13. Students can check in pairs and then get some to read out their answers in order to check as a class.

Answers (ex. 6, p.13)

Belgrade	9.30pm	5pm	2am	10.30pm	10am
London	8.30pm	4pm	3am	9.30pm	9am
New York	3.30pm	11am	10pm	4.30pm	4am

Optional Extra!

Let students test each other on the time zones – it will give them extra practice in telling the time as well. One student shouts out a place from the time zone chart on p.12 and a time. He/She then says another city from the chart. The first student to say the time in that city wins. It is then that student's turn to say a place and time.

23. Move on to exercise 7, which gives further practice in the Present Continuous. Read through the example as a class, before letting students do the exercise individually. Check as a class, with students writing the answers on the board.

Answers (ex. 7, p. 13)

1. In Sydney, Nicole isn't watching TV. It's 10pm.
2. In London, Nick isn't doing a test. It's 12pm.
3. In Belgrade, Marko's friends are chatting. It's 11am.
4. In Los Angeles, most people are sleeping. It's 4am.

24. For the Pair work exercise at the bottom of p.13, do the first dialogue together, eliciting suggestions from the class. Then let students do the rest in pairs. As feedback, have some students perform their conversation.

Workbook

Students can now do ex.1 on p.10.

Part B

1. Closed books. Write up two questions on the board:
 - a. Tell us about your brothers and sisters.
 - b. Tell us about your home.
2. You start by telling students something about one/both of the topics. Include age and appearance of siblings, size of *flat* (teach *flat* and the American equivalent *apartment*) or house, what you like or don't like about your home, etc.
3. Then put students into small groups to talk to each other about the topics. Monitor and assist with vocabulary. As feedback, ask groups to tell you the most interesting things they found out.
4. Open books. Ask someone to read the title (We need a bigger apartment!) and ask if students agree with it. Focus on pictures of Marko, Vera and Ivan. Get students to describe them and ask if they have brothers or sisters who look the same or are the same age as Ivan, Marko or Vera.
5. Focus on the photos of the flat. Tell them that this is where Marko lives with his family. Students should describe the pictures. Ask students if they would like to live in this flat. Why/Why not?
6. Tell students that they are going to read about Marko's family. Explain exercise 1 on page 14, checking *architect*, *seventh grade*, *oldest*, and *fifth*. Give students chance to read the text and write the names individually before checking as a class and referring to the text.

Answers (ex. 1, p. 14)

An architect – Mr Petrovic
A teacher – Mrs Petrovic
In the seventh grade – Marko
The oldest kid – Ivan
In the fifth grade – Vera

7. Read through exercise 2 and give students time to answer true or false. Again encourage them to underline where they found the answers in the text. Tell them to correct any false sentences. Check as a class, explaining any new words (*mid*, *attend private school*, *return*).

Answers (ex.2, p.14)

1. F – it's mid-September
2. F – she's a Maths teacher
3. F – her mum hasn't got a job at the moment
4. F – she's got two brothers
5. T
6. F – they return home together

8. Read through exercise 3 and check students understand the questions. Give them time to make notes on the answers before checking as a class. If there's time, get students to read the text out and at this stage clear up any remaining lexical problems.

Answers (ex. 3, p. 14)

1. Mr Petrovic has got a new job there – he's working for a building company in New York.
2. She's looking for a bigger flat.
3. Their flat is small and it's far from the school.

9. See if students can do exercise 4 without looking at the text. They can then look back to check their answers.

Answers (ex.4, p.14)

- a. Marko is staying in New York/America for a year.
- b. His father is working for a building company.
- c. They are living in a small apartment far from school.
- d. His mother is looking for a bigger apartment.
- e. He is attending a private school.
- f. The address of the school is 433, West End Avenue.
- g. He is in the seventh grade.

Workbook

Students can now do ex.1–4 on p.8 and ex.2 on p.9.

10. Move onto the focus on numbers. Ask students to underline all the numbers in the text – get students to read them out (433, 8, 18, 12, 7th, 5th, 10th) and as they do write them up in two columns on the board. Add the headings *Cardinal numbers* and *Ordinal numbers*. Focus on exercise 5 on p.15 and get students to read out the numbers. Emphasise the appearance of *and* in every group of three numbers (show it with an arrow on the board):

433	2,389	456,999
^	^	^ ^

11. Point out that *hundred*, *thousand*, *million* and *billion* don't take an -s and remind students to be careful when spelling *forty* and *ninety* (common errors). Write some more numbers on the board for students to practise with.

12. Get a student to read out (exercise 6). Point out that we write: 15th June, but say: the fifteenth of June. Draw a piece of paper on the board with the former written on it and a man with a speech bubble containing the latter to highlight this difference between written and spoken English. Point out we use ordinal numbers for dates.

13. Go through the ordinal numbers from first to twenty-first (write them on the board for students to copy down – draw attention to *twelfth*, which is commonly misspelt), add *thirtieth*, *fortieth*, *hundredth*, etc. Point out the last two letters of the written form can be added to the number (e.g. *first* – 1st, *second* – 2nd, etc.)

14. Student can now complete exercise 7. Get them to write the answers up on the board as a way of checking. Emphasise the pronunciation of *third*, *thirty*, etc.

Answers (ex. 7, p. 15)

cardinal	one	two	three	four
ordinal	the first	second	third	fourth

cardinal	twelve	twenty	twenty-one	thirty
ordinal	twelfth	twentieth	twenty-first	thirtieth

Workbook

Students can now do ex.5-6 on p.8 and ex.3-4 on p.9. Make sure you go through the use of the preposition *on* with dates before letting students do ex.3 (p.9).

15. Ask students if they can remember which grade Marko, Vera and Ivan were in. Then focus on the chart (exercise 8, p. 15). Read through it as a class (chance to practise pronunciation of ordinal numbers) – explain *elementary/primary school, middle school, secondary/high school*. Ask students what class they would be in if they lived in England or America.

16. Students can answer exercise 9 in groups, before discussing exercise 10 as a class.

Answers (ex.9, p.15)

1. 6th grade
2. Year 8
3. Serbia: 7/8; England: 5; the USA: 6/7
4. 15 years old
5. 11 years old
6. Serbia: 19; England: 17; the USA: 18

17. The purpose of exercise 11 is try to get students using some of the lexis and structures they have come across in the unit. Read out the numbers as a class and then give students time individually to write sentences using the numbers. It may be fun for students to attempt the exercise without looking back at the texts – it could even be a group competition. Check as a class.

Answers (ex. 11, p. 15)

18 – The children finish the private school in Manhattan when they are 18 years old.

10th – Ivan is in the tenth grade.

1 – The Petrovic family are staying in America for one year.

7th – Marko is in the seventh grade.

433 – The school is at 433, West End Avenue.

5th – Vera is in the fifth grade.

Part C

1. Focus on the title at the top of page 16. Ask your students what it means and tell them it is the title of the cartoon which appears throughout the book. See if they have any ideas as to why it is called *First around the world*. Don't tell them if they are right or wrong – instead get them to read the introduction as you play the CD. Ask someone to summarise what the cartoon is about in a sentence or assist by asking some comprehension questions: *Who are John and Joan? / What do they have to do? / What's the prize? How do they know which city to go to?* (teach the word *clue* here). Ask students if they would like to take part in this sort of competition, who they would like their partner to be, what they would buy if they won (don't worry about correct grammar for this!)

2. Ask students to look at the pictures and get them to describe what they can see. They can describe John and Joan, what they think is happening in each picture (using the Present Continuous tense), where the pair are in each picture.

3. Then play the CD and let students follow the story.

4. Read through the Comprehension Check questions as a class on p.17 and check understanding (*compete, winner, must*). Then give students the chance to answer the questions individually. Check as a class, referring to the relevant sentences in the text.

Answers (Comprehension Check, p.17)

1. Five teams

2. £10,000

3. The school computer room

4. Travel around the world, finding clues and visiting cities. The first team to the last city wins.

5. London – Buckingham Palace.

5. Now get students to read out/act out this episode of the cartoon. Round off the cartoon by asking students if they can guess where John and Joan are going next, based on the next clue. Don't tell students if they are right or wrong – just get some ideas and some reasons for their choice.

6. Focus on the proverb from the cartoon and discuss it as a class. Ask students if they can think of a situation when you could say this proverb. For advanced groups, they could even role play a situation involving this proverb.

The cartoon

The same procedure can be followed for each episode of the cartoon:

1. Closed books. Ask students if they can remember what happened in the previous episode of the cartoon.
2. Open books to the cartoon page. Read through the *Can you remember?* section together, using *mmm* for the blanks.
3. Give students chance to complete the text individually. Check by comparing with a partner and then play the CD.
4. Ask students if they can remember their suggestions for the next destination. Encourage them to look at the pictures to see which destination they now think it is.
5. Get students to describe what they can see/what is happening in each picture. Use this as an opportunity to feed in/pre-teach crucial vocabulary (although most of the lexis is recycled from parts A and B of the unit).
6. Students can read and listen to the episode.
7. Read through the Comprehension Check questions as a class and check understanding.
8. Give students time to answer the questions individually. Then (check in pairs and) check as a class.
9. Get students to act out the role play.
10. Ask for ideas on the next destination.
11. Discuss the proverb.

7. Ask students how John and Joan travelled to London. Elicit *by train*. Ask students how often they travel by train, what is good and bad about travelling by train, etc. Ask them where they sit when they go on a train – in a *smoking* or *non-smoking* area (teach them this so as to help with the exercise that follows). Do they buy a *single* or a *return* ticket? (Teach this as well in preparation for the exercise.)

8. Then focus on the *At the train station* section. Students can do exercise 1 on p.17 in pairs. Then listen as a class to check. (Check the meaning of *Here's your change* – refer to the Word Bank.)

9. Get a pair of students to read it out to the class. Correct pronunciation. Then let students practise in pairs. Ask a few to perform.

10. Write up the phrases on the board:

Customer

Excuse me, when's the next train to...?

I'd like ... tickets to ..., please.

How much is that altogether.

Sales assistant

Single or return?

Smoking or non-smoking?

Here are your tickets. / Here's your change.

11. Check the meaning of the phrases again and drill them as a class. Then put students into pairs to make a similar conversation. Encourage students not to write the conversation down, but instead focus on doing the exercise orally and practising it a few times. Give some time to practise and then let a few pairs perform.

12. End this section with the Team Game on p.17.

Workbook

Students can now do ex. 3 and Pronunciation on p.6 and ex. 2 on p. 10–11. Read through the definitions on p. 11 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The different exercises on page 18 are self-explanatory. The Zodiac signs exercise can be read aloud giving extra practice on ordinal numbers and dates. Follow up with whether students believe in horoscopes. Don't go into too much detail as there is another Zodiac focus in another unit.

2. For the Extra Reading section, ask students if they can remember where Joan and John found the clue. Elicit *Buckingham Palace*. Ask them if they know anything about Buckingham Palace. Then focus on the pictures on page 19. Get students to describe what they can see. Feed in *guard*, *red tunic*, *forecourt* when you get to the relevant picture.

3. Ask students if they can remember who the Culture Crew are – elicit the names and some facts about the four characters from EE5 (Patrick, Melvyn, Chih-Hao, Rajit). Explain that this year they are going to read parts of the Culture Crew magazine. Here's the first article – it's about Buckingham Palace.

4. Give students time to read it through. Follow up with asking them what they found out or the comprehension questions below. Ask if they would like to visit Buckingham Palace, what the most interesting thing is, would they like to be a guard, etc.

Comprehension questions (to be given orally, written on the board, or photocopied)

1. Who lives in Buckingham Palace?
2. Do a lot of people know about the Palace?
3. How many visitors are there each year?
4. Why do the visitors go to the Palace?
5. Is the Palace only a home?
6. Does the Changing of the Guard take place more often in summer or winter?

Answers to comprehension questions

1. The Queen, her family, the Queen's Guard
2. Yes, it's one of the most famous buildings in the world.
3. More than 50,000
4. They go as guests for banquets, lunches, dinners, receptions, Garden parties, or as tourists on organised tours.
5. No, people work there as well – there are offices inside.
6. In summer – every day; in winter, only every second day.

5. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the present continuous very well, those who didn't do the numbers well, etc.

Project

Students can now do Project 1, which is at the back of the Student's Book.

**Unit 2
Overview**

In this unit, students find out more about how the Petrovic children are settling in to life in America. In part A, there is a focus on the Present Simple and how it contrasts to the Present Continuous. There is also a look at the phrase: *find it easy/hard....* In part B, we learn more about the Petrovics daily routine, which leads into a focus on phrases with *have*, phrasal verbs with *get* and countries, languages and nationalities. Part C contains the second episode of the cartoon, which leads into a focus on a proverb (Better late than never) and polite questions and answers. In part D, in addition to various short fun activities, there is a text on Paris. Aside from providing further practice, the Workbook has a pronunciation focus on the third person singular -s ending, an exercise on 'place/location' words, and writing a composition about the cartoon episode.

Part A

1. Closed books. Write the word *school* on the board and get students to come up and write up a word associated with it. Each student should say a sentence to explain why they have chosen the word they have written. You could start off by writing a word of your own and justifying it as an example: *teachers – teachers work in schools.*
2. This can lead into a general discussion about what students like or don't like about their school. Use the words on the board as topic areas for this, or, alternatively, write up some topic areas of your own: *the building, subjects, timetable, homework, clubs, sports at school* (when discussing sports, try to feed in *rough* as it is needed for the reading comprehension: e.g. *Do you play any rough sports at school?*)
3. Open books on page 20. Focus on Let's talk questions. Discuss as a class or in groups with class feedback after a few minutes.
4. Read out exercise 1 and check understanding. Then give students chance to read the dialogue on page 20 and to answer the question.

Answer (ex. 1, p. 20)

They don't discuss music.

5. Read through exercise 2, checking understanding. Then let students answer it individually. Check as a class.

Answers (ex. 2, p. 20)

1. Yes, they want him to join the school team.
2. Soccer
3. It's too rough.
4. Yes, his mother helps him with his homework.
5. Ivan – he's dating an American girl.

6. Follow up by asking students if anyone helps them with their homework, which subjects they need help with, how they practise their English, which sports clubs they are members of, etc.

7. Ask students what the news is from Marko – get them to close their books and to try to remember. Then point out the *Learn this!* Box – explain that, although *news* looks plural (with an -s at the end), it is used with a singular verb. Give the students some situations and get them to respond with *It is good news.* or *It is bad news.* – e.g. You find out that you've failed a test. / You win lots of money on the lottery. etc.

8. Focus on the sentence *Does he find it hard to study in English?* and elicit the meaning. Then draw attention to the Useful Language box. Ask a few students questions with *Do you find...easy/hard?* Then get students to shout out some questions using this structure and write 5 to 10 questions on the board. Encourage a variety of different areas (T: Give me a question about sport, music, parties, homework, etc) and a variety of different adjectives (T: Give me a question using *boring, fun, rough*, etc.).

9. Get students to copy down the questions and put the summary (Do/Does ... find... + adj.) on the board. Then let them stand up and mingle and ask the questions. They should make a note of their answers and then get some feedback by asking students to tell you about what they found out.

Workbook

Students can now do ex.1 on p.12 in pairs.

10. Move onto the grammar revision section. Draw attention to the sentence *They want him to join the school football team.* and elicit the tense. Ask students if they can remember the Present Simple – the form and when we use it. Then get them to complete the Grammar Files on page 21 and read out as a class.

Watch Out!

- Of course, the -s will often be forgotten in the third person singular forms or added to the other forms.
- *Do/Does* will often be omitted in the question forms or replaced by the auxiliary *to be*.
- *Don't/Doesn't* may well be replaced simply with *not*.
- The -s ending can be pronounced three ways (/s/, /z/ or /iz/), which can cause confusion. The pronunciation exercise in the Workbook focuses on this.

11. Put a substitution table on the board for the forms (following the process outlined in Unit 1). As in Unit 1, include a variety of verbs in the table to remind students of the spelling rules – draw their attention to the Remember box on p.21 and write up the rules under the positive column.

Present Simple									
Positive			Negative			Interrogative			
I	read		I	don't		Do	I		
you			you				you		
he			he				he		
she	reads		she	doesn't	read	Does	she	read...?	
it			it				it		
we	read		we	don't		Do	we		
they			they				They		
Spelling									
• usually +s									
cookS									
listenS									
• -ch/-sh/-s/-z/-x/-o +es									
goES									
watchES									
• -consonant +y → -ies									
study → studIES									

12. Remember to try to think of a novel way of emphasising the 's' ending – you could say that *he*, *she* and *it* want to be different, they want to be better than *I*, *you*, *we* and *they*, so they have the 's'. For the negative, point out that *he*, *she* and *it* are worried that if the

's' stays at the end, no-one will notice it, so it moves to form *doesn't* and the same for the question form *Does*. Also, highlight that you can't have two s's together:

e.g. *He doeSn't readS* x

Show how the 's' moves from reads to doesn't by writing it up and rubbing it out – this will help the visual learners. Remember students should copy the table into their notebooks to help them memorise it.

13. Students can now do exercise 5 on p.21, following the usual procedure: read through the exercise as a class, checking vocabulary and using *mmm* for the blanks; highlight the example; let students do the exercise individually and encourage them to refer to the table (which they have copied into their notebooks); finally check as a class.

Answers (ex. 5, p. 21)

1. doesn't work
2. Does ... travel
3. don't like
4. Do ... walk
5. do
6. Do ... play
7. studies
8. doesn't (often) hurry

Workbook

Students can now do Pronunciation on p.12, and exercises 1-2 on p.13.

14. Remind students of *when* we use the Present Simple by reading the example sentences (below the Grammar File) of facts and routines together. Remind them that there are several key words for the Present Simple and focus on the adverbs of frequency box on p.21. Go through the meaning of these adverbs and ask them to find examples of them in exercise 5. Drill pronunciation of *rarely*.

15. Elicit/Teach where the adverbs come in a sentence and write it up on the board:

Adverbs of frequency

always --- usually --- often --- sometimes --- rarely --- never

- Before the main verb:

I *often* go

He doesn't *always* have breakfast.

Do they *often* play football?

- After the verb 'to be':

I am *always* happy.

Is he *often* late?

They are *usually* sad.

Highlight the position by putting the main verb in red and an arrow from the adverb to the main verb.

16. Read through exercise 6, check vocabulary (*walk, cheat, bored*) and then let students complete the sentences before asking their partners questions to check.

Workbook

Students can now do ex.3-4 on p.13.

17. Now work through the listening on p.20 – introduce it by asking students what Marko's sister is called. Explain exercise 3 and let students listen. Then check – teach *tease*.

Answer (ex. 3, p. 20)

No – he teases her about Ricky.

18. Then read through exercise 4, explaining any tricky words (e.g. *ring up*). Let students listen and answer individually. Then check in pairs/as a class. Get students to correct the wrong answers.

Answers (ex. 4, p. 20)

1. A
2. A – no direct information but can be inferred from her questions
3. B – they're from Mexico
4. A
5. C – he asks Vera if she want him to ring Ricky up.

19. Ask a pair of students to read out the dialogue, printed in the Appendix at the back of the book, and correct pronunciation and check vocabulary (using the Word Bank). Put students into pairs to practise reading the conversation together.

Workbook

Students can now do ex.1-2 on p.14.

20. Use this dialogue as a basis to contrast the Present Simple and Continuous. Ask students to find examples of the Present Continuous – write them up on the board in one column with a heading Present Continuous. Emphasise that the sentences mean that the action is happening at the moment of speaking – elicit and add *Key words: now, at the moment, at present* to the column. Repeat for the Present Simple with the students telling you a few examples to write in another column on the board – again elicit and list the key words (adverbs of frequency).

21. A student can read out the Remember box on p.21 contrasting the difference between the tenses.

22. Students can now do the Pair work exercise at the bottom of p.21. Demonstrate the first dialogue with a student as a class – emphasise the use of the adverb of frequency in the first question and the use of *now* in the second question. Also remind students to use a short answer in response to the first question (elicit *Yes, I do. / No, I don't.*). Then let students attempt the dialogues in pairs. Monitor and correct. Ask for volunteers to perform their dialogues.

Workbook

Students can now do all the exercises on p.15.

Part B



1. Closed books. Write up some times on the board – they should be times when you do things routinely – e.g. 6.30am (get up), 7.15am (leave home), 5pm (have dinner), etc. Get students to try to guess what you do at these times every day – they should use Yes/No questions and the present simple (e.g. Do you have breakfast at 7am?). Just answer Yes, I do. / No, I don't. When they guess write up the activity next to the time in the infinitive form – e.g. get up. Include other members of your family as well so students practise the third person singular form as well. If students can't guess, give them clues by miming the action. When they have guessed them all, ask them to tell you about your day, using the times and activities on the board.
2. Tell students that they are going to read something about the Petrovices' typical day in New York. Open book on p.22 and get students to describe what is happening in the pictures (make sure you cover *get up*, *leave the house*, *catch/get on the bus* as these are necessary words for the comprehension task.)
3. Students should read the text and complete exercise 1 individually by writing the time next to each picture. Check as a class and refer to the text.

Answers (ex. 1, p. 22)

7am – Their day starts at 7am when they all get up.
7.45/quarter to eight – Mr Petrovic leaves at quarter to eight.
7.55 – The kids usually leave for school at 7.55am.
8 o'clock – They get on the school bus at the bus stop near their house at 8 o'clock.

4. Ask students to underline the other times written in the text. Ask students what happens at these times. If you have a creative class, they could even draw pictures to represent these activities.
5. Read through exercise 2 and check vocabulary. As you do this, point out the American v British English box – highlight *floor* and *storey*, etc. Students answer individually, underlining the relevant parts of the text. Get them to correct the false sentences. Check as a class. As you go through the answers, highlight – *have a view of*, *on foot* and *get back*.

Answers (ex. 2, p. 22)

1. F – It's a big change.
2. F – They live on the fifteenth floor of twenty-five.
3. T – They have a lovely view of Central Park.
4. T – It only takes five minutes on foot.
5. F – The kids return at 4pm, while Mr Petrovic gets back at 6pm.

6. Read through exercise 3. Students could answer it in pairs. Check as a class. Again, emphasise the American *subway* as opposed to the British *underground*. Check students know this is the underground train. Check also *neighbourhood*.

Answers (ex. 3, p. 22)

1. 10
2. Yes – he has to go by car or by the underground
3. 12 hours (4 hours x 3 days)
4. The flower shop is in the neighbourhood. It's a five-minute walk.

7. Ask students which floor they live on, how they get to school, how their parents get to work, etc to round the reading off.

Workbook

Students can now do ex.3 on p.14.

8. Put students into small groups and get them to circle as many phrases with *have* as they can find in the text. For feedback, write the phrases on the board in two columns – *have* and *have a/an*. Point out the Phrases with HAVE box and get a student to read it out. Then students can do exercise 4. Ask students to read out their answers – pay particular attention to a/an or its absence.

9. Then discuss exercise 5 briefly. This could be extended by asking similar questions about the other *have* phrases from p.22.

Workbook

Students can now do ex.4 on p.14.

10. Ask students if they can remember what Mr Petrovic does at 6pm – elicit *he gets back home*. Write *get back* on the board and explain that it is a phrasal verb. Don't go into too much detail – just point out that these are phrases which you can't translate literally. Elicit the meaning of *get back*. Students can then work through exercise 6A in pairs. Check as a class. Then they can do 6B individually.

Answers (ex. 6, p. 22)**A**

- *get off* isn't in the text.
- wash and get dressed = get up
- transport verbs = get on/get off
- return = get back

B

1. get up
2. get on / get off
3. gets back

11. Extend by asking questions using these phrasal verbs (e.g. When do you get up? When do you get back from school? Where do you get on the bus for school?, etc.) Encourage full sentence answers so students start to use these verbs. Again, ask about brothers/sisters/parents, etc., so students practise the different forms of the Present Simple.

Workbook

Students can now do ex. 2–3 on p.12 and ex. 1 on p. 16.

Optional Extra!**Ladder Game**

This is a good way of revising vocabulary on a particular topics (e.g. countries, food, clothes, etc.) if space and class numbers allow. Draw two 'ladders' on the board with 6–10 spaces, as below. Choose 12–20 students and split them into 2 teams. Line the two teams up, with team members one behind another, facing the ladders on the board. When you say 'Go!', the first student from each team runs to the board and writes the name of a country in one of the spaces on their ladder. The student then runs back to his team and gives the chalk/pen to the next student, who runs to the board and fills in the next space. The first team to fill all the spaces on their ladder wins. The team of course cannot write the same country twice and spelling should be correct. To make it even harder, tell teams that they cannot write a country that appears on the other team's ladder!

France
England
S1
S2
S3
(team 1)

Serbia
France
S1
S2
S3
(team 2)

12. Ask where Marko is living (elicit America). Then ask what language they speak in America (elicit English) and finally what nationality the people from America are (elicit American). Repeat for a couple of other countries if necessary.

13. Explain the chart on page 23 and then let students complete it (exercise 7) – remind them to use capital letters for the country, nationality and language. Play the CD to check. If time, get students to read out the tapescript in the Appendix to check pronunciation.

14. Demonstrate exercise 8 with a student and then ask two students to make up a similar conversation to check the class has understood. Then let them do the task in pairs. Ask some to perform their dialogues as feedback.

Workbook

Students can now do ex.5 on p.14.

15. The Can you remember...? exercise (ex. 9) can be done as suggested in Unit 1.

Answers (ex. 9, p. 23)

The kids always have lunch at school.

The kids usually leave for school at 7.55am.

Mr Petrovic often drives to work.

Their Serbian friends often call them.

He sometimes takes the subway.

They rarely go out in the evening.

Mrs Petrovic never drives or takes the bus to work.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p.24, make sure you feed in/pre-teach *tunnel*, and *scared*. Also, as you read through the Comprehension Check on p.25 together as a class, check students understand *give up* before letting them answer the questions individually.

Answers (Comprehension Check, p. 25)

1. By train through the Channel Tunnel.
2. Joan
3. To buy a drink
4. No, they don't.
5. Joan

2. Follow up by asking if students know French, have they ever been somewhere where they don't understand the language, would they like to travel through the Channel Tunnel, etc.

3. Focus attention on the second picture – elicit how John asks Joan if she wants a drink (*Would you like a drink?*). Ask students if they think this is *polite* or *rude* (teach these useful words). Then work through the Polite Questions and Answers section on p.25. Both exercise 1 and 2 can be done in pairs. For exercise 2, it is a good idea to demonstrate what is required before letting students loose!

Answers (ex. 1, p. 25)

1D, 2E, 3B, 4C, 5A

4. End this section with the Team Game on p.25.

Workbook

Students can now do ex.4 on p. 12, ex. 6 on p. 14, and ex. 2 on p. 16. Read through the definitions on p.17 as a class before giving students the composition to write.

Part D

(see introduction on how to use Part D)

1. The exercises on page 26 are self-explanatory.
2. For the Extra Reading, closed books. Start by asking students where Joan and John found the next clue. Elicit *Paris* – then elicit the country, nationality and language (and the spelling).
3. Ask students what they would like to find out about Paris – brainstorm some topics on the board. If there is a lack of inspiration, write up some general topics (geography, food,

famous buildings/places to visit, the people, entertainment, etc.) – and ask students which areas they would be most interested in. Then get students to read the text and to see which topics were mentioned/if they found out what they wanted.

Comprehension questions (to be given orally, written on the board, or photocopied)

True or False?

1. France is a small country.
2. You can always find snow somewhere in France.
3. The Seine is the longest French River.
4. France is popular with clothes designers.
5. The Eiffel Tower is over 150 years old.
6. The French like eating cheese.
7. Hot chocolate with biscuits is a popular French drink.

Answers to comprehension questions

1. F – It's the largest country in Western Europe.
2. T – at the top of Mount Blanc
3. F – It's the Loire.
4. T – It's famous for fashion.
5. F – It was built in 1889.
6. T – More than 350 different cheeses come from France.
7. F – the French eat bread with their hot chocolate.

4. Get students to close their books and then write up the following numbers on the board: 350, 1665, 60,000,000, 324, 1889. See if students can remember why these numbers were mentioned in the text.

5. You could follow up by asking students what they would write about if they had to cover these topics (geography, well-known places, food).

6. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the present simple very well, those who didn't do the phrasal verbs well, etc.

Project

Students can now do Project 2, which is at the back of the Student's Book.

Check Back (Revision – Units 1 and 2)

The revision section is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Folder 1. Following this revision unit, students can attempt Test 1 at the back of the workbook.

CHECK BACK KEY - Units 1 & 2

A VOCABULARY

1.
 - folks = family 8;
 - a year = twelve months 3;
 - apartment = flat 4;
 - storey = floor 1;
 - apartment building = block of flats 5;
 - goes to = attends 2;
 - not near = far away from 18;
 - year 7 = the 7th grade 10;
 - start = begin 11;
 - half past eight = eight thirty 6;
 - gets on = takes 7;
 - am = in the morning 13;
 - without paying = for free 14;
 - kids = children 15;
 - chat = talk 16;
 - soccer = football 17;
 - are over = end 9;
 - pm = in the afternoon 12
- 2a. a5; b3; c8; d10; e2; f9; g4; h7; i6; j1
- 2b up; back; off; on; on; off; up; up; up
3.
 - have – lunch, toothache, flu, dinner, fun
 - have – a good time, a cold, a sandwich, a shower, a headache,
4.
 - BE – flat, taxi, block of flats, class, travelling
 - AE – cab, travelling, apartment, grade, apartment building

B GRAMMAR

The Present Continuous Tense

1. a. is having; b. isn't writing; c. am doing; d. Are ... learning?

2.
 - a. We are reading about life in the USA now.
 - b. She is not sleeping at the moment.
 - c. Are you listening to me?
 - d. What are you doing at the moment?

Present Simple v Continuous.

1. gets up; goes; works; writes; answers; doesn't work; 's talking; 's telling
2. They often walk in the park.
They are walking in the park now.

The Present Simple Tense

1. a. am; b. are; c. is; d. is
2. a. visits; b. doesn't; c. Do; d. drink

C WRITING

1.
 - a. one hundred and thirty-nine
 - b. four pounds fifty
 - c. the twelfth of August
 - d. nine o'clock in the morning
 - e. eight hundred and forty-three
 - f. twelve pounds ten
 - g. the first of January
 - h. half past two in the afternoon
2.
 - a. It's nine fifteen.; b. It's seven thirty.
3.
 - a. Welsh; b. Scottish; c. English; d. American; e. Serbian; f. Irish; g. French
4.
 - a. The United Kingdom
 - b. The United States of America

FOLDER TWO

Introduction

Folder 2 contains Units 3 and 4. Read through the title pages (pp.30–31) together and get some students to describe what they can see in the photos. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Unit 3 Overview



In this unit, students find out more about Marko's school life. In part A, sport in school is discussed leading into revision of the Present Perfect and a brief look at agreeing with a statement using *So do I*, while in part B, school subjects are looked at in more detail and students revise the comparison of adjectives. Part C contains the third episode of the cartoon, which leads into a focus on a proverb (You live and learn) and social expressions. In part D, in addition to various short fun activities, there is a text on Rome. Aside from providing further practice, the Workbook sets the task of writing a composition about the cartoon episode.

Part A



1. On the board write up ten anagrams of school subjects and clubs: e.g. STHMA (Maths), MARDA (Drama), OBGYILO (Biology), LOATBFOL (Football). Give students chance to rearrange the words in groups. Then ask for some students to write them up on the board. Ask students to order the subjects/clubs in terms of interest (1= most interesting/enjoyable, 10= least interesting/enjoyable). Put them into teams to do this and tell them they have to be able to justify their order (i.e. give reasons for their choice) - for example, too much homework, too many tests, fun teacher, etc.
2. Open books. Discuss pictures on p. 32, feeding in *floor hockey*, *chess*, *American football* and checking pronunciation of *choir* at the relevant point. Ask if students have ever played any of these sports (don't worry about students using the correct form of the Present Perfect – but asking this question will help jog their memories/provide a good lead-in to the grammar focus later) or have ever been a member of a choir or art club.
3. Then discuss the Let's talk questions. For the first question, talk about school subjects briefly, bearing in mind this is dealt with in more detail in part B – however, if students ask how you say a particular subject in English, don't feel you can't tell them! The second question provides the opportunity for more Present Simple practice – how often the club meets / what the members do, etc. The third question provides scope for a more in-depth discussion: What do students know about these topics? Why is it important to learn about them at school? What areas can be discussed for each topic?, etc.

4. Explain the scenario for the reading text – Nick talking to William about an email from Marko. Students can do exercise 1 individually. Check as a class.

Answer (ex. 1, p. 32)

They talk about chess and floor hockey.

5. Read through exercise 2 as a class, check understanding (e.g. *member*) and let students answer individually. Check as a class, emphasising *for ages* (question 1), *join a club* (question 2), *how + adjective* (question 4).

Answers (ex. 2, p. 32)

1. No – Nick hasn't heard from him for ages.
2. chess, floor hockey
3. football
4. No – chess is boring and he's never seen floor hockey.

6. Emphasise the use of *How + adjective* – write it up on the board and give some more examples. Ask students what they would say if someone had won a lot of money, if someone had failed a test, etc. to elicit some expressions with *How*.

Workbook

Students can now do exercise 1 on p.18.

7. Ask students if they agree with William's opinion of chess and floor hockey. Have the students every seen floor hockey? Ice hockey? Field hockey? Are any students a member of a chess club? Hockey club?

8. Focus on the last line of the dialogue and highlight the use of *So do I*. Write up *Agreeing* as a title on the board and give some examples:

I like going to the cinema. So do I. / I don't.

Peter loves playing computer games. So do I. / I don't.

Say a few similar statements to students and get them to express their opinion by agreeing/disagreeing. To extend this, get students to write down three or four statements using *I like/I love/I prefer...to.../I enjoy.../I hate...* – emphasise that students can't use the negative form. Students can then mingle, telling each other their statements and getting responses. As feedback, students can tell the class what they found out – e.g. *I like pizza, but Miloš doesn't like it. / Both I and Jelena hate football.* (model these patterns on the board first).

Workbook

Students can now do the Chant on p.20. Do it in class, playing the CD.

9. Now move onto the Present Perfect. Ask students to complete the sentences from the Grammar File on p.33. Encourage them to do it first without looking at the dialogue. They can then look back to check.

Watch out!

- The biggest problem with the present perfect is the meaning (due to the lack of an L1 comparison). At this level, don't make it too complicated. The students will find it easiest just to look for the key words – *ever, never, just, already, yet, and for ages* so keep emphasising these.
- Students may use the infinitive for negative and interrogative forms, instead of the past participle, getting muddled with the past simple.

10. Elicit the name of the tense from the students and how it is formed – elicit *have/has + past participle*. Elicit what the past participle is and write it up on the board. Focus attention on the list of verb forms on p.33. Drill them and draw attention to spelling rules. Point out to students that there is a list of irregular verbs at the back of their Grammar Folder.

Optional Extra!

Noughts and Crosses

A good game for testing past simple forms and past participles is 'Noughts and Crosses'. Make a grid on the board and in each space write the infinitive form of a regular or irregular verb. Try and put the hardest in the centre space. Now in two teams (one team is Os and the other Xs), students pick a square and tell you the past simple form and past participle of the verb in question. Insist on correct pronunciation and get them to spell the forms as well. If correct, the square is filled by the team's symbol (either a O or a X). If incorrect, leave the square as it is. Whatever happens, it is then the other team's turn. The aim is for the team to get a line of three Os or Xs either vertically, horizontally or diagonally.

put	swim	go
hear	catch	get
study	play	eat

This game can be adapted to test or revise virtually any language area – spelling, grammar, vocabulary. Instead of infinitives, you could fill the spaces with pictures (to elicit vocabulary items), incorrectly spelt words (to test spelling) or even whole sentences with mistakes (to test a particular grammatical area). For the latter two, include the occasional correct word/sentence to really get the students thinking!

Workbook

Students can now do exercise 1 on p.19.

11. Draw up a substitution table on the board as in previous units.

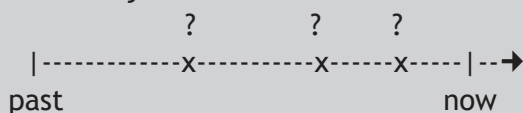
Present Perfect		
Positive	Negative	Interrogative
I		
you (<u>have</u>)		
he		
she (<u>has</u>) etc.		
it		

12. Then tackle the use of the Present Perfect tense. Tell them that the main use of this tense is for an experience in the past – we don't know when it happened though. Highlight the third example sentence in the Grammar Files. Write up:

USE

- **past action – we don't know when**

He has joined the chess club.



Use a timeline to emphasise the fact that it happened in the past but we don't know when.

13. For the other USE, keep it simple and just put:

- **with key words: ever, never, just, already, yet, for + time period, since**

14. Ask students to find examples from the dialogue of these key words and add these as examples. Add some more examples of your own for those key words which aren't in the text. Emphasise that *never* means *never in my life up to now* so as to avoid confusion with *never* being used with the Present Simple.

Optional Extra!

To reinforce the grammar area, once the substitution is up on the board and has been copied into notebooks, students can ask each other questions using the Present Perfect. Have a teddy bear handy – give it to one student. This student makes up a question using the Present Perfect (*Have you ever...?*) and throws the bear to another student. This student answers (Yes, I have. / No, I haven't) and then asks another student a question (again throwing the bear to the student he/she wants to answer).

15. Students can now do exercise 5 on page 33. Remember to read through it first and check vocabulary (*type, meet, travel, join, rain*). When students have attempted it individually, check as a class – for each sentence, elicit the key word which means we use the Present Perfect. Remind students of the American and British spelling for *travel*.

Answers (ex. 5, page 33)

1. have ... been
2. Have ... typed
3. has ... met
4. hasn't come
5. have ... seen
6. haven't travelled/traveled
7. Have ... joined
8. hasn't rained

16. Students can do exercise 6 on page 33 in a similar way. Again, emphasise the key words when checking.

Answers (ex.6, p.33)

1. We have never met his parents.
2. Sue hasn't seen Red for ages.
3. They have just received the invitation.
4. I have already had lunch.
5. She hasn't eaten meat since August.

17. Before doing the listening on page 32, focus on *Did you know this?* Ask a student to read it out. Explain *elective, semester* (and draw attention to the British and American flags on the page for the British *optional* and *term*) – these words are needed for the listening task. Ask students which of the electives they would choose. Then move on to talking about tests

– *Have you had any tests yet?* – again, provides chance to recycle the Present Perfect. Pre-teach the word *fortnight* by telling students that they will have a small English test in a fortnight – explain it means ‘two weeks’ and write it up on the board. Ask them if they ever take *extra classes* (explain the phrase) before tests.

18. Explain that students are going to listen to Marko talking to his Serbian friend. Read through exercise 3 together. Play the CD and check.

Answers (ex. 3, p. 32)

No – he might need extra classes.
They are talking about tests.

19. Read through exercise 4, check understanding (*practise, since Sunday, etc.*), and play the CD. Check as a class.

Answers (ex. 4, p. 32)

1. Serbian
2. Serbia
3. practise
4. for ages
5. in a fortnight

20. Read through the dialogue in the Appendix as a class, clarifying any lexical problems. Draw students attention to the definition of *Science* and *Social Studies* on p.32 when you get to the end of the conversation. Ask what students think of Marko's school life – tests every week, seven subjects, the different subjects, etc.

Workbook

Students can now do ex. 1–2 on p. 20.

21. Ask students to underline examples of the Present Perfect in the dialogue and elicit why the tense is used in these cases (emphasise the key words).

22. Point out the Remember box comparing the Present Perfect and Present Simple on p.33. Give students two examples and get them to tell you the difference:

I never have breakfast. (it's a habit – I ate breakfast in the past though)
I have never had breakfast. (not once in my life)

23. Finish this section with the Pair work dialogues on p.33. Demonstrate one with two students in front of the whole class. Check *difficult/tasty*. Then let students practise and have some perform as feedback.

Workbook

Students can now do exercise 2 and Pronunciation on p.18, ex. 2–3 on p. 19, and ex. 1 (Grammar) and ex.1 (Writing) on p. 21.

Part B



1. Before the class, write simple descriptions of different parts of the school on pieces of paper (e.g. a specific classroom, a specific corridor, a specific hall, the playground, the teachers' room, the toilets, etc.). Then put these in a hat. In class, get a student to pick out one description and to read it to the rest of the class – the other students have to guess which place is being described. Try to include *magnificent*, *within walking distance* (teach these words when they are read out as they appear in the reading text) and some comparatives and superlatives in your descriptions (as exposure to the grammar in p.35).
2. Open books on page 34. Describe the pictures as a class – teach *canteen*, *locker room*, *gym*, *Central Park*, *science laboratory*. Explain that they are pictures of Marko's school and that students are going to read a description of it.
3. Students can do exercise 1 individually – then check as a class referring to the relevant places in the text.

Answers (ex. 1, p. 34)

1. Central Park
2. library
3. computer centre
4. science laboratory
5. gym
6. locker room
7. canteen

4. Read through exercise 2 as a class, clarifying vocabulary (e.g. *to the west of*, *cultural places*, *only*, *secondary*, *more than*, *meet*). Students answer individually and correct the false sentences, before checking as a class, while referring to the text. Explain *make friends* when checking question 5.

Answers (ex.2, p.34)

1. F – Central Park is to the east.
2. F – It's within walking distance of some of them.
3. F – primary, middle, and high school children attend classes there.
4. T – They are there from 8.30am to 3.20pm.
5. F – He's made many new friends.

5. Read through exercise 3, checking understanding. Students answer individually and then check as a class. Refer to the American/British English box when checking question 4 (*autumn* v *fall*).

Answers (ex. 3, p. 34)

1. In Manhattan, New York City, between Central Park and Riverside Park.
2. small
3. They have never seen such a magnificent school before.
4. autumn
5. No – he's worked very hard since September.

6. Write up on the board:

It ____ late autumn now.

He _____ worked very hard.

Ask students to fill in the gaps by referring to the last paragraph. Then focus on the Remember box – emphasise that 's can be used as a short form for the Present Perfect, meaning *has*. Tell students to look out for the past participle afterwards when deciding if 's refers to *is* or *has*.

Workbook

Students can now do ex. 3–4 on p. 20.

7. Students can try to complete exercise 4 without looking at the text. Let them look back at the text to check when they have completed it.

Answers (ex. 4, p. 34)

1. the nicest / most modern
2. more beautiful
3. has ... made
4. 's worked

8. Focus on the first two answers from exercise 4. Check students understand the meaning of the comparative and superlative forms. Follow up by asking if the students' school is the most modern in the area. Is their house the nicest in the street? Is their house/flat more beautiful than their neighbours? Etc.

9. Ask students what subjects Marko was studying. Discuss the *What do you think?* question on page 35. Then read through the school subjects chart on p.35. Clarify any problems. Students can discuss exercise 5 in groups, then feedback as a class. Point out *maths* v *math* and the meaning of the abbreviations.

Answers (ex. 5, p. 34)

1. In the UK
2. IT / Religious Education
3. student's own decision

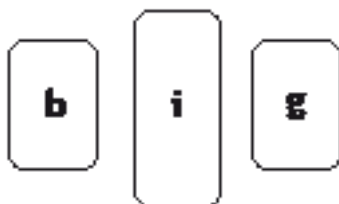
Workbook

Students can now do ex. 5 on p. 20 and ex. 2 (Writing) on p. 21.

10. Explain *easy*, *easier*, *easiest* and *difficult*, *more difficult*, *the most difficult* when going through exercise 6. Then let students write their own answers. Ask a few to read out their sentences.

11. Give students time to underline the answers to exercise 7 in the text. Then get them to read out the sentences.

12. Now revise the comparison of adjectives with the class. Focus on the spelling rules on page 35. Introduce the idea of syllables rather than just short adjectives and long adjectives – elicit how many syllables some words have (e.g. teacher, cat, magnificent, etc.) to check students have a basic idea. Summarise the spelling rules on the board – introduce the concept of a 'vowel sandwich' for the double letter rule:



Spelling rules for comparatives/superlatives

One syllable adjectives/Two syllable adjectives ending in -y

- usually add -er/-est:

older/oldest, younger/youngest, smaller/smallest

BUT

- -y, ~~y~~ +ier/iest:

happy – happier/happiest, friendly – friendlier/friendliest

- consonant + vowel + consonant, we double a letter:

hot – hotter/hotTEST, bigGER/biggest

Longer adjectives

- more/ most

more famous/the most famous,

more beautiful/the most beautiful

13. Write up the irregular comparison separately and let students copy it all down. Remind students that we often use *than* with comparatives and almost always *the* with superlatives.

14. Students can now complete exercise 8 on page 35.

Answers (ex. 8, p. 35)

sad, sadder, the saddest

pretty, prettier, the prettiest

modern, more modern, the most modern

interesting, more interesting, the most interesting

large, larger, the largest

rich, richer, the richest

15. Read through exercise 9, check understanding. Let students discuss in groups and then have them report their findings.

16. The *Can you remember...?* exercise can be done as suggested in Unit 1.

Answers (ex. 10, p. 35)

1. Marko is one of the most popular boys.
2. His school is one of the nicest in New York.
3. It is one of the most modern in the city.
4. The school is between the two most beautiful parks in Manhattan. / The school is much more beautiful than his friends'.
5. It is within walking distance of some of New York's richest cultural places.
6. There is a large gym at the school.
7. Marko's friends have never seen such a magnificent school.

Workbook

Students can now do ex. 6 on p. 20, ex. 2–3 (Grammar) on p. 21, and ex. 1 on p. 22.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p.36, make sure you feed in/pre-teach *land (v)* and *drive off*. Also, as you read through the Comprehension Check on p.37 together as a class, check students understand *happen* before letting them answer the questions individually.

Answers (Comprehension Check, p.37)

1. Rome
2. The Eternal City
3. Gladiator
4. They leave them in the taxi. The driver drives off with them.
5. Because the streets are the busiest in Europe so he can't drive fast.

2. Follow up by asking students if they have ever been to Rome, how often they travel by taxi, have they ever forgotten anything in a taxi or anywhere else, etc.

3. Ask students how Joan reacts when John sneezes on the plane – elicit *Bless you!* Then work through the Social expressions section on p.37. Exercise 1 can be done individually and then checked on the CD. For exercise 2, students are in pairs. One student covers up the responses and his partner says an expression, to which he/she responds.

4. Finish off this part with the game on p.37. Read through it as a class and check understanding. Elicit the questions that need to be asked – write them on the board if needs be. Then let students mingle and complete the chart. Get some students to report their findings to the class.

Workbook

Students can now do exercise 3 on p. 18 and ex. 2 on p. 22. Read through the definitions on p. 23 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 38 are self-explanatory. For the Star Signs exercise, ask students if they believe what it says. Can they guess other students' star signs from the descriptions.
2. For the Extra Reading, get students to describe the pictures on p.39. Ask them to tell you how these pictures are connected to Italy. Then let them read the text and to find the parts where the things shown in these pictures are mentioned.

Comprehension questions (to be given orally, written on the board, or photocopied)

Circle the correct word/phrase.

1. Italy has a population of more / less than 55 million people.
2. Rome is a historical / modern city.
3. The Vatican has / doesn't have its own national symbols.
4. The Colosseum is / isn't an old theatre.
5. The Leaning Tower of Pisa is / isn't the most popular tourist attraction.
6. Mount Etna erupts / doesn't erupt every 5 years.
7. The Italians don't eat / eat a lot of pasta.

Answers to comprehension questions

1. more – 58 million people live there.
2. historical – It was the centre of the Roman Empire.
3. has – It has its own passports, money, stamps, car number plates.
4. isn't – It was an arena for gladiatorial fights.
5. isn't – Venice is more popular.
6. doesn't erupt – It hasn't erupted since 1999.
7. eat – They eat over 25kg a year.

3. Round off by asking what students would go to see in Italy. Have they ever been to Italy? How did they travel?, etc.

4. To round off the unit, students can complete the *My Progress* box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the present perfect very well, those who didn't do the comparison of adjectives well, etc.

Project

Students can now do Project 3, which is at the back of the Student's Book.

**Unit 4
Overview**

In this unit, students find out about how the book's characters spent their holidays. In part A, this leads into revision of the Past Simple and also a focus on verbs followed by the gerund. In part B, Marko's holiday in Washington provides the background to a look at tern dates in various countries and also -ing/-ed adjectives. Part C contains the fourth episode of the cartoon, which leads into a focus on a proverb (Make hay while the sun shines) and a dialogue in a restaurant. In part D, in addition to various short fun activities, there is a text on Belgrade. Aside from providing further practice, the Workbook has an exercise on the pronunciation of the past simple form of regular verbs and revision on sports.

Part A

1. Write up on the board five questions using *Have you ever been to...?* and a place (e.g. *Have you ever been to Greece?* / *Have you ever been to Novi Sad?* / *Have you ever been to Kopaonik?*, etc. Then tell your students that you are going to lie about the answer to one of these questions – they can ask you as many questions as they like about these trips, but they must decide which one you are lying about. Write up on the board *Where* / *Who...with* / *When...* / *What ...* and *stay, do, go, see*, etc. in order to assist students think of questions. Don't insist on correct use of the Past Simple, but repeat their questions using the Past Simple (e.g. S: What have you see? T: What did I see? Well, I saw...).

2. Students can then play this in pairs as a follow-up.

3. Ask students if they like holidays. Do they always go somewhere? Or do they usually stay at home? Who do they see when they're on holiday? What do they do? Who *decides* (teach the word as it is necessary for the reading) where to go on holiday? Etc

4. Open books on p.40. Discuss the Let's talk question as a class. Ask extension questions: Do you have a long or short autumn holiday? How long does it last? Would you like it to last longer? Why/Why not? Do you have tests before the autumn holiday? Have you ever had an *accident* (teach it as necessary for reading) on holiday?

5. Focus on the email – elicit who it is from/to. Ask students if they ever send emails – Who did they send one too last? What was it about? Etc. Then write the following two gist questions on the board and let students read the email: *Where did Nick go on holiday?* (Scotland – Loch Ness) *Where did Marko go on holiday?* (Washington)

6. Read through exercise 1 and give students chance to answer individually. Check together, going through tricky vocabulary as you do. It may be fun for a couple of students to act out what happened to William at Loch Ness as the rest of the class explains the situation. This way you can explain *rail, lean, fall into, freezing cold, dirty, muddy* more easily and without resorting to L1.

Answers (ex. 1, p. 40)

1. Yes – he had excellent test results.
2. William's grandparents
3. He fell into the cold water and Nick had to save him.

7. Now focus on the Grammar Files on page 41. Get students to complete the first three examples from the email (was/were). Then present the positive, negative and interrogative forms as a substitution table on the board for them to copy down. Make it clear that this is the past of *to be* – so often students don't realise that *be* is the infinitive.

8. Ask some brief questions to reinforce this – Where were you yesterday? What was your favourite subject last year?, etc.

Workbook

Students can now do ex. 1–4, p. 24.

9. Then repeat the process for regular verbs.

Watch out!

- Students will use the -ed form after *did* and *didn't*
- There will be a tendency to use *to be* due to L1 translation

10. Go through the spelling rules on the board.

Spelling rules for -ed

- usually add -ed: playED, workED, lookED

BUT

- -e +d: like - likeD, love – loveD, hate – hateD
- -ry/-dy/-ny/-ly: → +ied: study – studIED, hurry – hurriED
- sometimes double letter (vowel sandwich): stop – stopPED,

11. Remind students also of the pronunciation rules. Ask students if we say /lʊked/, /aɪked/, etc. Hopefully, they will say the answer *no*. Draw on the board three columns with the headings: /d/, /t/, and /ɪd/. Say *looked* and ask students what the ending is – write the word in the /t/ column. Write some other verbs on the board and get students to put these

into the right column: e.g. *wanted, played, loved, hated, visited, received, decided*, etc. Let students copy this into their notebooks.

Optional Extra!

Past Simple pronunciation game

Students will need to be in small groups. Each group needs twenty pieces of paper – each paper should have a regular verb on it, written in the past simple form (you'll need to prepare this early). Each group should have the same verbs. Give each group 3 column headings as well on pieces of paper – /d/, /t/, and /id/.

The aim of the game is for the groups to put the verbs into the correct columns. When a team thinks they have finished, they shout stop. All the teams must stop working. You check the group's answers and remove any of the verbs that are in the incorrect column. Say 'Go!' and all the groups can continue working. The group that thought it had finished has to put the incorrect verbs into a different column. Again, when a team shouts 'Stop!', you check and remove wrong verbs. The first team to have all the verbs correctly placed wins.

Workbook

Students can now do Pronunciation, p.24.

12. Repeat for irregular verbs – reminding students of the list at the back of their Grammar Folder.

Optional Extra!

Yesterday, I...

This is a common game and can be used to revise all sorts of vocabulary and grammar areas (present simple, *going to*, etc.). It is played as a class.

The first student (X) starts off by saying 'Yesterday, I...' and finishes the sentence with an activity (e.g. *watched football*). The second student (Y) then says the same sentence and adds another activity (e.g. '*Yesterday, X watched football and I played tennis.*'). The third student continues the chain ('*Yesterday, X watched football, Y played tennis and I shouted.*'). This continues until a student either makes a mistake with the past simple form or cannot remember one of the previous activities.

Try and encourage negative forms as well as positive forms.

13. Students can now complete exercise 4 on page 41. Read the example together. When checking emphasise why we use the Past Simple in these sentences – we know *when*. Write this on the board under the substitution table: *USE: an action that happened in the past – we know WHEN.*

Answers (ex. 4, p. 41)

1. They went for a drink last week.
2. Marko wasn't tired yesterday.
3. Nick wrote an email yesterday.
4. Nick didn't see Nessie last month.

14. Students can do exercise 5 on p.41. Check *hungry*, *enjoy* before students attempt it individually. Check as a class.

Answers (ex. 5, p. 41)

1. was
2. weren't
3. enjoyed
4. Did ... do
5. Did ... go

Workbook

Students can now do all of page 25 and ex.1 on p. 27.

15. Before doing the listening on p.40, ask students if they have ever had a *nightmare* (teach the word) holiday? What happened? Where?, etc. Have their parents ever told them to stay at home because of bad marks? When? Which marks? How did they spend the time at home?, etc. Now the Past Simple has been covered, you should insist on its correct use.

16. Read exercise 2 on p.40 as a class. Play the CD. Check as a class.

Answers (ex 2, p.40)

Elizabeth – yes, it was fantastic
Susan – no, it was a nightmare.

17. Read through exercise 3 together – check *fortnight*, *ill*, *term*. Play the dialogue again. Students answer individually – check as a class. See if students can correct the wrong sentences.

Answers (ex. 3, p. 40)

1. B – She was in France.
2. B – The holiday lasted for five days.
3. B – No, she wasn't.
4. B – No – she was bad at Chemistry and Biology.
5. A – She hates studying it.

18. Read through the dialogue in the Appendix as a class. Checking vocabulary and pronunciation. Let students practise in pairs. Get a few to perform.

19. Focus on the last sentence of the dialogue – *I hate studying*. Explain that when we use a verb after *hate* we need to add *-ing* to it. Draw attention to *Look at this!* on page 40. Read through it as a class and elicit some sentences from students. Ask them: *What do you love?* / *What do you hate?* etc. Explain the meaning of *don't mind*. Then get them to write a sentence about films with monsters and Geography. Ask a few students to read theirs out as feedback.

Workbook

Students can now do ex. 4, p. 27.

20. Finally, draw attention to the Remember section on p.41 comparing the Past Simple and the Present Perfect. Elicit a list of key words for the two tenses – write them up on the board in two columns. For the Past Simple, include *yesterday*, *last...*, *in + year*, *...ago*. Ask students to say some sentences using these key words.

21. They can now do the Pair work exercise on p. 41. Demonstrate the first as a class and emphasise the pattern and the short answers. Then let students practise, invent and perform.

Workbook

Students can now do ex. 1–2, 5–6, 8 on p. 26.

Part B



1. Pre-teach the necessary vocabulary by asking students what *landmarks* there are in Serbia, where they would recommend for a day *trip*, whether there are any *ancient* places in the country, how tourists can travel to Serbia – elicit airport and then say that planes *take off* from an airport. Ask what the Americans say instead of *holiday* – elicit/teach *vacation*. Write all these ‘pre-taught’ words on the board. Then ask if they know of any famous American landmarks.

2. Open books on page 42. Focus on pictures – have students heard of these places? Let them describe what they can see. Then students can read the text and do exercise 1.

Answers (ex. 1, p. 42)

New York: the Statue of Liberty, the Brooklyn Bridge

Washington DC: the White House, the US Capitol, the Washington Monument, the National Museum

3. Read through exercise 2 as a class, checking understanding (*long, train, stay, top, for free, boring*). Students answer individually, underlining the relevant answers in the text and correcting the false sentences. Check as a class. When checking question 4, emphasise the spelling of *paid* and draw attention to *Did you know this?*. Write up some prices on the board for students to say.

Answers (ex. 2, p. 42)

1. F – They have a two-day holiday.
2. F – They travelled by plane.
3. T
4. F – They paid \$1.50 each.
5. F – They learnt a lot there.

4. Read through exercise 3 as a class and check understanding. Students complete it individually and then check as a class, again referring to the text. For the final question, get students to suggest some things that there might be at the National Museum – weapons, plates, money, bones, etc.

Answers (ex. 3, p. 42)

1. Autumn/Winter – end of November
2. They wanted to see the US capital.
3. Objects from ancient civilizations up to the present day.

5. Exercise 4 can be done without looking back at the text. Students can then re-read the text to check, before reading out the answers as a class.

Answers (ex.4, p.42)

1. short two-day vacation/holiday ... November
2. went ... trip
3. flight ... was ... exciting
4. saw ... landmarks

6. Read through the whole text as a class and check the vocabulary, referring to the Word Bank.

Workbook

Students can now do ex. 3 and ex. 7, p. 26.

7. Ask students how many holidays they have a year – which their favourite holiday is, whether they do different things during the different holidays. Ask them when the holidays usually are. What did they do for their last holiday?

8. Focus on the example term dates on p.43. Give students time to study the chart then read it out as a class – check *break*, *Easter*, etc.

9. Students can discuss exercise 5 on p.43 in groups.

Answers (ex.5, p.43)

1. Serbia – 1st September; the UK – the first Monday in September; the USA – 6th September
2. The USA – 11th June
3. Serbia – longest winter holiday; the USA – longest summer holiday, etc.

10. Discuss *What do you think?* As a class. Follow up with *What did you do for your last half-term holiday/winter holiday, etc?* to give more Past Simple practice.

Workbook

Students can now do ex. 2–3, p. 27.

11. Move on to the -ing/-ed adjective focus. Ask someone to read out the two example sentences in the *Remember* section on p. 43. Ask students for another adjective that described the flight – elicit *exciting*. Write up *interesting/exciting* on the board in one column (heading -ing) and *interested* in a second column (heading -ed). Explain that there are some adjectives in English that can end with either -ing or -ed.

12. Ask students to look *bored* – get them to pull faces or make a noise. Write up in the -ed column – *We are bored*. Explain that this is a feeling.

13. Ask one student why he/she is bored. Elicit a reply – get them to use their imagination and write their answer up in the other column – e.g. *School is boring*. Explain that this describes something's characteristic. Expand by asking whether a party is *exciting* or *exciting*? Elicit and write up in the correct column – *The party was exciting*. Ask students how they felt at an exciting party. Elicit and write up – *We were excited*. Get students to copy the columns into their notebooks.

14. Go through the table on p. 43 with students. Get them to say a sentence using some of the adjectives in the table. Then they can do exercise 6.

Answers (ex. 6, p. 43)

1. shocking
2. excited
3. tired
4. surprising
5. interested

Workbook

Students can now do ex. 4, p. 26.

15. Exercise 7 can be done as in previous units.

Possible answers (ex. 7, p. 43)

1. Marko went on a trip to Washington.
2. The sky was clear when the plane took off.
3. When they arrived in Washington, they took a bus to the hotel.
4. They visited the White House on the first day.
5. They joined a guided tour of Washington.
6. They paid \$1.50 to go to the top of the Washington Monument.
7. They saw historical objects at the National Museum.
8. Marko liked the museum.
9. The family learned/learnt a lot about Native American history and culture.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 44, discuss what food could be on the table – if students have guessed that the next destination is Serbia, ask about Serbian specialities (feed in *corn bread*, *stuffed sour cabbage leaves*, etc.). When reading through the cartoon, check *sparkling* and *still mineral water*.

Answers (Comprehension Check, p. 45)

1. the Sava and the Danube
2. No, she hasn't.
3. cheese pie, corn bread, stuffed sour cabbage leaves
4. Go on a guided tour of Belgrade, go to the zoo
5. Next to the lions' cage at the zoo

2. Follow up by asking students if they like Serbian food, where they would take their friends in Belgrade, their hometown. Ask how John is feeling – is Joan too relaxed? Have they been to the zoo? What's their favourite animal there? Are zoos bad places for animals to live? etc.

3. Ask students if they ever go to restaurants. Do they have a favourite restaurant? Then work through the At a restaurant section. Students could even make their own menus for their dialogues – they could decide which country's food they are serving.

4. Finish off this section by playing the team game – noughts and crosses.

Workbook

Students can now do ex. 5 on p. 24, ex. 5 on p. 27, and ex.1–2 on p.28. Read through the definitions on p. 29 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 46 are self-explanatory.
2. For the Extra Reading, ask students what they would include in a magazine article about Serbia. Brainstorm some ideas on the board. Then open books and look at pictures on p. 47.

Did they mention any of these places? Get students to describe the pictures. They can read the text and see if their ideas are included.

Comprehension questions (to be given orally, written on the board, or photocopied)

Answer the questions.

1. Is Serbia in central Europe?
2. How many different names has Belgrade had?
3. What is the English word for 'the place where two rivers join'?
4. Where do you find 'The Victor'?
5. Which places did Chih Hao visit in Belgrade?
6. Did Chih Hao like the music festival in Novi Sad?
7. Does he eat food in England that is similar to Serbian food?
8. Does Chih Hao think Serbia is a good holiday destination?

Answers to comprehension questions

1. No – it's in south-eastern Europe.
2. According to the text, three – Scordisci, Singidunum, Belgrade
3. confluence
4. At Kalemegdan
5. Kalemegdan, the zoo, the funfair, the National Theatre, Republic Square
6. Yes – it was amazing
7. No – the food is very different
8. Yes – it is a great place for a holiday.

3. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the past simple very well, those who didn't do the adjectives with -ing/-ed well, etc.

Project

Students can now do Project 4, which is at the back of the Student's Book.

Check Back (Revision – Units 3 and 4)

The revision section is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Folder 2. Following this revision unit, students can attempt Test 2 at the back of the workbook.

CHECK BACK KEY – Units 3 & 4

A VOCABULARY

1. 1 – never; 2 – fortnight; 3 – decided; 4 – trip; 5 – interesting; 6 – monster; 7 – happened; 8 – accident; 9 – clumsy; 10 – leaned; 11 – rail; 12 – freezing; 13 – although; 14 – scared

2. a. tiring; b. tired; c. excited; d. exciting; e. boring; f. bored; g. interested; h. interesting

3. a. cold; b. plane; c. arrived; d. allowed; e. even; f. took off

4. Students' own answers

5. a. money; b. something bad; c. fantastic; d. sneezing

6.

BE – centre, changing room, autumn, holiday

AE – center, locker room, fall, vacation

B GRAMMAR

Irregular verbs

been; do – done; had – had; ate – eaten; saw – seen; given; take – taken; write – written; read – read; come – come

The Present Perfect Tense

1. a. Have ... seen; b. have ... returned; c. hasn't been; d. has ... eaten

2.

a. Marko hasn't written to her yet.
b. Have you seen Nick since Monday?
c. I have already had lunch.
d. Has she ever written a poem?

The Past Simple Tense

1. a. was; b. Were; c. played; d. bought
2. a. went; b. write; c. was; d. see

The Present Perfect or the Past Simple?

1.

a. have ... arrived;
b. have ... found; c. started

2.

a. They went to New York yesterday. b. They have just gone out.

Comparison of adjectives

1. Possible answers: good; better; the best; big; bigger; the most beautiful; nice; the nicest

C WRITING

1. maths; science; history; biology; chemistry; physics; geography; craft; art; physical education; computers

2. IT – computers; DT – craft; PE – physical education

3. one hundred and twenty-five dollars; ninety-five cents

4. a. is; b. has; c. is; d. has

FOLDER THREE

Introduction

Folder 3 contains Units 5 and 6. Read through the title pages (pp.50-51) together and get some students to describe what they can see in the photos. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Unit 5 Overview



In this unit, students focus on different kinds of celebrations. In part A, Susan and William are discussing William's shopping trip to buy a present for his dad's birthday. The main focus of this section is the presentation of the Past Continuous. *When* and *while* are contrasted and there is also a brief look at the use of *What a/an...* and prepositions of movement. In part B, Marko is celebrating his family saint's day. This leads into a focus on adjectives ending with -y and pronouns with *every*, *any*, *some* and *no*. Students also learn about different holidays and festivals in Serbia, the UK and the USA. Part C contains the fifth episode of the cartoon, which leads into a focus on a proverb (A bird in the hand is worth two in the bush) and airports. In part D, in addition to various short fun activities, there is a text on Russia. Aside from providing further practice, the Workbook has exercises on collocations with *buy*, *prepare*, *dry* and *arrange* and weather expressions. Students are also given practice in using a dictionary and writing a composition about the cartoon episode.

Part A



1. Closed books. Ask the student whose birthday it was last to stand up – encourage students to ask each other when their birthdays are if no-one knows exactly who celebrated last. The other students in the class should ask him/her questions about how he/she celebrated. Insist on use of the Past Simple as it was covered in the previous unit. You could then ask another student to volunteer to be quizzed.

Optional Extra!

Put the class into small groups of around five students. Give each group the name of a celebration (e.g. birthday, Christmas, Easter, prom night). Give them time to think up a mini-performance – their task is to roleplay a scene from this celebration so the other students in the class can guess exactly which celebration is in question. The groups should try not to use the celebration name directly (e.g. Happy Birthday!, Merry Christmas, etc.) to avoid making it too easy.

2. Open books at page 52. Focus on the pictures and elicit the celebrations that are depicted. Discuss the *Let's talk* questions in groups (with class feedback) or as a class. Try to feed in *feast* when discussing these as it will be useful for later.

3. Highlight the picture of the iPhone next to the dialogue. See if students know what it is – then point out the difference between the American *cell phone* and the British *mobile phone*. Read exercise 1 and check *mentioned*. Then give students time to read the dialogue and to find the answer.

Answer (ex. 1, p. 52)

William's dad's birthday

4. Read through exercise 2 as a class, checking understanding (*shop assistant, busy, present, look around*). Let students answer individually before you check as a class, referring to the dialogue to confirm answers. For question 2, check *show*, for question 4 explain *window shop*, and for question 5, check *waste of time*.

Answers (ex. 2, p. 52)

1. No – Susan saw William.
2. He was showing William and his mum the phone.
3. It was dad's fortieth birthday.
4. She was in town with her cousin, who wanted to buy a new coat. Susan was just window shopping.
5. Buying things – he thinks window shopping is a waste of time.

5. Elicit William's actual words for the final question in exercise 2. Write up on the board: *What a waste of time!* Focus on the Useful Language box and explain the *What a/an + adj. + noun* construction. Elicit a few phrases by giving situations – e.g. *What do you say if a film is boring?* – elicit *What a boring film!*, etc.

Workbook

Students can now do ex. 1, p. 30.

6. Draw attention to the Word Bank and clarify *walk past, gadget, and thrilled*.

7. Now move on to the presentation of the Past Continuous. Get students to fill in the example sentences in the Grammar Files by referring back to the dialogue. They could do this in pairs or individually. Have students read them out as feedback – write them up on the board, underlining *was/were* and the present participle or putting them in different colours if possible.

8. Ask students what they think this tense is – point out the -ing form and the verb to be. Elicit that it is continuous and then highlight the past form of the verb *to be* makes it Past Continuous. Write up a substitution table up on the board, reminding students of the spelling of the -ing form.

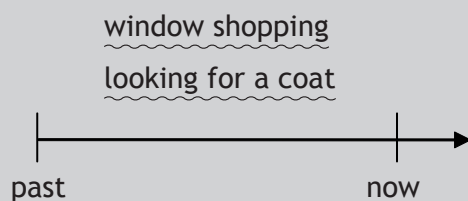
Past Continuous								
Positive			Negative			Interrogative		
I	was		I	wasn't		Was	I	
you	were		you	weren't		Were	you	
he		reading	he				he	
she	was	writing	she	wasn't	reading	Was	she	reading...?
it		putting	it				it	
we	were		we	weren't		Were	we	
they			they				they	

9. Explain when we use the Past Continuous by referring to the explanations given in the Grammar Files and the example sentences. It would be good to put this up on the board, too, giving further examples so as to reinforce the grammar. Also, use timelines to show the usage of the Past Continuous – this will help the visual learners. After each explanation a, b, and c, students can do the relevant part of exercise 6.

USE

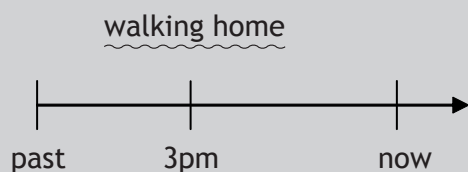
a. two or more actions happening at the same time in the past

I was window shopping while my cousin was looking for a coat.



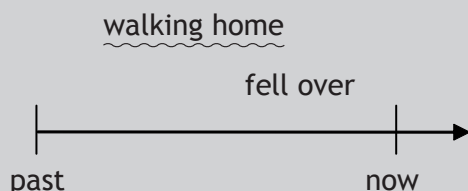
b. an action in progress at a stated time in the past

At 3pm yesterday, I was walking home.



c. an interrupted action in the past

I was walking home when I fell over.

**Answers (ex. 6, p. 53)**

- a. was washing / was listening, were watching / were playing
- b. was having, were window shopping
- c. was riding, were sitting

10. Students should then see if there are any more examples of the Past Continuous in the dialogue. Refer to each example in the dialogue and explain/elicit why we use the Past Continuous in each situation. Draw attention to the meaning of *while* and *when* and the Remember box on page 53. Add it to the table on the board for students to copy down. Then students can do exercise 7 on page 53.

Answers (ex. 7, p. 53)

- a. while
- b. when
- c. When
- d. While

11. Draw attention to the comparison of the Past Simple and Continuous tenses on p. 53, using exercise 7 for support. Give some more examples: e.g. *Last summer I went on holiday. I travelled by plane. / While I was travelling by plane, I felt sick.* etc.

Optional Extra!

Ask a student to leave the classroom and to pretend to do something in the corridor (look at pictures, go to the toilet, speak to his friend, etc.). The other students should do something while the student is out of the room. Give them some examples – write a text message, sleep, look out of the window, etc.

Call the student back in and ask students what they were doing – elicit sentences using ‘While he/she was walking in the corridor, I was ...ing’. Students can tell you what other students were doing to practise the other forms as well. Ask them questions: ‘What were you doing?’ to emphasise the form.

This can be repeated by students saying what they were doing when the student came back into the classroom: ‘When he/she came into the classroom, I was ...ing.’

Workbook

Students can now do ex. 2, p. 30, all the exercises on p. 31, and ex. 1 on p. 33.

12. Move on now to the prepositions of movement. Focus again on the dialogue and ask 'When was William talking to the shop assistant?' Elicit: When Susan walked past the Apple Store. Draw attention to the preposition *past* by writing the sentence on the board. Draw a diagram on the board to emphasise this (similar to those on page 32 of the Workbook). Then put the heading *Prepositions of movement* – and explain *along*, *through*, *round*, *under* and *over* in a similar way. Give an example sentence and diagram for each.

Workbook

Students can now do ex. 3, p. 32.

13. Students can then do exercise 8 on p. 53, once you have checked understanding (*broke down*, *travel*, *tunnel*, etc.).

Answers (ex. 8, p. 53)

1. along
2. past
3. through
4. round

14. Ask students about their mobile phones – how often they use them, what they use them for, etc. Do they always answer their phones? When do they ignore calls? Do they answer their phones when they are at parties, celebrations, their *family saint's day* (teach the phrase and then draw attention to the Did you know this? box on p. 52.)

15. Ask students if they celebrate their family saint's day. Then brainstorm all the things they need to do to prepare for their guests – try to feed in *arrange flowers*, *slice meat/bread*, *set the table* in preparation for the listening comprehension.

16. Read through exercise 3 on p. 52. Play the CD and let students answer.

Answer (ex. 3, p. 52)

They mention Marko's mum's birthday and their family saint's day.

17. Explain exercise 4 to students by getting them to say what is happening in each picture (teach *yawn*) and then see if they can match the pictures with the times before listening to check. When checking, pause the CD at the relevant point.

Answers (ex. 4, p. 52)

setting the table – 7pm / arranging flowers – 7pm / went to bed – 11.30pm / yawning – 10.15am / slicing bread – 7pm / having a bath – 6pm / drying his hair – 6.30pm

18. Students can now do exercise 5, based on their answers to the previous exercise. For question 3, encourage them to look at the tapescript in the Appendix. Check the answers by reading through the tapescript as a class, stopping in the relevant places to confirm the answers to exercise 5. Also, check pronunciation and any unknown words.

Answers (ex. 5, p. 52)

1. having a bath
2. setting the table
3. learning Biology
4. slicing bread
5. sleeping

19. While looking at the tapescript, get students to underline examples of the Past Continuous and again elicit for each example why this tense is used.

20. Students can then read through the tapescript in pairs. Get a few pairs to perform.

21. Finish this section off with the Pair work exercise on p. 53. Demonstrate as a class and then get students to invent their own dialogues in pairs. Ask some to perform.

Workbook

Students can now do ex.3 and Pronunciation on p. 30, and ex.1–2, 4 on p. 32.

Part B



1. Ask students about their family saint's days again. Ask what customs they have – how they celebrate. How many *guests* come? Do their friends come? What do they do with their friends? What food do they eat? When do they start the *feast*? etc.

2. Open books at page 54. Describe the pictures – feed in *jump, pour, tear*.
3. Explain exercise 1. Students read the text and answer individually. Check as a class, referring to the text. If the students don't pick up on Marko's problems, ask 'Was it a success for Marko?'

Answer (ex. 1, p. 54)

Generally, yes: *The evening was a success*. However, Marko had problems with some guests.

4. Ask what problems Marko saw *when he opened the door*. Elicit: a boy and girl were jumping on his bed, a boy was pouring juice on the carpet, a girl was tearing his poster, two girls were throwing CDs at each other, a boy was sitting under the table, chewing his mobile. Insist on the Past Continuous – you could even write up the stem on the board – *When Marko opened the door, ...* so it is clear to students why they need to use the Past Continuous. You could also draw a timeline to further highlight this.
5. Discuss exercises 2 and 3 as a class. Students can give reasons for their answers. Ask what they would do in the same situation. Has something similar ever happened to them?
6. Read through exercise 4 together, checking understanding (*clouds, sky, return, quietly, nobody, laugh*). Then students answer individually and check as a class, referring to the text. Explain *scream* if needs be.

Answers (ex.4, p.54)

1. T – It was a clear, sunny day.
2. F – They helped their mother and everything was ready by 7pm.
3. F – They were in Marko's room.
4. F – All the children were screaming and laughing.

7. Read through exercise 5 and let students attempt it without looking at the text. After a minute or so, let them look back at the text to find any answers they can't remember. Check as a class, explaining *day off*.

Answers (ex. 5, p. 54)

1. No – She took a day off.
2. Because of the children jumping, pouring juice, etc.
3. Two girls were throwing them at each other.

8. Read through exercise 6 and check *prepare* and *except*. Students answer the exercise and then you can move onto the focus on adjectives with -y.

Answers (ex.6, p.54)

1. tasty
2. lucky

9. Explain that *tasty* and *lucky* are adjectives. Ask students if they know the related nouns. Elicit/Teach *taste* and *luck*. Point out that sometimes we can add -y to the noun to form an adjective. Draw students' attention to the Look at this! section. Read through it as a class and check meaning. Point out that when a noun ends with an -e, we drop the -e before adding -y (*tasty*, *noisy*). Point out that *salty* means 'with too much salt', as students often confuse it with *savoury* as the opposite of *sweet*. Check *lucky* as well, making sure students don't muddle it up with *happy* – explain that if you pass a test without studying or if you win a lot of money, you are *lucky*.

10. Students can work through exercise 7 in pairs.

Answers (ex. 7, p. 54)

a windy/cloudy/sunny/rainy/lucky day; cloudy/sunny/rainy weather; a cloudy/sunny sky; noisy/lucky pupils; tasty/salty food; a cloudy/windy/rainy/sunny morning; salty/tasty chips; a lucky number

11. Ask students some questions using these phrases so as to get them using the adjectives, e.g. *What do you do when it is a rainy morning?* *What's your lucky number?* *What should teachers do to noisy pupils?* *How do you feel when the weather is cloudy?* Insist on them using the adjective in their answers.

Workbook

Students can now do ex.5–6 on p.32 and ex.2 and 5 on p.33.

12. Closed books. Put students into groups and ask them to make a list of all the festivals/traditional holidays they can think of. Elicit one to get them started. Write them up on the board as feedback.

13. Open books on p.55. Students read through the chart of holidays / festivals to see which they hadn't thought of. Discuss exercise 8 as a class.

Answers (ex.8, p.55)

1. New Year, Christmas, Easter
2. National Day
3. Guy Fawkes Night/Bonfire Night

14. Read through exercise 9 as a class. Ask students if they know the answers to any of the questions. Then play the CD and let them complete the sentences. Let them read through the tapescript in the Appendix to check.

Answers (ex. 9, p. 55)

- a. November
- b. October
- c. November
- d. May

Then read through the tapescript together to check pronunciation and understanding.

Optional comprehension questions

1. Is Thanksgiving celebrated on the same date every year? (No, it's the 4th Thursday in November.)
2. Do children stay at home on Halloween? (No, young kids go trick-or-treating. Older kids go to fancy dress parties or watch horror films.)
3. Why do children enjoy Bonfire Night? (Because there are fireworks.)
4. Put the family saint's days into chronological order. (St John the Baptist's Day, St George's Day, St Michael's Day, St Nicholas' Day)

15. Focus on the sentence from the tapescript *Everybody dresses up in scary clothes*. Elicit the meaning of *everybody* and then focus on the Remember section on p.55. Read through it and remind students that *any~* is used in negative sentences and interrogatives – write it on the board with a couple of examples. Also, point out that *no~* is used with a positive verb – again give examples on the board and let students copy this down.

16. Then let students do exercise 10 individually, again having first read through the sentences as a class using 'mmm' for the gaps (check *knock*, *busy*, *look for*, *watch (n)*, *find*). Check as a class.

Answers (ex.10, p.55)

- a. somebody
- b. anything
- c. everybody
- d. anybody
- e. nobody
- f. everywhere
- g. nothing
- h. anywhere

Workbook

Students can now do ex.3–4, p.33.

17. For exercise 11, write up on the board: *yesterday 8pm* and *Sunday 9am*. Ask students to guess what you were doing at those times. Get them to write some ideas down in their notebooks – first elicit what tense they should be using (Past Continuous) and elicit why – an action in progress at a stated time in the past. If needs be, give them the model *You were ...ing*. Get the students to tell you some of their ideas – just note some down on the board without saying whether they are right or wrong. Then get a student to ask you the question *What were you doing at...?* (elicit the question ‘How do you ask what I was doing?’) Then tell them – if anyone was right, give them the phrase ‘*Good, I was right!*’ and encourage those students to repeat it; for those who were wrong, teach them ‘*Oh, I was wrong!*’ and get them to repeat it.

18. Now students can do exercise 11 in pairs. Ask for a show of hands – Who guessed what their partner was doing?

19. Exercise 12 can be done following the procedure in previous units.

Possible answers (ex. 12, p. 55)

- 1. A boy and girl were jumping on Marko's bed.
- 2. A boy was pouring juice on the carpet.
- 3. A little girl was tearing Marko's favourite poster.
- 4. Two girls were throwing CDs at each other.
- 5. A boy was chewing Marko's mobile under his bed.
- 6. The children were all laughing.

20. Do exercise 13 as a written exercise eliciting the tense that is to be used. Have some students read out their answers as feedback. Alternatively, play a game similar to exercise 11.

Workbook

Students can now do ex. 6 on p. 33.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 56, elicit/teach *foggy* and *balloon*. Once the comprehension questions have been answered, go through the Word Bank words as there are quite a lot of new words in this episode.

Answers (Comprehension Check, p. 57)

1. Russia
2. He was looking round the zoo.
3. Red Square
4. Because it was snowy in Moscow.
5. By train.

2. Use the cartoon to reinforce the Past Continuous – get students to find examples and to say why they are used in each situation, referring back to the table of Uses copied into their notebooks.

3. Follow up by asking students if they have ever been to Russia. Do they know anyone who has been there? What do they know about Moscow? Saint Petersburg? Do they snore when they sleep? Do they know anyone who snores? Can they sleep in strange places? Would they like to travel on the overnight train to Moscow?

4. Ask students if they have ever been to an airport? What was it like? Where was it? Why were they there? How did they feel when they were flying? Then let students work through the At the airport section.

5. Finish off this section with the quiz – it could be an individual or team race. You could extend this by getting groups to write a similar quiz using facts from the first half of the book for other groups to answer.

Workbook

Students can now do ex. 4 on p. 30 and ex. 1–2 on p. 34. Read through the definitions on p.35 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 58 are self-explanatory. Work through the song in class – *He* refers to God. Let students listen to it first; then read through it as a class – emphasise pronunciation of /w/ in *whole* and *world*. Then let them sing.
2. For the Extra Reading, ask students if they ever read magazines. Do they read the letters page? Have they ever written a letter to a magazine? What was it about? Tell students that they are going to read the Culture Crew magazine's letters page.
3. First, get students to describe the pictures on p.59. Then ask them to read the letters and get feedback on which their favourite letter is. Do they think the information is useful? As follow-up they could write a similar letter about Serbia or some other country. These letters can be distributed to other students, who can take them home, find out the necessary information and write a reply. Display these letters on the walls.

Comprehension questions (to be given orally, written on the board, or photocopied)

Write Helen, Jim, or Jane. Sometimes you must write more than one name.

1. Who finds out that one city has lots of old and new buildings?
2. Who needs help for school?
3. Who finds out about what the Russians eat?
4. Who finds out that there are lots of good places to visit in the capital city?
5. Who finds out about something about Russian culture?
6. Who will have a holiday in Russia?
7. Who finds out something about the Russian climate?
8. Who finds out that Moscow hasn't always been the capital city?
9. Who finds out that you can sleep on the journey between two Russian cities?
10. Who finds out something about Russia's religious buildings?

Answers to comprehension questions

1. Jim – 'a city of contrasts'
2. Jim – for a history project; Jane – for a test
3. Jim – 'fast-food restaurants'; Jane – 'Russian food is well-known'
4. Helen – 'many wonderful things to see in Moscow'
5. Jane – sport, ballet, classical music, art, literature
6. Helen – 'visit Moscow'
7. Jane – 'long, cold winters and short, warm summers'
8. Jim – 'today Moscow is the capital again'
9. Jim – 'a wonderful overnight train'
10. Helen – 'a beautiful church with domes of different colours'; Jim – 'churches from centuries ago'

4. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the Past Continuous very well, those who didn't do the exercise on 'every/some/any/no' well, etc.

Project

Students can now do Project 5, which is at the back of the Student's Book.

**Unit 6
Overview**

In this unit, students focus on money – earning it, saving it, spending it and working for no money! In part A, the children discuss different ways of making money. This leads into a focus on articles and can/can't for permission and ability. In part B, the topic is volunteering and the rights of children, which provides ample scope for speaking practice and also includes a look at *the* + *adj.* to refer to a group of people. Part C contains the sixth episode of the cartoon, which leads into a focus on a proverb (He who laughs last laughs loudest) and making suggestions. In part D, in addition to various short fun activities, there is a text on India. Aside from providing further practice, the Workbook has revision on exclamations with *How* and *What*, 's, and the comparison of adjectives. Students are also given further practice in using a dictionary, word building, and writing a composition about the cartoon episode.

Part A

1. Prepare some 'fake' money for students. Give each student £50 (made up of smaller denomination notes) and a photocopied list of things to spend it on (with appropriate prices) – snacks, CDs, computer games, clothes, books, magazines, make-up, sweets, cinema tickets, drinks in a café, savings, etc. Tell them that this is their pocket money. Then give them time to decide how they are going to spend their money. Get some feedback as a class, including justification for their decisions.

Optional Extra!**Pyramid discussion**

In order to extend this activity further, once individual students have decided how they will spend their £50, put them into pairs and take away half their money (i.e. £50). Tell students they still have £50 to spend, but now they must share it with a partner. They should decide which things from their first list they are going to buy. Once, they have agreed on things, put two pairs together and again take away half their money. Now each group of four must decide how they will spend the £50. And so on until the students have had enough! As feedback, ask the groups to report back on how they decided to spend their money.

Through this exercise, students are practising agreeing, disagreeing, making suggestions and giving reasons for decisions.

2. Open books on p.60. Discuss the Let's talk questions either as a class or in groups with class feedback. For the second question (on earning extra pocket money), teach *earn* and focus attention on the pictures. Get students to describe them and teach them the jobs. For the third question, bring up the topic of shopping and feed in *the sales* so as to teach this for the reading text: e.g. *When's the best time to go shopping? Do you spend a lot of money*

in the sales?, etc. For the fourth question, feed in *poor*, *hungry* as they words will be useful for part B.

3. Tell students that they are going to listen to a conversation between Nick and William. Read exercise 1 together – check *work hard*. Then let students read the dialogue and answer. Check as a class – elicit all the things Nick had to do in order to earn the money. Clarify *ambulance*, *backyard*.

Answer (ex. 1, p. 60)

Yes, he did. He called an ambulance for an old lady and went to hospital with her. He walked her dog every afternoon for two months. He cleaned her backyard twice. He taught her how to use the Internet.

4. Ask students if they would do all those things for £40. Get some general opinions.

5. Read through exercise 2 as a class, checking understanding (*enough*, *ticket*, *least*, *exactly*, *clever*). Then students answer individually. Don't forget to encourage them to underline the relevant parts of the text. When checking refer to the text. For question 3, refer to the Remember box, pointing out British currency and how you say prices. Write up a few prices for students to practise with.

Answers (ex.2, p.60)

1. He spent it all in the sales last week.
2. The collar
3. £36.97
4. She broke her leg and went to hospital.
5. He arranged to walk Mrs Simms' dog when he was walking his own dog – so it was easy for him.

6. Practise reading the dialogue first as a class – checking pronunciation and vocabulary. Point out the Useful Language box (*What/How...*) when you reach that point in the dialogue. Then let students read it in pairs.

Workbook

Students can now do ex. 1–2, p. 36.

7. Move onto the focus on articles. Ask students to complete the Grammar Files on p.61 by looking back at the dialogue. Go through the uses of the articles clearly – refer to students'

Grammar Folders and Workbooks (p.37) – you could make three columns on the board and use bullet points and examples. Elicit examples from students for things like towns, countries, unique things, etc. Also, elicit the difference between *a* and *an*.

Articles		
Indefinite (a/an)	Definite (the)	Zero
<ul style="list-style-type: none"> Singular C nouns – mentioned for the first time <p><i>I have a red car...</i></p> <ul style="list-style-type: none"> <i>etc</i> 	<ul style="list-style-type: none"> Singular/plural C nouns – mentioned for the second time <p><i>... The car was expensive.</i></p> <ul style="list-style-type: none"> the only one <p><i>The Earth is round.</i></p> <ul style="list-style-type: none"> <i>etc.</i> 	<ul style="list-style-type: none"> towns <p><i>Belgrade</i></p> <ul style="list-style-type: none"> <i>etc.</i>

8. Students can do exercise 5, p. 61, individually. Check by reading out as a class.

Answers (ex. 5, p. 61)

1. He wrote a story. The story was exciting.
2. I saw an elephant. Elephant. The elephant had big ears.

9. For exercise 6, ask students to read it through by themselves without writing anything. Then ask them some comprehension questions:

- a. When did Tom get back home?
- b. What new talent does he have?
- c. Why did he travel by train? (teach *cancelled*)
- d. Is he sleeping now?
- e. Does he have a big or a small breakfast?
- f. What plans does Tom have?

In this way, you are ensuring that students understand the text and hence can concentrate on the grammar rules. Sometimes failure to understand vocabulary, etc. leads to inability to complete a grammar exercise correctly.

10. Now give students time to answer it individually. Encourage them to look back at the rules governing when we use articles. Then check as a class, referring to the article uses that you earlier listed. Ask students to practise reading the dialogue together.

Answers (ex. 6, p. 61)

A: When did / Tom return from / Spain?

B: Last night. And he has learned to play **the** guitar since he left.

A: Did he travel / plane?

B: No, he travelled by / train. **The** plane was cancelled.

A: Is he in / bed now?

B: No, he's having / breakfast.

A: What's he having for / breakfast?

B: Only **a** sandwich and **an** apple. He's not hungry.

A: Can he play / football with me later on?

B: No, he can't. He's going to **the** market with me.

11. Draw attention to the pictures on p.61 of the apple, book, umbrella and football. Elicit the words for these objects. Then demonstrate the Pair work exercise with another student. Explain *whose*, *mine*. Have another pair demonstrate another dialogue. Then students can attempt it themselves in pairs. Get some to perform their invented dialogues as feedback.

Workbook

Students can now do ex. 1–2 on p.37.

12. Refer back to exercise 6, p. 61. Ask what A's question is about football or write up on the board: _____ *he play football with me later on?* *No, he _____* and students can find the missing words. Elicit *can/can't*. Present on the board the two uses of *can* looked at here – a. permission – Can I go out?, b. ability – He can play the piano. He's very good. – and give suitable examples.

13. Drill pronunciation of *can* and *can't* and ask some 'ability' questions – X, *can you swim?*, Y, *can you play the piano?*, etc. Then get students to read through the Grammar Files sentences and to say which refers to permission and which to ability. Then demonstrate the exercise with another student and let them work in pairs. Get some pairs to perform their dialogues.

Optional Extras!

This provides the opportunity for a mingle. Students create a chart with various activities – either brainstorm as a class or let students decide which activities will appear in their chart individually. Then they mingle and find out which students can do those activities by putting a name and a J or a K. Students can then report their findings to the rest of the class. The challenge can be to see who the most talented student is in the class.

Workbook

Students can now do ex. 3–4 on p. 37 and all the exercises on p. 39 (which includes revision of comparatives and superlatives).

14. Give students one minute to write down a list of all the jobs young people can do to earn money. This can be a more detailed extension of the Let's talk section. Let them work in groups. Write up some suggestions on the board. Feed in *babysitting* and *packing bags in a supermarket* among the other jobs. Then have a brief discussion on which is the best of these jobs when it comes to earning extra pocket money and why.

15. Tell students that they are going to listen to Marko talking to his friend Andy. Focus attention on exercise 3 on p.60 – remind students of the jobs depicted in the pictures by eliciting – *washing cars*, *delivering newspapers*, *clean shoes*. Get students to listen to the conversation and to listen for which jobs are mentioned – encourage them to write down any other additional jobs they hear (i.e. not to restrict themselves just to the pictures at the top of p.60). Check as a class.

Answers (ex. 3, p. 60)

From the pictures – delivering newspapers. However, *babysitting* and *packing in a supermarket* are also mentioned.

16. Read through exercise 4 as a class and check understanding (*during*, *had to*, *put*, *alone*). Tell students to answer the questions individually from memory and then play the CD again so they can check their answers. Check by reading through the dialogue in the Appendix together. Clarify *No kidding*, *Honest!*, *at least*, *fun* (compare to *funny*), *actually*, *share*. Students can then practise reading the dialogue in pairs with some performing it for the class.

Answers (ex. 4, p. 60)

1. during the holidays
2. 6.30am
3. gave the money to poor people
4. \$5
5. his friend

17. Round off by asking whether students would like to have a job over the holidays. What do they think about collecting money for the poor? Do they know how to look after little children?

Workbook

Students can now do ex. 3 and Pronunciation on p. 36 and ex. 1–2 on p. 38.

Part B



1. Write up *Our local area* on the board and explain the meaning. Ask students what needs changing in the local area to improve it. Give some help: Are there enough parks? What can we do to make things better here? How can we make the school nicer? How can we make the playground nicer? How can we *renew* it? What about *hopscotch courts* and *swings*? What can we do to help old people? Are there many *homeless* people here? How can we help them? How can we help *the hungry*? How can we help people with *disabilities*? (Feed in the key words like *hopscotch court*, *swings*, *disabilities*, *homeless*, etc.) Don't worry if students don't have many ideas – this is just to start them thinking about the topic. Focus on 'their world' – parks, facilities for young people, the school, etc.
2. Write up on the board **VOLUNTEERING** and elicit the meaning. Write up also *volunteer* (n/v) and *voluntary work*. Drill pronunciation. Ask if students have ever done any volunteer work – when, where, why, what? Would they like to volunteer to make the school nicer, the park nicer, etc.?
3. Open books on p.62. Discuss exercise 1 by describing the pictures and focussing on the 'After school programs' notice. Highlight the American spelling of *programme*. Read through the notice as a class and check vocabulary, e.g. *glue*, *feathers*, *beads*, *create*, *special needs*, *chef=cook*, *clean up*, *graffiti* (point out that it takes a singular verb). Which programme would students like to do? Why? Have they ever done any of these things?
4. Explain that this is a notice from Marko's school. Get students to read the text and to answer exercise 2 by ticking the activities on the notice that are mentioned in the text.

Answer (ex. 2, p. 62)

The following activities are mentioned: Be a special friend; Be a big brother or sister; No graffiti, please; Be a builder.

5. Then read through exercise 3 together and check understanding (*take part*, *change*, *another*, *laugh*, *through*). Let students answer individually, underlining relevant parts of the text and correcting false sentences. Then check as a class.

Answers (ex.3, p.62)

1. F – He began in winter.
2. T – He renewed a playground.
3. F – It was a local playground.
4. F – She was friendly and said they were doing a great job.
5. T – It's a good way to make friends.

6. Read through the Did you know? Section. Ask students if it would be good to have something like this at their school. Then draw attention to *the disabled*, *the homeless* and *the sick*. Elicit the meaning and write up the structure *the + adjective = a group of people*. Read through the Look at this! section together and then get students to complete the sentences in pairs. Check as a class.

Answers (Look at this!)

the hungry/the sick/the rich

7. To recycle these words, ask students which group of people need the most help. Do the rich have easy lives? What can we do to help the poor?, etc. Discuss briefly, insisting on students using these phrases.

Workbook

Students can now do ex. 4, p. 38.

8. This leads into a brief class discussion under What do you think? and finally students can write their answer to exercise 4. Have some students read out their sentences.

9. Read through the whole text, checking pronunciation and any other new words from the Word Bank.

Workbook

Students can now do ex. 3, p. 38.

10. Ask students if they think it is more important to help children or adults/grown-ups. Elicit why. Then read through the first half of exercise 5 on p.63 together. Check *funny*, *fat*, *tall*, *trainers*, *dark*, *rude*, *bully* (v). Elicit which the only bad characteristics are from

the list. Elicit *bullying and being rude*. Then explain what *rights* means and read through the second half of exercise 5. Get students to read through the list of rights by themselves, telling them to refer to the Word Bank for unknown words, and then read through it as a class, checking pronunciation. Ask students which they think is the most important right.

11. Put them into groups to discuss exercise 6. Then have feedback as a class with each group reading out their additional rights. Vote as a class for the best 'additional' right.

12. Exercise 7 can be done individually and then students can compare their answers and say why they chose the rights they did in pairs. Have a few students explain their reasoning for feedback.

13. For exercise 8, follow the procedure outlined in earlier units.

Possible answers (ex.8, p.63)

1. Nick spent all his money in the sales.
2. Nick called an ambulance for Mrs Simms.
3. He went to hospital with her when she broke her leg.
4. She gave him money for walking her dog every day.
5. He cleaned her backyard twice.
6. He taught Mrs Simms how to use the Internet.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p.64, elicit *Cheers!*, *rickshaw*, *break down*, before students answer the comprehension questions on p.65, check *rivals* and *must*.

Answers (Comprehension Check, p. 65)

1. Indian dates
2. Street magicians in India
3. It is very hot in India.
4. Get a hotel room, find a rickshaw, buy bus tickets.
5. Their bus breaks down.

2. Follow up by asking students if they like dates. Have they ever stayed in a hotel? What was it like? Have they ever stayed somewhere awful? Who are their rivals? Has their car/bus ever broken down – when, where, why, what did they do? Have they seen fakirs and rickshaws on the television?, etc.

3. Write up the word *suggestions* on the board. Ask students what suggestions John makes in this episode of the cartoon. Elicit – *Let's get up early...* and then work through the Making suggestions section on p.65. Exercise 1 can be done individually and then answers compared in pairs. For exercise 2, elicit some suggestions as a class, writing them up on the board. Then play the CD for students to fill in the gaps.
4. Focus on the phrases by writing them up on the board. Then drill them with the students.

Suggestions

Asking for suggestions: What shall we do?

Making suggestions: Let's + infinitive

Accepting suggestions: That's a great idea. / OK, why not?!

Refusing suggestions: That's boring.

5. Let students do exercise 4 in pairs, with some students performing to the class as feedback. Then give them more time to do exercise 5 in pairs, again with some performing to round it off.
6. Finish off this section with the team game on p.65, practising articles.

Workbook

Students can now do ex. 4 on p. 36, and ex. 1–2 on p. 40. Read through and do the word building exercise on p. 41 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 66 are self-explanatory and the answers are in the Appendix as usual.
2. Lead into the Extra Reading by asking students where their family comes from originally – their grandparents, great-grandparents, etc. What do they know about that place? Have they ever been there? Are there any special traditions there? Would they like to live there?
3. Then elicit from students where Rajit's family is from originally. Elicit *India* and then focus on the pictures on p.67. Ask students to describe them. Why do they think there is a picture of a *peacock*? Elicit some ideas and then get them to read the text to find out (It's India's national bird.)

Comprehension questions (to be given orally, written on the board, or photocopied)

Answer the questions.

1. When did Rajit's mother and father come to England?
2. What is the population of India?
3. What important geographical features are there in India?
4. What have Hindi, the tiger, the peacock, mango, and hockey all got in common?
5. Do Indians eat a lot of meat?
6. Is Mumbai a beautiful city?
7. Are many Indian families rich?
8. Was Rajit happy to see the girl who was making footballs?
9. Was it easy to build the Taj Mahal?
10. Whose body lies there?

Answers to comprehension questions

1. 30 years ago
2. About 1 billion
3. The Himalayan Mountains and the Indian Ocean
4. They are all national symbols.
5. No, many of them are vegetarians.
6. Some parts are beautiful. In other parts the poor live in houses of metal and cardboard.
7. No, they are poor – their children work and beg on the streets because their families need the money.
8. No, he said It was awful.
9. No – it took 22,000 men 22 years to build.
10. The body of Emperor Shah Jahan's wife

4. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the articles very well, those who didn't do the composition well, etc.

Project

Students can now do Project 6, which is at the back of the Student's Book.

Check Back (Revision – Units 5 and 6)

The revision section is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Folder 3. Following this revision unit, students can attempt Test 3 at the back of the workbook.

CHECK BACK KEY - Units 5 & 6

A VOCABULARY

1. 1. pouring; 2. screaming; 3. tearing;
4. awning; 5. chewing; 6. hospital

2. 1. saved; 2. earned; 3. spend; 4.
shopping; 5. thrilled; 6. arranged; 7.
gadgets; 8. hocking; 9. Unfortunately;
10. sales_

3. 1. at; 2. by; 3. at; 4. by; 5. at; 6. in; 7.
at/in

4. money – read; food – tired;
weather – clever; holidays – autumn; noises –
writing

5. 1. along; 2. past; 3. under;
4. through; 5. above; 6. around

6. cloudy; tasty; foggy; rainy; sunny; salty;
lucky; noisy

7.

BE – favourite, programme, mobile phone
AE – favorite, program, cell phone

B GRAMMAR

The Past Continuous

1. a. was running; b. were making;
c. Were ... listening; d. was ... cheating

2.

- What were you doing at 7 am?
- I was sleeping at 7 am.
- Were you sleeping at 11 am?
- They were not studying at 1 am.

3. a. while; b. when; c. when; d. while

4. a. was doing; b. was playing;
c. was drying / rang;
d. were walking / started

5. joined; met; arrived; was painting; was
collecting; were cleaning;
were helping; saw; wasn't doing;
was playing; (was) singing

The articles

1.a. an / The; b. a / The

-

2. 1. -/-; 2. -/the; 3. -/the;
4. -/the; 5. -/-

C WRITING

1. Christmas; Valentine's Day;
New Year; Halloween; Easter; Thanksgiving;
Independence Day;
April Fool's Day; Patron Saints' days; Guy
Fawkes' Night

2. Serbia – Patron Saints' days;
Great Britain – Guy Fawkes' Night; America –
Independence Day

3. the homeless; the sick; the hungry; the
poor; the rich

4. Students' own answers (using the Past
Continuous)

FOLDER FOUR

Introduction

Folder 3 contains Units 7 and 8. Read through the title pages (pp.70–71) together and get some students to describe what they can see in the photos. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Unit 7 Overview



In this unit, students focus on spring – cleaning the house, clearing out the house and spring fashions. In part A, Elizabeth is having an argument with her mother about cleaning her bedroom, while Marko and Andy are talking about a garage sale. This leads into a focus on the modal verbs – *must/mustn't/have to/don't have to* and also possessive pronouns. In part B, students learn about the Petrovices' shopping habits, which provides a context for looking at countable and uncountable nouns and the prepositions *in/on/at*. Part C contains the seventh episode of the cartoon and students discuss a proverb (The early bird catches the worm) and learn some phrases to use when shopping. In part D, in addition to various short fun activities, there is a text on China. Aside from providing further practice, the Workbook has an exercise on food, revision of *some* and *any*, revision of words from British and American English, revision of the Past Simple and Continuous, and students are also given practice in writing a composition about the cartoon episode.

Part A



1. Play charades to introduce/revise various chores. Either you mime them or get students to come to the front and mime them. Write each on the board in the form of a spidergram as students guess (*ironing, washing-up, dusting, cleaning the windows, washing clothes, vacuuming, taking the rubbish out*). Then ask students to give a definition for each *chore* (put the heading on the board): e.g. *You do the ironing after you have washed and dried clothes.*
2. Open books on p.72. Discuss Let's talk. When discussing the first question, add more chores to the spidergram on the board and use the pictures at the top of the page. Extend the third question by asking who else in the house does the housework. Do students think they should help more? Do they earn money when they do the housework? Favourite/Worst chore?
3. Tell students that they are going to read a conversation between Elizabeth and her mother. Read through exercise 1 together, checking *spring cleaning*. Students read the text and answer individually. Check as a class, referring to the text.

Answers (ex. 1, p. 72)

- The following chores are mentioned: tidying the room, cleaning the windows, tidying the desk, vacuuming the carpet, getting rid of old clothes, tidying up toys, stickers, make-up, magazines, posters, CDs, DVDs
- Elizabeth isn't happy about spring cleaning – *But, mum... / I hate...*

4. Explain exercise 2 by reading through it and checking *have time, her own*, etc. Students answer individually and then check as a class.

Answers (ex. 2, p. 72)

1. She wants to help Sue with her Science homework.
2. No – 'It takes ages. There's no way I can do it tonight!'
3. No – Some of the CDs, DVDs and posters are Nick's; some of the sweatshirts are Sue's.

5. Follow up by asking some discussion questions – Do students lend their friends their things? What do they lend them? Do their friends give them these things back? Have they ever had an argument with a friend because they have lost something of theirs or ruined it? Do they ever argue with their parents because of their bedroom? Do they spring clean each year? How long does it take them? Do they share a bedroom with a brother or sister? Do they ever have arguments about the room being untidy?

6. Then move onto the grammar in the same way as in previous units. Get students to complete the example sentences in the Grammar Files on p. 73.

Watch out!

- Students will invariably use the to-infinitive after *must*.
- Confusion may arise due to the negative of *must* being *don't have to* for obligation and not *mustn't*.
- Students often misspell *mustn't*, missing out the middle *t*.

Have students read out the example sentences and write them on the board – highlighting the modal verbs in a different colour or underlining them. Put the heading – Modal verbs. Deal first with *must/have to* for *obligation* (explain the word – this is when it is necessary or very important for us to do something). At this level, there is no need to go into the difference between the two in terms of meaning. Put a table on the board, highlighting the important things. Get students to choose the infinitives and to finish the sentences so as to reinforce the meaning.

MODAL VERBS for obligation (something is necessary/important)

must + infinitive

I		
you		go ...
he/she/it	must	tidy ...
we		study ...
they		

- he/she/it – no -s
- after must, we use the infinitive

have to + infinitive

I		have a bath.
you	have to	go home.
he/she/it	has to	tidy up.
we	have to	study more.
they		be faster.

7. Then move onto the negative form. Explain that the negative of both *must* and *have to* when it refers to obligation is *don't have to*. Put up another substitution table on the board with students helping to fill it in. Draw an arrow from the positive forms to reinforce that this is the negative form of both:

MODAL VERBS for obligation (something is necessary/important)

must + infinitive

I		
you		go ...
he/she/it	must	tidy ...
we		study ...
they		

- he/she/it – no -s
- after must, we use the infinitive

have to + infinitive

I		have a bath.
you	have to	go home.
he/she/it	has to	tidy up.
we	have to	study more.
they		be faster.

for no obligation (something isn't necessary/important)

don't/doesn't have to + infinitive

I		
you	don't have to	
he/she/it	doesn't have to	
etc.		

8. Elicit some examples from students orally of things they must/have to do and things they don't have to do every day. Then let students complete part of exercise 5. Read through the activities in the table together and then get students to complete the column headed *I*. Ask a few students to say a sentence about themselves and then get the students to write five sentences about themselves using the information they have filled in. Monitor and then have some other students read a few of their sentences as feedback. Elicit the meaning of each sentence to reinforce the idea of obligation/lack of obligation.

9. Now ask students to rewrite some of their sentences using *must*. Elicit which ones – *only the positive ones*. As feedback, have some students read out their sentences.

10. Students can then work through exercise 6 individually – refer to the table on the board (or that they have copied into their notebooks and point out that the subject is always third person singular, and hence elicit what form of *have to* will be needed). Check as a class.

Answers (ex. 6, p. 73)

- Marko doesn't have to wear a uniform.
- Claire has to go to school on Saturdays.
- Bess doesn't have to study Spanish.
- Nick has to help with the housework.

11. Ask students to look at the sentences from exercise 6 and use *must* in the sentences when they can. This should be written. Monitor and then check orally.

12. Return to the Grammar Files at the top of p. 73 and draw attention to the future and past form of *must/have to*. Present it on the board again, using a similar table to before. Then ask students to rewrite the sentences in exercise 6 firstly using *Last year...* and then using *Next year....* Check as a class.

13. For extra practice, students could write more sentences about the children, using the information in exercise 5.

14. Finally, students can do exercise 7 (Say it in a different way) in written form. Check on the board.

15. Use a similar procedure for *mustn't* for prohibition – a substitution table will make things clearer for the students. Clarify the meaning either in L1 or by emphasising that we use it for things that you aren't allowed to do. Again, highlight that it is followed by a bare infinitive.

16. Elicit some things that students *mustn't* do at school and then ask students to complete exercise 8 – check first *jeans, trainers, be clean, on time, corridor, make-up*. Check it as a class and each time emphasise the meaning.

Answers (ex. 8, p. 73)

1. mustn't
2. must
3. must
4. must
5. mustn't
6. mustn't

Workbook

Students can now do ex. 1–2 on p. 43 and ex. 1–3 on p. 45.

17. Before doing the listening on p. 72, lead in by asking what things students would *get rid of* if they had to. Have they ever thought about the idea of having a *sale* (teach the word)? What would they sell? How much money would they ask for things? What things will students never get rid of? Have they ever bought *second-hand* things? What – clothes, furniture, CDs, etc.? Why did they buy second-hand things – why not new things? Finally, write up *garage sale* on the board and ask students to guess what it is. Draw their attention to the Did you know this? section on p. 72 if they have no ideas.

18. Read through exercise 3. Students listen and answer. Check as a class.

Answer (ex. 3, p. 72)

Yes, he is.

19. Look at the pictures together in exercise 4 – elicit what is depicted. Then play the CD again and let students circle what was sold. Play several times if needs be – then check by pausing the CD in the relevant place. Follow up by asking if students can remember what they didn't sell.

Answers (ex. 4, p. 72)

The following items were sold: dining room table and chairs, two sofas, five armchairs, the dishwasher, the fridge, the washing machine, two TV sets, two bikes, and the grandfather clock.

20. Read through the tapescript in the Appendix as a class, checking pronunciation and vocabulary. Then let students practise the dialogue together in pairs.

Workbook

Students can now do Vocabulary ex.1–2, p. 44.

21. Draw attention to the sentence in the tapescript *Ours is broken*. Elicit the meaning. Explain that *ours* is a *possessive pronoun* – write this up on the board. Elicit that *ours* refers to ‘our washing machine’ – point out that as we know we are talking about the washing machine we can use *ours* instead of repeating the noun. Tell students to look at the chart on p. 44 of their Workbooks – and copy it onto the board for them to refer to, highlighting the fact that we need a noun after the possessive adjectives but nothing after the pronouns.

Subject pronouns	→ Possessive adjectives (+ noun)	→ Possessive pronouns
I	my house	mine
you	your bike	yours
he	his leg	his
she	her bag	hers
it	its tail	its
we	our class	ours
they	their friends	theirs

22. Demonstrate in class by asking about various objects: e.g. ‘Whose bag is this?’ and eliciting ‘It’s mine/his/hers.’, etc.

23. Students can now do exercise 9 on p. 73. Read through it carefully as a class first, checking understanding *wear clothes, found, lose, ring, bought* and also eliciting and getting students to underline the subject pronouns. Then let them attempt to fill in the gaps individually before checking as a class. Refer to the table on the board when checking.

Answers (ex. 9, p. 73)

1. mine
2. theirs
3. yours
4. ours

Workbook

Students can now do Grammar ex. 4, p. 44.

Part B



1. Closed books. Say the word *shopping* and ask students to shout out the first word that comes into their heads. Write some up on the board and then get the students to explain the word's connection to shopping. Then ask students who like shopping to stand up or move to one side of the room and those who hate shopping to stay sitting down or to move to the other side of the room. If time allows, let these two groups get together and come up with five reasons why they like/hate shopping. Get each team to present its ideas – and the other team can respond with questions. If there is no time, just have some students explain why they like/hate shopping.

2. Ask students to make a list of:

- a. things they buy every day
- b. things they buy every month
- c. things they buy a few times a year

Or if this is too tricky, you could change it things they often buy, sometimes buy, rarely buy, and never buy. Students can then compare lists in groups and see what they have in common. Get students to report back to the class on common areas for feedback.

3. Open books on page 74 and discuss exercise 1 as a class. Refer students to the Word Bank for clarification of *department store*.

4. Then describe the photos and the pictures on the page. Make sure students can identify each of the items (particularly point out *cheese* and *cake*). Then they read the text and answer exercise 2. Check as a class. When mentioning jeans, check the meaning of *trendy*. Ask students if wearing trendy clothes is important to them.

Answers (ex. 2, p. 74)

The following are the things they have to buy: trainers, a shirt, a sweatshirt, a jacket, jeans, a mobile phone.

5. Draw attention to the Did you know? section – ask a student to read it out and point out the difference between British and American English. Ask students if they have ever been to a shopping centre – what did they buy, when did they go there last, etc.?

6. Read through exercise 3 as a class, checking understanding (*together, can, supermarket, herself, etc.*). Students complete individually, correcting the false sentences. Check as a class, referring to the text.

Answers (ex. 3, p. 74)

1. F – Unfortunately, he can't go to Princeton.
2. F – He watches a film while Vera shops.
3. T – (There are several fast-food restaurants there.)
4. F – They have to go by car.
5. T – (She wants to see the Flower Show.)

7. See if students can answer exercise 4 without looking at the text. Let them look back at the text before checking as a class.

Answers (ex. 4, p. 74)

1. She has to pay.
2. There's a lot to do – shops, a cinema, restaurants.
3. Once a week – every Saturday
4. Yes – she says that they mustn't miss the Flower Show.

8. Then get students to complete exercise 5 individually to reinforce the grammar from part A. Check as a class.

Answers (ex. 5, p. 74)

must – First of all, they must go to the clothes department. / She must always have the trendiest jeans. / Next, they must go to the electronics department...
mustn't – ...Mrs Petrovic says they mustn't miss it.
have to/has to – He has to go shopping with his mother. / His mother has to pay. / They have to go by car... / They have to buy some shirts...

9. Ask students if they ever shop in department stores. When was the last time they bought trainers/a mobile phone/jeans, etc.? Have they ever been to a flower show? Would they like to go to a flower show? Do they have to go shopping with their parents? Do they like going shopping with their parents?

10. Read through the whole text as a class, checking any other unknown words and pronunciation.

Workbook

Students can now do Vocabulary ex. 3–4, p. 44.

11. Closed books. Write up some anagrams on the board: e.g. *kerabs* (baker's), *tep hops* (pet shop), *pkoboohs* (bookshop), etc. on the board. Explain that they are all types of shops. Put students into groups and let them race to solve them. Write up the correct spelling on the board. Then let students add other shops to the list. Ask which is their favourite shop and why.

12. Focus on the list on p. 75. Read through the names of the shops together. Highlight the 's after some shops – explain that this is because it is, for example, the baker's shop, but we don't have to say shop each time. Then let students circle the items which can't be bought at each shop in pairs. Check as a class using the structure *You can't buy ... in/at ...*. Emphasise the preposition. Elicit in which shops you would buy the wrong items – teach *furniture store*, *electrical store*, *clothes shop*. Check understanding of all the items.

Answers (ex.6, p.75)

grocer's – chairs; chemist's – birds; butcher's – aspirin; baker's – clothes; newsagent's – fruit; market – computers; garage sale – milk; bookshop – butter; department store – birds; shoe shop – bacon; music shop – clothes; supermarket – sofas; pet shop – mobile phones

13. Ask when students last bought these things. How much did they cost? Where did they buy them?, etc.

Workbook

Students can now do ex. 1–2, 4 on page 42.

14. Now focus on countable and uncountable nouns. Explain what they are and make two columns on the board. Tell students that there are certain things you cannot count in English, like milk – T: *You can't say 1 milk, 2 milks, etc.* Tell students that unfortunately these are different to Serbian. Present all this in column form on the board as in the upper half of this table:

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> • (one) chair → two chairS • (one) child → four childREN • There is + singular countable noun There is a chair in the classroom. There isn't a chair... Is there a chair...? Yes, there is./No, there isn't. • There are + plural countable noun There are three birds in the tree. There aren't three birds... Are there three birds...? Yes, there are./No, there aren't. 	<ul style="list-style-type: none"> • one milk → two milkS • bread → breads • There is + uncountable noun There is some sugar. There isn't any water. Is there any homework?

Point out that uncountable nouns never have an -s at the end. Then ask them to complete exercise 7 individually. Check as a class.

Sample answers (ex. 7, p. 75)

Countable nouns: chairs, tablets, birds, sausages, rolls

Uncountable nouns: flour, coffee, sugar, aspirin, meat

Then add *there is/there are* to the table (as above), eliciting the meaning.

Optional Extra!

Stand up! Sit down!

This is a simple game for revising lots of areas.

In this case, you shout out a noun. If it is uncountable, students stand up. If it is countable, they sit down. Whoever makes a mistake is out.

15. Move onto a look at *some* and *any*. You can make use of the table for C/U nouns for this. Go back to the text and write up: *There isn't _____ food in the fridge.* Elicit *any*. Explain that when there is no number we need to add a word – i.e. we can't just say: There are children. / There isn't water. Remind students that one of these words is *any* – elicit that we use it in negative sentences and questions. Elicit what we use in positive sentences (*some*).

16. Add sentences to the relevant columns – highlighting *is/are* again: e.g. There are SOME chairs... / There aren't ANY apples. / Are there ANY books?; There is SOME meat... / There isn't ANY bacon. / Is there ANY flour? Add the summary:

We use some in a + sentence

We use any in – sentences and questions.

17. In order to reinforce all the above, get students to write sentences using *There is/isn't/are/aren't, some/any*, the items on the list, and the shops: e.g. *There aren't any chairs at a grocer's.* Ask several students to read out sentences as feedback.

Workbook

Students can now do ex. 3, p. 43.

18. Students can play the game on p. 75 in pairs. Demonstrate with the class first.

19. Discuss the What do you think? question as a class.

20. Then focus on the prepositions *on*, *in*, *at*. Elicit the difference in meaning and get students to refer to their Grammar Folder to check. Then get them to answer exercise 8. Check as a class.

Answers (ex. 8, p. 75)

at work; in the fridge; on the table; on the cooker; J

Workbook

Students can now do Grammar ex. 5 on p. 44, and ex. 4 (revision of Past Simple and Continuous) and ex. 5, p. 45.

21. Finally, ask students to do exercise 9 following the procedure from earlier units.

Possible answers (ex. 9, p. 75)

1. Ivan wants to buy a new mobile phone.
2. Vera's favourite shop is the pet shop.
3. Mr and Mrs Petrovic go to the local supermarket every Saturday.
4. They have to buy a casual jacket for Ivan.
5. Vera must always have the trendiest jeans.
6. Vera is very choosy.
7. They have to buy a pair of comfortable trainers for Marko.

Part C



1. Follow the procedures for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 76, pre-teach *complain* (for the third picture where Joan is complaining that John won't let her sleep), *guidebook*, *throw*. Before students answer the comprehension questions on p. 77, check *worried*, *get up*, *same*, *pay*, and *entry fee*.

Answers (Comprehension Check, p. 77)

1. Beijing
2. There are other teams everywhere.
3. No – John gets up first.
4. Joan spent all her money on shopping, John spent all his on the bus tickets.
5. One of the other teams throws it away while John and Joan are sitting by the Wall.

2. Follow up by asking students if they like getting up early. Have they ever argued with someone because of getting up late? Do they think shopping is a waste of time? Was Joan selfish? Would they ever beg for money?
3. Ask students if they have ever been shopping in a foreign country? What did they buy? How did they communicate? When was the last time they went shopping?
4. Students can work through the Going shopping section in pairs. To round it off, focus on the phrases and write them on the board. Then drill them with the students.

Shopping

Shop assistant: Can I help you?

What size are you?

Here you are.

Is it OK?

Does it fit?

Customer: Can I try on..., please?

Do you have it in + colour?

Small/medium/large.

It's too small/big.

Where are the changing rooms?

How much is it?

5. Finish off this section with the Memory Game. It may be a good idea to talk about it the lesson before you intend to play it so students can prepare the pictures.

Workbook

Students can now do ex. 3 on p. 42 and ex. 2 on p. 46. Read through ex. 1, p. 46, and the definition on p. 47 in class.

Part D



(see introduction on how to use Part D)

1. The exercises on page 78 are self-explanatory and the answers are in the Appendix as usual. Work through the song in class. Let students listen to it first; then read through it as a class, clearing up vocabulary problems. Then let them sing.

2. Lead into the Extra Reading by asking students if they know anything about China – how they eat, how many people live there, their religion, etc. Then open books on p. 79 and discuss the pictures.

3. Ask students to read the text and to underline anything they already knew. They could see if the pictures match any of the text.

Comprehension questions (to be given orally, written on the board, or photocopied)

Answer the questions.

1. How many people live in China?
2. What things did the Chinese invent?
3. When do the Chinese start preparing for New Year?
4. Can they clean on New Year's Day?
5. What is the traditional food for the New Year's celebrations?
6. What mustn't you do on New Year's Day?
7. Was the Great Wall of China built quickly?
8. Do the Chinese eat with knives and forks?

Answers to comprehension questions

1. Over 1.6 billion people.
2. Paper, tea, kung fu, umbrellas, football, chess
3. One month before
4. No – they must finish before the festival begins
5. Fish, oranges and dates
6. Wash your hair and say the number 4
7. No – some parts are over 2000 years old, but the Ming Dynasty built most of it between 1368 and 1644.
8. No, they use chopsticks.

4. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the exercises on must/have to very well, those who didn't do shopping conversation well, etc.

Project

Students can now do Project 7, which is at the back of the Student's Book.

**Unit 8
Overview**

In this unit, students focus on the topic of camping. In part A, Sue and Nick are discussing a possible Scout camp, while Andy and Marko are talking about an Adventure programme. This provides the setting for a look at the First Conditional. Prepositions of place and object pronouns are also covered. In part B, Marko is making more plans for his trip, inspired by the Scouting skills Nick talks about. There is a focus on adjectives ending in -ous and -ful and more conditional practice. Part C contains the eighth episode of the cartoon and students discuss a proverb (All work and no play makes Jack a dull boy!) and learn about phrases to describe the weather. In part D, in addition to various short fun activities, there is a text on Australia. Aside from providing further practice, the Workbook has exercises on camping equipment, word families, and dictionary work. Students are also given practice in writing a composition about the cartoon episode.

Part A

1. Ask students if they prefer being inside or outside. Elicit some reasons why. What activities are there to do outside in the different seasons? Get some ideas and write them up on the board (walking, sports, swimming in a river, etc.). Then put students into groups and get them to order these activities from best to worst. They should give reasons why. Alternatively, each group has to choose three activities to do during one day. They must discuss the activities and decide which three to choose – this should reinforce the ‘making suggestions’ phrases learnt earlier. Ask for each group’s decision as feedback.

2. Open books on p. 80. Students discuss the Let’s talk questions as a class or in groups. Explain *trip* for the first question. For the second question, ask what activities students would do while camping – refer to the two ‘cartoon’ pictures on the page to teach *pitch a tent* and *wood*. Compare *wood* to *woods* as it is needed for the reading text. For question three, ask what Scouts do – elicit or demonstrate *tie knots* and feed in *learn about safety*. For the fourth question refer to the two photographs of Scouts at the top of the page. Then read through the Did you know? section at the bottom of p. 80. Elicit from students what type of Scout they would be if they lived in England.

3. Read through exercise 1 as a class and check *agree*. Then let students answer it individually by reading through the text. When checking as a class, refer to the last sentence Nick says: ‘OK, I’ll come.’ and Sue’s response ‘Deal!’.

Answer (ex. 1, p. 80)

Yes, he does.

4. Read through exercise 2 as a class, checking understanding (*look after, twins, etc.*) Then let students read the text again and answer the questions by themselves, underlining the relevant sentences as usual. Check as a class, referring to the text.

Answers (ex. 2, p. 80)

1. Brighton
2. Yes – he has to look after them at home.
3. Safety – How to stay safe in the woods
4. To get her Instructor Badge

5. Ask students if they have to look after younger brothers or sisters. For how long? How do they feel? Do they annoy them? Does the Scout camp sound interesting?

Workbook

Students can now do ex. 1, p. 51.

6. Move on to the grammar focus in the usual way. Ask students to complete the sentences in the Grammar Files on p. 81, using the previous dialogue.

Watch Out!

- Students will probably muddle up which tense to use in each clause particularly when the *if* clause comes second:
e.g. *We go if you will finish early.* X

7. Put the form up on the board and explain when we use the First Conditional – of course, don't compare it to any other conditional. Make sure you highlight the presence and absence of the comma depending on the position of the *if* clause. Also, give examples of the *if* clause coming second so as to reinforce the tense.

First Conditional

If they go, they won't leave me along.
-- if clause -- ----- result clause -----

Form

If + present simple

Result clause: will/won't + infinitive

Use

- to talk about a real/possible situation in the present or future

Examples

If it rains tomorrow, we will stay at home.

We will stay at home if it rains tomorrow.

→ no comma when if clause is second

8. Briefly ask a few questions to reinforce this grammar area – *What will you do it is hot tomorrow? / What will you do if you get bad marks in your next test? / What will you do if you are late for school tomorrow?, etc.* Remember to keep the situations real/possible and insist on full answers: *If I...*, referring students to the board if needs be.

9. Students can now do exercise 5 individually once you have read through it as a class, checking understanding (*forget, marks, hard, ever again*). Check briefly as a class, referring to the table on the board.

Answers (ex. 5, p. 81)

1c, 2a, 3b

10. Repeat the procedure for exercise 6.

Answers (ex. 6, p. 81)

- a. I'll buy her a present
- b. I won't arrive on time
- c. will / she earns enough money
- d. will / they get the plane tickets

11. Exercise 7 can be done orally or in written form. Demonstrate the first few sentences as a class. If done in written form, don't forget to emphasise the commas, where necessary. There is a team game on p. 85 which follows the same principle.

Answers (ex. 7, p. 81)

If she gets a bad mark, her dad will be angry.
If her dad is angry, she won't get pocket money.
If she doesn't get pocket money, she won't buy new earrings.
If she doesn't buy new earrings, she won't go to the party on Saturday.
If she doesn't go to the party on Saturday, she won't see Joe.
If she doesn't see Joe, she will phone him.

Workbook

Students can now do ex. 1 on p. 49 and ex. 2 on p. 51.

12. Ask students if they can remember what the twins are going to learn about. Elicit *How to stay safe in the woods*. Draw up on the board a square with a ball inside and write *in* next to it. Check understanding and then reinforce by asking about some objects in the classroom: e.g. *Where's your Serbian textbook?* so as to elicit answers with *in* – *in my bag*, *in the rubbish bin*, *in my pencil case*, etc.

13. Then draw up squares and balls to represent *on*, *above*, *under*, *in front of*, *behind*. Elicit what each picture represents and write up the relevant preposition next to each image. Then add a picture of a stick man sitting at a table – write up *He is at the table*. Teach *between*, *next to/beside* (point out the fact that *next to* is two words and there is a *t* at the end of *next*), *opposite* in the same way in preparation for the WB exercise. Add the title *Prepositions of place* and get students to copy this down. Ask questions as for *in* in order to elicit the relevant prepositions, e.g. *Where is Miloš sitting? He's behind Jelena*.

14. Focus on the pictures on p. 81 and ask students what they can see – just elicit individual words rather than whole sentences (e.g. *tent*, *car*, *bear*, *table*, *bird*, etc.). Then read through exercise 8 as a class and go through the example, checking students understand what they have to do. Students do the exercise individually, referring to the pictures, before checking as a class.

Answers (ex. 8, p. 81)

- a. J
- b. in front of
- c. under
- d. at
- e. behind
- f. J

15. Extend this exercise by asking students to write some sentences about the classroom using the prepositions.

Optional Extra!

Put students into groups and get them to write similar sentences with wrong prepositions about objects/people in the classroom. Then they can give them to other groups to correct. The winning team is the one which corrects the most sentences correctly in the quickest time.

Workbook

Students can now do the Chant on p. 49 in class. They can also do ex. 4, p. 50.

16. Next focus on the Remember section on p. 81. Write up a table on the board eliciting first subject pronouns and then eliciting and writing the object pronouns next to them – similar to the table for possessive pronouns given earlier. Put up some example sentences of what we mean by object pronouns:

Peter likes Mary. → He likes her.

--S-- --O-- -S- -O-

Children hate homework. → They hate it.

---S--- --O-- --S-- -O-

Peter and I are in front of Helen and Dave. → We are in front of them.

-----S----- -----O----- -S- --O--

17. Then let students change the sentence in the Remember section by writing sentences in their notebooks. Do the first one orally to give them the idea. Check as a class by getting students to read out their answers. Refer also to the table on the board.

Answers (Remember, p. 81)

If they have to pitch a tent, will you help them?

If he has to pitch a tent, will you help him?

If she has to pitch a tent, will you help her?

If I have to pitch a tent, will you help me?

18. Do exercise 9 as a class. Write up the dialogue on the board as follows:

A: Look! There's a bear behind the tent.

B: If we keep quiet, it won't notice us!

Put students into pairs and get them to change the underlined words to invent their own dialogues. Let some perform their conversation to the class.

Workbook

Students can now do ex. 3–4 on p. 49.

19. Draw students' attention to the 'Adventure Program' on p. 80. Ask first whether they think it is a British or an American notice. Elicit the fact that it is American due to the spelling of *program*. Then ask students to read it through by themselves and to choose what activity they would most like to do. Get some feedback and reasons for their choices. At this point, check vocabulary (*weekday, sign up, pond, explore, woodland, wildlife, knot, compass, skills*, etc.). Reinforce vocabulary by asking questions like: *Can you tie knots? Do you know how to use a compass? What special skills do you have? Is there a pond near your house? What lives in a pond? Do you ever go to woodland? What do you do there?*

20. Then read through exercise 3. Tell students to listen and to tick the courses on the programme that Andy and Marko are going to sign up for. Check as a class.

Answer (ex. 3, p. 80)

The three-day camping trip

21. Read through exercise 4 together and check understanding (*interested in, take part in*, etc.) Then play the CD again. Check by reading through the tapescript at the back of the book as a class. At this stage, check other vocabulary as well (*That's a shame, hike*, etc.).

Answers (ex. 4, p. 80)

1. He got an email about the Scouts from Nick and it sounds fun.
2. There was an advert on the notice board.
3. Yes, he's already signed up.

Then get students to practise the dialogue in pairs and ask some to perform to the class.

22. Finally, revise some of the new words by asking students to close their books. Give them definitions of the words and get them to shout out the word (e.g. *This is a place where fish live. (pond), What do you do with a tent at the beginning of a camping trip? (pitch it)*, etc.)

Workbook

Students can now do Pronunciation on p. 48 and ex. 1–2 on p. 50.

Part B



1. Put students into groups and get them to make a list of all the things they would need to take if they were going on a camping trip. Start them off by eliciting a *jumper* (show them

a jumper) and *rucksack* (show them a rucksack). See which group can make the longest list in two minutes.

2. Go through the list on the board and elicit other words needed for the WB Everyday English exercise using pictures, realia, descriptions or questions – e.g. *What will you sleep in?* (*sleeping bag, pillow, warm nightwear, towel, wash kit, named wellies, long trousers, weatherproof coat, drinks bottle, dirty clothes bag, folding camping chair, torch, fork, knife, spoon, etc.*). Ask students why it isn't a good idea to take jeans when you go camping – elicit that they are bad to wear when it is wet as you get cold easily.

Workbook

Students can now do ex. 1–2 on p. 48 and ex. 2 on p. 49.

3. Students can then decide what the ten most important items are to take with them from those listed on the board. Let them discuss it together and then have groups compare their decisions, giving reasons for their choices.

4. Open books on p. 82. Focus on pictures – students describe what they can see. Check *rock climbing, canoeing*. Discuss exercise 1, p. 82.

5. Tell students that they are going to read a text about Marko and Scouting. Ask them to read the text and to see which activity from the pictures is mentioned. Elicit *canoeing*. Ask students what other activities are mentioned (*hiking, studying nature, fishing, night hikes, sleeping in a tent*). Which sounds the most exciting?

6. Then read through exercise 2 together, checking understanding (*exciting, agree, outside, only, the young, etc.*). Students should read the text and answer true or false, correcting the false ones and underlining relevant sentences in the text. Check answers as a class.

Answers (ex. 2, p. 82)

1. T
2. F – They were camping in the woods near Brighton.
3. T
4. F – It is in New York City.
5. F – They are for families, youth groups, etc.

7. Read through the text as a class, checking any other unknown words by referring to the Word Bank. Draw attention to *adventurous*. Elicit the related noun (*adventure*) and then work through the -ous/-ful adjective focus on p. 83. Point out the spelling when we add *ful* to the noun – only one *l*. Students can then complete exercise 6, p. 83, using one of the adjectives from the list above it.

Answers (ex.6, p.83)

- a. dangerous
- b. useful
- c. successful
- d. adventurous/successful

Workbook

Students can now do ex. 5–6, p. 50.

8. Ask students if they write *diaries*. What do they write in their diaries? Have they ever shown their diary to anyone? Has anyone ever read their diary without asking them? How did they feel?

9. Point out Marko's diary. Write up *worried, excited, bored* – and ask students to read the diary and to decide which word best describes how Marko is feeling. Let students read it and then elicit *excited*, checking *I can't wait*. Then get students to choose an ending for the diary extract. Ask them about the reasons for their decision. To extend this, get students to write a diary extract about something they are looking forward to – display them on the classroom walls.

Workbook

Students can now do ex. 3, p. 50.

10. Focus on the Did you know? section. Ask someone to read it out. Check the meaning of the motto and ask what Scouts should be prepared for – elicit some ideas. Ask students if they are generally prepared. Then focus on the idea of *badges* mentioned in this section. Point out the badges on p. 83 – which badge would students most like? Why? Check *conservation, entertainer, camper*, etc.

Ask them to read the descriptions and to number each badge with a description – they can check in pairs and then as a class. Ask students to read out the descriptions and clear up vocabulary problems as you go. Ask students which badge sounds the hardest to get.

Answers (ex. 4, p. 83)

Camp cook – 3; Street sport – 4; Entertainer – 5; Global conservation – 2; Camper – 1

11. Exercise 5 should be done in written form individually. Remind students of the First Conditional form. Check *successfully, make s.o. laugh, recycling, explain, etc.*

Answers (ex. 5, p. 83)

1. Camper
2. you'll get the Camp cook badge.
3. you'll get the Entertainer badge.
4. you'll get the Global conservation badge.
5. you'll get the Street sport badge.

12. To extend this, put students into groups and get them to invent their own badges. They can draw the badge and put a description on how to get it. Display these on the wall. The class can decide which badge sounds the most interesting.

13. Discuss the What do you think? section as a class.

14. Finish off with exercise 7 on p. 83, using the same procedure as in previous units.

Possible answers (ex. 7, p. 83)

1. Marko's friend, Nick, is in the Scouts. / Marko thinks Scouts have fun.
2. Marko will learn how to canoe at the Nature Centre.
3. He signed up for the Adventure Programme.
4. There was an advert on the notice board.
5. Marko really wanted to learn some of the Scouting skills.
6. Marko is going on a three-day camping trip.
7. He wanted to learn how to use a compass.
8. They will go on night hikes.
9. If it doesn't rain, they will sleep in a tent.
10. They will explore nature.

Workbook

Students can now do ex. 3–4 on p. 51.

Part C



1. Follow the procedure for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 84, pre-teach *Opera House, waves, surfboard, shark, lifeguard*. Before students answer the comprehension questions on p. 85, check *flying, get rid of, both*.

Answers (Comprehension Check, p. 85)

1. No – 'If I have to sit on one more plane, I'll go mad.'
2. Sunny
3. No, Joan puts it in her rucksack.
4. No – Joan thinks it looks dangerous.
5. No – 'That's the last time I go surfing.'

2. Follow up by asking students if they think John was stupid to go in the water. Have they ever been surfing? Have they ever seen a shark?

3. Ask students what the weather was like in Australia. Then ask them if they can remember what it was like in Moscow (*snowy*) and when the children were at the airport in Belgrade (*foggy*). Ask them what their favourite weather is. What do they do when the weather is sunny, snowy, etc.? Ask a question using a First Conditional – 'What will you do if tomorrow is sunny/rainy/foggy/windy/snowy?' and elicit some responses.

4. Now work through the Weather section on p. 85, first checking understanding of the weather terms. Let students answer exercise 1 and then focus on the Useful Language box. Ask the questions (*What...like?*) about your local town and elicit appropriate responses from students. Then students can do exercise 2 in pairs. Exercise 3 can be done in written form or orally, in pairs or as a class.

Answers (ex. 1, p. 85)

London – F / 7
Paris – C / 10
Sydney – Su / 28
Moscow – S / -5
Athens – R / 12

5. Finish off this section with the Team Game on p. 85.

Workbook

Students can now do ex. 3 on p. 48 and ex. 1–2 on p. 52. Read through the definitions on p. 53 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 86 are self-explanatory and the answers are in the Appendix as usual.
2. Lead into the Extra Reading by asking students if they know anyone who lives in Australia. How long have they lived there? Do they like it there? Where exactly do they live? Have they ever visited them? Would they like to live there? What do they think of when they hear the word *Australia*? Brainstorm some ideas on the board.
3. Open books on p. 87. Are any of the words on the board depicted in the pictures? What else can they see in the pictures?
4. Students can read the text and find the bold words in the word search.

Comprehension questions (to be given orally, written on the board, or photocopied)

True or false?

1. The first people who came to Australia were called the Aborigines.
2. The first Europeans to come to Australia were good men.
3. 'Down Under' is another word for Australia.
4. The capital city is Sydney.
5. Perth is bigger than Sydney.
6. Koalas like drinking water.
7. They are noisy animals.
8. A joey is a baby kangaroo.
9. Boomerangs have always been used as toys.
10. Australians can't have barbecues often because of the bad weather.

Answers to comprehension questions

1. T
2. F – They were criminals.
3. T
4. F – Canberra is the capital.
5. F – Sydney is the largest city in Australia.
6. F – They rarely drink water.
7. F – They don't make a lot of noise.
8. T
9. F – The Aborigines used them as weapons.
10. F – The weather is usually good.

5. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the First Conditional very well, those who didn't do the weather report well, etc.

Project

Students can now do Project 8, which is at the back of the Student's Book.

Check Back (Revision – Units 7 and 8)

The revision section is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Folder 4. Following this revision unit, students can attempt Test 4 at the back of the workbook.

CHECK BACK KEY – Units 7 & 8

A VOCABULARY

1. garage sale; second-hand; help; put off; department store; comfortable; trip; Adventure; clothes; hiking; trainers; trendy; chose; pair; complain; paid

2. Students' own answers

3. choice; adventurous; unforgettable; exploring; fit

4. dangerous; beautiful; adventurous; wonderful; careful

5. market – apples; newsagent's – newspapers; baker's – rolls; butcher's – bacon; pet shop – parrots; shoe shop – sandals; pharmacy – vitamins

6. above; under; between; behind; in front of; next to

7.

BE – I am going to, shopping centre

AE – I'm gonna, shopping mall

B GRAMMAR

must, mustn't / have to, don't have to

1.a. mustn't; b. must; c. mustn't; d. must

2. 1. doesn't have to; 2. has to;

3. don't have to; 4. have to

3. Claire has to tidy her room. / I have to go to London tomorrow.

Conditional Sentences – Type 1

1. 1c; 2a; 3d; 4b

2. invite; doesn't call; will look after; won't tell

Object pronouns

1. a. him; b. them; c. us; d. me

C WRITING

1. instructors; adventure; camping; survival; hiking; exploring; nature; wildlife; recycling; climbing; knots; safety

2. Students' own answers

3. help you; try on; size; here you are; changing rooms

4. Students' own answers

FOLDER FIVE

Introduction

Folder 5 contains Units 9 and 10. Read through the title pages (pp. 90–91) together and get some students to describe what they can see in the photos. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Unit 9 Overview



In this unit, the theme is plans for the weekend. In part A, Elizabeth and Nick are discussing their plans, which provides a basis for revising *will* and *going to*, while Marko is wanting to quit the floor hockey team and his friend Ricky advises him what to do, presenting *should/shouldn't*. In part B, the main topic area is the cinema and film genres. There is revision of the possessive 's for the singular and plural of both regular and irregular nouns. Part C contains the ninth episode of the cartoon and students discuss a proverb (There's no use crying over spilt milk) and learn about conversation skills. In part D, in addition to various short fun activities, there is a poem on Canada. Aside from providing further practice, the Workbook revises ordinal numbers and students are also given practice in writing a composition about the cartoon episode.

Part A



1. Revise the days of the week with students and then ask students which their favourite day of the week is and why. Elicit some reasons. Then ask students about their favourite weekend ever. Give them some time to think about it – you could even spur their imaginations by describing your favourite weekend. They could tell each other in groups or do this as a class.
2. Open books on page 92. Don't focus on the pictures at this stage. Discuss the Let's talk questions together. For question 4, read through the Did you know? section as well on Wimbledon. Ask students if they watch tennis. Do they like the sport? Is it exciting to watch? Have they ever watched Wimbledon?
3. Tell students that Bess and Nick are having a conversation and that they mention Wimbledon. Ask them to read through the dialogue on p. 92 and to see why Wimbledon is mentioned. Elicit the fact that *Nick is going to a tennis museum at Wimbledon*.
4. Then read through exercise 1 together and check understanding. Give students a short while to find the answer. Then check as a class, referring to the relevant sentences.

Answer (ex. 1, p. 92)

No – Bess likes the cinema and shopping, while Nick likes the cinema, tennis and museums.

5. Read through exercise 2 as a class. Check understanding (*bought, going to do, next week*) and then let students answer the questions individually. Encourage them to underline the relevant parts of the text as usual. Check as a class, teaching *queue* and *fed up* at the relevant points.

Answers (ex. 2, p. 92)

1. No – 'I'll queue for an hour if I have to.'
2. She thinks they are boring. She is fed up with them.
3. He's going to learn about the history of tennis and take photos.
4. She wants to buy some sunglasses.

6. In order to reinforce the vocabulary, ask students where you have to queue in this country (post office, shops, etc.). Do they like queuing? What are they fed up with? etc.

7. Move onto the grammar focus. Students should fill in part a) of the Grammar Files on p. 93. Go through the sentences together by asking a student to read them out. Then present *going to* on the board in the form of a substitution table.

Watch Out!

- With the *going to* construction, the verb *to be* will frequently be forgotten
- Problems will probably arise differentiating between the usage of the two future tenses presented here

8. Highlight the different parts (*to be, going to, infinitive*) in different colours or by underlining them. Then explain that we use it to talk about future plans – highlight this on the board. Point out that *going to* has nothing to do with the meaning of the verb *to go* and it shouldn't be translated as such.

The future going to to be + going to + infinitive			
	+		-
I am you are he is	GOING TO	(buy) (see) (have)	I'm not You aren't
			GOING TO etc.

USE

- future plans

I'm going to watch the match tomorrow. = I'm planning to watch it.
 She's going to tidy her room next Saturday. = She's planning to tidy it.
 Are you going to have a birthday party? = Are you planning to have a party?

9. Ask students some questions about their plans for tomorrow, their next birthday, the summer holiday, etc. and elicit responses using the *going to* construction. Then get students to ask you some questions – elicit and write up the question *What are you going to do...?*

10. Students can now do exercise 5 on p. 93. Read through it as a class and elicit the two questions students will need to ask. Write them on the board. Once students have completed the questions in pairs, get some feedback. Then students can swap partners in order to find out different information. They can tell the class about the similarities and differences between the plans of various students.

Workbook

Students can now do ex. 2 on page 54, ex. 1–3 on page 55, and ex. 1 on p. 57.

11. Then move onto *will*, repeating the process. Go through all the uses very carefully on the board, explaining in detail what each 'use' means and giving more examples on the board. Get students to match the definition to the example sentences:

Answers (Grammar Files, b, p. 93)

1. Promise: I'll go with you next time.
2. On the spot decision: I'll go there myself next week.
3. Predictions: There'll be a long queue for tickets.
4. Type 1 conditionals: If I give you the money, will you get me some sunglasses?...

Explain carefully the meaning of *on the spot decision*. Define it as a spontaneous decision, a decision made while speaking.

12. Focus on the idea of promises. Ask students if they often make promises. Who do they make promises to? What sort of promises do they make? Write up some 'people' on the board (*parents, teacher, best friend, boyfriend/girlfriend, brother/sister, sports coach* – useful for listening, *neighbour*, etc.) and ask students to shout out some promises they might make to them, using *I will/won't...*. Alternatively, this can be done in groups and you can see who has the most original promises. Then students can do exercise 6 in their notebooks once you have checked the vocabulary (*careful, study hard, lie, lose, too long*, etc.). Ask some students to read out their answers as feedback.

13. For the Pair Work exercise on p. 93, first run through the pictures and check vocabulary. Then demonstrate one dialogue as a class, before letting students do it in pairs. Encourage them not to write things down – they should do it orally and practise the same dialogue several times. Ask for some to perform to the class to round it up.

Workbook

Students can now do ex. 4, p. 55.

14. Return to the pictures on p. 92. Ask students to describe them and elicit the sports shown. Make a spidergram of sports of the board, eliciting more from the students. Then focus on exercise 3, p. 92. Read through the task and then play the CD for the students to listen to. Check as a class.

Answers (ex. 3, p. 92)

They mention: football, basketball, softball, baseball, and floor hockey.

15. Read through exercise 4 as a class, check understanding (*stop, lie, have an injury, coach, angry*, etc.), and then play the CD again. Give students time to correct the false answers before checking by reading through the tapescript at the back of the book.

Answers (ex. 4, p. 92)

1. A
2. A
3. A
4. B – ('I'm injured...' ... 'Oh, you shouldn't lie.') Marko doesn't have an injury.
5. B – (No, he won't. Trust me.) Ricky doesn't think the coach will be angry.

16. As students read through the tapescript, check pronunciation and unknown vocabulary. Point out that *lie* is a regular verb (and elicit the Past Simple and past participle forms). When you reach the sentence: '...I shouldn't play any more.', draw attention to the meaning. Ask students to find other examples in the dialogue. Go back to p. 92 and highlight the Useful Language box – write up the title *should / shouldn't* on the board and add these two sentences as examples. Write up a substitution table showing the positive and negative forms of *should* and the question form *What should I do?*.

should should/shouldn't + verb	
+	
I	go home.
You	study harder.
He/she/it SHOULD	eat less.
We	leave.
They	save some money. (etc.)
Use	
• to give advice	
'I don't feel well.' → 'You should go to the doctor's.'	
'My eyes hurt.' → 'You shouldn't watch so much TV.'	

17. Read through exercise 7 on p. 93, check vocabulary (*tell lies, cheat, brush, regularly, bully, smoke*, etc.), and then let students complete the table individually, before writing sentences under exercise 8. Check by having some students read out their sentences.

18. Extend this by telling the students an imaginary problem and getting them to give you some advice. Then let another student offer a problem to the class, etc.

Optional Extra!

Problem page

Introduce the idea of 'Agony Aunts' from magazines (the woman who answers readers' problem letters). Ask students if they ever read these letters. Have they ever written a letter to an Agony Aunt?

Then put students into groups and have them write a short letter to an 'Agony Aunt' about an imaginary problem – the more bizarre the better. Give their letters to other groups who should then write replies, giving suitable advice. Encourage students to use *should/shouldn't*.

Return the letters to their original owners and ask if they are happy with the advice. Ask some groups who are particular happy/unhappy with the advice they received to read out their letter and the reply.

Display the letters on the wall.

19. Finally, students can read through the dialogue in the Appendix together and some pairs can perform to the rest of the class.

Workbook

Students can now do ex. 1, 3–4, and Pronunciation on p. 54, ex. 7 (Grammar) and ex. 1–2 (Vocabulary) on p. 56.

Part B



1. Before the class, prepare some short descriptions of the plots of some popular films that your students will have seen. Read them out to the students and see if they can guess which films are being described. For each, write the genre on the board – e.g. *comedy, action, drama, science fiction, romance, animated film, horror*, etc. Extend this by asking students to talk about the last film they saw – with other students guessing which the film is. Again, add any new genres to the list on the board.
2. Ask about favourite actors and actresses. Then ask how often they go to the cinema alone/with their friends. Do they find it difficult to decide which film to watch?
3. Open books on page 94. Discuss the pictures – have students seen these films? Were they good or bad? Write any new genres on the board. Then discuss exercise 1, using the list of genres on the board.
4. Tell students that they are going to read about Marko and one of the cinemas in New York. Explain exercise 2, referring to the different genres at the top of the page. Students read the text and mark the answers. Check as a class, focussing on the relevant sentences in the third paragraph.

Answers (ex. 2, p. 94)

comedy with action – BG
comedy with drama and action – BG
science fiction with action – B
romance with adventure – G

5. Read through exercise 3 together, checking understanding (*less than, show, the same time, tickets*, etc.). Then let students read the text again and correct the false statements. Check as a class – students could write the corrected sentences on the board.

Answers (ex. 3, p. 94)

1. T – 'almost a year'
2. F – The Sunshine Movie Theatre isn't far from his home.
3. F – There are 5 films showing at the same time – there are five screens.
4. F – You can eat popcorn.
5. F – They are going to buy the tickets when they meet at the cinema.

6. Read the text through as a class, pointing out the differences between American and British English as you go. Ask students if they have ever been to a cinema with more than one screen. When did they go? What did they see? Do they eat and drink when they go to the cinema? What? How much are cinema tickets? Who buys the tickets? Who pays for the tickets?

Workbook

Students can now do ex. 2, p. 57.

7. Write up on the board: *The only problem is that the girls favourite films are love stories and comedies...* and *Markos dad is going to collect them at 9 pm...* . Ask students to find the sentences in the text and to correct them. Elicit that the apostrophe is missing. Then focus on the Remember section on p. 94. Highlight the position of the apostrophe and write up more examples on the board if necessary.

8. Read through exercise 4 and the example together. Then do the first sentence as a class to ensure students have understood the exercise. Students complete individually – then check as a class, getting students to write up the missing words on the board.

Answers (ex. 4, p. 94)

1. children's
2. girls'
3. women's
4. boys'
5. girl's
6. men's

Workbook

Students can now do ex. 5–6 (Grammar), p. 56.

9. Focus on the cinema programme on p. 95. Ask students if they have seen any of the films. Which wouldn't they like to see and why?

10. Read through exercise 5 as a class, checking understanding (*spend, midnight, etc.*). Then students can answer in pairs. Check as a class.

Answers (ex. 5, p. 95)

1. \$15
2. 82 minutes
3. 2
4. King Kong and Harry Potter
5. Dracula

11. Exercise 6 can also be done in pairs before checking as a class.

Answers (ex. 6, p. 95)

1. Police Academy 8
2. Dracula
3. Dances with Wolves
4. Dances with Wolves / King Kong / Harry Potter

12. Put the students into groups and set them a challenge. They have decided to go to the Sunshine Movie Theatre for the whole day and see all the films. They must decide what order they will see the films in and at what times – their aim is to leave the cinema as early as possible. The group that arranges things so they finish earliest wins.

Workbook

Students can now do ex. 3–4, p. 57.

13. Discuss the What do you think? question as a class. Then students can do exercise 7 following the procedure in previous units.

Possible answers (ex. 7, p. 95)

1. Marko is going to the cinema at the weekend. / There are some good films on at the weekend.
2. The Sunshine Movie Theatre is Marko's local cinema.
3. He can buy a bag of popcorn at the cinema.
4. You can drink soda at the cinema.
5. If there is time after the film, Marko and his friends will go to a cake shop.
6. The cinema has five screens.
7. They will buy the tickets at the box-office.

Part C



1. Follow the procedure for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 96, pre-teach *security*, *half*, *tear*. Before students answer the comprehension questions on p. 97, check *front of the queue*.

Answers (Comprehension Check, p. 97)

1. In Canada
2. No – there were two kids in Sydney that morning.
3. No – 'Why did we go for a swim?!'
4. They show their passports and say they are security.
5. They fight over it with another team and it tears in half.

2. Follow up by asking students what they would do in that situation – would they wait in the queue or lie?

3. Ask students if they prefer email or talking to people face to face. Get some ideas. Then have students ask you some Yes/No questions – start them off with some ideas 'Do you like...? / Do you have...? / Did you go...? / Have you ever...?' – for each question just answer Yes or No, without giving any other information.

4. Ask students if they were happy with your answers. Then point out that the answers weren't very good – remind them about short answers and focus on exercise 1 in the Having a conversation section on p. 97. Do the first question together and remind students that for short answers the first word of the question is important. Then let them complete the exercise individually. Check by playing the CD.

Answers (ex. 1, p. 97)

1. Yes, it is.
2. Yes, I have.
3. Yes, I do.
4. No, she doesn't.
5. No, he didn't.
6. No, they aren't. / No, they're not.
7. Yes, I will.
8. No, I can't.

5. Students can do exercise 3 in pairs before checking as a class and practising together.

Answers (ex. 3, p. 97)

Conversation 1 from ex.1 – f; 2 – d; 3 – g; 4 – h; 5 – a; 6 – e; 7 – c; 8 – b

6. Focus attention on exercise 5, read through it as a class and then elicit some questions. Give students time to write down some more. Monitor and correct. They can then do exercise 6 as a mingle activity, although you should demonstrate the idea first as a class by getting a few students to ask their questions.

Workbook

Students can now do ex. 4 on p. 54, ex. 3 (Vocabulary) on p. 56, and ex. 1–2 on p. 58. Read through the definitions on p. 59 as a class before giving students the composition to write.

Part D

(see introduction on how to use Part D)

1. The exercises on page 98 are self-explanatory and the answers are in the Appendix as usual. Work through the song in class. Let students listen to it first; then read through it as a class, clearing up vocabulary problems (*acquaintance, kindness, dear*, etc.). Then let them sing.

2. Lead into the Extra Reading by asking students if they know anyone who lives in Canada. How long have they lived there? Do they like it there? Where exactly do they live? Have they ever visited them? Would they like to live there?

3. Open books on p.99 and focus on the map. Ask students to tell you some of the Canadian provinces. Then they can read the poem and find the places mentioned on the map.

Comprehension questions (to be given orally, written on the board, or photocopied)

Write the name of the province(s)...

1. which is famous for a certain vegetable.
2. where not many people visit.
3. where politicians meet once a year.
4. where cereals are produced.
5. which reminds you of a cowboy film.
6. where you need to understand two languages.
7. which provides a lot of wood.

Answers to comprehension questions

1. Prince Edward Island
2. Yukon, Nunavut, North West
3. Ontario
4. Manitoba, Saskatchewan
5. Alberta
6. Quebec
7. British Columbia

4. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did *going to* and *will* very well, those who didn't do the possessive 's well, etc.

Project

Students can now do Project 9, which is at the back of the Student's Book.

**Unit 9
Overview**

In this unit, the theme is the end of the school year. In part A, Marko and Andy are talking about the school fair and Marko reveals the Petrovices' plan to leave America, while Mr Taylor invites Marko on holiday with them. This provides a basis for a presentation of the Present Continuous for future arrangements and also a focus on question tags. In part B, there is a text on what the Petrovic family are planning to do in Miami, which leads into a focus on prepositions of time. Part C contains the final episode of the cartoon and students discuss a proverb (Don't count your chickens before they've hatched) and learn about inviting, and accepting and declining invitations. In part D, in addition to various short fun activities, there is a text on the Statue of Liberty in New York. Aside from providing further practice, the Workbook revises short answers and dates. There is also an exercise on collocations with *write*, *sell*, *stay* and *arrive* and students are also given practice in writing a composition about the cartoon episode.

Part A

1. Ask students how they are going to celebrate the end of the school year. Elicit some ideas on the board. Get students to discuss which is the best idea and why. Ask students how they celebrated the last day of school last year. Then ask them if they have ever been to a *school fair* (write it on the board). Ask what events they might expect to see at a school fair. Would they like to have a school fair? Why/why not?
2. Open books at p. 100 and discuss the first Let's talk question. Talk also about the picture and elicit/feed in *weight*. Then focus on the Did you know? section and read it through, clarifying *crockery* (bring some mugs and plates to the lesson to explain) and eliciting the meaning of *raffle*. Return to the Let's talk section to discuss the other two questions. For the third question, encourage students to use *going to* to talk about their summer plans. Vote on who has the best plans for the summer.
3. Then draw attention to Marko and Andy's conversation and read through exercise 1 together, explaining *summary*, *move house*, etc. Students read the text and answer individually, before checking as a class.

Answer (ex. 1, p. 100)

The best summary is Marko is moving house. (We aren't coming back. / Then we're going back to Europe. We're leaving the USA for good. / I'll send you an email every day.)

Point out that although games at the summer fair are mentioned, this is only a part of the text.

4. Read through and explain exercise 2, checking understanding (*bring, cups, once a week, etc.*). Then let students answer it individually, underlining where they found the answers in the text. Check as a class.

Answers (ex. 2, p. 100)

1. T – He's bringing crockery.
2. F – He's going to Miami on holiday. He's going to live in Europe.
3. T
4. F – He'll write every day.

5. Move on now to the Grammar Files on p. 101 and the focus on the Present Continuous for future arrangements. Ask students to complete the sentences using the dialogue. Read them out as a class. Elicit what tense is used and remind students of the form of the Present Continuous (use a brief substitution table if necessary). Elicit the key words for the Present Continuous (*now, at the moment, at present, etc.*) and ask whether these sentences are talking about *now*. Elicit/point out that they refer to the future. Ask if Marko is certain that these things are going to happen and elicit that he is. Then write up *arrangements* and explain that these sentences all refer to future arrangements – emphasise what an *arrangement* is and highlight the difference between this and a plan. Explain that a plan is when you have an idea: *I'm going to play football tomorrow.* = It's your plan, but you need to call your friends, agree a time and place, etc., whereas *I'm playing football tomorrow.* = It's an arrangement; you have rung your friends, you know when and where you'll play – it's 100% certain.

6. Write up this use of the Present Continuous on the board and then ask students if they have any arrangements. Elicit a few examples from them and then focus on the diary extract on page 101. Explain that this is Mr Taylor's diary – elicit who he is (Nick's father) – and ask students to read it through. Ask some comprehension questions to check understanding: Does he have any free days? Is he healthy? Will he be at home at the weekend? Will he eat with his wife on Friday?, etc.

7. Students can then do exercise 5 on p. 101. Do the example together as a class, before letting them write the answers individually. Check as a class by asking students to write the answers on the board – pay attention to the spelling of the -ing forms.

Answers (ex. 5, p. 101)

1. On Thursday, he is visiting the doctor at 6pm.
2. On Friday, he is having dinner with Tom.
3. He is staying in Manchester at the weekend.
4. On Monday, he is leaving Manchester at 8am.

8. Extend this by getting students to write a diary for themselves for the following four days. They can mingle and find out what other students have arranged by asking *What are you doing on....?*

Optional Extra!

When can we meet?

Draw a table on the board with the seven days of the week in the left-hand column. Add three more columns headed morning, afternoon, evening:

	morning	afternoon	evening
Monday			
Tuesday (etc.)			

Tell students to copy the chart and to fill in 15 of the 21 fields with different activities. Elicit some ideas to help them on their way.

Then put students into pairs, but tell them not to look at each other's 'diary'. Explain that they must find a time when they can meet up during the week – a time when they are both free. Elicit the question *What are you doing on Monday morning?* and then elicit a few answers from students to make sure everyone has understood the task.

Give students time to ask and answer and as feedback ask what time they have arranged to meet.

Workbook

Students can now do ex. 1 on p. 61, ex.1–2 (Vocabulary) on p. 62, and ex. 1 on p. 63.

9. Return to the dialogue on p. 100 and read it through as a class. Check remaining vocabulary problems and pronunciation. Then focus on the question tags by getting students to complete exercise 6 on p. 101. Ask someone to read out the sentences and write up *Question tags* on the board. Explain that we use these to check information, when we aren't sure if something is true or not – translate into L1 if needs be. Highlight the form on the board:

Question tags (for checking information)

The school fair is on 5th June, isn't it?

~~ + ~~ ~~ - ~~

You're serious, aren't you?

~~ + ~~ ~~ - ~~

- Positive sentence → negative question tag
- Question tag = inversion
- BE CAREFUL: I am → aren't I?

10. Tell students that there is another question tag somewhere on p. 100. Give them a chance to find it – the caption on the picture at the top of the page. Compare the form of this tag to the information on the board to reinforce this area.

11. Read through exercise 7 on p. 101 together and get students to write the question tags individually. Check as a class.

Answers (ex. 7, p. 101)

- a. aren't they
- b. isn't she
- c. aren't we
- d. isn't it
- e. aren't I

12. The Pair Work exercise on p. 101 can be done at this point (or after the listening on p. 100). Do the example dialogue together as a class. Then elicit some variations, before letting students make up their own conversations in pairs. They can perform their ideas to the class. If time allows, get them to extend the conversation with another couple of exchanges.

Workbook

Students can now do ex. 3, p. 61.

13. Ask students where the best place is for a summer holiday. Elicit some destinations at home and abroad. Ask what makes a good summer holiday. Is it better to go with friends or

family? What activities are good to do on a summer holiday? What will you do this summer if it rains? If it is very hot?

14. Then explain that students are going to listen to an email written by Mr Taylor to Marko's father. Write up the gist question on the board: *Why is Mr Taylor writing to Marko's father?* and play the first paragraph of the email. Elicit the answer: *to invite Marko to stay with them in Britain.*

15. Then read through exercise 3 on p.100 and elicit what can be seen in the pictures (teach *haunted castle* as students describe the pictures). Play the whole email for the students and get them to tick what the Taylors are going to do on holiday.

Answers (ex. 3, p. 100)

The Taylors are going to see some haunted castles.

16. Read through exercise 4 together, checking understanding. Focus on the dates in question 2 and remind students how we say the dates – using ordinal numbers and *the* and *of*; also remind them how we say years.

17. Students listen again and circle the correct answer. Check by letting students read the tapescript in the Appendix.

Answers (ex. 4, p. 100)

1. a month
2. 23rd July
3. the UK
4. train

18. Get students to read out the whole email and check any vocabulary problems and pronunciation. As a follow up, students could write an email inviting their friend to spend the holiday with them, explaining what they have arranged to do (Present Continuous for future arrangements practice).

19. Finally, get the students to look at the advert for the Ghost Tour. Would they like to go? Do they believe in ghosts? As an extension, they could try to find out some more information (in addition to that given in the WB) about the castles mentioned in the advert – prices, location, popularity, etc. Discuss the What do you think? questions below it.

Workbook

Students can now do ex. 1–2 and Pronunciation on p. 60, ex. 6 (Grammar) on p. 62, and ex. 3 on p. 63.

Part B



1. Ask students about their worst summer holiday. When was it? Where were they? Why was it so bad? Did it take place *at the seaside* or *in the mountains* or somewhere else? (Write the phrases up on the board.) Then open books on p. 102 and discuss the Let's talk questions. Ask students if they prefer being *indoors* or *outdoors* in the summer and elicit reasons why.
2. Ask students if a holiday in Miami is a mountain holiday or a seaside one. Point out the map on p. 102 for help. Ask students if they know anything about Miami. Read through the Did you know? section.
3. Then read through exercise 1 together and check understanding (*in ten days, another, make the most of, suite, pack, luggage*, etc.). Elicit from students how they will know whether something is definitely arranged (Present Continuous) or a plan (going to). Then let students read the text and mark the boxes, underlining the relevant parts of the text. Check as a class by getting students to tell you sentences using the correct tense for arrangements and plans.

Answers (ex. 1, p. 102)

✓ – leave New York in ten days, stay in the USA for another month, fly to Florida, stay in a hotel suite in Florida, leave the USA on 15th July
+ – visit Miami Zoo, make the most of their stay, say goodbye to their American friends, pack their luggage, have fun

4. Ask students what other activities are planned for Miami. Elicit *a visit to the Seaquarium, the Children's Museum, Jungle Island, the Seabird Station, the Science Museum, playing tennis, having a rest*.
5. Read through exercise 4 together before letting students answer the questions individually, correcting the false statements.

Answers (ex. 2, p. 102)

- a. F – They are staying in a hotel.
- b. T
- c. T

6. Ask students if they think the holiday sounds fun. Do they do similar things on holiday? Then focus on the prepositions of time. Work through the Remember box, eliciting more examples from students and putting these in a similar table on the board. Students should copy this down as a way of reinforcing it.

7. Then read through exercise 3 and let students do it individually, encouraging them to refer to the table. Check as a class.

Answers (ex. 3, p. 102)

- a. in
- b. at
- c. on/at/on
- d. on/in
- e. At
- f. in

Optional Extra!

Give teams pieces of paper with 'times' written on them (Monday, 1989, 3pm, night, etc.). They should sort them into piles depending on the preposition they take. The first team to sort them out correctly wins.

Workbook

Students can now do ex. 5 (Grammar) on p. 62.

8. Closed books. Ask students if they can remember which of Miami's attractions were mentioned in the text. Brainstorm some on the board. Then open books on p. 103 and ask students to read the *Welcome to Miami* leaflet. Then ask students to write the name of the place next to the first four phrases above the leaflet: *seeing injured birds (Seabird Station)*, *seeing all kinds of animals (Jungle Island/Miami Metro Zoo)*, *seeing fish (Miami Seaquarium)*, *learning about science (Miami Science Museum)*. Then ask students to complete exercise 4 by writing initial in the boxes without looking back at the text. They can do this in pairs and then look back to check.

Answers (ex. 4, p. 103)

- Seeing injured birds – M
- Seeing all kinds of animals – V, M
- Seeing fish – M, I, V
- Learning about science – Mr and Mrs P
- Visiting a disco – I
- Playing sport – Mr and Mrs P

9. Follow up by asking students which attraction sounds the most exciting. What would they like to see? What not? At this stage, check vocabulary and pronunciation problems arising from the leaflet. As an extension, students could produce a similar leaflet for attractions in their area/country, which can be displayed on the wall.

10. Finally, let students do exercise 5 following the procedure laid out in previous units.

Possible answers (ex. 5, p. 103)

1. Mr Petrovic has booked a hotel suite in Miami.
2. The hotel is in the heart of South Beach, near the best entertainment in Miami.
3. You can see monkeys at Jungle Island.
4. There are talking parrots at Jungle Island.
5. Marko is going to Miami on holiday with his family.
6. Mr Taylor wants Marko to go on holiday with them to see some haunted castles.
7. Ghosts live in haunted castles.

Workbook

Students can now do ex. 2 on p. 61, ex. 3–4 (Vocabulary) on p. 62, and ex. 2, 4A/B on p. 63.

Part C

1. Follow the procedure for doing the cartoon laid out in the box in Unit 1. As students describe the pictures on p. 104, pre-teach *statue of liberty*, *private plane*, *parachute*. Before students answer the comprehension questions on p. 105, check *in a hurry*, *get off*.

Answers (Comprehension Check, p.105)

1. No, it doesn't make sense.
2. No, he's got time.
3. They haven't got time. The man says they can fly with him.
4. They jump with parachutes.
5. John and Joan

2. Follow up by asking students if they would like to go parachuting. Do they know anyone who has been? Have they ever won a competition? When? For what? How did they feel? Do they prefer travelling by train or plane? Would they like to have a private plane? Did John and Joan *deserve* to win? Why/Why not?

Optional Extra!**Performing**

If time allows, all the episode of the cartoon can be easily adapted into a play with students practising and putting on a performance with costumes, sound effects, etc., maybe as an end-of-year show for their peers or parents.

3. Ask students if they like having parties. When was the last time they had a party? How did they invite their guests (by phone, face to face, by email, sending *invitations* by post etc.)?

4. Students can now work through the Invitations section. First tell them to read the dialogues in exercise 1 on p. 105 without filling in the gaps. Ask *Who is going to do some sport?* (Jill, James and David), *Who wants to go to the cinema?* (Mary) *Who is celebrating something at the weekend?* (Helen). This is in order to clear up comprehension problems.

5. Then point out the inviting section of the Useful Language box and read through it as a class – elicit some suggestions for ways to finish the inviting phrases. Then draw attention to the four responses below and ask students to complete the dialogues using these phrases. Students can listen to check before you go through the rest of the phrases from the Useful Language box. They can then read the dialogues together to practise before working through exercise 3 orally in pairs. Let some groups perform their final conversations.

Workbook

Students can now do ex. 3 on p. 60 and ex. 4 on p. 61 (revision of short answers). They can also do ex. 1–2 on p. 64, but read through the definitions on p. 65 as a class before giving students the composition to write.

Part D



(see introduction on how to use Part D)

1. The exercises on page 106 are self-explanatory.
2. Lead into the Extra Reading by asking students what they know about New York. Have they ever seen the city on films? Do they know anyone who has been there? Open books on p. 107. Look at pictures – would they like to live there? Does it look like a beautiful city? Elicit that the picture at the side is the *Statue of Liberty*. Ask students if they know what 'nationality' the Statue of Liberty is. They can read the text to find out (*French*).

Comprehension questions (to be given orally, written on the board, or photocopied)

True or False

1. Gertrude Ederle and Maria Callas had the same job.
2. The Statue of Liberty is the more famous than Jennifer Lopez.
3. Lady Liberty has a view of the sea.
4. The torch is a symbol of light.
5. France gave the statue to America in the 18th century.
6. People had the idea for the statue at a business meeting.
7. The designer's mother was the model for the statue.
8. People say New York is a boring, sleepy city.

Why are these numbers important?

1.5	14	354	22	25	12
7	2.4	46	1865	7	7

Answers to comprehension questions

1. F – GE was a swimmer and MC was a singer.
2. T – She's the most famous female New Yorker.
3. T – She looks towards the ocean.
4. F – It represents freedom.
5. F – She was a present in 1886.
6. F – They had the idea for the statue in a restaurant.
7. T
8. F – It is a city that never sleeps.

Numbers

- a. Her nose is almost 1.5 m long.
- b. Her arm is 14 m long.
- c. There are 354 steps to the top.
- d. The Statue of Liberty has 22 storeys.
- e. There are 25 windows in the crown.
- f. When it is windy, the torch moves 12 cm from one side to the other.
- g. When it is windy, the statue moves 7cm from one side to the other.
- h. Liberty's index finger is 2.4 m long.
- i. She is over 46 m tall.
- j. The Frenchmen had the idea for the statue in 1865.
- k. The crown has 7 rays.
- l. The rays are symbols of the Earth's 7 seas.

3. To round off the unit, students can complete the My Progress box by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the question tags very well, those who didn't do the Present Continuous well, etc.

Project

Students can now do Project 10 at the back of the Student's Book.

Check Back (Revision – Units 9 and 10)

The revision section is self-explanatory and can be worked through in class. It covers all of the important things covered in both the textbook and the workbook in Folder 5. Following this revision unit, students can attempt Test 5 at the back of the workbook.

CHECK BACK KEY – Units 9 & 10	
<p>A VOCABULARY</p> <p>1. Miami; Thursday; girlfriend; rich; bought; house; Florida; plane; boat; going; Seabird Station; girlfriend; 18; she; birds; She; talking parrots; bad; in the Miami Science Museum; get married</p> <p>2. exhibit in a museum; to tell lies; a fabulous film; to queue for tickets; you need a passport to travel abroad; followed by Students' own answers</p> <p>3. a. arrange; b. wildlife; c. interested in; d. school; e. kitchen</p> <p>4. a. believe; b. homemade; c. tickets; d. scary; e. kilograms; f. good; g. queue</p> <p>5. a. at/in; b. in/at; c. on/at; d. in/in; e. at/on</p> <p>6. BE – fizzy, drink, theatre, cinema, film AE – soda, theater, movie theater, movie</p> <p>B GRAMMAR</p> <p>Future plans with 'GOING TO'</p> <p>1. a. are going to; b. is going to; c. am going to</p> <p>2.</p> <p>1. We aren't going to buy a new flat.</p> <p>2. Are they going to visit us next weekend?</p> <p>3. She isn't going to join the club.</p> <p>4. What are you going to do tomorrow?</p>	<p>Future with 'WILL'</p> <p>a. will phone; b. Will ... help; c. won't come; d. will get</p> <p>Future arrangements with THE PRESENT CONTINUOUS TENSE</p> <p>a. is taking b. are seeing the boss c. is meeting Ann d. are having dinner at a restaurant</p> <p>SHOULD/SHOULDN'T</p> <p>a. should; b. shouldn't; c. shouldn't; d. should</p> <p>The possessive 's</p> <p>a. parents'; b. girls'; c. girl's; d. boy's; e. Sue's</p> <p>Question tags</p> <p>a. isn't it; b. aren't you; c. isn't she; d. aren't we; e. aren't they; f. aren't I</p> <p>C WRITING</p> <p>1. box office; queue; film; ticket; cinema; theatre; movie</p> <p>2. Students' own answers</p> <p>3. Hi; Do you fancy; Yes, I'd love to; See you</p>

TAPE SCRIPT

Revision : Track 1

Unit 1: Track 2 – 7

Unit 2: Track 8 – 13

Unit 3: Track 14 – 19

Unit 4: Track 20 – 24

Unit 5: Track 25 – 31

Unit 6: Track 32 – 36

Unit 7: Track 37 – 42

Unit 8: Track 43 – 48

Unit 9: Track 49 – 56

Unit 10: Track 57 – 64

Track 1: WORKBOOK - REVISION

Alphabet chant (rap)

A, B, C, D, E, F, G

- What's your name?

- I'm Susy Lee.

H, I, J, K, L, M, N

- Glad to meet you.

- My name's Ken.

O, P, Q, R, S, T, U

- Where's your home?

- I live near you.

V and W, X, Y, Z

- 'What's your address?'

- '5, Willow Street.'

Track 2: TEXTBOOK – UNIT 1A: A dialogue.

Marko: Hi, Nick. It's me, Marko.

Nick: Hello, Marko! What a surprise! Where are you calling from?

M: I'm in New York. Am I calling late? Are your folks sleeping?

N: No, they're watching TV. It's only half past eight in London.

M: It's three thirty here in New York.

N: Hang up, Marko. Overseas phone calls are expensive.

We can chat on the computer.

M: Don't worry! This is an Internet connection. It's very cheap.

N: Oh! Here is my Internet contact name, then: nick.fluffy.N-I-C-K dot F-L-U-F-F-Y

M: Got it! Great! Next time we can talk for free.

Track 3: TEXTBOOK – UNIT 1 C: First around the world - Episode 1

Five pairs of teenagers are in the final of an inter-school competition. They can win £10,000 for their school computer room, but they must reach New York City in ten days and visit ten big cities on their way.

Which cities? No one knows! The teams must find and solve the clues which tell them where to go! All the clues are tricky.

John and Joan, our favourites, are at home in Manchester. They are excited! The first clue is here! Can they solve it? Let's see.

Track 4: Joan: Do you want cereal or toast?

John: Look! A letter!

Joan: Who's it from? What does it say?

John: It's about the competition.

Joan: Well, open it then!!! Quickly!

The game is starting! It's time to begin!

Travel first to London if you want to win!

Where does the Queen live?

The Palace is her flat,

There find a man in red with a big hat.

Joan and John: Buckingham Palace!

Joan: Come on, you know what my Granny says: 'He who hesitates is lost!'

John: Excuse me! When's the first train to London?

Ticket clerk: In three minutes. At 10.25.

John: Then I'd like two tickets to London, please. How much is that?

T.C.: £22.50.

John: Here you are. Keep the change!

John: Come on, Joan!

Joan: No! This way! It's quicker.

John: Oh no! What are they all doing outside Buckingham Palace?

Joan: They're tourists!

John: But there are so many people!

Joan: And they are all wearing red clothes and hats. Where do we start?

Joan: We'll be here for hours!

John: Look! He's got a huge hat! Come on.

A tall metal tower you can see

In France's capital city

Your next clue is at the top,

In the small souvenir shop.

John: Excuse me! Have you got our clue?
Guard: Here you are! Good luck!
J and J: Thank you.

Track 5: TEXTBOOK – UNIT 1 C: At the train station

1. Excuse me, when's the next train to Manchester?
2. At 12.15.
3. OK, I'd like two tickets to Manchester then, please.
4. Single or return?
5. Return.
6. Smoking or non-smoking?
7. Non-smoking. How much is that altogether?
8. £16.80, please.
9. Here you are.
10. Thank you. Here are your tickets and £3.20 change.
11. Thanks. Goodbye.

Track 6: WORKBOOK – UNIT 1: Everyday English.

When tourists come to Belgrade, they all **want** to see the city centre. Knez Mihailova Street is the main **street** of the **capital** with many **beautiful** old buildings. It is closed to cars and buses so **people** can walk along the street. The tallest **building** in this part of the town is Albania Palace but it is not really a **palace**. There are many **taller** buildings in other **parts** of the town: Ušće Centre, Beogradjanka, Belgrade Gates and a number of **skyscrapers** in New Belgrade.

Track 7: WORKBOOK - GUIDED COMPOSITION

- A telephone conversation.

Josh: Hello. Josh **here**. Can I speak to Pat, please?

Mrs Grey: Just a **minute**. I'll call her. Pat, it's for you.

Pat: **Hi**.

Josh: I've just got a new **DVD**.

Do you want to come over and **watch it with me**?

Pat: Great idea. I'll **be there** in 10 minutes.

Josh: See you **soon**.

Pat: **Bye**.

Track 8: TEXTBOOK – UNIT 2 A: A dialogue.

Marko: What are you thinking about, Vera?

Vera: Who's your new friend with the dark hair?

Marko: Ricky! Forget it! He's too old for you!
Vera: Stop it! Where's he from? He doesn't look American.
Marko: He is American, but his grandparents are from Mexico.
Vera: Does he speak Mexican?
Marko: No, silly! There's no Mexican language!
They speak Spanish in Mexico. Ricky also speaks Spanish.
Vera: I love listening to Spanish music!
Marko: Do you want me to ring Ricky up? He can sing for you!
Vera: You're impossible!
(shouting) Mum, Marko is teasing me again!

Track 9: TEXTBOOK – UNIT 2 B: Countries, people and languages.

The United Kingdom is made up of four different countries. People from the UK are British and they speak English. However, people from the four countries sometimes don't like to be called British. People from England are English, people from Scotland are Scottish, people from Wales are Welsh, and the Irish are from Northern Ireland. Of course, Americans speak English too, but they are from the United States of America. Other English speakers are the Australians from Australia and some Canadians from parts of Canada. In Serbia, Serbians speak Serbian and in France, the French speak French. Russian is spoken by people in Russia, and you can hear the German language in Germany. In China, you will find the Chinese who speak Chinese and Italian is the language of Italy. In Spain, you can meet Spanish people and talk Spanish. And finally, in Mexico Mexicans speak... you've guessed it – Spanish, too!

Track 10: TEXTBOOK – UNIT 2 C: First around the world - Episode 2

Joan and John are eating **breakfast** when they get the first clue.
They travel to London by **train** and the clue is at **Buckingham Palace**.
There are a lot of **tourists** outside the Palace, but finally a **guard** gives them their next clue.

Track 11: Joan: What's the capital city of France?

John: Paris, of course. We must go to the Eiffel Tower.

Joan: OK, how do we get there?

John: Let's get the train through the Channel Tunnel.

Joan: I'm scared. We're travelling through a tunnel under the sea!

John: Don't worry. Would you like a drink?

Joan: Yes, please. A juice or a cup of coffee.

John: OK, I'll go to the buffet car. Don't move.

Joan: Don't move! Where can I go? For a swim?

Joan: We're nearly there. I'm feeling better now.

John: Do the French know English?

Joan: Of course, everyone knows English.

John: Excuse me, can you give us directions to the Eiffel Tower?

French passer-by: I don't speak English.

Joan: Excuse me, how do we get to the Eiffel Tower?

French passer-by 2: I don't know English.

Joan: Does anyone here know English?!

One hour later...

John: Hello, do you speak English?

Passer-by: (in French) Pardon?

Joan: (slowly) Excuse me. Do you speak English?

Passer-by: Yes, I do. Can I help you?

Joan: Where is the Eiffel Tower?

Passer-by: I don't know. I'm Spanish.

Two hours later...

Joan: No-one knows English. It's getting dark.

John: We can't give up!

Joan: Let's just get on the train and go back to England.

John: Look! Over there. The Eiffel Tower. Come on!

Joan: But we're very late.

John: Well, my grandma always says 'Better late than never'!

Joan: Oh, look! They have maps! And they speak English!

John: Never mind that! Where's the clue?

Caesar's town, go there today

The Eternal City people say.

A place for gladiators, death and hate.

Your next clue is at the eastern gate.

Track 12: TEXTBOOK – UNIT 2 C: Useful questions and answers.

1. – Would you like anything to drink?
– No, thanks. I'm not thirsty.
2. – Excuse me, do you speak English?
– No, sorry. I only know Serbian and Russian.
3. – Can I help you?
– Yes, please. I'd like these three postcards, please.
4. – Excuse me. How do we get to the museum?
– It's at the end of this street, but it closes at 5pm.

5. – Can you give us directions to the nearest bus stop, please?
– Go straight on and take the first right. The buses come every five minutes.

Track 13: WORKBOOK – UNIT 2: Guided Composition

On school **days** children in Serbia get up **early** when they have classes in the morning. Very often it is **before** 7 o'clock because school **begins** at 8. Children who live in towns and **attend** secondary school often travel to classes by bus. There are no **school** buses so they get on city buses. These are so full of **people** in the mornings that the children find it hard to get off at their **stop**.

But **children** in villages find it even harder to attend school. Often they have to **walk** for many kilometres across **fields** and through forests. They **leave** for school very early in the morning and get back after dark.

Track 14: TEXTBOOK – UNIT 3 A: A dialogue.

Vlada: Hello, is that you Marko?

Marko: Oh, hi, Vlada!

Vlada: Don't be surprised I'm not talking in Serbian. I want to practise my English with you. It's better than extra classes!

Marko: That's a good idea! I haven't spoken to you for ages! How are you?

Vlada: Great!

M: What about school? Have your tests started yet?

V: No, not yet. In a fortnight. And I haven't started studying seriously yet.

M: They give us tests every week here! But they're not too hard.

V: How many subjects do you have?

M: There are five and two more optional subjects on the timetable. I'm taking Computers and Spanish Art this term.

V: Only seven! We have more subjects in the sixth grade here in Belgrade.

M: Wrong! Here we study physics, chemistry, biology, food, and the human body as one subject called Science! What's more, in Social Studies we learn about the history of the world and the history of religions.

V: Poor you! No time for fun, then!

Track 15: TEXTBOOK – UNIT 3 C: First around the world - Episode 3

Joan and John travel to France by **train**, but Joan is **afraid** because she doesn't like being in the Channel **Tunnel**. When they get to France, no-one can speak **English** and they can't buy a **map**. Finally, John sees the Eiffel **Tower** and they find the clue on the **window** of the souvenir shop.

Track 16: John: I've never heard of the Eternal City!

Joan: It's Rome, silly. You know, Julius Caesar and all that.

John: OK, if you're sure.

Joan: I've never been surer. We must go to the Colosseum!

John: Of course! Gladiator! I've seen the film five times! Let's go to the airport.

Captain: This is your captain speaking. We are landing in Rome in ten minutes.

Joan: Great! Let's take a taxi to the Colosseum. It will save time!

John: OK! Achoo!

Joan: Bless you!

John: Taxi!

Taxi driver: Hello! Welcome to Rome. You can put your bags in the back.

Joan: Thanks. The eastern gate of the Colosseum, please.

John: Rome's dirtier than Paris...

Joan: ...and I've heard that the drivers are the worst in Europe!

Taxi driver: Nonsense!

Taxi driver: That's 20 euros please.

John: Here you are. I've only got 100 euros. Do you have change?

Joan: Oh, no! We've left our bags in the taxi!

Policeman: What's wrong?

John: That taxi driver has just driven off with our bags!

Policeman: Don't worry! We will find him. Wait here!

15 minutes later...

Policeman: We've caught him! You're lucky! We have the busiest roads in Europe so no-one can drive quickly!

Joan: Thank you very much.

Policeman: Don't mention it. But next time, be more careful.

John: You know, my grandma always says 'You live and learn'.

Joan: Oh John, be quiet.

Joan: Is this the eastern gate?

Policeman: Ah, you must be Joan and John. Here, this is for you!

John: The next clue!

The town where the Danube and the Sava meet

Have some cheese pie for a treat.

Go to the place where the lions roar,

Your next clue's in front of their door.

Track 17: TEXTBOOK – UNIT 3 C: Polite Responses.

1. – Thank you very much.
– Don't mention it.
 2. – Bless you.
– Thanks.
 3. – How are you?
– Fine, thanks. And you?
 4. – Have a good weekend.
– Same to you.
 5. – Good night!
– Sleep well!
 6. – Good morning.
– Good morning.
-

Track 18: WORKBOOK – UNIT 3 :**Chant: So do I**

Boys like football
So do I.
Girls like cherry pie
So do I.

Josh must study.
So must I.
Babies must cry
So must I.

Josh is clever
So am I.
Josh is shy
So am I.

Birds can sing
So can I.
Birds can fly high
Why can't I?

Track 19: Guided Composition – A letter

Dimitrija Tucovica 31
Belgrade
23rd November, 2008

Dear William,

Thanks for your letter. I'm glad to hear you're well. So you want to know about our school day here in Serbia. Well, it's very different to England.

In Serbia children usually go to school in the morning one week, and then in the afternoon the next week. In the morning school starts at 8 o'clock and finishes at around 1 o'clock in primary school. Pupils usually have four, five or six lessons. Older pupils at secondary school sometimes have 7 lessons and they finish after 2 pm. Afternoon lessons begin at 2 pm and last till almost 8 pm. Pupils spend between 4 to 6 hours in school.

I have heard that some primary schools have a different time-table. Children have an all-day programme beginning at 8am and lasting till about 2.30 pm.

I hope this answers your question.

Best wishes
Milica

Track 20: TEXTBOOK – UNIT 4 A : A dialogue.

Elizabeth: My half term holiday was fantastic.

Susan: Where were you, Bess?

E: I was in France with my aunt and uncle.

S: How long were you there?

E: We were in Paris for 5 days and were back in London on Saturday.

S: My holiday was a nightmare!

E: Why? Were you ill?

S: No, I wasn't. I was at home the whole holiday and I was bored.

E: Really. What about TV and computer games?

S: Computer games, TV and phone calls weren't allowed.

E: What was allowed?

S: Only reading books and studying Chemistry and Biology.

E: I remember now. Your test results weren't good.

S: Chemistry 18%, Biology 16%. They were a disaster! My mum was really shocked.

E: But you were so good at Chemistry last year.

S: That was last year. Now I hate studying Chemistry.

Track 21: TEXTBOOK – UNIT 4 C: First around the world - Episode 4

Joan and John read the next clue and went by **plane** to Italy. They got a **taxi** to the **eastern** gate of the Colloseum. John and Joan thought that Rome was **dirtier** than Paris and Italian drivers were the **worst** in Europe. They left their **luggage** in the taxi, but a **policeman** helped them. He found their bags and gave them the next **clue**.

Track 22: John: What's the Sava?

Joan: It's a river, silly. Look here it is on the map.

John: Well, on the map the Danube and the Sava meet in Belgrade.

Joan: How exciting! I've never been there before. But my friend Mila lives there.

Joan: Mila, we're coming to Belgrade!

Mila: Great! I'm so excited. I'll meet you at the airport!

Mila: Welcome to Belgrade! Did you have a good flight?

Joan: Excellent, although we took off a bit late. Anyway, how are you, Mila?...

John: Sorry, but our clue says something about lions. Where are there lions in Belgrade?

Mila: Slow down, John! Your clue also says something about cheese pie...

Joan: So this is the famous Serbian cheese pie! It's wonderful!

Mila: There's lots more. Help yourselves.

John: I'm sorry! But we're in a hurry. Where are the lions, Mila?

Joan: Relax, John. I'm hungry!

Mila: Oh, if you're hungry...

Mila: So I've ordered some Serbian specialities for you to try!

Joan: I love trying new food! This corn bread is great!

John: But what about the lions?

Mila: Don't worry, John! Here, try this: it's stuffed sour cabbage leaves.

John: But my grandma always says: 'Make hay while the sun shines'!

Joan: But she's never been to Serbia!

Waiter: Would you like anything else to eat?

Joan: Oh, no thanks! I've eaten too much!

Mila: I'll have some mineral water, please!

Waiter: Certainly. Still or sparkling?

Mila: Still, please. And could I have the bill, please?

Mila: Now – how about a guided tour of Belgrade?

John: Oh no!

Mila: First we'll go to the Parliament building and then we'll go to Kalemegdan Fortress and the zoo.

John: That's it! The zoo!

John: Look! Over there by the lions' cage!

The biggest country in Europe, did you know?

Its capital is the place you must go.

Your next clue is waiting for you there

You'll find it on a coloured square.

Track 23: TEXTBOOK – UNIT 4 C: At a restaurant.

Waiter: Hello. Can I help you?

Man: We'd like a table for two, please.

Waiter: Certainly.

Waiter: Are you ready to order?

Man: I'd like fish and chips, please.

Woman: And I'll have roast beef and vegetables, please.

Waiter: Anything to drink?

Man: Two glasses of mineral water, please.

Waiter: Still or sparkling?

Man: Sparkling, please.

Waiter: Did you enjoy your meal?

Man: Yes, it was excellent. Could we have the bill, please?

Waiter: Of course.

Track 24: WORKBOOK – UNIT 4 : Everyday English, Ex. 4.

Peter: **What was** the History homework for today?

Billy: We had to answer some questions.

Peter: Really? **How many questions were there?**

Billy: Ten.

Peter: **Were the questions difficult?**

Billy: No. I think they were very easy.

Track 25: TEXTBOOK – UNIT 5A : A dialogue.

Ricky: Have you lost your cell phone?

Marko: You mean my mobile? Why? When did you call me?

R: I called you three times yesterday evening. First at 6 o'clock...

M: Oh, yes, when you rang at 6, I was having a bath.

R: But I rang again at 6.30. Were you still in the bath?
M: No, of course not! I was drying my hair then and I didn't hear a thing.
R: What about at 7 o'clock? Wasn't anybody at home?
M: Oh yes, but everybody was busy. I was getting dressed, Vera and Ivan were setting the table for dinner, dad was slicing bread in the kitchen while mum was arranging flowers in the living room.
R: Were you celebrating your mum's birthday?
M: No, that was last week. Yesterday it was Saint Nicholas' Day, our family's patron saint's day! We had about twenty guests for dinner.
R: How long did your guests stay?
M: I don't know. I went to bed at 11.30 pm. I was sleeping when they left.
R: 11.30! That's why you were yawning during our biology class this morning!

Track 26: TEXTBOOK – UNIT 5 B: Holidays and Celebrations

Thanksgiving in the USA brings all the family together every 4th Thursday in November.

Halloween, which is on 31st October, is a traditional holiday in the UK and the USA. Everybody dresses up in scary clothes. The younger kids go trick-or-treating and the older ones have scary fancy dress parties and watch horror movies.

Guy Fawkes Night or Bonfire Night, on 5th November, is another holiday which is fun for children because they have fireworks in their backyards.

Slava The most common feast days in Serbia are those of St. Nicholas on 19th December, St. John the Baptist on 20th January, St. George on 6th May, and St. Michael on 21st November.

Track 27: TEXTBOOK – UNIT 5 C: First around the world - Episode 5

Joan and John travelled to **Belgrade** in Serbia. Joan's friend met them at the **airport**. They went to Mila's house to eat **cheese** pie and then she took John and Joan to a **restaurant**, where they ate more food. While they were eating, John was unhappy. He wanted to know where the **lions** lived. While Mila was giving them a **guided** tour, she mentioned the **zoo** and that was where they found the next clue.

Track 28: John: Isn't Germany the biggest country in Europe?

Joan: No! It's Russia. I read about it while I was studying Geography.

John: Russia! How do we get there?

Joan: Don't worry, John. You look round the zoo – I'll arrange everything.

Joan: I've booked us a flight to Moscow. Check-in is in twenty minutes. Come on!

John: I still don't understand the clue. What is this coloured square?

Joan: I don't know, but we'll ask someone on the plane.

John: Oh no! Look – our flight is cancelled!

Joan: I'm not surprised. It's very foggy!

Announcer: The flight to Moscow will leave tomorrow morning.

John: Tomorrow morning! It's too late now to find a hotel.

Joan: We'll have to sleep here! In the departure lounge!

Joan: Take-off at last!

John: My back hurts!

Joan: I didn't sleep at all! All those people were laughing and you were snoring!

John: I never snore.

Joan: Shh! I want to sleep.

Man: I was reading about Moscow yesterday. There's so much to see!

Woman: Yes, the Kremlin, Lenin's Mausoleum, Red Square...

John: That's it! Red Square! Joan, Joan!

(Joan snoring)

Pilot: Ladies and Gentlemen! This is your captain speaking. The weather in Moscow is very snowy so we are flying to Saint Petersburg! Unfortunately, there will be no flights to Moscow for two days.

John: I'm pleased we didn't wait for two days in Saint Petersburg! This train is wonderful!

Joan: But we won't arrive in Moscow until the morning.

John: Well, my granny always says: 'A bird in hand is worth two in the bush.' At least we have comfortable beds tonight!

John: And a woman who brings us lovely hot tea every two hours!

John: Isn't this metro station wonderful?!

Joan: Yes, but where are we going, John?

John: Red Square, of course! It's in the clue!

Joan: How did you know that?

John: I was thinking about it on the plane while you were sleeping!

Joan: Wow! Red Square's huge! Where are we going to start?

John: Over there I think!

Taste a hot curry, see fakirs with snakes,

Cows in the streets and palm trees with dates.

Then hurry to a tomb with a dome so white.

Your clue's at the entrance of this well-known site.

Track 29: TEXTBOOK – UNIT 5 C: At the airport

When you arrive at an airport, you first go to check-in. You leave your bags there and show your ticket. Then you go to passport control, where you show your passport. After that, you wait in the departure lounge. You can go shopping

there in a duty free shop – everything is much cheaper than in normal shops – or have a drink in a café before you go to the gate – the place where your plane takes off from. The plane is waiting on the runway. When you return from your holiday, customs officers sometimes want you to open your bags to show them what you have inside and your family and friends wait for you in arrivals.

Track 30: TEXTBOOK – UNIT 5 C: A song

He's got the whole world, in his hands,
 He's got the whole world, in his hands,
 He's got the whole wide world, in his hands,
 He's got the whole world, in his hands!

He's got you and me brother in his hands....

He's got you and me sister in his hands

He's got a little bitsy baby in his hands.

Track 31: WORKBOOK – UNIT 5: A dialogue

Tom: Hi, Josh. I rang you up last night. Why didn't you answer the phone?

Josh: I **was working** hard in my room. I didn't hear it ring.

Tom: Oh, come on!

Josh: Yes, really. I **was tidying** my room.

Tom: Was it messy?

Josh: Well, let's just say that while my father **was watching** the 7 o'clock news, I **was putting** clothes back into my wardrobe. When my parents went out at 8 pm, I **was still arranging** my jumpers.

Tom: OK. I believe you.

Josh: That's not all. While my parents **were playing** cards at our neighbours', I **was listening** to music.

Tom: And we all know how loud that can be!

Josh: Well, why did you call me?

Tom: I **was not doing** anything much so I wanted to play on the computer with you.

Josh: Good idea! Let's do it now!

Track 32: TEXTBOOK – UNIT 6 A : A dialogue

Andy: While we were living in Princeton, I worked during the holidays.

Marko: No kidding Andy? You worked? For money?

A: Honest! Last year I helped with the packing in a supermarket. Two years ago, I delivered newspapers in my neighbourhood.

M: Did you find the jobs hard?

A: No, I didn't. The only hard thing was that I had to get up early, at half past six.

M: But at least you were rich then! What did you do with the money?

A: It wasn't for me. My class was collecting money for the poor.

Marko: My brother Ivan earned \$5 last Friday evening!

Andy: How?

Marko: He babysat for our neighbours from 8 to 11.

A: Babysitting! How boring!

M: It was fun actually. His friend Mary Ann was with him. She knows how to look after little children.

A: Oh, that's different then. Did they share the money?

M: Yes, of course!

Track 33: TEXTBOOK – UNIT 6 C: First around the world - Episode 6

Joan and John couldn't fly from Belgrade to Russia because the weather was very **foggy**, so they slept in the **departure** lounge. On the plane the next day, John heard two people talking about Red Square while Joan was sleeping. The plane went to **Saint Petersburg** because it was **snowy** in Moscow. After travelling on the overnight **train**, John saw a big **balloon** in Red Square and there they found their clue.

Track 34: John: It's easy! Fakirs are street magicians in India.

Joan: Of course, my dad loves Indian curries! And at Christmas, mum buys Indian dates! And the white building is the Taj Mahal in Agra!

Boy 1: Well, you heard them. It's India! Come on!

Girl 1 (*laughing*): Let's get a taxi to the airport!

John: Hey, that's not fair! We got here first! Come back!

John: Oh, it's so hot here in New Delhi! We need to buy some different clothes!

Girl 1: Ha! They're stopping to buy clothes!

Boy 1: Come on! It's late! Let's find a hotel!

Girl 1: OK, and we can get a bus to Agra early tomorrow morning!

Joan: Hello, we'd like a twin room for tonight, please.

Hotel receptionist: I'm sorry, madam. They have just taken our last room!

Boy 1: Ha! You're too slow!

Girl 1: The room is wonderful! Cheers!

Joan: What an awful place!

John: At least we've got a room!

Joan: They're going to win. What shall we do?

John: Let's get up early and get the first bus to Agra!

Joan: OK, good night.

John: Look, there's a rickshaw.

Joan: At last, it's the first we've seen for an hour!

John: Oh no! Look who it is!

Joan: Not again!

John: Two tickets to Agra, please.

Ticket seller: OK, there is a bus at 9am.

John: What about the 7am bus?

Ticket seller: I'm sorry! Those two bought the last tickets five minutes ago!

Boy 1: Ha! Ha! See you!

Joan: What's the point?! They're going to get to the Taj Mahal first!

John: Maybe not! Look!

Joan: No kidding! Their bus has broken down!

John: Well, my granny always says: He who laughs last laughs loudest!

Joan: Wow! The Taj Mahal! It's amazing!

John: There's no time to stand and look! Come on!

Joan: I wonder where our two friends are!

John: Who cares? Here's the clue!

*A place with a billion people, karate, kung fu,
Chopsticks and rice is the next country for you!
Near the capital city, find Badaling
Part of the Wall that was built by Ming!*

Track 35: TEXTBOOK – UNIT 6 C : Dialogues

A: Oh, the weather's great! What shall we do?

B: Let's go swimming.

A: That's a great idea!

A: What an awful day! What shall we do?

B: Let's watch a DVD.

A: That's boring! Let's play on the Playstation.

B: OK, why not?!

Track 36: WORKBOOK – UNIT 6 : Everyday English

Lots of children **earn** their pocket money. Girls usually **babysit** for families with little children. Boys often **deliver** newspapers or help people in gardens. They clean the backyards in the **neighbourhood**. Some people **believe** that it's hard

to work but **actually** the hardest thing is getting up early in the morning. The easiest thing is spending the money, especially if you are **generous**.

Track 37: TEXTBOOK – UNIT 7A

Andy: My aunt and uncle had a garage sale last weekend. I went to help.
Marko: Did they sell their garage?
A: Oh, no. They had a sale of lots of their things *in* their garage. They sold the dining room table and chairs, two sofas, five armchairs...
M: How interesting! Why did they do that?
A: Because they have to move to California next month. Uncle's got a new job.
M: Can't they take their furniture with them?
A: Yes, they can, but it's too expensive. California is very far away. It's on the west coast. Anyway, they didn't only sell their furniture.
M: What else did they sell?
A: Well, they sold the dishwasher, the fridge and the washing machine...
M: My mum says she wants a new washing machine. Ours is broken.
A: These things aren't new. They are all used. They also sold two TV sets, two bikes and the grandfather clock.
M: Did they sell everything they planned?
A: No. They didn't sell some lamps, my cousin's desk, and many other things, like, the plates and some gadgets from the kitchen. They're going to have another sale next weekend, so I have to go to Princeton again to help.
M: If you need more help, I can come. I've never been to a garage sale.
A: You're most welcome.
M: Thanks, Andy. Of course, I must ask my parents first.

Track 38: TEXTBOOK – UNIT 7 C: First around the world - Episode 7

John and Joan had problems with another team. First, in Red **Square**, their rivals heard them talking about their next destination - **India**. Then, while our favourites were buying some **clothes** in New Delhi, the laughing pair took the last room in a **hotel**. They also found a rickshaw first and bought the last two **tickets** for the bus to Agra. However, their bus **broke** down, and John and Joan reached the Taj Mahal first.

Track 39: Joan: China!

John: But where's the clue?
Joan: Don't worry! We'll fly to the capital, Beijing, and buy a guide book.
Boy 1: The seventh clue was the easiest so far.
Boy 2: The next clue must be at the Great Wall of China.

Girl 3: We only have to find three more clues!

John: Oh no! There are other teams everywhere!

Joan: What are you doing, John? It's five o'clock in the morning!

John: You know what my granny says: 'The early bird catches the worm!'

Joan: Forget about your stupid grandma! Let me sleep!

John: You can't sleep! We have to go!

John: I can't believe you slept until 9 o'clock! If we lose, it will be your fault!

Joan: Be quiet, John! I'm tired.

John: I bought a guidebook while you were sleeping.

Joan: Good for you! Now let me eat my breakfast...

John: Badaling is a small part of the Great Wall. It's about 50 miles from here.

Joan: OK, but first I want to do some shopping. Everything here is so cheap!

John: What!? You can't go shopping. We have to catch a bus.

Joan: There are lots of buses. We can get a later one.

John: You're so selfish! You wasted three hours shopping!

Joan: Shopping is never a waste of time! Anyway, we're here now.

John: No thanks to you! Anyway, I spent all my money on the bus tickets so can you pay the entry fee? It's about £6.

Joan: I can't! I spent all my money in the shops!

John: We've been here for an hour. No-one will give us any money.

Joan: Stop complaining!

Boy 1: That clue was even easier than the last one! Throw it away!

Girl 1: Come on! We're going to win!

Joan: What's this?

John: Let's go home.

Joan: Wait! Look, John!

Barbecues and boomerangs,

Kangaroos and surfing.

Your clue is at the country's

Most famous place to sing!

Track 40: TEXTBOOK – UNIT 7 C: Going shopping.

Shop assistant: Hello. Can I help you?

Customer: Yes. Can I try on that jumper, please?

Shop assistant: What size are you?

Customer: Medium.

Shop assistant: Here you are.

Customer: Thanks. Where are the changing rooms?

Shop assistant: Over there.

Shop assistant: Is it OK?
Customer: It's too small.
Shop assistant: Here's a large one.

Shop assistant: Does it fit?
Customer: Yes, it's fine. Do you have it in blue?
Shop assistant: Of course. Here you are.
Customer: Thank you. How much is it?
Shop assistant: £25, please.
Customer: Here you are. Goodbye.
Shop assistant: Goodbye.

Track 41: TEXTBOOK – UNIT 7 D: A song

There's a yellow rose in Texas
That I'm gonna see
Nobody else could miss her
Not half as much as me.
She cried so when I left her
It like to broke my heart
And if I ever find her we never more will part.
She's the sweetest little rose-bud
The Texas ever knew
Her eyes are bright as diamonds
They sparkle like the dew
You may talk about your Clementine
And sing of Rosalee
And the yellow rose of Texas
Is the only girl for me!

Track 42: WORKBOOK – UNIT 7

One of the **chores** that Milica usually does is shopping for food. Once a week she **must** go to the market where she can see many things **on sale**. There are **vegetables** straight from the garden, **fruit** straight from the trees, and eggs and **cheese** are straight from the **farm**. There is also one part of the market where you can buy **second-hand** things that people are **selling** for a low price. This is how they **get rid of** the things they don't need any more. In Belgrade alone **there** are over ten **markets** and some of them are very **famous**: Zeleni Venac, Bajloni market, Kalenic market and others.

Track 43: TEXTBOOK – UNIT 8 A: A dialogue

Marko: Are you a scout Andy?

Andy: No, I'm not. Why are you asking?

M: My English friend Nick told me all about his Scout group in an email. It sounded fun!

A: There are Scouts groups in New York, but I don't know much about them.

M: That's a shame. I really wanted to learn some of the Scouting skills.

A: Which ones exactly?

M: Well, how to use a compass and tie different knots for example.

A: Well, didn't you see the notice board last week? There was an advert for an Adventure programme during the spring break.

M: Really!

A: Yes, it's a one day course at a huge Ranger Nature Centre in Alley Pond Park.

M: Great! But I've never been camping either so I can't pitch a tent. And in England the Scouts go on night hikes and learn about canoeing and sailing. You can't do that in a park in just one day.

A: But there's also a camping trip as part of the programme.

M: That sounds fun! If you and Ricky go, I'll sign up, too.

A: I don't know about Ricky, but I've already signed up!

Track 44: TEXTBOOK – UNIT 8 C: First around the world - Episode 8

John and Joan travelled to Beijing, the **Republic** of China. There were many other teams on the **plane**. In China, John was angry with Joan because first she wanted to **sleep**, then she wanted to eat **breakfast** and go **shopping**. Later, they didn't have any money to pay for the entry fee for the Great **Wall**, so they waited outside and begged. After an hour, another team threw away the next **clue** and Joan caught it.

Track 45: John: They were right. It is the easiest clue!

Joan: Australia and the Sydney Opera House. Quick! Let's go to the airport!

John: Oh no! If I have to sit on one more plane, I'll go mad!

Joan: Come on, John. We're almost there. Only three more countries.

Joan: What an amazing building!

John: Let's find the clue and then go to the beach for a swim.

Joan: I can't wait! It's such a lovely, sunny day.

John: Look! There it is!

'Hello! Bonjour!' the people say

There are lakes to visit and ice-hockey to play.

Hungry at the world's biggest waterfall?

Find the clue on the restaurant wall.

Joan: It's a hard clue. I've got no idea.

John: Never mind. Put it in your rucksack. We'll think about it later.

Joan: But...

John: No buts! You know what my granny says: All work and no play, makes Jack a dull boy!

John: Let's leave the bags here and go for a swim!

Joan: But look at the waves! It looks dangerous!

John: Relax, Joan! I'm going to hire a surfboard. Those waves are perfect for surfing.

Joan: OK, but if you start drowning, I won't help you!

Joan (*to herself*): I've had enough! I'll wait for John on the beach.

John (*to himself*): Wow! What an unforgettable experience!

Woman: Look! A shark!

Lifeguard: Danger! Get out of the water!

Joan: John! Quick! Behind you!

Woman: 'Quick'!! 'Help him!!'

John (*to himself*): Oh no! If I fall off my board, the shark will eat me!

Joan: Thank goodness, you're safe!

John: That's the last time I go surfing!

Joan: Come on! Let's look at the next clue and get to the airport.

John: Good idea! I've had enough of this place.

Track 46: TEXTBOOK – UNIT 8 C: The weather

1. In Belgrade yesterday, it was cold and windy. The temperature was 3 degrees.
2. In London yesterday, it was foggy and cold with a temperature of 7 degrees.
3. In Paris today, it is cloudy. The temperature is 10 degrees.
4. In Sydney today, it is sunny and warm with a temperature of 28 degrees.
5. In Moscow tomorrow, it will be snowy. The temperature will be minus 5.
6. In Athens tomorrow, it will be rainy with a maximum temperature of 12 degrees.

Track 47: WORKBOOK – UNIT 8: Everyday English

sleeping bag, warm nightwear, trainers, socks, jeans, T-shirts, warm jumpers, drinks bottle, bag for dirty clothes, spoon.

Track 48: Chant: Where's that?

Where's the lake? At my Grandma's.
Where's the camp? By the lake.
Where's the hill? Behind the camp.
Where's the forest? On the hill.
Where's the tree? In the forest.
Where's the bush? Under the tree.
Where's the bee? In the bush.
Off it flies – one, two, three!

Track 49: TEXTBOOK – UNIT 9 A : A dialogue

Rick: Hi, Marko. How are things?
Marko: OK, thanks. Listen. Are you and Andy going to play football or basketball this weekend?
R: No, we're going to play softball.
M: It's the same as baseball, isn't it?
R: It's a bit easier than baseball. Girls play it, too. Why are you asking?
M: Well, I'm fed up with floor hockey. I don't want to play it any more.
R: But you can't leave the team now!
M: Yes, I can. I'm going to talk to the coach.
R: What are you going to tell him?
M: I'm injured and the doctor says I shouldn't play anymore.
R: Oh, you shouldn't lie. You should tell him the truth. He won't believe you!
M: But he'll get angry.
R: No, he won't. Trust me. It's not good to be a liar!
M: OK, if you say so, Rick!

Track 50: TEXTBOOK – UNIT 9 C: First around the world - Episode 9

John and Joan quickly found the next clue outside the Opera House in **Sydney** and Joan put it in her **rucksack**. It was a lovely, **sunny** day, so they went to the beach. The **waves** were very big, but John decided to go **surfing**. Suddenly, a woman saw a **shark** behind John. The **lifeguard** told everyone to get out of the water. Joan was worried about John, but in the end he got to the beach safely.

Track 51: John: Isn't 'Bonjour' a French word?

Joan: Yes, it is, but we've already been to France.

John: Well, where's the world's biggest waterfall?

Lifeguard: That's Niagara Falls.

John: Canada! Of course! They speak French and English there.

Lifeguard: It's strange. Two kids were here this morning talking about Niagara Falls, too.

Joan: Oh no! I knew there wasn't time for a swim. Quick!

John: Look! There's one of the other teams.

Joan: I know, but the other teams probably got this morning's flight to Canada. We'll never win now! Why did we go for a swim?!

John: My grandma says: 'There's no use crying over spilt milk!'

Joan: I'm fed up with hearing about your grandma, John.

Joan: Look at the queue! We'll never get to the top!

John: Come on! I've had an idea.

Joan: Oh no! What are you going to do?

John: Trust me! Find your passport!

John: Security! Excuse me! Thank you!

Joan: You shouldn't lie, John!

John: Why are you complaining? We're almost there!

John: Hello, we're looking for a clue. Have you seen it?

Waitress: Yes, I have. It's over there on the wall.

Joan: Thanks.

Waitress: Another couple were here about half an hour ago. They were looking for it, too.

Boy 1: We'll take that, thanks! You should be quicker next time!

Joan: Hey! Come back!

Girl 1: Poor you! You're going to lose!

Joan: We've only got half a clue! What are we going to do now, John?

John: Who knows?

Clue

hattan today

oadway play

you will see

lady who is free

Track 52: TEXTBOOK – UNIT 9 C

Listen and check - 1. Questions and short answers.

1. Isn't 'Bonjour' a French word? Yes, it is.
2. Have you seen the clue? Yes, I have.
3. Do you live in Serbia? Yes, I do.
4. Does Helen like pizza? No, she doesn't.
5. Did Peter go out last night? No, he didn't.

6. Are they doing their homework? No, they aren't.
7. Will you buy some milk? Yes, I will.
8. Can you swim? No, I can't.

Track 53: Listen and check – 2. Short answers and explanations.

1. Isn't 'Bonjour' a French word? Yes, it is. It means 'Hello'.
2. Have you seen the clue? Yes, I have. It's over there on the wall.
3. Do you live in Serbia? Yes, I do. I live in Belgrade.
4. Does Helen like pizza? No, she doesn't. She hates Italian food.
5. Did Peter go out last night? No, he didn't. He went to bed early.
6. Are they doing their homework? No, they aren't. They are listening to music.
7. Will you buy some milk? Yes, I will. I'll get some bread as well.
8. Can you swim? No, I can't. I've never had lessons.

Track 54: TEXTBOOK – UNIT 9 D: A song

Should auld acquaintance be forgot,
And never brought to mind,
Should auld acquaintance be forgot,
And the days of auld lang syne.

For auld lang syne, my dear,
For auld lang syne,
We'll take a cup o' kindness yet,
For auld lang syne.

Track 55: WORKBOOK – UNIT 9: Grammar, Ex. 2

Milica is fed up with her basketball club. The coach is often late for practice and some of her friends have left the team. Last month her best friend Jelena was injured in a match with a local school team. If things don't get better soon, her club won't be good enough to play in the tournament this summer.

Track 56: Mark: I found a stray cat in my garden yesterday. 1

- Pat : How did it get there? ...2
- Mark: I don't know. It's got a broken leg. ...3
- Pat: Poor thing! Is it going to die? ...4
- Mark: Of course not! I'm going to take it to the local vet. ...5
- Pat: What are you going to do after that? ...6
- Mark: I'm going to keep it. ...7
- Pat: So, you're not going to let it go back to the street. ...8
- Mark: No. And I'm going to give it a bowl of milk.
-

Track 57: TEXTBOOK – UNIT 10 A: An e-mail

To: *bpetrovic@build.co.us*

Subject: summer holidays

Dear Mr and Mrs Petrović,

We would like to invite Marko to stay with us in Britain for a month. Nick and Marko have been pen friends for two years now and I know they would like to meet in person. Nick says that you are staying in London for a week on your way back to Serbia.

Nick is finishing school on 23rd July and we are staying in the UK this summer. I've promised to take the kids to see some haunted castles. I've already booked places on a Ghost tour in Devon. If Marko comes, it will be an unforgettable experience for him.

Please let us know if you agree to let Marko spend the holidays with us. I would like to make hotel arrangements and book a train ticket.

I look forward to hearing from you soon.

Best wishes,

Peter Taylor

PS. I'm attaching a list of a few of the Ghost tour websites.

Track 58: TEXTBOOK – UNIT 10 C: First around the world - Episode 10

In Sydney, the **lifeguard** helped John and Joan with the clue, but they soon realised that the other teams were in front of them. At Niagara **Falls**, there was a long **queue**. John lied and said he was security and they quickly reached the top. Inside the restaurant, a **waitress** helped them. While Joan was holding the clue, another team tried to take it. The clue tore and John and Joan only had **half** of it.

Track 59: Joan: What can we do with half a clue?

John: It doesn't make sense. What's a 'hattan'? What's an 'oadway'?

Joan: It's over for good, isn't it?!

John: Let's go home.

Man: What's the matter?

Joan: It's a long story.

Man: That's okay. I've got time.

John: Well, we're in a race. We have to find ten clues...

10 minutes later...

Man: Let me see the final clue.

Joan: Here you are, but you can't help us.

Man: Yes, I can. This word is Manhattan and this is Broadway.

John: Well, then it's New York! But where exactly? A lady who is free?

Man: The Statue of Liberty, of course!

John: Of course!

Joan: There's a train from here to New York City.

Man: You haven't got time for that. It takes over seven hours. Get your stuff and follow me!

Man: This is my private plane. I'm flying to America for a business meeting. Would you like to come with me?

John: We'd love to. Wow! It's fabulous! Maybe we will win!

Man: My grandma says 'Don't count your chickens before they've hatched.'

Joan: Oh no! Not you as well...

Joan: I'm looking forward to seeing the other teams' faces when we arrive on this plane!

John: Do you fancy staying with us in New York for a few days?

Man: That's very kind of you, but there's just one problem...

Joan: I still don't understand why he couldn't land.

John: You can't land a plane in the heart of New York City!

Joan: But I've never been parachuting before!

John: Look! There are the other teams!

Joan: Quick! We're going to be first!

'Congratulations!'

Track 60: TEXTBOOK – UNIT 10C: Invitations

Helen: Hi, Peter. It's Helen. I'm having a party on Saturday.
Would you like to come?

Peter: I'm afraid I can't. I'm visiting my grandparents then.

Helen: Never mind. Have a good time. Say hello to them.

Track 61: Jill: Hi, Jane. It's me.

Jane: Hi, Jill. How are you ?

Jill: Fine, thanks. Listen. We're going swimming tonight.
Can you come with us?

Jane: That's very kind of you, but I'm going to the cinema.

Jill: OK, enjoy the film. Bye.

Track 62: James: Hello, David.

David: Hi, James.

James: Do you fancy playing tennis tomorrow?

David: Yes, I'd love to.

James: Great! See you tomorrow then.

Track 63: Mary: Hi, Richard. How about watching a film at the weekend?

Richard: Oh, I'm sorry. I have to study for a History test.

Mary: Poor you! Good luck!

Richard: Thanks. Bye.

Track 64: WORKBOOK – UNIT 10: Everyday English

Haunted castles. There are many **haunted** castles in Great Britain. Some of them are famous tourist **attractions**. People who are interested in spooky stories and other **stuff** can visit them all year round.

Tamworth Castle Tamworth Castle is **home** to many ghosts. One of them is of a woman who **killed** herself after learning that her lover was dead.

Windsor Castle The place where Her Majesty the Queen lives.

Home to a **number** of ghosts including Henry VIII, his wife Anne Boleyn, Charles I, and George III.

Open to **visitors** only during the day.

Berry Pomeroy Castle Berry Pomeroy Castle is one of the most haunted spots in Britain. The ghosts of both the White and Blue Lady are often seen there. The first is the ghost of Margaret Pomeroy, who was kept inside the castle and left to die by a **jealous** sister.

Muncaster Castle Muncaster Castle is haunted by the **ghost** of Tom Fool. He worked in the castle 400 years ago and now his tricks offer **entertainment** to the visitors.

Chillingham Castle This **castle** has many spooky stories. Ghost **tours** cost £20 per person and people can **make the most of** their visit by walking round the castle in the evenings.

WORKBOOK KEY

REVISION pg. 5

3. Pronunciation

KATE - day, eight ; BESS - bed, head; KYLE - my, right; LEE - tea, green; SUE - two, blue;
MOE - go, know; MARK - star, laugh

UNIT 1

EVERYDAY ENGLISH pg. 6

1. want, street, capital, beautiful, people, building, palace, taller, parts, skyscrapers.
2. It's a quarter to eleven. It's ten forty-five. It's half past seven. It's seven thirty. It's a quarter past six. It's six fifteen. It's five to one. It's twelve fifty-five.
3. 1. a), 2. b), 3. b), 4. a), 5. c)

PRONUNCIATION

half, bath, part, car, hard, farmer, aunt.

GRAMMAR pg. 7

1. living, stopping, talking, winning, coming, looking, worrying, beginning, taking, riding, saying, letting.
2. 1. 's 2. Are 3. 're 4. 'm
3. 1. are talking 2. is looking 3. are not eating 4. are not watching 5. is not listening
4. 1. Are Vera and Marko talking about the driver? Yes, they are. 2. Is everybody looking at the skyscrapers? Yes, they are. 3. Are the children eating now? No, they aren't. 4. Are they watching TV? No, they aren't. 5. Is Vera listening to the bus driver? No, she isn't.
5. 1. Why is Nick sleeping? 2. Where are they playing? 3. Who is talking to John? 4. What is the guide doing? 5. What are the tourists doing?

VOCABULARY pg 8

1. a 5, b 3, c 1, d 6, e 4, f 2
2. 1. hang up 2. overseas 3. huge
3. 1. "What grade are you?" 2. ... folks in the USA are still sleeping. 3. New York is famous for its yellow cabs. 4. In New York the most expensive apartments are near Central Park.
4. secretary, architect, bus driver, farmer, pilot, guide, doctor, teacher
5. Cardinal numbers:
22 twenty- two 40 forty 81 eighty-one 100 one hundred 736 seven hundred and thirty-six 1 000 one thousand

Ordinal numbers:

91st ninety-first 12th twelfth 1 000th thousandth 106th one hundred and sixth 52nd fifty-second 3011th three thousand and eleventh 433rd four hundred and thirty-third 100th hundredth

6. A secret message in three words: 1. overseas 2. phone 3. calls

WRITING pg. 9

- Ivan, Marko and Vera are sitting in an open bus. 2. Vera and Marko aren't listening to the guide. 3. The bus driver is driving the bus slowly. 4. Everybody is looking at the Empire State Building. 5. Vera is not listening because she is not interested in old buildings.
1. Mr Simms is an architect. He is working for a building company now.
2. Mr Wheeler is a bus driver. He is driving a bus now.
3. Mrs Potter is a guide. She is talking to visitors at the museum at the moment.
4. Mr Grey is a farmer. He is working in the fields at the moment.
5. Mr Wing is a pilot. He is flying for British Airways this season.
- Summer ends on the 22nd of September. Winter begins on the 22nd of December. Autumn ends on the 21st of December. Spring begins on the 21st of March.

EXTRA WRITING**GUIDED COMPOSITION****pg. 10**

- here, Can, minute, Hi, DVD, watch it with me, be there, soon, Bye.
- Composition: First around the world.**
Introduction [1]. John and Joan live in Manchester. [2]. They are in a competition First around the world.
Body [3]. One morning at breakfast they get a letter with the first clue. [4]. They have to go to Buckingham palace. [5]. They take a train to London and go to the Palace. [6]. Many tourists are there looking at the Guards. [7]. One of the guards has a note for them. [8]. It is the next clue.
Conclusion [9]. John and Joan are excited when they see him holding it. [10]. Where will the next clue take them?

UNIT 2**EVERYDAY ENGLISH pg. 12**

1. gets up 2. get on 3. gets back 4. get off
1. a), 2. b), 3. b), 4. c)

Pronunciation

/s/ wants, dates, helps, thinks

/z/ means, joins, says

/iz/ teases, washes, worries, watches

GRAMMAR pg. 13

1. gets, flies, washes, tidies, does, helps, touches, takes, worries, says, carries, watches.
2. A 1. does, 2. fly, 3. washes, 4. carry, 5. listens, 6. walks.
 B 1. Does she do her homework at 4 o'clock? Yes, she does.
 2. Do many birds fly south in autumn? Yes, they do.
 C 1. He doesn't wash his hands before every meal.
 2. Children don't carry their bags to school.
3. 1. Marko usually has dinner at 6. 2. He always gets on the school bus at 8. 3. He sometimes teases his sister. 4. He rarely goes out in the evening. 5. He often talks to his friends in Belgrade. 6. He never goes to school on Sunday.

VOCABULARY pg. 14

1. 1. b 2. c 3. a 4. e 5. d
2. 1. secret 2. rough 3. complain
3. 1. storeys 2. neighbourhood 3. snack. 4. on foot 5. view
4. A HAVE... tea, lunch, breakfast, dinner HAVE A... cold, bath, walk, look
 B 1. have tea 2. has a bath 3. have a walk 4. has dinner 5. Have a look 6. have breakfast

NATIONALITIES AND LANGUAGES.

5. 1. Germany, German. 2. Spain, Spanish 3. Serbia, Serbian 4. Australia, English
 5. France, French.
6. Odd one out
 1. cycling; the other sports are played with a ball
 2. Canada; country. All the others are nationalities/languages.
 3. coffee; the others are names of meals
 4. there; the others are adverbs of frequency.

WRITING pg. 15

1. 1. Does Marko have many new friends? Yes, he does.
 2. What do Marko's friends want him to play? They want him to play football.
 3. How is Ivan practising his English? He is dating an American girl.
 4. Where are Ricky's grandparents from? They are from Mexico.
2. A 1. Nick leaves his shoes here. 2. He takes his school-bag upstairs. 3. He brings the dirty cups downstairs. 4. He leaves his bike outside.
 B 1. here 2. upstairs 3. downstairs 4. outside
3. He leaves for school at 7.35 am. He returns home before 3 pm. He does his homework at 3.30 pm. He has dinner at 8 pm.
5. 1. Vera is getting up now. 2. She is having breakfast now. 3. She is going out now. 4. She is doing her homework now. 5. She is listening to music now.

EXTRA WRITING**GUIDED COMPOSITION pg. 16**

1. days, early, before, begins, attend, school, people, stop, children, walk, fields, leave.

2. Composition First around the world.

Introduction [1]. The second clue takes 1. John and Joan to the capital of France.
[2]. They must go [2]. to the Eiffel Tower.

Body [3]. Joan is scared because [3]. the train goes under the Channel.

[4]. She feels better when [4]. they get to Paris.

[5]. They ask for directions but [5]. nobody can speak English.

[6]. They can't buy [6]. a map.

[7]. Finally they get to [7]. the Eiffel Tower.

[8]. They are very tired [8]. but they go to the top.

Conclusion [9]. They find their next clue [9]. in the window of the souvenir shop.

[10]. Where will [10]. it take them?

UNIT 3**EVERYDAY ENGLISH pg. 18**

1. f He helped me with this homework. a Mary passed all her exams. b Koalas live in China.
c The teacher didn't even look at my work. d We're going on a safari trip to Africa next month.

2. 1. c) 2. a) 3. b)

3. 1. b), 2.a), 3.c), 4.b)

PRONUNCIATION

/n/ sand, win, thin, run, hand, tunnel

/ŋ/ sang, wing, thing, rung, hang, jungle

GRAMMAR pg. 19

1. listened, joined, watched, seen, done, given, had

2. - Have you ever been to Paris?

- No, I haven't. But I have visited London.

- Wow! I have wanted to see Buckingham Palace ever since I started learning English.

- Oh, I know. I have never seen anything so beautiful.

- Lucky you! I haven't travelled abroad, but I hope to do so soon.

3. (*Possible answers*)

1. They haven't visited the Modern Art Museum yet.

2. He has just walked to work.

3. She has already seen the Eiffel Tower.
4. Have you ever played the guitar? Yes, I have. No, I haven't.
5. Has he ever travelled to Italy? Yes, he has. No, he hasn't.

VOCABULARY pg. 20

1. 1. b 2. a 3. e 4. g 5. f 6. c 7. d
2. 1. for ages 2. semester 3. prefer 4. receive
3. 1. magnificent 2. modern 3. make friends

British – American English

4. When I go to town, I take the underground. Last autumn I joined two clubs.
Before a match we change in the changing room. This year we have 2 optional subjects.

School Subjects

5. 1. geography 2. history 3. biology 4. maths 5. foreign language
6. 1. handball; the other sports all different kinds of hockey.
2. Music; the other subjects are sciences.
3. awful; all the other adjectives have positive meanings
4. the most; the others are comparative forms

GRAMMAR pg. 21

1. 2. PP Has it rained since you came? 3. PP He has just gone out. 4. PS He usually goes to school by bus. 5. PP I have already made my bed. 6. PS I make my bed every day. 7. PS We rarely see each other out of school. 8. PP We have not seen each other yet. 9. PP I have never visited Hungary. 10. PS We visit our grandparents every weekend.
2. younger, the youngest; later, the latest; heavier, the heaviest; more boring, the most boring; sadder, the saddest; funnier, the funniest; more serious, the most serious; finer, the finest; more magnificent, the most magnificent; bigger, the biggest; cleaner, the cleanest; more famous, the most famous.
3. 1. the funniest 2. the youngest 3. bigger 4. The most magnificent 5. heavier 6. more serious

WRITING

1. 1. Which club has Marko joined? He has joined a chess club.
2. What has Nick just received? He has just received an e-mail from Marko.
3. What sport has he already started to play? He has started playing floor hockey.
4. Which sport has William never seen? He has never seen floor hockey.

EXTRA WRITING

GUIDED COMPOSITION pg. 22

1. 1. dear, 2. want, 3. usually, 4. morning, 5. afternoon, 6. o'clock, 7. school, 8. lessons, 9. secondary, 10. begin, 11. pupils, 12. primary, 13. children, 14. question.

2. Composition: First around the world

Introduction [1]. The third clue tells John and Joan to go to Rome. [2]. This time they go by plane.

Body [3]. After the plane has landed, they take a taxi to the Colosseum. [4]. In a hurry to pay the driver, they leave their bags in the taxi.

Body [5]. John talks to a policeman and he finds the taxi for them. [6]. Fifteen minutes later, John and Joan get their bags back. [7]. They must be more careful in the future.

Conclusion [8]. The policeman has a surprise for them. [9]. He has the next clue. [10]. Where will it take them?

UNIT 4**EVERYDAY ENGLISH pg. 24**

1. 1. day 2. last night? at home 3. on holiday 4. chess ; football/basketball etc.

2. (*Possible answers*)

1. Yes, it was. /No, it wasn't.

2. Yes, they were. /No they weren't.

3. Yes, we did. /No, we didn't.

3. 1. was, 2. was, 3. was; 1. were, 2. were, 3. was; 1. was, 2. was, 3. were.

4. What was the History homework for today? How many questions were there? Were the questions difficult?

5. 1. a) We'd like a table for four, please. 2. b) I'd like the chicken, please. 3. b) No, thank you. 4. c) Of course, madam.

Pronunciation.

--t	helped	walked, finished, liked, looked, stuffed
--d	called	happened, leaned, believed, carried, allowed, ordered
--id	decided	invited, wanted, visited, waited

GRAMMAR pg. 25

1. tried, tried; call, called; lived, lived; was/ were, been; have, had; do, done; chose, chosen; fall, fell; wrote, written; ring, rung.

2. A 1. was 2. lived 3. went

B 1. Was I at home yesterday? 2. Did he live in a small flat last year? 3. Did they go to London last month?

C 1. I wasn't at home yesterday. 2. He didn't live in a small flat last year. 3. They didn't go to London last month.

3. 1. started, 2. was, 3. spent, 4. decided, 5. knew, 6. was, 7. was, 8. was, 9. were, 10. got, 11. began, 12. seemed, 13. was, 14. finished, 15. left, 16. had.

VOCABULARY pg. 26

1. 1. c 2. d 3. e 4. f 5. b 6. a
2. 1. accident 2. scared 3. as well.
3. 1. Golubac is an ancient Serbian town. 2. Our flight to Paris was very interesting. 3. The "Victor" at Kalemegdan is a landmark of Belgrade. 4. They were interested in the history and culture of the Native Americans.
4. 1. bored, boring; 2. tired, tiring; 3. shocking, shocked; 4. surprised, surprising; 5. excited, exciting.
5. 1. yesterday 2. last night 3. ago 4. last Saturday.
6. 5 years ago, last year, last month, last week, last weekend, yesterday morning, last night.
7. football ; rugby ; soccer ; waterpolo ; athletics ; tennis ; skating ; hockey ; long jump.
8. British English: travelled, centre, colour, theatre.

WRITING pg. 27

1. 1. Where did Nick go on holiday? He went to Scotland.
2. Where did William's grandparents take the boys? They took them to Loch Ness.
3. How did William fall into the water? He leaned over the rail.
2. Last holiday Marko went to Washington D. C. He stayed in a hotel. He visited the White House on the first day. He climbed to the top of the Washington Monument. He saw all the famous landmarks and had an exciting time.
4. (*Possible answers*)
1. I enjoy playing computer games. 2. I like watching tennis. 3. I don't mind doing homework. 4. I don't like riding a bike. 5. I hate taking out the rubbish.
5. decide → to stay, to go, to help; take → a test, a photo, a walk; fall → into the water, down, on the ground;

EXTRA WRITING**GUIDED COMPOSITION pg. 28**

1. A dictionary is a very useful book.
When you don't know the meaning of a word you can look it up in a dictionary.
When you are not sure how to spell a word check it in the dictionary.
The words are arranged in alphabetical order.
2. **Composition: First around the world**
Introduction [1]. The next clue took John and Joan to Belgrade. [2]. They decided to travel there by plane.
Body [3]. Joan has a friend, Mila, who lives in Belgrade. [4]. She phoned her and Mila met them at the airport. [5]. Then she took them to her home. [6]. There they tried some cheese pie.

Body [7]. John was in a hurry but Joan was very hungry. [8]. They went to a restaurant to eat some Serbian food.

Conclusion [9]. The clue they had mentioned lions. [10]. They went to the zoo. [11]. They found the next clue by the lions' cage. [12]. Where will it take them?

UNIT 5

EVERYDAY ENGLISH pg. 30

1. 1. What a boring lesson! 2. What an unusual gadget! 3. What a wonderful surprise! 4. What an awful hat!
3. buy → a holiday prepare → a time dry → my teeth arrange → the guitar
4. 1. a) No, sorry. We just sell cakes. 2. b) Yes, just around the corner 3. a) Window shopping. 4. c) By bus.

Pronunciation

/ aɪ / flight, while, arrive, night, side, bright;
/ ɔɪ / point, boys, noise, boil, join.

GRAMMAR pg. 31

1. was tidying, was watching, was putting, was arranging, were playing, was listening, was (not) doing.
2. 2. Mr Petrovic was going to work at 7. 55 am.
3. The children were riding on the school bus at 8 am.
4. Mrs Petrovic was working in the flower shop at 10. 15 am.
5. Marko, Vera and Ivan were doing their homework at 4 pm.
6. They were having dinner at 6. 10 pm.
3. 1. *dropped*, *was having* 2. *was waiting*, *arrived*. 3. *was washing*, *broke* 4. *took*, *wasn't looking*.

VOCABULARY pg. 32

1. 1. d 2. e 3. f 4. a 5. b 6. c
2. 1. thrilled 2. feast 3. slice
3. 1. through 2. under 3. round 4. along 5. over
4. a. was walking along the street b. was window shopping c. was talking to a policeman
d. was putting glasses on the table e. was arranging the flowers f. was slicing meat
5. 1. clear 2. tore 3. poured 4. chew
6. 1. sunny c. It was a sunny day.
2. noisy a. It was a noisy party.
3. lucky d. He is a lucky man.
4. salty b. The soup was salty.

WRITING pg. 33

1. 1. When was William in town? William was in town on Thursday afternoon.
 2. Where were William and his mum? They were at the Apple Store in Regent Street.
 3. Who was he talking to? He was talking to the shop assistant.
 4. What was he looking for? He was looking for a nice present for his Dad's birthday.
2. A assistant, special, expensive, patron, gadget, celebration, glasses, disaster, pouring.
 B 1. disaster 2. special 3. celebration.
3. 1. Everybody was listening carefully. 2. Everything is all right. 3. Nothing is in its place.
 4. Nobody was at home yesterday. 5. Somebody was knocking at the door. 6. Something is burning in the kitchen. 7. Anybody can do that! 8. Is there anything to eat?
4. 1. anywhere 2. nowhere 3. everywhere 4. somewhere
 5. sunny cloudy rainy windy

EXTRA WRITING**GUIDED COMPOSITION pg. 34**

1. W weather H happen U up A answer E episode Q question
J jump Y yawn L loud C clue
 answer, clue, episode, happen, jump, loud, question, up, weather, yawn.
2. **Composition First around the world**
Introduction [1]. The next clue told John and Joan to Russia so [1]. Joan booked a flight to Moscow.
Body
Paragraph 1 [2]. At the airport they checked in their luggage and [2]. they went to the departure lounge. [3]. But the flight was cancelled because [3]. it was foggy. [4]. It was too late to find a hotel so [4]. they slept in the lounge.
Paragraph 2 [5]. The next day they flew to Moscow. [6]. Joan was sleeping on the plane but [6]. John was awake. [7]. A man and woman were talking and [7]. John found out what the clue meant.
Paragraph 3 [8]. Their plane had to land in Saint Petersburg because [8]. the weather was bad in Moscow. [9]. There were no flights to Moscow for the next two days so [9]. they decided to take a train.
Conclusion [10]. Finally, they arrived in Moscow and [10]. they hurried to Red Square. [11]. Their next clue was flying on a balloon string above the crowd.

UNIT 6**EVERYDAY ENGLISH pg. 36**

1. 1. They didn't come to my party after all. What a pity! 2. Suddenly he started shouting at me. How rude! 3. We went on a boat trip together. How wonderful! 4. She thought that Marko was from France. What nonsense!

2. 1. is 2. has 3. has 4. is 5. is 6. has
 3. earn, babysit, deliver, neighbourhood, believe, actually, generous.
 4. 1. b) Come on! 2. a) At least we're together. 3. a) Let's go for a walk. 4. c) Look over there!

Pronunciation θ as in *thank* or δ as in *this*.

θ both θ thirty δ that δ they θ healthy δ feather θ Thursday θ ninth θ through δ weather δ there θ birthday δ the

GRAMMAR pg. 37

2. Quiz The articles

1. YES 2. YES 3. NO 4. YES 5. NO 6. YES 7. NO

3. Complete the text with A/AN or THE where necessary.

In Milica's primary school in Kragujevac there is a drama club, a biology club and a football club. She joined the biology club in autumn. They have a meeting with their biology teacher every Tuesday. When the sun is shining, they go to the biggest park in town. They study different plants that grow almost everywhere in Serbia.

 Milica has many plants at home. Last month she brought the nicest one to her classroom for the biology club's project "Bring life to our classrooms". Milica hopes her class will win the first prize.

3. 1. Can I go out? 2. Can I have an ice-cream? 3. Can I use the phone?
 4. 1. Father can draw, but he cannot arrange flowers.
 2. Ivan can play the guitar, but he cannot play tennis.

VOCABULARY pg. 38

1. 1. e 2. d 3. a 4. b 5. c

2. 1. generous 2. collar 3. deliver

3. 1. You feel quite good about yourself when you are volunteering. 2. Every month I give money to a charity. 3. Doing a service is a good way to make new friends. 4. Pupils often do some useful work for the community.

4. 1. the famous 2. the poor 3. the sick 4. The old 5. the hungry

WRITING pg. 39

1. 1. Why hasn't Nick got enough money for a ticket? He spent it all in the sales last week.
 2. What did he buy for his mother? He bought an umbrella for his mum.
 3. How much did Mrs Simms pay Nick for walking Fluffy? She gave him £5 once a week for walking Fluffy.
 4. Where did Nick go with Mrs Simms? He went to the hospital with her.
 2. 1. interesting/ boring 2. better/ worse 3. the happiest/ the saddest 4. younger/ older
 5. more/ less 6. the first/ the last 7. the richest/ the poorest

3. 1. cheaper 2. The dog-collar is the cheapest 3. is more expensive 4. The umbrella is the most expensive

EXTRA WRITING

GUIDED COMPOSITION pg. 40

1. 1. call 2. can 3. children 4. city 5. clean 6. clever 7. collar 8. countable
9. cruelty 10. crowd

2. Composition First around the world

Introduction

[1]. In Red Square John and Joan found the next clue but [1]. they also found another boy and girl. [2]. They were also in the competition and [2]. they wanted to win.

Body

Paragraph 1

[3]. The boy and girl heard John and Joan talking about India and [3]. they got to New Delhi before them. [4]. They also got the last room in a big hotel, [4]. so John and Joan had to sleep in a very bad room.

Paragraph 2

[5]. The next morning they got up early to catch the bus to Agra but [5]. the other boy and girl were faster. [6]. They bought the last tickets so 6. John and Joan had to take a later bus. [7]. When the bus started off, they looked out of the window because [7]. they wanted to see where they were going.

Paragraph 3

[8]. After a while John saw the first bus by the side of the road and [8]. the boy and girl were standing beside it. [9]. They drove on and [9]. they got to the Taj Mahal first.

Conclusion

[10]. Luck was on their side once more because [10]. they found the clue on the wall beside the entrance.

pg. 41

3. telling teacher dangerous understand wonderful unhappy

Unit 7

EVERYDAY ENGLISH pg. 42

1. chores, must, on sale, vegetables, fruit, cheese, farm, second-hand, selling, get rid of, there, markets, famous.
3. 1. a) Stop complaining! 2. b) I don't think so. 3. b) Yes, of course. 4. a) Medium.
4. vegetables strawberries sandwich yoghurt chocolate ketchup spaghetti ice-cream

Pronunciation

<u>1</u> away	<u>2</u> heard	<u>3</u> poor	<u>1</u> tradit <u>ion</u>
<u>3</u> your	<u>1</u> secon <u>d</u>	<u>2</u> bird	<u>3</u> new <u>er</u>
<u>2</u> were	<u>1</u> the	<u>2</u> earl <u>y</u>	<u>1</u> oft <u>e</u> n
<u>2</u> work	<u>3</u> few <u>er</u>	<u>1</u> mem <u>or</u> y	<u>2</u> first

GRAMMAR pg. 43

1. 1. It's cold outside.
2. She'll be angry if we are.
3. The cars haven't stopped.
4. He's very ill.
- d) I must put on my coat.
c) We mustn't be late.
a) You mustn't cross the street now.
b) He must see a doctor.
2. A 1. He has to practice his English.
2. We have to buy a new TV set.
3. She has to read that book by Monday.
B 1. He doesn't have to practise his English.
2. We don't have to buy a new TV set.
3. She doesn't have to read that book by Monday.

3. SOME and ANY

Picture 1: There is some juice. There are some pencils.
 There is some money. There are some crisps.

Picture 2: Are there any crisps? No, there aren't.
Is there any juice? No, there isn't.
Is there any water? Yes, there is.

GRAMMAR pg. 44

4. 1. It's ours. 2. It's mine. 3. It's theirs. 4. Yes, I know it's his.
5. Prepositions of place: IN, ON, AT.
1. at 2. in 3. on 4. on 5. in 6. at

VOCABULARY

1. 1. c 2. e 3. a 4. f 5. d 6. b
2. 1. used 2. get rid of 3. chore
3. 1. Don't wear a casual shirt to the concert. Everybody will be in evening clothes.
2. I'm going to wear those trendy jeans at Nick's party.
3. You mustn't put off your chores for tomorrow.
4. There are several department stores in my town.
4. history, time, bike, party.

WRITING pg. 45

1. 1. When did Elizabeth promise to help Sue? She promised to help her on Saturday.
2. What has mother planned for Saturday? She has planned the spring cleaning.
3. What does Elizabeth have to get rid of? She has to get rid of her old clothes.
4. Whose things does Elizabeth have in her room? She has Nick's and Sue's things in her room.
2. My friend lives in an apartment building. We have Chemistry this semester.
We're going to California for our vacation. I have 2 elective subjects this year.
3. 1. You mustn't be late! 2. You must wash your hands! 3. You must be polite! 4. You must tidy your room! 5. You mustn't be silly! 6. You mustn't say that!
4. 1. **PS** went 2. **PC** was going 3. **PS** made 4. **PC** was making 5. **PC** was running
6. **PS** ran

EXTRA WRITING**GUIDED COMPOSITION pg. 46****2. Composition First around the world****Introduction**

1. After they read the clue at the Taj Mahal, **1**. John and Joan flew to the capital of China, Beijing.

Body**Paragraph 1**

2. While they were on the plane, **2**. they discovered three other couples talking about the next clue. **3**. John and Joan were very worried and 3. they decided to buy a good guidebook to find the clue before the other couples.

Paragraph 2

4. The next morning John got up early while **4**. Joan was still sleeping. **5**. She was tired and hungry but **5**. she wasn't too tired to go shopping. **6**. John had to wait for her while **6**. she was going round the shops.

Paragraph 3

7. When they finally got to the Great Wall, **7**. they couldn't go in. **8**. They didn't have enough money for the entry fee and 8. they sat down to beg.

Conclusion

9. After an hour John and Joan wanted to give up but **9**. then a couple from the plane passed by. **10**. The girl threw a piece of paper and **10**. it landed in Jane's hand. **11**. John and Joan looked at it with surprise because **11**. it was the next clue.

UNIT 8**EVERYDAY ENGLISH pg. 48**

1. sleeping, warm, trainers, socks, jeans, shirts, jumpers, bottle, clothes, spoon..

2. 1. a) Good idea! 2. b) Thank goodness! 3. a) That's a shame! 4. b) He'll hurry out of the water.

Pronunciation

/aʊ/ blouse, brown, around, found

/əʊ/ old, potato, know, most, nose, joke, snow

GRAMMAR pg. 49

1. will catch / doesn't wear trains / will get promise / will take will do / doesn't say won't come / don't give

2. (Possible answers)

- A. What will you do if you forget your warm nightwear?
B. If I forget my warm nightwear, I'll sleep in my jumper.
A. What will you do if you forget your spoon?
B. If I forget my spoon, I'll eat with my fork.

Object pronouns

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

4. 1. you 2. him 3. them 4. us

VOCABULARY pg. 50

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

2. 1. wildlife 2. pitch a tent 3. safe

3. 1. My friend Josh is quite adventurous. 2. We went for a hike in the mountains. 3. This holiday is really unforgettable. 4. If we don't look after the environment, we soon won't have a healthy place to live in.

4. *The campers are sitting as follows: Elizabeth, William, Mark and Alan on one side of the table and Sue, Paul, Nick and Peter on the other.*

5. dangerous, famous, adventure, beautiful, useful, success, wonderful.

6. 1. more dangerous 2. the most beautiful 3. more useful 4. more famous

WRITING pg. 51

1. 1. Who can't wait for the holidays? Sue can't wait for the holidays.
2. Where are Nick's brothers going on holiday? They are going to the Scout camp in Brighton.
3. What will the Cubs learn at the camp? They will learn how to pitch tents, use a compass, tie knots and climb rocks.
4. When are the Cubs going to Brighton? They are going to Brighton the at same as Sue and Nick.
5. Why does Sue want to help the twins? Because if they don't help the twins, they won't get their Instructor badges.

2. 2. If he knows all the questions, he will pass the test.
3. If he passes the test, he will get money from his parents.
4. If he gets money from his parents, he will go on holiday with his friends.
5. If he goes on holiday with his friends, he won't think about school.
6. If he doesn't think about school, he will have a good time.
4. (Possible answers)
 - Clothes – jumper, jeans, T-shirt, dress
 - Furniture – table, bed, wardrobe, desk
 - Camp – folding chair, rope, torch, campfire

EXTRA WRITING

GUIDED COMPOSITION pg. 52

1. a. chair b. lemon c. man d. girl e. rain f. laugh g. cow h. football
2. Composition First around the world

Introduction

[1]. The eighth clue told John and Joan to go to the Sydney Opera House. [2]. They flew from China to Australia.

Body

Paragraph 1

[3]. When they got to Sydney, they found the next clue quickly. [4]. It was waiting for them on a sign next to the entrance to the Opera House. [5]. They read it but it seemed very hard.

Paragraph 2

[6]. It was such a lovely day and they decided to go to the beach. [7]. John hired a surfboard and went out on the waves. [8]. Jane stayed near the shore.

Paragraph 3

[9]. Suddenly, people started shouting because there was a shark in the water. [10]. John hurried on his board to get out of the water. [11]. He was afraid of the shark. [12]. Luck was on his side and he got to the beach safely.

Conclusion

[13]. That was the end of John and Joan's swimming for that day. [14]. They decided to go to the airport.

UNIT 9

EVERYDAY ENGLISH pg. 54

1. fed up, coach, friends, team, injured, local, if, better, tournament.
3. Extreme sports
4. 1. c) What are you going to do? 2. b) Come on! 3. c) That's not fair! 4. b) I don't know.

Pronunciation

/tʃ/	/ʃ/	/ɪ/	/dɪ/
French	fresh	casual	garage
chair	share	usually	badge
watch	wash		joke
catch	cash		dangerous
witch	wish		

GRAMMAR pg. 55

- Affirmative: are going to Interrogative: Are the boys going to play ball?
Negative: The boys aren't going to play ball.
- 5 3 9 2 6 4 1 6 7.
- going to give going to do going to die going to let going to keep
- will won't won't will won't

GRAMMAR pg. 56

1. My friend's PC game is fabulous. 2. Men's jackets are expensive.
3. Rick's guitar is new. 4. Women's magazines are interesting.
1. P 2. is 3. has 4. has 5. P 6. is
1. You shouldn't be late when you meet friends.
2. You shouldn't stay up late on school days.
3. You should practise sport.
4. You should study regularly.

VOCABULARY

1. d 2. f 3. e 4. b 5. a 6. c
1. tournament 2. lie 3. fed up
1. wonderful; the other adjectives have a negative meaning
2. sunglasses; the other phrases/words have tennis as the first part
3. fed up; the other two words are synonyms
4. child; the other 2 nouns are plural.

WRITING pg. 57

1. Where are Sue and Bess going on Saturday? They are going to the cinema.
2. What are they going to see? They are going to see Pirates of the Caribbean.
3. Why can't Nick come with them? His Dad is going to take him to Wimbledon.
4. Who will go to the shop near Wimbledon next week? Bess will go to the shop near Wimbledon next week.

2. 1. Girls like watching romances. 2. You can buy a soda at the shop round the corner. 3. It is almost time for the film to start. 4. This weekend there are some good films on at the local cinema.
3. western, romance, comedy, drama, science fiction, adventure, action, horror, animated film.

EXTRA WRITING

GUIDED COMPOSITION pg. 58

1. film *n*, they *pron*, see *v*, decide *v*, nine *num*, and *con*, cinema *n*, yet *adv*, an *art*, with *prep*, there *adv*, everyone *pron*, so *con*, a *art*, first *num*, the nearest *adj*, in *prep*, favourite *adj*.
2. Composition: First around the world

Introduction

1. The clue in Sydney told John and Joan to go to the biggest waterfall in the world.
2. That is Niagara Falls in Canada.

Body

Paragraph 1

3. At the beach John and Joan talked to a lifeguard. 4. He told them about the other young couples who were in the competition. 5. They were worried and they took the first plane to Canada.

Paragraph 2

6. When they got to Niagara Falls, there was a long queue to the top. 7. John lied that he was security. 8. He and Joan showed their passports and passed by the people in the queue.

Paragraph 3

9. At the top a waitress in the restaurant showed them the clue on the wall. 10. Joan took it and started to read. 11. Suddenly, a girl took the clue from her hand. 12. The paper tore in half.

Conclusion

13. John and Joan were shocked. 14. They only had half a clue. 15. How will they find out where to go next?

UNIT 10

EVERYDAY ENGLISH pg. 60

1. haunted, attractions, stuff, home, killed, number, visitors, jealous, ghost, entertainment, castle, tours, make the most of.
3. 1. b) Poor you. 2. b) Yes, I'd love to. 3. a) I'm afraid I can't. I'm busy. 4. b) I'm sorry. I have to work.

Pronunciation good, book, woman, foot, could, cookie, wolf.

GRAMMAR pg. 61

1. June: are leaving
J: are catching
J: are staying
H: are asking
J: am doing, are saving
2. 1. Marko isn't staying in the USA for another month.
2. They are not going to California for a holiday.
3. The children aren't planning to visit the Science Museum.
3. 1. aren't there? 2. aren't they? 3. isn't he? 4. aren't I?
4. 1. i 2. f 3. h 4. j 5. g 6. b 7. d 8. e 9. a 10. c

GRAMMAR pg. 62

5. IN – September, 2006, the morning, spring
ON – Sunday, 4th February, Monday afternoon
AT – Easter, the moment, 12 o'clock, night, the weekend
6. 1. finishing school. 2. is meeting Marko in London on Saturday. 3. are going to Devon by train on the 25th July. 4. are visiting Berry Pomeroy Castle on Tuesday.

VOCABULARY

1. 1. d 2. e 3. g 4. b 5. h 6. a 7. c 8. f
2. 1. fair 2. stuff 3. haunted
3. 1. attractions 2. make the most of 3. public 4. exhibit
4. 1. He booked the most expensive suite in the hotel. 2. It's healthy to spend some time outdoors. 3. People look for entertainment on Saturday nights. 4. The shopping mall is in the heart of the town.

WRITING pg. 63

1. 1. When is the school fair? 2. What is Marko bringing?
3. Where is his family going? 4. Why did they come to New York?
3. 2. 3rd January 2001 – the third of January two thousand and one
3. 22nd December 1910 – the twenty-second of December nineteen ten
4. 14th February 2008 – the fourteenth of February two thousand and eight
5. 8th August 1825 – the eighth of August eighteen twenty-five
6. 20th September 1700 – the twentieth of September seventeen hundred
7. 31st March 1661 – the thirty-first of March sixteen sixty-one
4. a call, a promise, in a lake, along the street.
5. (Possible answers)
 1. He wrote a letter to his friend yesterday.
 2. They sold me a wonderful cake at that cake shop.

3. I prefer to stay in a small family hotel when I am on holiday.
4. They are arriving in town for the tennis tournament.

EXTRA WRITING

GUIDED COMPOSITION pg. 64

1. baby - /'berbi/, exam - /ɪg'zæm/, school - /sku:l/, please - /pli:z/, lovely - /'lʌvli/

2. Composition: First around the world

Introduction

[1]. John and Joan found the last clue at Niagara Falls but they were unhappy. [2]. They had only one half of it and Joan started crying.

Body

Paragraph 1

[3]. They met a man and started talking to him. [4]. Joan showed him the piece of paper with the clue and he smiled. [5]. He knew the answer. [6]. The next town was New York.

Paragraph 2

[7]. John and Joan wanted to take a train, but there wasn't enough time. [8]. The man offered them a ride on his private plane. [9]. He was going to New York for a meeting.

Paragraph 3

[10]. But there was a big problem. [11]. The plane couldn't land in the heart of the city.

[12]. John and Joan jumped with parachutes to the Statue of Liberty. [13]. They arrived at the "Finish" before all the other teams.

Conclusion

[14]. John and Joan were the winners of the First around the world competition. 15. They got the prize. 16. They were very happy.

WB TEST 1 (units 1 and 2) pg. 66**points****A. GRAMMAR****1) The Present Continuous tense**

a) 1. b) 2. c) 3. a) 4. c) 5. a) 5

b) 1. is driving 2. are not sleeping 3. am sitting 6c) 1. What is the guide doing? 2. Where are the kids sitting?
3. Why is Nick sleeping? 4. Where are they playing? 5. Who is reading? 10**2). The Present Simple Tense**a) 1. does 2. don't fly 3. drinks 3

b) 1. Does she always do her homework at 4 o'clock? Yes, she does.

2. Do some birds fly south in autumn? No, they don't.

3. Does Nick usually drink tea at 5 o'clock? No, he doesn't. 6

c) 1. She doesn't always do her homework at 4 o'clock.

2. Some birds don't fly south in autumn.

3. Nick doesn't usually drink tea at 5 o'clock. 3

d) 1. is working 2. watch 3. aren't working 4. Does like 5. don't speak 10**B. VOCABULARY**1) a. 3 b. 6 c. 4 d. 2 e. 5 f. 1 6**2) Numbers**

a. 740 seven hundred and forty 1000 one thousand

b. 101st one hundred and first 3012th three thousand and twelfth 4

3) Dates a) the twenty-third of June b) the twenty-second of December 2

4) Jobs a) a secretary b) a guide 2

5) Time a) half past four/ four thirty b) a quarter to one/ twelve forty-five 4

6) Nationalities, countries and languagesa) Australia / English b) French/ French c) Scotland/ English 6**7) Phrases with HAVE**a) have a b) has c) have a d) have a 4**8) Phrasal verbs with 'GET'**gets up gets on gets off gets back 4**C. COMMUNICATION**

1. c) 2. b) 3. c) 4. a) 5. b) 5

D. WRITING**1. Answer the questions.**

Take away 1 point for a grammatical mistake;

½ point for a spelling mistake. 10

2. Write 5 sentences about your English teacher's classroom routine.

Take away 1 point for a grammatical mistake;

 $\frac{1}{2}$ point for a spelling mistake.

10

TOTAL: 100

WB TEST 2 (units 3 and 4) pg. 68

points

A. GRAMMAR

1. The Present Perfect tense

a) 1. b) 2. a) 3. c) 4. b) 5. c)

5

b) 1. have visited 2. haven't had 3. has done

6

2. Verbs

cried / cried, chose/ chosen, typed/ typed, showed/ shown,
want/ wanted, wrote/ written

6

3. The Past Simple tense

a) 1. went 2. was 3. helped 4. didn't take 5. tried

5

b) (*Possible answers*)

1. Did Nick go to Loch Ness last week? Yes, he did.

2. Was Sue at home the whole holiday? No, she wasn't.

3. Did they help him out of the water? Yes, they did.

6

c) (*Possible answers*)1. I didn't try hard to get onto the school basketball team.2. Nick didn't go to Loch Ness last week. 3. Sue wasn't at home the whole holiday. 3

4. Present Perfect or Past Simple tense?

a) 1. What did Sue have for lunch? 2. Where did they see the monument?3. Why have they come to the USA? 4. When did he arrive home?5. Who has found a new girlfriend?

10

b) 1. haven't given 2. did eat 3. came 4. Have studied 5. had

10

5. Comparison of adjectives

a) cleaner/ the cleanest, heavier/ the heaviest, sadder/ the saddest,
better/ the best, worse/ the worst, more popular/ the most popular

6

b) 1. more 2. the least 3. the largest 4. more modern 5. the funniest

5

B. VOCABULARY

1. a. 3 b. 4 c. 5 d. 2 e. 1

5

2. Adjectives ending in *-ed* and *-ing*a) surprised b) surprising c) shocked d) shocking

4

3. Like/dislike + verb *-ing*1. I enjoy playing football (*a possible answer*). 2. I don't mind eating vegetables.
(*a possible answer*). 3. I hate watching the news. (*a possible answer*).

3

C. COMMUNICATION

1. Social expressions

- a) mention b) never c) excellent. d) do 2

D. WRITING

1. a) We have 3 optional subjects this term.
b) Pupils have a short holiday in autumn. 4

2. Answer the questions.

Take away 1 point for a grammatical mistake;
½ point for a spelling mistake. 10

3. Write 5 sentences about your last holiday.

Take away 1 point for a grammatical mistake;
½ point for a spelling mistake. 10

TOTAL 100

WB TEST 3 (units 5 and 6) pg. 70

points

A. GRAMMAR

1. The Past Continuous tense

- a) 1. c 2. b 3. a 4. a 5. c 5

- b) 1. was arranging 2. was having 3. were sitting
4. were drying 5. wasn't thinking 10

- c) 1. What was she preparing all morning? 2. When were they playing football?
3. Why was she crying? 4. Where were we going at 7 pm?
5. Who was talking on the phone? 10

- d) 1. earned 2. was walking 3. were watching 4. broke 4

- e) 1. When 2. while 3. while 4. When 4

2. The articles

a) Indefinite article

1. A, an, a 2. a, an 3. a, a, an 4

b) Definite article

1. _ Russia is the biggest country in the world. 2. At _ night we can
see the moon in the sky. 3. This is the first time we have gone to the
theatre in _ London. 4. Nick lives in the United Kingdom. 5

B. VOCABULARY

1. a. 3 b. 4 c. 5 d. 2 e. 1 5

2. Noun + y adjective

- a) noisy b) health c) windy d) tasty e) fog 5

3. Pronouns and adverbs

- a) everywhere b) Anybody c) everything d) somebody , somewhere 5

4. Prepositions of movement

- a) past b) through c) along d) around e) under 5

5. The + adjective

- a) the sick b) the poor c) the young d) the old 4

6. Add 2 more words connected to the topic. (Possible answers)

- money – save, spend, give; holidays – birthday, Christmas, Halloween: 2

C. COMMUNICATION

1. a) *Yes, he can draw anything!* b) *How rude!* c) *Can I have a coke, please?*
d) *What an awful day!* 8

D. WRITING**1. Spelling**

- British English** - programme favourite centre maths 4

2. Answer the questions.

- Take away 1 point for a grammatical mistake;
½ point for a spelling mistake. 10

3. What were you and your family doing at 7pm last night? Write 5 sentences.

- Take away 1 point for a grammatical mistake;
½ point for a spelling mistake. 10

TOTAL 100

WB TEST 4 (units 7 and 8) pg. 72 points**A. GRAMMAR****1. Modal verbs: MUST, MUSTN'T, HAVE TO**

- a) 1. a 2. b 3. a 4. b 5. c 5

- b) 1. must 2. must 3. mustn't 4. Must 5. mustn't 5

- c) 1. She has to dust her desk. 2. Do you have to make so much noise?
3. Does Nick have to get rid of his old posters?
4. We have to get up early tomorrow. 8

- d) 1. Where can scouts learn many things? 2. What must they take?
3. When do we have to leave? 4. Why must Sue tidy her room?
5. Who has to wash her clothes? 10

2. Conditional sentences – Type 1

- a) 1. c 2. d 3. e 4. a 5. b 5

- b) 1. help 2. won't go 3. move 4. will do 5. doesn't study 10

3. Pronouns

- a) 1. them 2. us 3. her 4. me 5. him 5
 b) 1. mine 2. yours 3. hers 4. his 5. theirs 5

B. VOCABULARY

1. a) 4 b) 5 c) 6 d) 1 e) 2 f) 3 6
 2. **Shops** (*Possible answers*) ...the butcher's - meat, sausages
 ...the newsagent's- newspapers, magazines
 ...the pharmacy- tablets, vitamins 3
 3. **Adjectives ending in -y, -ful, -ous**
 a) choosy b) successful c) dangerous d) useful 4

C. COMMUNICATION

1. 1. C 2. B 3. A 4. D 8

D. WRITING

1. (*Possible answers*)
 a) There is some bread on the shelf. b) There is some sugar on the shelf.
 c) There are some rolls on the shelf. d) There are some sweets in the shelf. 8
 2. **Answer the questions. What will you do...**
 Take away 1 point for a grammatical mistake;
 ½ point for a spelling mistake. 8
 3. **Write 5 sentences about what you have to do after school today.**
 Take away 1 point for a grammatical mistake;
 ½ point for a spelling mistake. 10

TOTAL 100

WB TEST 5 (units 9 and 10) pg. 74**points****A. GRAMMAR****1. The Future**

- a) 1. b 2. a 3. c 4. a 5. c 5
 b) **Future plans**
 1. is going to leave 2. are going to talk 3. isn't going to play
 4. are going to do 5. 'm going to visit 10
 c) **Future with will**
 1. What will Marko write every day? 2. When will she go with them?
 3. Where will I have a snack? 4. Why will he go to the museum?
 5. Who will need help with the packing? 10

- d) Future arrangements – The Present Continuous tense
1. She is going to Jane's at 10am.
 2. Sue is having lunch with dad at 2pm.
 3. Sue and Bess are meeting at 5 pm.
 4. They are playing tennis at 5.30 pm. 8
2. Should or shouldn't (Possible answers)
- a) I should help a friend. b) I shouldn't tell anyone my friend's secret.
 - c) I should be nice to my sister d) I shouldn't tell lies. 8
3. Question tags
- a) isn't he? b) aren't they ? c) aren't they? d) isn't she? e) aren't you ? 5
4. The possessive 's
- a) teachers' b) boy's c) girls' d) children's e) Ivan's 5

B. VOCABULARY

1. a) 3 b) 4 c) 5 d) 6 e) 1 f) 2 6
2. Prepositions of time

 - a) on b) at c) in d) on e) at f) in 6

3. Words connected with the cinema

 - a) movie b) ticket c) film d) theatre 4

4. Holiday expressions

 - a) fed up b) scary c) look forward to d) suite e) haunted 5

C. COMMUNICATION

1. a) *Yes, I'd love to.* b) *Yes, it is.*
- c) *Let's go swimming!* d) *Have a good time!* 8

D. WRITING

1. Answer the questions.

 - Take away 1 point for a grammatical mistake;
 - ½ point for a spelling mistake. 10

2. Write 5 sentences about your plans/arrangements for the summer holiday.

 - Take away 1 point for a grammatical mistake;
 - ½ point for a spelling mistake. 10

TOTAL 100

Team game: Snakes and ladders pg. 76

The correct sentences are:

1. He is talking now.
2. It was a lucky day for Marko.
3. Everybody was listening carefully.

4. We don't usually watch TV at school.
5. I get back (home) at 2 o'clock.
6. He fell while he was running.
7. My brother is the youngest of all of us.
8. Ssshhh! You mustn't make any noise.
9. How many pupils were absent yesterday?
10. If you clean your room, mother will be pleased.
11. He has already finished the homework.
12. Did they arrive home last night?
13. This film is so boring, isn't it?
14. I was shocked by her story.
15. Do you find cartoons funny?
16. I'm sure you are going to have a wonderful holiday.
17. It's time for lunch. Will you join me?
18. She has gone to the market.
19. The test is easy. You shouldn't worry so much.
20. She will be happy if you call her.
21. I'm so thirsty! Can I have a glass of water?
22. History is more interesting than physics.
23. Give me back that book! It's mine!
24. There are thirty-two pupils in my class.

Jonathan Pendlebury

Зорана Ненезић

Ида Добријевић

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