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ENJOYING ENGLISH 8

**Енглески језик за 8. разред основне школе
Приручник за наставнике**



ENJOYING ENGLISH 7

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8. разред основне
школе

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наставнике

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INTRODUCTION



ENJOYING ENGLISH 8 contains the following integrated components: Student's Book (with grammar booklet and Audio CD), Workbook, and Teacher's Book. It is intended to be used with 8th grade primary school pupils.

This, the final book in the series, as with the first three parts, fosters language learning in an exciting and stimulating way. Communication and giving students the opportunity to use the language they are learning is at the heart of the course. As before, a hands-on approach is used for the presentation of new language matter and revision of grammatical areas encountered previously, with students discovering rules, meanings and usage for themselves through reading and listening texts. Reading and listening skills are developed through higher level material and word formation is further emphasised. Writing tasks still focus not only on using the acquired language, but implementing correct formats and paragraphing. Students' range of functional language is also widened (agreeing, disagreeing, expressing opinions, making suggestions, apologizing, forgiving, asking for and offering help, etc.). Of course, the foundation of increasing students' cultural awareness, an essential ingredient of the Enjoying English series, is built on yet further in EE8 with students exposed to a mixture of international and local topics and opinions and they are provided with the language to be able to talk about their own culture/country in English. Overall, the course once again provides students with ample restricted and free practice of grammatical and lexical areas within a framework of interesting, student-centred, educational and informative topics.

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:

- Teenage years: teenagers' relationships with friends and parents; free time activities; how to earn pocket money; reading habits.
- Romance: a holiday romance; love at first sight; how to buy a present for a boyfriend or a girlfriend; presents as a sign of love; a short history of St. Valentine's Day.
- Past and present: important historical buildings, events, people and dates; legends from the past and urban legends; modern towers.
- Inventions: forecast for the future; computers; computer games; useful inventions.
- The world of animals: protecting endangered species.
- Life in cities: the top ten cities of the world; the most famous suburb; street musicians; a brief history of London; problems with the urban environment a tale of two cities; London and New York.
- Exploring new worlds: great explorations; great explorers; the discovery of Australia; the natives of Australia.

- Holidays and travelling: summer jobs for teenagers; ways of travelling; summer sports.

Syllabus

The following areas are covered in Enjoying English 8:

- The present: present simple, present continuous, and present perfect
- The future: future simple (will) for predictions, promises and offers, 'going to', the present continuous and the future continuous tense
- The past: past simple and past continuous; past perfect
- Comparing tenses: present simple v present continuous, present perfect v past simple, past simple v past continuous
- Verb patterns: the gerund after *enjoy, like, love, don't mind, hate* and *prefer*; the infinitive after *I'd like, I'd prefer, I'd rather*
- 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 zero conditional
- The first conditional
- The second conditional
- The third conditional
- The present simple passive
- The past simple passive
- The present perfect passive
- The future simple passive
- The infinitive passive
- Reported commands and requests
- Reported statements
- Reported questions
- Pronouns – relative pronouns, reflexive pronouns
- Adverbs: adverbs of frequency, time, place, and manner; comparison of adverbs; position of adverbs in a sentence;
- Word formation:
 - Nouns: compound nouns, nouns formed by adding suffixes to verbs (-ion, -ation, -al)
 - Adjectives: adjectives formed by adding suffixes to nouns or verbs (-ful, -less, -ed, -ing)
 - Negative prefixes used before nouns, verbs, adjectives and adverbs to form nouns, verbs, adjectives and adverbs with a negative meaning (un-, dis-, im-, il-, ir-, in-, mis-)
- Articles (*the, a/an*, zero article)
- Prepositions used after certain nouns, verbs and adjectives
- Numbers (cardinal, ordinal, decimals)
- Conjunctions (basic and in a narrative): *because, so, so that, also, too, enough, for example, like, while, although, either ... or, neither ... nor, as ... as, however, but*

- Phrasal verbs: with *off* (take off, come off, go off), with *look*, with *up*
- Phrases with: *in*, *get*, *make*, *keep* and *do*
- Words and phrases related to computers, holidays, travelling, sports; British and American words

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

- Making excuses
- Making suggestions
- Making decisions
- Expressing obligation
- Apologizing and forgiving
- Asking for or offering help
- Expressing thanks
- Making predictions and promises
- Making plans and expressing definite arrangements
- Telephone conversations

Student's Book

The book is divided into 8 units with each having a different focus and consisting of three parts (A, B, and C). It is intended that teachers spend 7 to 8 lessons on each unit, which will leave time for tests and corrections.

Unit Structure

Parts A and B

Parts A and B introduce the main language areas. These sections provide grammar and lexical foci, as well as giving practice in the four skills (reading, listening, speaking and writing). The content of each unit tends to flow – everything is connected to the section immediately before and after it, which helps increase student concentration. Many of the texts in these units focus on boys and girls aged 14–18 meaning students will be able to relate to the topics, opinions, etc.

Part C

Part C is optional and contains time-fillers (puzzles, jokes, short texts, etc.). These can be covered as a class or merely be used by those quicker students who are waiting for others to finish an exercise. The answers to these puzzles are usually in the Appendix at the back of the Student's Book. There is also a 'My Progress' section, which has a list of key lexis from the unit and enables students to record information about the unit so as 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 is a variety of stimulating texts for reading and listening practice. Reading texts take the form of articles, emails, interviews, stories, etc., while listening practice revolves around dialogues, interviews and narrated stories, which are intended as pure listening (rather than reading) practice although the tapescripts can be found 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. There is usually a Word Bank following the text, containing new lexical items (with the phonetic transcription and Serbian translation). Invariably, there is also a short exercise involving using the words from the Word Bank in both written and spoken form. In order to motivate students, EE8 contains a variety of comprehension exercises.

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. Students are encouraged to complete examples and rules within clear grammar boxes and the grammar is practised through exercises that follow. The grammar sections within the textbook are supported by the separate *Grammar Summary* booklet, which can be found at the back of the Student's Book.

Speaking

There is wide scope for oral communication with the range of exercises provided. Aside from the 'Let's talk' section, there are many 'Pair work' and 'Group work' exercises. Students can also discuss comprehension answers and they have ample chance to speak throughout the book through the 'Over to you' sections. Each speaking exercise is designed to give students the opportunity to use new grammar and lexical items encountered in the unit.

Projects

Projects provide a great way for students to interact naturally in English. Each unit in EE8 contains a project which is designed to elicit recently studied language areas (the eight projects can be found at the end of the Student's Book on pp. 142–49). 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 students will need to bring to the lessons. In order to help students 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 think 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. At the end of each unit in the Teacher's Book, advice is provided on how to work through each specific project.

Appendix

At the back of the book, there is an appendix containing pair work material, the key to various exercises, a selection of the tapescripts for the listening comprehension sections, a list containing the pronunciation of proper nouns appearing in the book, and a word list containing all the new lexis from EE8.

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 C 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.
- More difficult exercises are marked with a green and purple diamond symbol. These exercises may be best done in pairs or groups. You could warn students in advance that the exercise is challenging so they don't get disheartened.

Grammar Summary

Each student is provided with a pocket grammar booklet. It contains all the grammar covered in the EE series and provides a comprehensive, compact companion for students to take with them after finishing junior school.

Workbook

The Workbook contains exercises to support the material from the Student's Book and after every second unit, there is also a revision section, which reminds students of the most important lexical and grammatical areas covered in the preceding two units (with answers at the back of the Workbook). At the end of the Workbook, there is a revision section covering material from the whole book (again with answers at the back of the book).

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 these areas:

- Vocabulary – gives practice in new lexis encountered throughout the unit;
- Grammar – gives practice in specific grammatical structures;
- Pronunciation – gives practice in certain sounds;
- Listening – gives additional practice in listening fluency;
- Writing – provides activities designed to encourage students to write longer pieces of English, recycling lexis and structures encountered in the unit, as well as exercises focusing on spelling;
- Mini quiz – a quick quiz to round off the unit.

In several units there is also a communication section, giving practice in functional language.

Audio CD

Enjoying English 8 includes an Audio CD, which provides students with the opportunity to improve their English (particularly pronunciation) outside the classroom. It contains most of 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 the Student's Book and Workbook so they become one entity.

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 telling them immediately) 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. It sets out clear stages, thus helping the lesson to flow, which will enable students to follow what is happening more easily, to concentrate better and hence to learn more efficiently.

The answer key to the exercises in the Student's Book is incorporated into the Teacher's Book, providing easy reference, and selected Workbook answers are given at the end of each unit.

UNIT 1**Overview**

This unit deals with the general topic of teenagers. It covers teenagers' relationships with friends and parents, and various aspects of their free time (pocket money and reading).

In Part A, students:

- read about four teenagers talking about their friends and parents and their ideas on friendship.
- revise the present simple and continuous and practise both,
- learn about using adverbs for emphasis (e.g. *rather*, *quite*),
- study collocations with *keep*,
- learn about the prefixes *un-* and *dis-*,
- interview a partner (about his/her free time and about attitudes to friendship) and complete a quiz on being a good friend.

In Part B, students:

- read about teenagers talking about pocket money,
- revise the present perfect tense,
- study phrases with *do*,
- listen to teens talking about reading habits,
- study phrases with *eye*,
- interview a partner on his/her reading habits.

Aside from providing further practice, the Workbook has a pronunciation focus on rhyming words, an exercise on making excuses, and requires students to write a composition on the qualities of a good friend.

The project involves students working together to think of a good way of earning money.

Part C – Extra! Extra! – see Teacher's Book Introduction

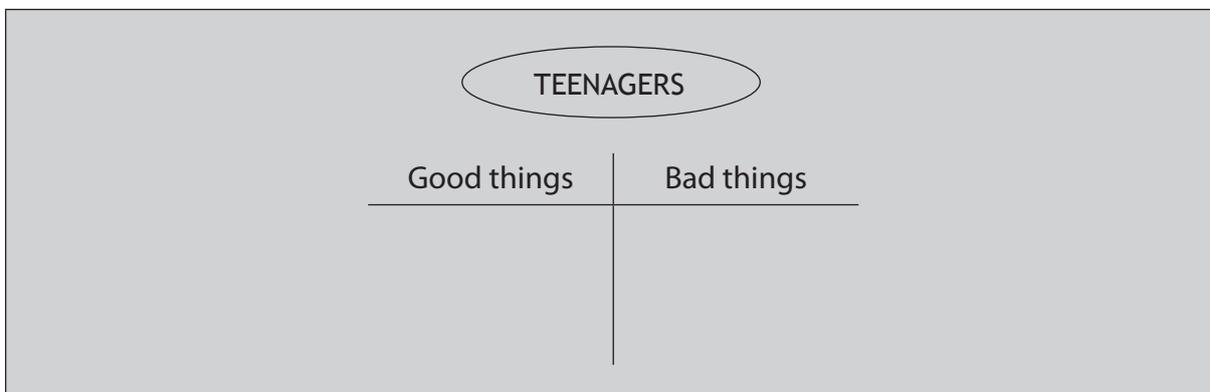
- The board game on p. 20 is best done once the present perfect has been covered.
- Students can read 'With a friend' and do the 'Relationship' puzzle at any point during Unit 1.

Part A



Let's talk

1. Closed books. Write up the word TEENAGERS on the board and ask students for the first words that come into their heads when they hear this word. Now draw up two columns below the word *teenagers* with the headings *good things* and *bad things*.



2. Elicit one good thing and one bad thing about being a teenager from the students. Then put the students into small groups and give them a minute or so to brainstorm some more ideas for each column. Ask the students for their ideas and get them to write them up on the board or do it yourself. Try and feed in some of the key words for this unit – *relationships* (maybe ask what types of problems teenagers have, who they have problems with, etc. – parents, friends, etc.), *free time*, *pocket money*, etc.

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 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's another word for...?*

3. You can extend this activity by asking whether the students like being teenagers and why, what their biggest problems are, or by getting them to rank the list of good things and bad things – which is the best thing, the worst thing, etc.
4. Open books on page 6 and read through the unit contents together. Then move onto the *Let's talk* section on p. 7. Read through the questions in section A and check understanding. Ask students to talk about the questions in pairs, small groups or as a class, depending on the dynamics of your class. If the questions are discussed in pairs or groups, get some feedback at the end by asking a few students to tell the class about their partners' opinions. For question 5, you could write up some ideas on the board – including some adjectives (e.g. *kind, helpful, fun, strict*).
5. For section B, read through the activities in exercise 1 as a class and then give students time to tick the activities they spend a lot of time doing. Run through the 'consider' questions in exercise 2 as a class and then tell students what you spend time doing in your free time (lie if you don't have any!). Encourage them to ask for more details, referring them to the points to consider in ex. 2.
6. Once you feel that they are comfortable with the nature of the exercise, put them into pairs or groups to ask each other for more information on their answers to ex. 1. Get some feedback by asking various students to tell the class about their partners to round off the exercise.

Optional Extra!

Students could make a class poster showing what they have found out. Each student could write a few sentences about their partner (using the information discovered in section B) on a piece of paper. Then stick each piece of paper onto a large piece of card with a photo of each student and display it on the wall.

Reading

1. Open books on p. 8. Tell students they are going to read what four teenagers say about questions similar to those discussed in the *Let's talk* section. Write up the students' names on the board (*Cameron, Harry, Helen and Tessa*) and point out the pictures. You could get students to describe the pictures briefly (eyes, hair, clothes, etc.).

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. At this level, students should be able to use the present continuous to describe what's happening in pictures, there is/there are, say what the weather is like, give some background on the character's life, etc.

Also, the pictures can be used as 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.

2. Run through the possible topics in ex. 1 and check understanding; then ask students to read the text quickly and to tick the topics which are talked about by the four teenagers. Get students to check their answers in pairs, asking them to underline the places in the text where these topics are covered. Then go through the answers as a class, eliciting relevant parts of the texts from the students.

Answers (ex. 1, p. 8)

School subjects ×
Their relationships with other young people ✓
Music ×
How they communicate with their friends ✓
Their relationship with their parents ✓
How they spend their weekends ×

Checking

When checking exercises as a class, ask different students to tell you the answers. Try to ask weaker students the answers to 'easier' questions or questions you noticed they answered correctly as you were monitoring their work. By giving a correct answer to the class, their confidence will be boosted, while giving a wrong answer will have the opposite effect.

Students like writing on the board and so for some exercises get various students to write up answers on the board. By writing the answers like this, students are reinforcing the language further. This is a good method where answers are short (e.g. to check the spelling of individual words, etc.), but can be time-consuming if students are required to write up whole sentences.

One of the most efficient ways of checking as a class is the use of a laptop computer and projector. Students respond positively to this added element of technology and it also makes checking more efficient.

3. Give students a minute to think about ex. 2 before asking someone for the answer.

Answer (ex. 2, p. 9)

Cameron and Helen. He likes friendships via Facebook, whereas she doesn't approve of such things.

4. Read through the questions in ex. 3 together to check students understand the vocabulary. Then give them time to re-read the texts by themselves and to complete the exercise (again encourage them to underline relevant parts of 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. Give students time to answer the questions individually (individual thinking time is vital, particularly for the slower students, and it is preferable to having a stronger student shouting out the answer immediately). 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 you refer to the relevant part of the text for each answer. This helps students realise why their answers are right/wrong.

Students could check in pairs before going through it as a class, again referring to the text.

Answers (ex. 3, p. 9)

- | | |
|----------|------------|
| 1. Helen | 6. Helen |
| 2. Harry | 7. Cameron |
| 3. Tessa | 8. Tessa |
| 4. Harry | 9. Cameron |
| 5. Tessa | |

5. Ask students which of the four teens they most identify with. *Do students' parents complain about their rooms, their clothes, etc.? Do they use Facebook to keep in touch with their friends? Is it bad to have only one really good friend?*
6. Write the previous question up on the board and focus attention on *really*. Ask students what it means – elicit *very*. Then read through the *Remember* box as a class.

Workbook

Students can do Vocabulary ex. 2, p. 4 and Writing ex. 2, p. 7.

7. At this point, go through the words from the Word Bank, checking meaning and pronunciation. If time allows, you could get students to read out the texts.
8. Students can now attempt ex. 4 on p. 10, which makes use of the words from the Word Bank. Check as a class and then let students express their opinions on the statements in pairs or groups. Ask some students to report back on their partner's/group's opinions.

Answers (ex. 4, p. 10)

1. a waste of
2. save
3. round here
4. eye to eye
5. feel down

Over to you

1. Read through the questions in ex. 1 to check understanding and then discuss in pairs, groups or as a class. If you choose one of the first two options, ask for some feedback to round off the discussion.
2. See if students can guess the meaning of the two sayings in ex. 2. Then discuss as a class.

Workbook

Students can do Vocabulary ex. 1, p. 4.

Expressions with *keep*

1. Elicit the usual meaning of the word *keep* (*čuvati*) – give an example sentence if students are stuck – and ask for an example sentence from students: e.g. *I keep my clothes in my wardrobe*. Point out that there are many phrases in English involving the word *keep* but care needs to be taken because often the verb can't be translated in the same way. Focus attention on the expressions in ex. 1 and ask students to look back at the text on p. 8–9 to find which one appears.
2. Give students a minute to read through all the expressions with *keep* and to decide in pairs which doesn't exist. Check by going through the meanings of all the expressions. See if students can remember which verb is used with *eye to eye* (*see*).

Answer (*keep*, ex. 1, p. 10)

Cameron's text: *keep in touch*

The expression *keep eye to eye* doesn't exist.

3. Once you have read through each sentence to check understanding (check: *notice, give up, lonely, snail mail*), students can tackle exercise 2 individually. Check as a class and then give students time to tell each other their opinions on questions 5–7. Ask for some brief feedback.

Review

The aim of the Review sections that appear throughout the book is to give students a chance to *recycle* some of the new lexis/grammar in context. Give students time to try to make sentences using the ideas in pairs and then go through the exercise as a class. It is important that mistakes involving the target language are corrected as this is a chance for students to get used to using the new lexis/grammar (pay particular attention to related prepositions, articles, verb patterns, etc.). As a follow-up, students could write out the sentences from the exercise.

1. Give students time to match each expression/phrase to the teenager who used it. Check as a class.
2. Ask students to work in pairs to use the phrases to talk about the teenagers. It would be a good idea to do the first one as a class. Encourage students to do the exercise without looking back at the text. If they are really stuck, give them a chance to consult the text, but then to say the relevant sentence without reading it from the text.

Answers (Review, p. 11)

- quite far – Harry
(Example answer: Harry likes going surfing, but it's quite far to the coast.)
- loads of things – Cameron
(Cameron talks about loads of things with Steve.)
- stay out of trouble – Cameron
(Cameron's parents let him go anywhere if he stays out of trouble.)
- see eye to eye – Helen
(Helen doesn't see eye to eye with her parents on anything.)
- old friends from primary school – Cameron
(Cameron keeps in touch with his old friends from primary school through Facebook.)
- holiday together – Helen
(Helen and Kathy are thinking of going on holiday together.)
- a real waste of money – Harry
(Harry thinks talking on a mobile phone is a real waste of money.)
- the mess in my bedroom – Tessa
(Tessa and her parents only disagree about the mess in her bedroom.)
- close friends – Tessa
(Tessa has three or four close friends.)
- disappoint – Tessa
(Tessa tries not to disappoint her parents.)
- virtual friendships – Helen
(Helen thinks virtual friendships are boring.)
- female friends – Harry
(Harry has more female friends than male friends.)

Brush up your grammar

This section focuses on revision of the present simple and continuous tenses.

Watch Out!

Aside from there still being some confusion over when to use the two tenses (stressing key words helps avoid this – every/usually/often, etc. *versus* at the moment/now), the following problems will still occur with form:

Present Simple

- -s often forgotten in the third person singular forms or added to other forms.
- omission of auxiliary *do* in question forms or confusion with auxiliary *be*.
- *don't/doesn't* may well be replaced simply with *not*.
- spelling rules when adding -s

Present Continuous

- misspelling of the -ing form
- omission of *to be* or -ing
- using auxiliary *do* instead of *be*
- no inversion for question forms

1. Focus attention on the four example sentences. Ask students if they can remember who said these sentences and get them to complete the sentences (looking back at the text if necessary). Then elicit which tense is used in each sentence and ask students to complete the sentences concerning usage. If you feel it necessary, quickly draw up two tables on the board showing the forms for each tense or ask students to help you fill it in using the verb *read*:

Present Simple		
Positive	Negative	Interrogative
I <i>read</i> you	I you <i>don't</i>	<i>Do</i> I you
he she <i>reads</i> it	he she <i>doesn't</i> read it	he <i>Does</i> she read...? it
we <i>read</i> they	we <i>don't</i> they	<i>Do</i> we they
Spelling <ul style="list-style-type: none"> • usually +s cookS listenS -ch/-sh/-s/-z/-x/-o + es goES watchES • consonant +y → -ies • study → studIES 		Key words always usually often sometimes occasionally never every (day) on Wednesdays

This might be a good point to remind students about the position of the adverbs of frequency. Elicit that they come before the main verb, but after to be.

Present Continuous		
Positive	Negative	Interrogative
I <i>am</i> you <i>are</i>	I'm <i>not</i> you <i>aren't</i>	<i>Am</i> I <i>Are</i> you
he <i>reading</i> she <i>is writing</i> it <i>putting</i>	he she <i>isn't reading</i> it	<i>Is</i> he she <i>reading...?</i> it
we <i>are</i> they	we <i>aren't</i> they	<i>Are</i> we they
Spelling rules for -ing <ul style="list-style-type: none"> usually add -ing: readING, workING, cookING BUT -e, e-ing: write – writING, live – livING sometimes we double a letter: sit – sitTING, run – runNING 		Key words now at the moment today this... Look! Listen!

Don't think that these tables are superfluous because they have been done in previous years. It is always useful to repeat this and you could encourage students to have a separate section in their notebooks for grammar tables like these. Copying down such tables helps students commit the content to memory.

Also, encourage them to say the rhyme '*the verb to be plus i-n-g*' to help remember the present continuous.

2. Give students time to discuss ex. 2 in pairs before going through it as a class and then draw their attention to the *Grammar Summary* booklet. Explain how they can use it whenever they are not sure about something to do with grammar. Ask them to read through the section in the booklet on the present simple and continuous tenses.

Answers (BUYG, ex. 2, p. 11)

1. a – it's her hobby; b – she's doing it now
2. a – it's her job; b – it's a temporary job or she's there at the moment
3. a – she's always kind; b – she's doing something kind at the moment (maybe she's not always kind!)
4. a – What's his job?; b – What activity is he doing at the moment?

3. Closed books. Ask students to shout out some qualities of a *good friend* (write the title on the board). Make a list on the board of their suggestions, helping them to come up with ideas if necessary (e.g. *What about when you have problems? What does a good friend do?*). This will be useful later for the Writing section in the Workbook.

4. Ask students if they consider themselves to be good friends and why. Then explain that they are going to do a quiz on being a good friend. Open books at the quiz on p. 12 and ask various students to read out just the questions. Encourage them to use 'mmm' for the gaps. Check understanding (as this is crucial if they are to fill in the tenses correctly).

5. Now give students time to complete the gaps and then check as a class. Point out key words and you may want to highlight/introduce the idea of stative verbs. Tell students there are some verbs in English that we can never use in the continuous tenses – give them a basic list (*like, love, hate, want, understand, believe, know, have* (=possess)).

Answers (BUYG, ex. 3, p. 12)

1. ...you are sitting; he wants (point out *want* is virtually always simple)
2. ...your best friend is lying; you are (point out *be* is virtually always simple)
3. Your friend occasionally calls; how do you react?
4. How many friends do you have?
5. ...who you don't know; she doesn't have (point out *have* when it means possess is always simple)
6. Your friend has; ...you don't like (point out *like* is always simple)

6. Read through the answers to each question as a class, just to check vocabulary (tell students not to actually answer the questions at this stage). Then get them to ask and answer the questions in pairs – they should mark their partner's answers not their own. Then students can look at p. 151 and tell their partner whether he/she is a good friend. Round up by asking students if they think the quiz is accurate.

Optional Extra!

As an extension, students could work in groups to come up with three or four more questions for the quiz. Alternatively, they could devise their own quiz on a different topic. When finished, the quizzes can be given to different groups to complete.

Workbook

Students can do Grammar ex. 1–2, p. 5.

Word Formation

1. Read through ex. 1 as a class and then ask students to complete ex. 2 (p. 13). Check as a class by asking students to write answers on the board.

Answers (ex. 2, p. 13)

friendly – unfriendly

usual – unusual

important – unimportant

real – unreal

fortunately – unfortunately

agree – disagree

agreement – disagreement

belief – disbelief

trust – distrust

appear – disappear

2. Read through ex. 3 as a class to check vocabulary and understanding. Give students time to complete the gaps on their own and then check as a class.

Answers (ex. 3, p. 13)

1. disappear

2. disagree

3. unusual

4. unfriendly

5. unfortunately

Pair work

1. Read through the questions as a class to check understanding and then give students some time to make some notes. Help with vocabulary as necessary. Then give students the chance to interview a partner, making notes on their responses.

2. Ask a few students for some feedback and ask the others if their partners gave similar answers.

Workbook

Students can do Writing, ex. 3–4, p. 8.

Tip!

For the longer pieces of Writing students do,:

- Encourage them to use paragraphs.
- Remind them each paragraph should have *one* main idea.
- Advise them to use *topic sentences* where appropriate – i.e. the first sentence of the paragraph should tell us what the whole paragraph is about:
e.g. My friend has a great personality. (We know this paragraph is going to be about your friend's personality.)
- Get them to use linking words – *and, but, too, also, who, which, etc.*
- Give them a word limit to stick to – English writing is more about conciseness than length.
- Reward them for trying to use some of the new phrases and expressions from the book (particularly those from the current unit).

Part B**Let's talk**

1. Closed books. Write up on the board:

friends

money

school

free time

family

2. Ask students to rate the items from 1 to 5 in order of importance to them (1=most important and 5=least important). They can do this first by themselves and then compare their answers in pairs or small groups. Ask the students for some of their ideas and why they have ranked these items in the way they have.

3. Tell students that you are going to focus on *pocket money* (write up the word *pocket* on the board in front of *money* and elicit the meaning of the phrase). Ask students to put their hands up if they get pocket money.

4. Open books. Focus on the *Let's talk* questions – choose students to read the questions out to the class and check understanding. Teach the meaning of *chores* (ask for a couple of examples, e.g. washing up, cleaning, but not too many as students will discuss this question themselves) and *earn*.

5. Ask students to discuss the questions in pairs or small groups. Then get some feedback on what they have talked about. At this point, it would be useful to feed in some vocabulary on the board:

£ – pounds / \$ – dollars (you could convert the amount of pocket money students get into pounds and dollars so they have some idea of the relative values)

doing the ironing

taking out the rubbish

emptying the dishwasher

hanging up the washing

Make sure you write up on the board a list of items that the students spend their pocket money on (second question) as this will be useful to refer to for the reading exercise.

Reading

1. Tell students that they are going to read about young people in Britain and America and what they say about pocket money. Focus on the first introductory question – get students just to read the introduction and compare the bought items to the list that is on the board. Ask students for the similarities and differences.

2. Now ask students to read the rest of the text and to find out which of the teenagers is satisfied.

Answers (ex. 2, p. 14)

Satisfied: David

Dissatisfied: James, Tom

3. Read through ex. 3 on p. 15 as a class and check students understand what the questions mean. Give them a few minutes to answer the questions (either in note form or full answers) and then they can compare their answers in pairs to see if they agree with each other. Encourage students to underline the place in the text where they found the answer – this will help students reach the right answer when checking in pairs.

Tip!

Run through the answers as a class either:

a. by reading through the text as a class, stopping in the relevant places to point out the answers – here's the answer to number 1, etc. At the same time, check understanding of the whole text and vocabulary.

or

b. by going through the answers as a class (*What's the answer to number 1? etc.*) and referring to the sentences in the text where the answers can be found. Go through and drill vocabulary from the box afterwards.

4. Check answers as a class.

Answers (ex. 3, p. 15)

1. a. clothes, b. books
2. They have a part-time job.
3. He'd like to have a lot of money and some responsibility.
4. His dad
5. At Hungry Jack's
6. It's easy and the girls are pretty.
7. The phone bill and going out
8. Basic chores
9. Washing people's cars

5. Read through ex. 4 together and check understanding (e.g. *too busy, take up, the least*). Give students a minute to answer the exercise individually – again encourage them to underline the relevant parts of the text. Check as a class and elicit some details (e.g. *Why is James too busy?*).

Answers (ex. 4, p. 15)

- a. no-one
- b. James
- c. Tom
- d. Tom

6. The *Over to you* questions on p. 16 provide the chance for brief discussion as a class or in pairs. You could follow up with: *What do you do after school? Do you waste money? On what?*

Workbook

Students can do Vocabulary ex. 3, p. 4.

Phrases with *do*

1. Closed books. Write *do up* on the board and ask students to shout out some words that can come after it. If you want, write up *Collocations with 'do'* as a heading and explain the meaning of *collocation*.

2. Get students to open their books and to look at ex. 1 on p. 16. Ask students if any of their suggestions are listed. Say the phrases and get students to repeat them. Then let them do the exercise in pairs. Check as a class.

Answers (ex. 1, p. 16)

The following phrases are in the text: James: do stuff; David: do a job; Tom: do chores, do the washing up

3. Students can now do ex. 2. Read through the sentences as a class (use 'mmm' for the blanks). Check students understand the meaning of each sentence. Explain/ elicit the meaning of *forget*, *get angry*, *dishwasher*, *properly*, and *stay fit* if needs be. Then ask them to complete the exercise individually. Point out that they need to use the correct form of *do*. Check as a class.

Answers (ex. 2, p. 16)

1. done your homework
2. do the washing up
3. does his chores
4. doing the shopping
5. does exercise

Workbook

Students can do Vocabulary ex. 4, p. 4.

Pair work

1. Read through the sentences as a class and check understanding. Then give students time to discuss the sentences in pairs or small groups.
2. Ask for some feedback on what came up in the conversation to round off the exercise.

Optional Extra!

Why not play Charades to revise phrases with *do*? Act out one of the phrases without saying a word – the first student to give you the correct phrase has the honour of acting out another phrase!

This game can be used to revise all sorts of vocabulary – jobs, free time activities, daily activities, book types, etc.

Brush up you grammar

This section focuses on revision of the present perfect tense.

Watch Out!

- Problems with the past participle of irregular verbs – students will need lots of practice to get used to these forms.
- Confusion with the present simple and past simple

I learn English for two years. x

Did you ever visit Brazil? x

1. Ask students to try to complete the sentences in ex. 1, p. 17 from memory. Then give them chance to look back at the text and to change/check their answers. Read them out as a class and elicit the fact that each sentence contains the present perfect tense.

Answers (BUYG, ex. 1, p. 17)

1. have done
2. haven't found
3. have done
4. have (never) tried
5. has done

2. Ask students if they can remember how we form the present perfect tense. Put a table up on the board, if needs be, to remind students of the positive, negative and interrogative forms, eliciting the various parts as you go.

Present Perfect		
Positive	Negative	Interrogative
I _____	I _____	_____ I
You _____	You _____	_____ you
_____	_____	_____
He _____	He _____	_____ he _____?
She _____ (work)	She _____ (work)	_____ she (work)
It _____	It _____	_____ it _____?
_____ (see)	_____ (see)	_____ (see)
We _____	We _____	_____ we
You _____	You _____	_____ you
They _____	They _____	_____ they

Optional Extra!

Hands up

This game can be used to revise all sorts of things (tenses, prepositions, vocabulary groups, etc.)

Tell students that you are going to call out some time expressions. They should raise one hand if the expression is used with *since* and two if it is used with *for*. You could draw a hand labelled with *since* on the board and two more labelled *for* to remind them. Call out expressions (e.g. *yesterday, my birthday, years, two weeks, etc.*) – students giving the wrong response are out.

6. Then give students the chance to read the section on the present perfect in the *Grammar Summary*.

7. Students can now attempt ex. 3, which practises the form of the present perfect. Read through the sentences as a class and check understanding (e.g. *earn, several times, show, suntanned, for months*). Give students time to complete the exercise individually and encourage them to refer to the tables in their notebooks or in the *Grammar Summary* as they do so. Check as a class and highlight the key words as you go.

8. Run through the adverbs/adverbial phrases in ex. 4 and check the meaning. Then give students a minute or two to complete the sentences. Check answers and then let students work in pairs and say whether the sentences are true for them or not. Encourage them to add details for the true sentences (e.g. when their birthday was, what sort of bad weather there has been, etc.). Ask a couple of students how many sentences were true for their partners and for some extra details as feedback.

Answers (BUYG, ex. 4, p. 17)

1. just
2. for weeks / this month
3. yet / this month
4. This is the first time
5. this month

Workbook

Students can do Grammar ex. 3–6, pp. 5–6.

Let's talk/Listening

1. Discuss the *Let's talk* questions briefly as a class. Then explain that students are going to listen to Michael, Nick, Marcia and Sonia talking about their reading habits. Draw their attention to the chart on p. 18 and go through the column headings together (check *borrow*, *types of novel*). At this point, it would be useful to brainstorm different types of novels so as to aid the students when doing the listening task. Elicit (by giving prompts like: *a book about space, a funny book, a book about two people falling in love*) and write up on the board: *science fiction novels, comedies, romance novels, detective stories, adventure stories, classic novels, historical novels*.
2. Ask students to listen once to the text and to complete the first three columns of the chart.
3. Check the answers as a class. Then see if students can remember anything to write in the last column. After a minute or so, play the text again so students can complete the last column and/or check their answers. Go through the answers as a class.

Answers (ex. 1, p. 18)

	borrow books	reads magazines	reads newspapers	type of novel
Michael	×	×	✓	science fiction, detective stories
Nick	×	×	✓	historical novels
Marcia	✓	✓	×	classic novels
Sonia	✓	✓	✓	adventure stories, comedies

4. Read through ex. 2 as a class and then see if students can complete the sentences that follow without listening again. Ask them to check their answers together. Then play the recording one final time to check these sentences.

Answers (ex. 2, p. 18)

1. sports
2. for ages
3. difficult
4. cartoons
5. the school library
6. short stories, (articles about) fashion, problem pages
7. adventure, music and basketball
8. hasn't read

5. To round off the listening section, you may want to read through the tapescript as a class (p. 153).

Pair work

1. Read through the questions as a class just to check understanding. When dealing with favourite parts of magazines and newspapers, you may want to brainstorm some ideas:

*fashion articles, problem pages, short stories,
news, sports articles, horoscopes, fun pages, local news,
politics, crime, the crossword*

2. Put students into pairs to interview each other. Encourage them to make notes. Monitor and help with vocabulary as necessary. Ask students if they have similar reading habits to their partners. Then put students with new partners and ask them to tell their new partner about their first partner's reading habits. *Did their previous partner have similar habits?*

3. To round off the section on reading, you could draw a chart on the board as follows:

10 + hours a week	7 hours a week	3 hours a week	a few hours a month	never read

Ask students either to come up and put a mark in the relevant column or ask for a show of hands. Ask if students are surprised by the results. *Do they think their reading habits will ever change? Why/why not? Would they like to be writers? Or write for magazines?*

Workbook

Students can do the Communication section on p. 6, Pronunciation 1 and Writing, ex. 1 on p. 7.

Idioms with eye

1. Closed books. Play a quick game of *Simon says* to revise body parts. Include 'eyes' at some point during the game. When the game is over, ask students to call out the body parts you mentioned and write up any they may not be sure about.

Simon says...

This is a good game for revising body parts, actions, imperatives, etc. Whenever the teacher says 'Simon says...', the students must follow the instructions. However, if the teacher begins an instruction without the words 'Simon says...', the students must not do anything. Any student who does the action is out. Obviously, students will only be caught out if the tempo of the game is relatively quick, but start off slowly so they get the hang of it.

Example:

T: Simon says: Touch your head. (Students touch their heads.) Simon says: Touch your nose. (Students touch their noses.) Simon says: Touch your knees. (Students touch their knees.) Touch your feet. (Students shouldn't do anything – those that do are out.)

After playing a few rounds, ask a student to give the instructions instead of you.

2. Draw a large eye on the board and elicit from students what it is. Tell students that there are many *idioms* (explain the meaning) using the word *eye* in English. Open books, ex. 1, p. 19. Do ex. 1 as a class – let students read through the tapescript again if they can't remember.

Answer (ex. 1, p. 19)

Michael

3. See if any student can guess the meaning of the phrase (*to read something quickly*). Give another example: *I ran my eye over his test. = I looked at his test quickly*. Then read through the two idioms in the box and check understanding.
4. Ask students to read out the expressions with *eye* in ex. 2 and then read through the example as a class. Give students time to do the exercise in pairs and then check as a class. Write up the idioms on the board with the definitions from ex. 2 for students to copy into their notebooks.

Answers (ex. 2, p. 19)

1. can't take her eyes off
2. only have eyes for
3. shut your eyes to
4. In my parents' eyes
5. see eye to eye

5. Finally, read through ex. 3 as a class to check understanding and then let students discuss in pairs, groups or as a class.

Workbook

Students can do Using a Dictionary and Mini Quiz 1, p. 9.

Part C



1. See the start of this unit for how/when to use Part C.

Answers (Relationship, p. 21)

1. lion
2. late
3. noise
4. tears
5. train
6. pie

2. To round off the unit, students can complete the *My Progress* section 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 tense very well, those who didn't do the expressions for keep well, etc.

Project

Students can now tackle Project 1 on p. 142.

- This is quite a challenging exercise, mainly because students must use their imaginations!!!
- Run through the introductory questions with the students and brainstorm other 'businesses' that could be started to earn money. Be prepared to help with ideas here.
- Divide the class into small groups of around 4 or 5 and explain what the students have to do. Read through the 'things to think about' with them and check understanding. Give the students as long as they need to come up with some ideas. You will need to walk around monitoring and helping with ideas and vocabulary. Remember the actual business idea isn't important, so don't worry if the ideas are completely off the wall!
- As feedback, ask someone from each group to tell the class quickly about their ideas. Follow this up with poster presentations of the ideas.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 4

1. keep in touch
2. a waste of
3. for ages
4. female
5. get on with
6. feeling down

Ex. 2, p. 4

1. pretty funny
2. rather difficult
3. quite nice
4. quite agree
5. very sure
6. rather boring
7. very much

Ex. 3, p. 4

1. percent
2. chores
3. part-time
4. jealous
5. responsibility

Ex. 4, p. 4

1. are doing/have done/did
2. keeps
3. keep
4. do
5. keep

Grammar

Ex. 1, p. 5

I go in for many sports. I *always* play tennis on Saturdays. *Sometimes* I join my Dad and his friends for volleyball on Sundays when the weather is nice. During my winter holidays, I *usually* go ice-skating, but I have *never* been skiing. In summer though, I *often* go swimming and *from time to time* I enjoy surfing. Also, I *often* play football with my male friends on the football pitch near my school which belongs to a local club. They usually let us play there but sometimes the man in charge gets angry if some of us don't take care of the pitch and leave rubbish there.

Ex. 2, p. 5

1. don't leave
2. am doing
3. rings / talk
4. doesn't usually rain / is raining
5. Are you sitting
6. carries
7. do they drive

Ex. 3, p. 5

1. The school year has already started.
2. I haven't eaten anything yet.
3. She has just had a shower.
4. They have never been rude to his friends.

Ex. 4, p. 5

1. since/ for
2. for / since
3. for / since
4. since / for

Ex. 5, p. 6

1. How many times has Nick washed his father's car this week?
2. How many times have Tania and her sister written e-mails this week?
3. How many times has Cameron taken his dog for a walk this week?
4. How many times have Marcia and Peter been running this week?

Ex. 6, p. 6

1. John hasn't cleaned his room since Monday.
2. We haven't been out since Sunday.
3. Michael hasn't fed his dog since yesterday morning.
4. They haven't played tennis since last year.

Pronunciation 1, p. 7

cat – hat, tomorrow – borrow, call – all, sad – bad, friend – send, mess – less, star – far,
trust – must, disagree – you and me

Writing

Ex. 1, p. 7

Spelling: great / quickly / especially / every

Punctuation: ...at school this year? / for an English test

Grammar: I have been back at school for three weeks now. / What subjects do you have
at school this year? / ...my parents don't like it / Right now I am sitting...

UNIT 2



Overview

This unit deals with the general topic of love. It covers falling in love at first sight and giving gifts to loved ones.

In Part A, students:

- read an article about a pop star and the first time he fell in love,
- revise the past simple and past continuous and practise both,
- complete/listen to an interview about how a famous couple met,
- learn 'relationship' vocabulary and phrases with 'in,
- prepare a TV interview.

In Part B, students:

- do a jigsaw text on unusual presents,
- focus on the difference between the past simple and present perfect,
- learn about phrasal verbs with *off*,
- listening to the problems of choosing presents,
- revise *have to* and *needn't*,
- give a presentation on a gift they once received,
- work together to decide on a suitable present to buy for a specific occasion (giving practice in language for making suggestions).

Aside from providing further practice, the Workbook has a pronunciation focus on the *-ed* ending of the past simple, an exercise on apologizing and forgiving, and requires students to write a 'thank you' letter.

The project involves students preparing a poem or card for Valentine's Day or inventing a love story.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The activities in Part C are suitable to be done at any point throughout the unit.

Part A



Let's talk

1. Books closed. Write up *GIRLFRIENDS* and *BOYFRIENDS* on the board. Divide the class into groups of boys and girls (either all the boys on one team and all the girls on the other, or smaller

all-boys and all-girls groups). Tell them they need to come up with a list of words associated with their subject: girlfriends (for the boys) or boyfriends (for the girls). The words can relate to personal qualities, opinions, objects/activities associated with boyfriends/girlfriends, etc. Give them a start by eliciting some words, e.g. *flowers, immature, romantic, etc.*

2. Go through suggestions as a class, writing up the words on the board. See if there are any words that the boys and the girls agree on.

3. Open books on p. 22. Read through the unit contents together. Then move onto the *Let's talk* section on p. 23. Students can discuss section A as a class or in smaller groups – encourage them to give reasons for their choices.

4. Read through section B as a class, checking students understand the idea of 'chat-up lines'. Ask for their opinions on the chat-up lines and then see if they have any of their own that they use!

5. Section C can be discussed as a class or in smaller groups with class feedback. First, though, clarify the meaning of *ask out* (invite on a date), *holiday romance* (a relationship with a boy or girl you meet on holiday, usually lasting just for the holiday). Remind students of the phrase *fall in love*, too. Ask a follow-up question: *Can holiday romances last?*

6. Section D provides some key vocabulary for the topic. Read through the expressions as a class and then give students a few seconds to match the phrases to a picture. Check as a class, clarifying meaning as you go. Ask some follow-up questions if time allows, e.g. *Who was the last person you know to get married? How was the wedding? What do couples usually have rows about? Why do couples split up?*

Reading

1. Focus on the title at the top of p. 24 and elicit the meaning of *love at first sight*. Tell students they are going to read about a man called Howard Hughes. Get them to read the blue box within the article to find out who Howard is. Ask a couple of questions: *What is Howard's job? (A musician) Is he successful? (Yes – he's had a hit.) Does he have a girlfriend? (No, he's married.)* Check the meaning of *famous overnight* (*suddenly famous*).

2. Focus on the title of the article and explain that the Lakes refers to the Lake District – a region in the north-west of England, famous for its numerous, beautiful lakes. Explain that the article is an interview with Howard and read out the questions in ex. 1 as a class. The vocabulary should be clear as it was covered in the *Let's talk* section. Then give students time to read through the text and to write the questions in the correct space. Check as a class. Highlight Howard's responses so as to confirm answers – point out 'references' as well (e.g. a beautiful girl – Did you ask *her* out?)

Answers (ex. 1, p. 24)

1. Have you ever fallen in love at first sight? (Links in to 'Oh yes...')
2. Did you ask her out? ('...a beautiful girl...' links in to 'her' in the question)
3. Was your first date successful? (Links in to 'She agreed to meet me...' in the preceding paragraph and 'Not exactly' in the response that follows.)
4. Did you see each other again? (Links in to 'Yes, by chance')
5. How did you meet your wife?

3. Read through the two questions in ex. 2, p. 25. Check *really* and *misunderstanding*. Give students time to answer the questions. Check as a class.

Answers (ex. 2, p. 25)

1. No – they didn't see each other again.
2. They were waiting on different streets.

4. Read through ex. 3 as a class and check understanding. Then give students chance to answer the questions individually. Let them check by looking back at the text and underlining where the answers can be found. Encourage them to correct the false sentences. They could check in pairs before going through it as a class.

Answers (ex. 3, p. 25)

1. F – They went to the Lake District.
2. F – They stayed in tents.
3. F – They stayed because of the beautiful girl in front of them.
4. T
5. T
6. F – She had one more day in England.
7. T
8. F – They arranged to meet on the corner of a street near the cinema.

5. Read through ex. 4 as a class and give students time to answer the questions, encouraging them to underline the answers in the text. Check as a class referring to the text.

Answers (ex. 4, p. 25)

1. No – he was early.
2. No – he went from one end of the street to the other.
3. The next day, before breakfast.
4. Not at first, but then she started laughing.
5. No – they didn't speak or see each other again.
6. Yes
7. While on holiday in the Lake District

6. This would be a good time to read through the text as a class or at least go through the words from the Word Bank. Check meaning and pronunciation.

7. Exercise 5 practises the words from the Word Bank. Read through the questions as a class (using 'mmm' for the blanks). Then give students time to complete the sentences individually. Check as a class before letting students express their opinions on the questions in pairs or small groups. Give students enough time to discuss the questions in depth – encourage them to find out extra details (e.g. *When did you put up a tent? / What did you do when you stayed at your friend's house overnight? / Which friend did you meet by chance?*). Ask for some feedback on the opinions that were expressed to round off the exercise.

Answers (ex. 5, p. 25)

1. on your own
2. put up
3. set off
4. overnight
5. admire
6. midnight
7. date
8. by chance

Workbook

Students can do Vocabulary ex. 1, p. 10.

8. Closed books. Call out the definitions of the four expressions covered in section D on p. 23 – see if students can remember the phrases: *to talk to someone in a friendly way to show you are interested in them* (= chat up), *to become husband and wife* (= get married), *to have an argument* (= have a row), *to end a relationship* (= split up).

9. Open books on p. 26 and focus attention on ex. 6. Explain that these are all (possible) stages in a relationship. Read through them as a class and check understanding – encourage students to copy the phrases into their notebooks to help them remember them. Then let students work in pairs to agree on a natural order for these events. Get some feedback – maybe various pairs can write their suggestions on the board. See if other pairs agree with the order. You could follow-up by asking if students think the order was different in the past and whether they think the order will change in the future.

10. Finally, discuss the *Over to you* question briefly as a class. Ask students if they know anyone who has fallen in love at first sight.

Brush up your grammar

This section focuses on revision of the past simple and continuous tenses.

Watch Out!

- Problems with the form of irregular verbs for the past simple as well as forgetting to use only the infinitive in negative sentences and questions
- Confusion over the auxiliary verbs – *did* for past simple, *was/were* for past continuous

Did you having a shower when he came? x

- Students will try to use the past continuous for actions that continued for a long time. Remind them that the length of time is unimportant and highlight with:

Dinosaurs were living for millions of years. x

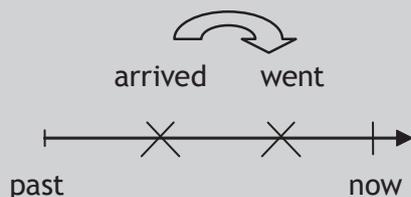
Dinosaurs lived for millions of years. ✓

1. Ask students to complete the sentences in ex. 1 on p. 26 either from memory or by looking back at the text. Check as a class and then discuss questions a. and b., using timelines to illustrate the difference.

Answers (BUYG, ex. 1, p. 26)

1. arrived, went

Use: one action that follows another – each action is completely finished before the next begins



2. weren't enjoying, were thinking
 Use: two actions happening at the same time

3. saw, were walking
 Use: interrupted action

4. was standing
 Use: action in progress at certain time in the past – starts before and continues after that time

2. Put up a substitution table for the two tenses if you feel it necessary, asking students to shout out the correct forms.

Past Simple			
Positive	Negative	Interrogative	Short answers
I	I	I	I
You	You	you	Yes, he did.
He	He	he	we
She liked...	She didn't like ...	Did she like...?	
It	It	it	I
We	We	we	No, he didn't.
You	You	you	we
They	They	they	

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

3. Remind students of some of the key words for the tenses – in particular:

- *when + past simple ... + ... past continuous*
- *while + past continuous ... + ... past simple* (for interrupted actions)
- *while + past continuous ... + ... past continuous* (for two actions happening at the same time)

4. Give students time to read through the *Grammar Summary* and to ask questions if something is not clear.

Optional Extra!

Noughts and Crosses

Don't forget that a good game for testing past simple forms 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 of the verb in question. Insist on correct pronunciation and get them to spell it 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!

5. Students can now tackle ex. 2, p. 26. Read through the sentences as a class to check understanding (use 'mmm' for blanks). Clarify any necessary vocabulary (e.g. *enter, shine brightly, repair, strange noise, abroad, surf, cross, accident*) and ask students to tell you the key words in each sentence. Then let them complete the gaps individually. Check as a class, highlighting why the tense is used in each case.

Answers (BUYG, ex. 2, p. 26)

1. was sleeping, entered
2. got, was shining
3. was repairing, heard
4. were working, fell
5. were surfing, were watching
6. was crossing, saw

6. Ask students if they know of any famous couples. Ask them to tell you as much information as they can about them. Ask if they know how the couple met. Then tell students they are going to read about how a famous couple from England met – David and Victoria (not the Beckhams!).

7. Focus attention on ex. 3, p. 27. Ask students to read the introductory paragraph and tell you what the couple are famous for (*David is a rugby player, Victoria is a singer*). Ask when they got married (*5 years ago*). Then get students to read the rest of the text without filling in any gaps. Ask them to explain the meaning of the title.

Answers (BUYG, ex. 3, p. 27)

The title is a play on words. Instead of *love at first sight*, the title is *love at first bite* because they first talked in a fast food restaurant.

8. Now ask students the following questions to check basic comprehension:
- a. When did Victoria first notice David? (12 years ago)
 - b. Was it love at first sight? (Yes)
 - c. Did she often watch him play? (Yes – every game)

- d. What was the weather like the first time they talked? (Very cold)
- e. Where did she go after the game? (To a fast food restaurant – KFC (Kentucky Fried Chicken))
- f. Why did she have problems paying? (She didn't have her purse.)
- g. Who paid for her food? (David)
- h. Was he with friends? (No, he was on his own.)
- i. Was it sunny when they left the restaurant? (No, it was raining.)
- j. Who kissed who first? (David kissed Victoria)

Also check any words crucial for understanding, for example: *catch my eye, notice, mini-skirt, boots, impress, portion of fries, purse, realise, turn around, on his own, immediately, for a bit, care, suddenly, invite.*

Tip!

For this sort of gap fill, it is vital that students read the whole text first before trying to complete the gaps. They need to have an understanding of what is happening and to be sure of most of the vocabulary. Only then will they be able to complete the gaps effectively – after all, if you don't understand a sentence, it is hard to put the verb into the correct tense. Hence, it is a good idea to give students time to read through the whole text and then to ask them some quick comprehension questions and clarify any important vocabulary before letting them complete the gaps.

9. Give students time to complete the verbs on their own. Remind them to look for key words and think about whether the action follows a finished action or whether the action is already in progress. Ask students to check in pairs before checking as a class. One long time line may be of great help to the visual learners – use crosses for the past simple (and curved arrows to show a 'consecutive' action) and wiggly lines for the past continuous.

Answers (BUYG, ex. 4, p. 27)

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. did they meet 2. caught 3. was playing
(Example explanation: T: The key word is while) 4. fell
(Example explanation: the next action to happen) 5. saw | <ul style="list-style-type: none"> 6. went 7. didn't notice 8. was wearing
(Example explanation: in progress – started wearing them before the game, carried on afterwards) 9. ran 10. ordered |
|---|---|

11. was looking	19. was
12. realised	20. chatted
13. didn't have	21. left
14. heard	22. was raining
15. turned	23. didn't care
16. saw	24. were walking
17. was standing	25. kissed
18. knew	26. invited

10. Focus students' attention on the pictures in ex. 5, p. 27. Quickly elicit what they can see, what's happening in each picture, etc. Then give them time to number the pictures in the order the events occur in the text. Check as a class by asking students to read out the relevant sentence from the text – this reinforces the grammar by students hearing the grammar being used.

Answers (BUYG, ex. 5, p. 27)

A – 5, B – 1, C – 3, D – 4, E – 2, F – 6

11. Finally, ask students what sort of person they think Victoria is. *What adjectives would they use to describe her character?*

Workbook

Students can do Grammar ex. 1–3, pp. 11–12 and Pronunciation 2 on p. 14.

12. Tell students they are now going to listen to David talking about how he remembers the first time they met. Ask someone to read out ex. 6, p. 28 and then play the recording for students. Check by eliciting that his story is different to hers, but don't go into any more details at this stage.

13. Give students some time to underline things in the text on p. 27 which they remember as being different. They could check their ideas in pairs or groups. Then play the recording again while students look at the text and underline any ideas they missed the first time around. To check the answers, play the recording stopping in the relevant places and writing up any important vocabulary on the board (e.g. *captain, winter's day, queue, jumper, scarf, grateful, silly*). Ask students to tell you the differences in full sentence form and hence give them practice in the past tenses. Insist on the correct verb form at this stage as it is a period of controlled practice.

Answers (BUYG, ex. 7, p. 28)**Differences:**

- Why she was at the games
 - David: She didn't look at him during the games as she was more interested in the captain.
 - Victoria: She was there to watch him.
- The fast food restaurant
 - David: McDonald's
 - Victoria: KFC
- Who he was with
 - David: with his friends
 - Victoria: on his own
- What she was wearing
 - David: She was wearing two jumpers, a hat and a scarf.
 - Victoria: She was wearing a mini-skirt and boots
- What she ordered
 - David: Two burgers and a portion of fries
 - Victoria: Two portions of fries
- Paying the money back
 - David: He didn't want the money back.
 - Victoria: He said she could pay him back the following week.
- Who talked to who
 - David: She talked to him in the restaurant.
 - Victoria: He chatted her up.
- The weather
 - David: The sun was shining.
 - Victoria: It was raining.
- What happened outside
 - David: They said goodbye, but she followed him home and they kissed.
 - Victoria: He kissed her as they were walking.

14. Round up by asking students whose story they believe. *Why would one of them have a different story?*

Optional Extra!**Retelling a text**

Ask students to write down five key words from the text on a separate piece of paper to help them remember the main events (not 5 phrases, but 5 words). Then ask them to cover the text and to try to summarise the text using just these 5 words as prompts.

In this text, students might choose *rugby, cold, KFC, purse, rain*, for example.

This is a very good way of helping students realise that they do not need to know everything in a text in order to understand it. It also provides speaking practice and encourages students to think about grammar, as well as providing them with a chance to use some of the new words from the text.

Group work

1. As a follow-up to the grammar section, read out the group work task. Divide students into groups of three and then elicit some possible questions that might be asked.
2. Give them quite a lot of preparation time and monitor as necessary. Encourage them to focus on the ideas on p. 28.
3. When students have had time to prepare and practise, have some groups perform to the class.

Phrases with *in*

1. Ask students to look at ex. 1, p. 28 and to tell you who said each sentence. Elicit that Victoria said the first sentence and David the second. Write up the phrases *in love* and *in the end* on the board and check the meaning.
2. Explain to students that there are many phrases in English using the word *in*. Draw their attention to the phrases in ex. 2. Ask students to read them out and check meaning.
3. Read through the sentences in ex. 2 as a class, checking vocabulary (*thieves, caught, catch*, etc.). Students should complete the sentences using the phrases with *in*. Check in pairs and then as a class.
4. Read through ex. 3 together and check understanding. Then get students to talk together about their answers and encourage them to elicit as much information as they can. Have some students tell the class what they found out about their partner to round off the exercise.

Workbook

Students can do Vocabulary ex. 2, p. 10.

Pair work

1. This exercise is intended to be done in pairs but can also be done in small groups or as part of the Unit 2 project.

2. Ask students to read through the question prompts and get them to write the questions in pairs. Point out that the first three questions should be in the present as they are general questions, while the others refer to the past. Check as a class, again eliciting why the tenses are used.

Answers (Pair work, p. 29)

What are the characters' names?
How old are they?
What do they look like?
Where did they meet?
What were they wearing?
How did they start talking?
Was it love at first sight?
Where did they go on their first date?
What was the weather like?
What happened in the end?

3. Give students time to use the questions and to come up with a short love story. They can either prepare an oral version of their story or write it down. Monitor and assist with vocabulary, but encourage them to make use of the new phrases encountered so far in the unit (e.g. *have a row, get married, etc.*). Students can tell other students their stories or they can be read out to the class with a vote on which story the class liked best.

Optional Extra!

Why not collect the stories together and bind them with a piece of string? You have your very own Collection of Class Love Stories!

Review

1. Let students try the *Review* exercise in pairs, taking it in turns to say a sentence. If necessary, give them a couple of minutes to re-read the text before attempting to retell it without looking at it.

Optional Extra!

Oral storytelling

One way of retelling a story is to ask each student just to say one word to make the story. For example, the first student says 'One', the next decides upon 'day', the third 'Howard', the next 'went', etc.

This encourages students to listen and to think about the language as several possible words could follow the previous one. For example, the second student could have followed 'One' with 'boy' and then the third wouldn't be able to say 'Howard', but 'went' for example, or 'called', or 'who', etc.

This technique is not only limited to retelling a story, but students could be given a topic and have to make up a story on that topic. Decide as well whether students will say the punctuation or whether you will shout out 'full stop' or 'comma' at the relevant point.

Workbook

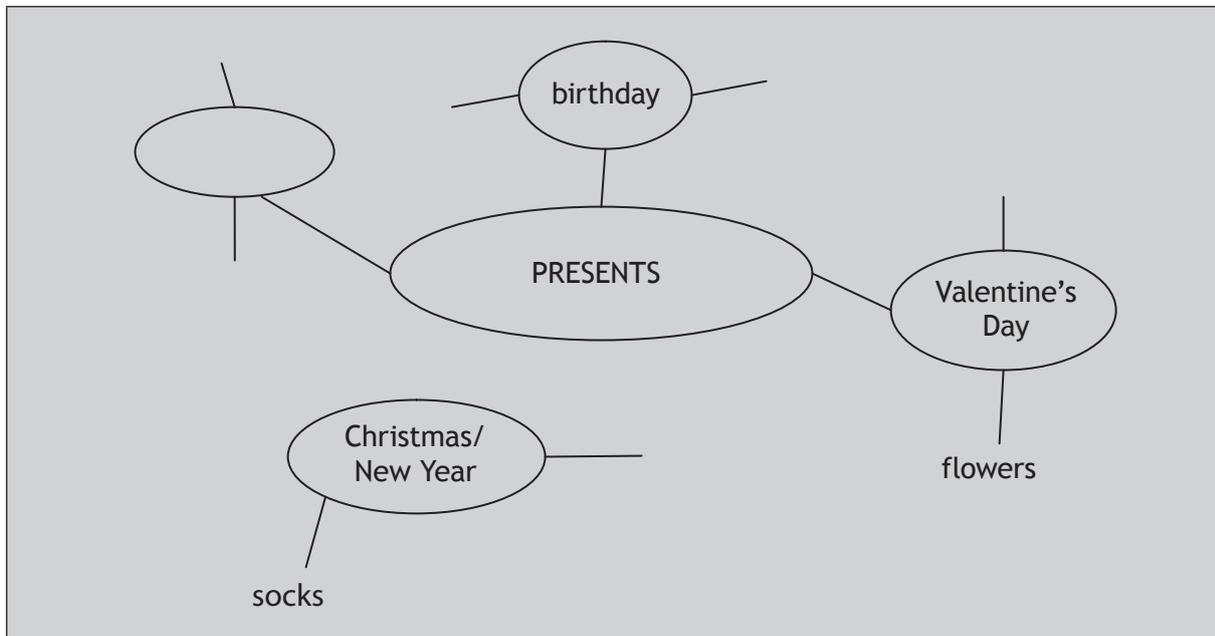
Students can do Listening/Writing, p. 14.

Part B



Let's talk

1. Closed books. Write up *PRESENTS* on the board and make a 'spidergram' by asking students to call out ideas. Include in your 'spidergram' occasions when presents are given and common types of presents for these occasions. Feed in *anniversaries* as this will be useful for the listening exercise later in the unit.



2. Ask students which their favourite occasion for getting presents is and why. Then open books on p. 30 and discuss the *Let's talk* questions either as a class or in small groups with some class feedback. Make sure students understand *receive*, *unusual* and *embarrassing*.

Reading

1. Ask students what they can see in the three pictures on p. 30. Elicit *toilet seat*, *ring*, and *graffiti*. Ask which they think is a normal present to give to someone you love.

2. Read the introduction to *A Sign of Love?* as a class and then proceed with the jigsaw reading as outlined in steps 3–7. (Alternatively, the reading can be done as a classic text with all students reading all three texts and answering ex. 1 and all the questions in ex. 2 on p. 31).

Jigsaw readings

What is a jigsaw reading?

This is an approach to reading that not only gives practice in reading, but also involves the students in speaking, summarising and listening skills. A jigsaw reading is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication. In real life, we may tell people about a news article we have read, so this is a classroom activity that is fairly authentic. It is very useful when working with short texts and can be done in two ways:

- Two separate stories
 - If you have two stories that share a theme – for example two separate stories on crime – prepare comprehension questions for each story. Give one half of the class (Group A) one story, and the other half (Group B) the other. The students read their article, answer the questions and check understanding. Students then pair up with someone from the other group and tell their partner about their story, and listen to their partner's story. To help students remember their story, you may get them to take notes. Alternatively, the students can keep the article with them to refer to. Be careful though, as lazier (or ingenious) students will either read the article aloud, or simply give it to their partner to read!!
- One story split in two
 - Some stories can be clearly divided in two. Follow the same procedure as above, but giving each group only one half of the story. When the students are retelling their half of the article, make sure that the student with the opening half goes first.

Once the students have exchanged stories orally, they should read the other person's text. As a refinement, you can give student B questions about article A to quiz student A on.

3. Divide the class into 3 groups – group A, B and C. Ask each group to read just their text and to answer ex. 1, p. 30. Check briefly as a class.

Answers (ex. 1, p. 30)

A: ring

B: toilet seat

C: graffiti message

4. Then ask students to re-read their text and to answer the relevant questions in ex. 2, p. 31. If necessary, check understanding of the questions first. Have students from the same group sit together and check their answers together to make sure they all have an identical set of answers. Monitor at this stage and check that the group's final answers are correct.

Answers (ex. 2, p. 31)

Student A

1. The ring had the name Lucy on it instead of Helen.
2. Four months
3. Tickets to see his favourite football team.
4. Yes – it was amazing.
5. No, they split up straightaway.

Student B

1. Two years
2. No – he buys things like chocolates, flowers, and perfume.
3. Yes – it was in a box covered with pink hearts and red bows.
4. Yes – her old one was broken
5. Yes

Student C

1. He isn't romantic and has never said he loves her.
2. Yes
3. No – she was embarrassed.
4. No – she sees it every morning.
5. Yes

5. Then make groups of three students (one from group A, one from group B, and one from group C) and ask them to tell each other what they read about. They should use their answers to ex. 2 for help, but not look back at the text.

6. Once each student has heard about the other two texts, he/she can then read them for himself/herself.
7. Finally, check answers as a class, referring to the texts and go through the words from the Word Bank.

Workbook

Students can do Vocabulary ex. 3, p. 10 and Communication on p. 13.

8. Ask students to insert the phrases in ex. 3 in the right place in each text and check as a class. Then discuss ex. 4 as a class.

Brush up your grammar

This section focuses on comparing the uses of the past simple and present perfect tenses.

1. Ask students to complete ex. 1, p. 32 individually and then check as a class. If they are not sure which words go where, encourage them to look back at the texts to see which tense was used with each word/phrase.

Answers (BUYG, ex. 1, p. 32)

Present perfect: ever, since then, yet

Past simple: last year, a month ago, in August

2. Elicit more key words for both tenses (e.g. *never, just, already / when, yesterday, etc.*) and then let students try ex. 2. Check as a class referring to the key words (underlined in the Answer box below). Emphasise the fact that the past simple refers to a specific event in the past – it's finished and won't be repeated. Once checked, put students into pairs to practise the dialogue.

Answers (BUYG, ex. 2, p. 32)

Complete dialogue:

A: Have you ever appeared on TV?

B: Yes, I *have*. Once.

A: When was it?

B: I *made* an advert for popcorn last spring, but I don't think they *have shown* it since then.

3. To extend this part, students could make up similar dialogues in pairs following this model:

A: *Have you ever...?*

B: *Yes,...*

A: *When...?*

B: *I...*

4. Ex. 3 provides further practice. Read the sentences as a class to check vocabulary and understanding. Then give students time to complete the tenses individually before checking as a class, once again referring to the key words.

Answers (BUYG, ex. 3, p. 32)

1. have you been (key word: this week)
2. have known (key word: for ages)
3. hurt (key word: yesterday)
4. has received (key word: so far)
5. fought (key word: the other day)
6. read (key word: when...), haven't read (i.e. yet)

5. Give students chance to choose the correct word in ex. 4. Then check as a class.

6. Ask students to guess whether the sentences are true or false. Then explain that you have the answers (see information below), but you won't reveal them unless they ask you correct questions. Direct them to the five question stems and do the first together as an example. Then give them time to write the other four questions. Get students to ask you their questions, but only answer if the question is grammatically correct. If it's wrong, just shake your head. If it's correct, write it up on the board so that all students can check.

Answers (BUYG, ex. 4, p. 32)

1. wrote (he's dead, plus the book *Romeo and Juliet* has already been written – it can't be written again – no connection to present)
2. discovered (we know exactly when)
3. have been (we still are)
4. has been (she still is)
5. lived (they're dead and don't live here anymore)

Questions:

1. What did Shakespeare write?
T: He wrote *Romeo and Juliet*.

2. When did Columbus discover America?
F: He discovered it in 1492.
3. How long have human beings been on the Earth for?
F: Humans as we think of them today (i.e. Homo sapiens – modern humans) have been on the Earth for about 200,000 years.
4. How long has Madonna been famous for?
F: She's been famous since the 1980s.
5. How long did dinosaurs live for?
F: They lived on the planet for over 160 million years.

7. As an extension, students could write down five more facts to test other students on.

Workbook

Students can do Grammar ex. 4, p. 12 and Writing ex. 1, p. 15.

Phrasal verbs with *off*

1. Focus on the two sentences at the top of p. 33 from 'A sign of love?'. Ask students if they can remember which present they refer to: *I quickly took the lid off* – toilet seat; *It hasn't come off yet* – graffiti. Explain that *take off* and *come off* are called *phrasal verbs*. Students should be familiar with what a phrasal verb is, but read through the definition just to check.
2. Focus attention on the three boxes in ex. 1. Read through the different meanings of the phrasal verbs as a class and then give students a few seconds to tick the meaning of the two phrasal verbs from the text. Check as a class.

Answers (ex. 1, p. 33)

I quickly took the lid off. = remove
It hasn't come off yet. = disappear

3. At this stage, you may want to go into more details on phrasal verbs. Explain to students that three types exist (intransitive, separable and non-separable) and go through them on the board using those verbs on p. 33 as examples.

Types of phrasal verbs

A. Intransitive (verb + particle + no object)

take off = leave the ground

e.g. The plane took off ~~something~~ at 2.30.

B. Transitive – separable(verb + particle + object or verb + object/pronoun + particle)

take off = remove

e.g. Can you take off your shoes? / Can you take your shoes/them off?

*Point out if a pronoun is used, it must go between the verb and particle.**Can you take off them? ×***C. Transitive – non-separable**

(verb + particle + object/pronoun)

come off = disappear from something

e.g. He has come off drugs recently. / He has come off them recently.

He has come drugs/them off recently. ×

4. Students can now do ex. 2 on p. 33. Read through the sentences as a class and check understanding (e.g. *fire alarm, button, passenger, lid*). Then give them time to fill in the gaps individually, reminding them to use the correct tense. Then let students check in pairs. Have them read out the sentences to check as a class and to further reinforce the phrasal verbs.

Answers (ex. 2, p. 33)

1. went off
2. came off
3. hasn't taken off
4. take ... off
5. take ... off
6. went off
7. took off

5. Round off this section on phrasal verbs by asking some questions. For example:
- a. Have you ever flown by plane? How did you feel while it was taking off?
 - b. How often do you take a day off school?
 - c. What do you do when the electricity goes off for a few hours in the evening?
 - d. Do you have to take your shoes off in your home? Do visitors?
 - e. Do you set an alarm clock to wake you up in the morning? What time does it go off?

Workbook

Students can do Vocabulary ex. 4, p. 10.

Listening

1. Ask students if they like buying presents. *Do they find it easy? Do they have a favourite place for buying presents? Who do they think is the hardest person to buy a present for?*
2. Divide students into small groups and give them 2 minutes to make a list of suitable presents for boys and girls (ex. 1, p. 34, question 1). Get feedback by drawing up a list of their ideas on the board. Then discuss the second question as a class. Encourage students to give examples of situations from their own lives when they haven't been able to think of what present to buy for someone.
3. Focus attention on the three pictures and elicit what the objects are (A – a wallet, B – a teddy bear, C – a T-shirt). Read through ex. 2, p. 34 together and ask students which of these three things would make the best present for a boyfriend. Ask them to give reasons for their choice.
4. Play the recording and ask students if they were right.

Answer (ex. 2, p. 34)

B: a teddy bear

5. Read through the questions in ex. 3 as a class. Give students a minute to see if they can remember any of the answers by themselves. Then, without checking, play the recording again for students to answer/check the exercise. Check as a class by playing the recording a third time and stopping in the appropriate places. Alternatively, read through the tapescript (p. 153) as a class, highlighting answers as you go.

Answers (ex. 3, p. 34)

1. Girls
2. Her dad
3. No, he opened it in front of his friends.
4. Anything

6. Ask students if they think this situation is typical. *How would the boys react if they were given a teddy bear? Would the girls like to receive a teddy?*

Workbook

Students can do Writing ex. 2, pp. 15–16.

- Clarify the idea of ‘thank you’ letters by reading through the information on p. 15.
- Go through the *Useful Language* and elicit other ways of ending informal letters (*Lots of love, All the best, etc.*)
- Run through the paragraph content tips on p. 16 and brainstorm some ideas on what students could include.
- Remind students to indent paragraphs.

Brush up your grammar

This section revises *have to* as a modal verb of obligation.

Watch Out!

- Students may have a tendency to omit *to* or the verb that follows.

1. Ask students to read through the four sentences in the *Brush up your grammar* box. Elicit which sentence is not from the listening text (*They didn't have to go home early.*) Then check that students understand the meaning of *have to*. Elicit the past and future forms (write them up on the board) and then read through the *Grammar Summary* together, highlighting the meaning of *have to* and *don't have to*.

2. Read through the sentences in ex. 1 and check understanding (*holiday, ill, have a shower, awful*). Remind students that the missing form of *have to* could be positive, negative or interrogative and may be the past or present. Then give students chance to complete the exercise individually before checking as a class.

Answers (BUYG, ex. 1, p. 34)

1. We don't have to
2. didn't have to
3. Did you have to
4. doesn't have to
5. Does your sister have to

3. Read through ex. 2, p. 35 as a class to check understanding (*stay in bed, have a temperature, relax*). Then ask students to complete the gaps. Check as a class. Then put students into pairs

to say quickly whether the sentences are true for them or not. As feedback, ask students to raise their hands if the sentences are true. Then ask various students for some more details (e.g. *What homework do you have to do? Do you feel better now? How did you relax?*).

Answers (BUYG, ex. 2, p. 35)

1. have to
2. had to
3. didn't have to

4. Read through the *Remember* box as a class. Then give students time to look at ex. 1 and 2 again to see if they can use *needn't* in any of the sentences. Check as a class.

Answer (BUYG, *Remember*, p. 35)

We can use *needn't* in sentences 1 and 4 in ex. 1:

We needn't go to the cinema if you don't want to.

Helen needn't come with us tomorrow. She can stay at home.

5. Exercise 3 can be done in pairs or small groups. Elicit a few examples as a class and then give students time to come up with some ideas. They could even write up their list neatly and put a heading and some pictures so it can go on the wall as part of a display. If they are stuck for ideas, you could brainstorm different areas to think about as a class first (e.g. *telephoning, presents, behaviour, activities, etc.*).

Workbook

Students can do Grammar ex. 5–6, p. 13.

Over to you

Anecdotes

This section gives students the chance to tell an 'anecdote'. Anecdotes are a great way to get students speaking, largely due to the fact that they are based on their personal experiences or opinions and hence are on topics most students feel comfortable talking about and, vitally, topics about which they all have something to say. Students also start to think about *organising* what they say rather than just speaking. Even the weaker students should be able to say a couple of sentences on the topic.

The following steps are important in students 'producing' good anecdotes:

- a. The topic
 - The topic must be something that all students can relate to. This topic familiarity means students can think about *how* they say things and not only *what* they say.
- b. Preparation time
 - Students must have time to think about what they are going to say and to search for the language they will use to express their thoughts. The use of guiding questions assists in this process. Students' language is usually more accurate, ambitious and complex if they are given 'unrushed' time to prepare. Students can either read through the questions themselves or you read them out while they close their eyes and think about what the questions evoke. If you choose the latter technique, give students enough time once they've opened their eyes to plan what they are going to say.
- c. Model
 - Students will benefit from hearing a model anecdote first. Maybe you can perform a brief anecdote on the topic to give them the idea.
- d. Monitor
 - Try to walk around and listen to what students are saying. Give feedback to a few different students each time the class does an 'anecdote' activity.
- e. Repetition
 - Get students to repeat their anecdote to a new partner a couple of classes later. This helps them improve and refine it and gradually sound more natural. If you like, reduce the time allowed to tell their anecdote when it is repeated as they should be more confident with their material.

1. Read through the topics as a class and then focus on the questions. Give students time to prepare what they want to say and then let them talk to a partner (see 'Anecdotes' box above for more information on procedure).

2. Ask a few students to tell the class what their partner told them as feedback.

Speaking

1. Students can either be put in random groups or groups according to which task they want to complete (a, b or c). Explain the exercise and then focus on the *Useful language* box. Run through the phrases as a class – highlight in particular what form follows each 'stem' (e.g. -ing, bare infinitive, etc.). If necessary, write up the phrases on the board, eliciting some more endings for each.

2. Give students time to work together to suggest presents and reach a final decision. Monitor and correct as appropriate.

3. To round off the exercise, have each group say what they would buy and why.

Workbook

Students can do Mini Quiz 2, p. 17.

Part C



1. See the start of this unit for how/when to use Part C.

Answers (Add a letter, p. 36)

Glove
hearT
carD
Flower
spLit
sighT
bEar

2. To round off the unit, students can complete the My Progress section 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/continuous tenses very well, those who didn't do the phrasal verbs with *off* well, etc.

Project

Students can now tackle Project 2 on p. 143.

- Either divide students into groups and get them to choose a project, or ask students to choose a project and then divide them into groups according to the chosen project (i.e. those who have chosen the same project work together).
- Encourage students to use vocabulary and grammar from the unit.

Workbook

Students can do the revision of Units 1 and 2 – Test Yourself 1 – on pp. 18–19.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 10

1. former
2. put up
3. by chance
4. set off
5. split up
6. overnight

Ex. 2, p. 10

1. in a mess
2. in tears
3. in love
4. in a hurry
5. in prison

Ex. 3, p. 10

1. straightaway
2. couple
3. gift
4. received
5. embarrassed

Ex. 4, p. 10

1. take off
2. went off
3. went off
4. coming off
5. correct

Grammar

Ex. 1, p. 11

wanted, didn't have, bought, paid, took, wasn't, didn't fly, felt, walked, did you do, did you try, did, was, drove, didn't stay, got, saw, returned, gave, hurried, began, ran, rose, flew

Ex. 2., p. 11

At 8 am, Tania and Sonia were feeding animals at the Zoo.

At 10.30 am, they were shopping in Oxford Street.

At 11 am, they were making a phone call.

At 1.15 pm, they were visiting the British Museum.

At 3.45 pm, they were riding on a double-decker.

Ex. 3, p. 12

1. did you go
2. Did you enjoy
3. met, was working
4. were your parents doing, got
5. saw, was raining
6. was working, came
7. was driving, stopped
8. were you doing, rang

Ex. 5, p. 13

1. have to
2. had to
3. don't have to
4. Do we have to
5. has to/will have to
6. Did they have to
7. doesn't have to

Ex. 4, p. 12

have been, has this year been
have played, have won, have already
earned
did you earn
didn't play
have you walked
have had
have you visited
have walked, have just come back
happened
didn't walk, bit, was
Have you broken
have eaten
Have you tried
tried, managed, has held, ate, broke

Ex. 6, p. 13

1. I needn't come... (sen. 3)
2. She needn't study... (sen. 6)

Pronunciation, p. 14

/d/: prepared, managed, caused, suffered, arrived, planned

/t/: crossed, experienced, reached, finished, walked

/id/: needed, protected, started, decided, completed

Listening, p. 14

Once upon a time / sleep over / on top of / the girl of his dreams / a bowling bowl / completely honestly

UNIT 3**Overview**

This unit deals with the general topic of the past and the present.

In Part A, students:

- read an article about the Tower of London,
- study dates,
- revise the present and past simple passive forms,
- complete an information gap activity on two famous towers,
- retell an anecdote,
- listen to two stories about escapes from the Tower of London,
- do a word formation exercise on forming nouns, verbs, adjectives and adverbs.

In Part B, the focus shifts to legends. Students:

- read about Dunstanburgh Castle,
- learn about the present perfect passive and the passive infinitive,
- study the word *arrive*,
- do a listening/reading task on a modern legend (an urban legend),
- revise relative pronouns,
- do a 'Find someone who...' mingle activity,
- carry out an interview, giving practice of the passive.

Aside from providing further practice, the Workbook has a pronunciation focus on /i/ and /ai/, a listening exercise on Belgrade, and requires students to write an email and a legend.

The project involves students preparing a talk on a famous person from the past who they admire.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The Legend of King Arthur is best done after the Legend of Dunstanburgh Castle (Part B).
- The rest of Part C can be done at any point during Unit 3.

Part A**Let's talk**

1. Closed books. Ask students what *history* means. *Which language does the word come from?*

2. Get some ideas and then tell them to open their textbooks and to read the definition in section A on p. 39. Discuss the questions either in small groups or as a class, going into as much detail as you feel you have time for.

Optional Extra!

History quiz

Ask students to get into groups and tell them that they are going to write a history quiz. Explain that they should write 5 questions that they know the answers to – they can be *when/who/where/what*. Go around helping with vocabulary. When the groups have come up with five questions and written them down on a piece of paper, give each group another group's questions. Get them to write down the answers on another piece of paper. When they have finished, give each group a new set of questions.

Keep going until all the groups have answered all the questions (except their own). Then collect in the questions and read them out. Groups tell you the correct answer and each group can mark their own answers. Any disputes over the validity of answers can be solved via the Internet in time for the following lesson!

3. Focus attention on the 'letter snake' and tell students that nine historical events are 'hiding' in it. Put them into groups and ask them to find all the events. When they have done this, check as a class.

Answers (ex. B1, p. 39)

The following events appear:

(The) Second World War; (the) first man on the moon; (The) Battle of Kosovo; the telephone was invented; Nikola Tesla was born; (the) atomic bomb was dropped on Hiroshima; Julius Caesar died; (the) Great Fire of London; (the) First World War

4. Then ask them to write the events next to the date when they occurred – the number of spaces should give them some clues. Check as a class with you saying the date and the students telling you the event.

Answers (ex. B1, p. 39)

44BC – Julius Caesar died
1389 – Battle of Kosovo
1666 – Great Fire of London
1856 – Nikola Tesla was born
1876 – Telephone was invented

1914–1918 – First World War
 1939–1945 – Second World War
 1945 – Atomic bomb was dropped on Hiroshima
 1969 – First man on the Moon

5. Ask students what they know about these events (see *Background Information* box below). Get some ideas – ask some questions to help: *Which countries took part in the Second World War?, Who was the first man on the moon? Where was he from? Who fought at the Battle of Kosovo?, etc.*

Background Information

Julius Caesar – Roman Emperor, assassinated on 15th March (the Ides of March) by, among others, Brutus.

The Battle of Kosovo – battle between the Serbs and the Turks.

The Great Fire of London – a fire that started in a baker's in Pudding Lane on September 2nd, burning until September 5th and destroying over 13000 houses.

Nikola Tesla – inventor of Serbian descent, credited for inventing AC electricity and the radio, died in 1943 in New York.

The telephone – invented by Alexander Graham Bell.

The First World War – Allied Powers (led by France, Russia, the UK and the USA) defeated the Central Powers (led by Germany, Austria and Turkey) on November 11th 1918, 9 million soldiers killed.

The Second World War – Allied Powers (the UK, France, Poland, the USA, etc.) defeated the Axis Powers (Italy, Germany, Japan, etc.), 62 million people died.

The atomic bomb – dropped by the USA on Hiroshima in Japan on August 6th during WW2.

The first man on the Moon – Neil Alden Armstrong landed on the Moon with Buzz Aldrin as part of the Apollo 11 mission on July 20th. Upon landing, he said: 'That's one small step for (a) man, one giant leap for mankind.'

6. Focus on ex. 3. Ask a student to read the dates out. Remind them how to say dates by writing up a year and drawing a line in the middle to show that the English break dates into two parts:

18 | 56 (*eighteen fifty-six*)

Ask if anyone knows what BC and AD mean. Explain that BC is short for *Before Christ* and *AD anno Domini* (in the year of our Lord). Ask various students to read out the dates from ex. B1.

7. Finally, read through the unit contents on the previous page (p. 38) together.

Reading

1. Tell students that they are going to read about the Tower of London, an old castle in London, and Henry VIII (drill pronunciation – *Henry the Eighth*). Ask if students know anything about either or have ever seen any pictures of them. Focus on the pictures on p. 40. Elicit the meaning of the title of the article (point out: *tale = story*).
2. Read through the sentences in ex. 1, p. 40, and check vocabulary – *invade, British Isles, connected with*, etc. Ask students to read the text quickly and to complete the sentences with up to three words. Check in pairs and then as a class – point out the sentences in the text where the answers can be found. Explain what *Conqueror* means.

Answers (ex. 1, p. 40)

1. The Normans
2. William the Conqueror
3. nine
4. Henry VIII (Henry the Eighth)

3. Read out the list of people, places and objects in ex. 2. Don't explain what/who they are at this point, just drill pronunciation. Ask students if they can remember which was not mentioned in the text. Get some ideas and then ask students to reread the text to check. Tell them to underline the places where the other things are mentioned so as to eliminate them. Check as a class, referring to the text.

Answers (ex. 2, p. 40)

Westminster Abbey is not mentioned.

4. At this point, ask students who the Yeoman Warders are. Focus on the picture on p. 41. Try to elicit *guards*. Ask if any students know what *the Crown Jewels* are – tell them that this is the jewellery that belongs to the English Royal Family, including crowns, medals, etc. Also, ask what *ravens* are – elicit: *a type of bird*.
5. As a class, read through the comprehension questions in ex. 3, p. 41. Check students understand what the questions mean and explain any unfamiliar words – *defeat, use, in the past, main use, so many, during, look after*, etc. Ask students to read the text again and to answer the questions. Remember to encourage them to underline the place in the text where they find the answers. Check in pairs and then as a class by asking students to read out the whole text and highlight the answers as they read.

Answers (ex. 3, p. 41)

1. They defeated the Anglo-Saxon King, Harold, at Hastings.
2. They used it as a fortress, a prison and a palace.
3. A tourist attraction
4. He wanted a son and replaced his wife if she didn't give him one.
5. He married Catherine of Aragon there (1509); Anne Boleyn was crowned there and also executed there (as was Catherine Howard); there were lots of prisoners there.
6. The Crown Jewels, the visitors to the Tower, the Tower Ravens
7. If they leave, the kingdom will fall.

Background information

- You may want to go through Henry's six wives:
Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr
- The English have a rhyme which helps them remember the order of Henry's marital dealings:
divorced – beheaded – died, divorced – beheaded – survived
(i.e. he divorced his first wife, beheaded his second, his third wife died of natural causes, etc.)

6. Go through the Word Bank to clarify any remaining vocabulary problems.

Workbook

Students can do Writing, ex. 1, p. 23.

7. Give students time to complete ex. 4 on p. 42. Remind them that each line relates to one letter. Check on the board as a class and make sure the meaning of the expressions is clear.

Answers (ex. 4, p. 42)

1. to be crowned
2. keep an eye on / look after
3. a tourist attraction
4. to get married
5. to give birth

8. Read through ex. 5 as a class and check understanding (*recently, alone, etc.*). Then give students chance to fill in the gaps with the expressions from ex. 4. Remind them that they may have to change verb forms, etc. Check as a class.

Answers (ex. 5, p. 42)

1. tourist attraction
2. given birth
3. get married
4. keep an eye on
5. was Petar I crowned (In 1904)

Workbook

Students can do Vocabulary ex. 1, p. 20 and Pronunciation 3, p. 23

9. Now give students chance to discuss the questions. Ask various students to give some feedback on their partner. See if anyone knows when Petar 1 was crowned. This leads into ex. 6. Remind students how to say the dates (as covered in *Let's talk*, stage 6) and then elicit the dates from ex. 6.

Dates

Remind students that:

- 2000 is pronounced *two thousand* (not *twenty hundred*) by the British, and hence 2006 is *two thousand and six* (not *twenty oh six*).
- 1800 is just *eighteen hundred*
- 1703 is *seventeen 'oh' three*

Drill the dates and then give students time to practise saying them in pairs.

10. As a follow-up, you could ask students for some years from their lives (birthdays, date started school, brother's/sister's birthday, etc.).

Optional Extra!

Date dictation

Get students to write down 10 different years. Then put them into pairs and ask them to dictate their years to their partner. When done, they should compare dates to check they have the same. Then they swap over.

Not only are listening skills practised here, but also the way the dates are said.

Brush up your grammar

This section revises the passive voice of the present and past simple tenses.

Watch Out!

- Students are bound to have problems with when to use passive and when to use active verb forms.
- In terms of form:
 - students will have problems distinguishing this from the past simple, present perfect or a continuous tense due to the use of the auxiliary *be* and the past participle.
 - Problems with subject/verb agreement
e.g. Festivals *is* celebrated all over the world. ×
- It needs to be emphasised to students that the same rules apply in terms of when to use the present/past simple whether passive or active (i.e. present simple: regular action in the present, present fact, key words – usually, always / past simple: finished action in the past, key words – ago, last... etc.).

1. Give students time to work through the sentences in ex. 1, p. 42. See if they can complete them from memory and if not, let them look back at the text. Elicit that they are examples of the passive and elicit the fact that sentences 1 and 2 are present simple passive and the third sentence is past simple passive.

Optional Extra!

At this stage, you may want to go through the basics behind the passive:

1. Write up *The executioner executed Catherine Howard at the Tower*. Ask students to tell you the sentence's *subject*, *object* and *verb*. Mark them under the relevant word. Tell students that the most important part of an English sentence is the subject – this is the part that we are most interested in (the focus).
2. Ask them if *the executioner* really is the most important thing in this sentence: tell them that it is obvious that it is the executioner who did the executing – it was his job. Point out that what we are really interested in is the fact that Catherine Howard was his victim – this is what is important.
3. Therefore, we need to make *Catherine Howard* the subject of the sentence. Start a new sentence with *Catherine Howard*. Write *subject* under it. Now put the ending *at the Tower*, leaving a space for the passive form:

Catherine Howard _____ *at the Tower*.

4. Explain to students that we can no longer use *executed* because it was not Catherine Howard who executed someone – she wasn't the 'doer' (*the person who does the action*). Instead we need to use *the passive* – write it up at the top of the board as a title. Fill in the form *was executed* and put the conclusion:
When we want to make the object of a sentence into the subject, we have to use the passive.
In an active sentence the subject is the 'doer' – izvršilac radnje.
In a passive sentence the subject is not the 'doer'.
5. Ask students if they can remember the three occasions when we use the passive. Teach/ elicit/ remind:
We use the passive when:
- i. *The 'doer' is OBVIOUS*
The executioner executed Catherine Howard at the Tower.
 → *Catherine Howard was executed at the Tower.*
 - ii. *The 'doer' is UNKNOWN*
Does someone find replacements quickly if the ravens fly away?
 → *Are replacements quickly found if the ravens fly away?*
 - iii. *The 'doer' isn't the focus of our attention*
Yeoman Warders guard the Crown Jewels.
 → *The Crown Jewels are guarded by Yeoman Warders. (The Crown Jewels are our main topic.)*
6. Elicit the form:
Present: subject + am/is/are + (not) + past participle (-ed/3rd column)
Past: subject + was/were + (not) + past participle (-ed/3rd column)
7. Remind students that the *tense rules* stay the same – e.g. a routine/habit in the present = present simple (key words: adverbs of frequency, etc.), a finished past action = past simple (key words: ago, last..., yesterday, etc.).

2. Ask students to find more examples of the passive in the text on pp. 40–1. Elicit the 'active version' for a few of the sentences they find and emphasise why the passive is used. Then read through the *Grammar Summary* together.

3. Students can now work through ex. 2–4 on p. 43. For each exercise, first read through the sentences to check understanding, then give students time to complete the gaps individually. Check as a class before allowing students to tackle the next exercise. For each sentence, emphasise the meaning and why the passive is used. For ex. 4, elicit why each tense is used (*now, every day, last year, etc.*)

Answers (ex. 2, p. 43)

1. English is spoken in many countries. (People speak... – *doer obvious*)
2. The post isn't delivered on Sundays. (The postman doesn't deliver... – *doer obvious*)
3. Are CDs sold here? (Does the shop sell...? – *doer obvious*)
4. Children are given presents at Christmas. (Do people give...? – *doer obvious/unknown*)
5. Is the cake made with fruit? (Do you make...? – *doer obvious/unknown*)
6. These cars aren't produced here. (This factory doesn't produce... – *doer obvious*)

Answers (ex. 3, p. 43)

1. were seen (Somebody saw... – *doer unknown*)
2. wasn't crowned (*doer not important – main focus is Elizabeth II*)
3. Was his camera stolen (Did someone steal... – *doer unknown*)
4. weren't painted (*doer less important – main focus is pictures*)
5. Were they stopped (Did the police stop – *doer obvious*)
6. wasn't broken (No-one broke – *doer unknown*)

Answers (ex. 4, p. 43)

1. is cleaned (The cleaner cleans... – *doer obvious*)
2. was built (Builders built... – *doer obvious*)
3. was invented (Someone invented... – *doer unknown/less important*)
4. Were the children given (Did the teacher give... – *doer obvious*)
5. wasn't produced (Did someone/an expert produce... – *doer unknown/less important*)
6. weren't told (Someone told the police... – *doer unknown*)
7. Are chocolate eggs eaten (Do people eat... – *doer obvious*)
8. are usually delivered (The postman usually delivers... – *doer obvious*)
9. aren't read (People don't read... – *doer unknown/obvious*)
10. was this book published (When did the publishers publish... – *doer obvious*)

Workbook

Students can do Grammar ex. 1–2, p. 21.

Pair work

This information-gap activity gives further practice in the passive.

1. Write up *TOWERS* on the board and ask students if they can name any famous towers in the world. Ask what the towers they mention (or towers in general) are used for – elicit *offices, flats, tourist attractions, etc.*
2. Explain that students are going to read about two different towers. Divide the class into two groups – A and B. Ask group A to look at p. 150 and group B to look at p. 152 – at this stage, it helps if all the A's are sitting near one another and all the B's are together, too.
3. Ask group A which tower they have information on. Elicit *Burj Khalifa* and write it up on the board with pronunciation: /bɜːʒ kə'liːfə/. Elicit similar information from group B. Give students time to read about their tower and then to ask the other members of their group if they don't understand any of the text. Monitor as they read and assist with vocabulary and understanding.
4. Then ask students to look at the questions. Explain that these are questions about the other group's tower. Ask students to make the questions using the passive and remind them to be careful of the tense. All students have the same five questions to complete so you can check them as a class.

Answers (Pair work, pp. 150, 152)

1. Where is it located?
3. When was it started?
4. When was it finished?
5. When was it opened?
6. What is it used for?

5. Check students understand the meaning of the questions. Then put them into pairs (A:B) to ask and answer the questions. Encourage them to make notes on the answers. Monitor and assist as necessary. Then put students together with a partner who read the same text (A:A, B:B) and ask them to see if they found out the same information.
6. Check as a class by asking A's to tell you the answers to the questions they asked and B's to tell you the answers to their questions.
7. Round off by asking students to read the text about the other tower. Check vocabulary as a class.

Listening

1. Ask students if they know of/can think of/have heard of any ways of escaping from prison. Elicit a few. Try to feed in *cell* as you discuss the topic. Then read through the information at the top of p. 44. Ask students if they think it was easy to escape from the Tower. *Why/why not?*

2. Then focus on the pictures in ex. 1 and elicit what can be seen. Elicit *a barrel of wine, drunk/sleeping guards, a basket of food, boats, women, women's clothes*.

3. Ask students to listen to the Bishop of Durham's escape and to tick the relevant pictures. Play the first part of the recording. Then check as a class.

Answers (ex. 1, p. 44)

The first three pictures should be ticked (the drunk guards, the basket, the boat).

4. Ask students to read ex. 2 and to try to answer the questions. Then play the first half of the recording again for them to check their answers. Check as a class by referring to the tapescript on p. 153.

Answers (ex. 2, p. 44)

1. He was the first prisoner there and the first man to escape.
2. No – he had parties.
3. It was in a basket which was brought to his cell.
4. The rope was too short.

5. Read through ex. 3 and ask students for some suggests on how the women and the women's clothes could have helped Lord Nithsdale to escape. Then play the second half of the recording for students to find out if they were right. Elicit how he escaped.

6. Read through ex. 4 as a class and give students time to answer true or false before listening to the recording again. Check by reading through the rest of the tapescript on p. 154 as a class. Go through any new vocabulary as well.

Answers (ex. 4, p. 44)

1. F – It happened the night before (*the eve, hours before his execution*).
2. T – She was allowed to visit.
3. F – The guards didn't suspect a thing.
4. F – She joined him in Rome soon after.

7. Quickly elicit *the River Thames* as the answer to the *Over to you* question.

Workbook

Students can do Writing ex. 2, p. 23–4.

Word formation

1. Write up the word *SUCCESS* on the board and ask students to shout out as many words as they can think of that are related to the word (i.e. have the same root) – give help by asking *What's the noun/adjective?*, etc. Then focus students' attention on the table on p. 45 and complete the first row as a class.
2. Give students time to complete the rest of the table in pairs. Encourage them to look back at the texts in Part A if they don't know any of the answers. Then check as a class.

Answers (ex. 1, p. 45)			
success	succeed	successful	successfully
attraction	attract	attractive	attractively
tradition	• • •	traditional	traditionally
replacement	replace	replaceable	• • •
day	• • •	daily	daily
crowd	crowd	crowded	• • •
history	• • •	historical	historically
execution	execute	• • •	• • •
marriage	marry	married	• • •
care	care	careful	carefully
ceremony	• • •	ceremonial	ceremonially

3. Read through ex. 2 to check vocabulary before giving students time to complete the gaps individually. Check as a class.

Answers (ex. 2, p. 45)

1. attraction
2. History
3. traditional
4. crowded
5. replacement
6. daily
7. marriage
8. careful

4. Ask students some follow-up discussion questions, e.g. *Is the bus usually crowded when you travel on it? Which is your favourite tradition? What are your daily chores? What are you most successful at? Do you always do your homework carefully?*

Workbook

Students can do Vocabulary ex. 2, p. 20.

Speaking

This is another ‘anecdote’ exercise although no ‘thinking’ questions are provided (see Unit 2 for information on Anecdotes).

1. Read through the different topics as a class and check students understand the titles. Give them chance to think about the topic they want to talk about and to make some notes (see procedures in Unit 2).
2. You may want to prepare a handout with questions for them to think about for each topic:

Suggested questions	
<p>A traditional celebration</p> <p>What's the name of the celebration? When is it celebrated? Why is it celebrated? Where is it celebrated? How is it celebrated? Who do you celebrate with? What is eaten? What is drunk? Are games played? Do you like this celebration? Why?</p>	<p>A tourist attraction</p> <p>Where is the tourist attraction? What is the attraction? Is it famous in Serbia or all over the world? What can you do/see there? Is it open all year round? Do you have to pay to see it? How popular is it? Have you been there? When did you visit it?</p>
<p>A successful person</p> <p>What is the person's name? Why is he/she successful? How do you know the person? What does he/she do? What does he/she look like? What about his/her personality? Would you like to be this person?</p>	<p>A historical event</p> <p>What is the event? When did it happen? Which people were involved? Where did it happen? Was it important for world/Serbian history? How do you know about this event? Will a similar event happen in the future?</p>

<p>A wedding ceremony</p> <p>What happens before the ceremony? What happens during the ceremony? What happens after the ceremony? Which people go to the ceremony? What is eaten? Is there dancing? Do people wear special clothes? Which was the best wedding you've been to?</p>	<p>A possession</p> <p>What is the possession? How did you get it? How long have you had it? Where do you keep it? What does it look like? Do you use it/look at it every day? Do you know anyone else with the same thing? How would you feel if you lost it?</p>
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3. Let students tell their anecdotes in small groups. Then have some students tell the class about their topic. You could have students write up their anecdotes afterwards and produce a poster display on the six topics.

Optional Extra!

Hangman

Why not play Hangman with the students as a 'breather' from the exercises – a familiar and useful game for practising letters of the alphabet and spelling? You start off. 'Punish' students not only for suggesting letters that are not in the word, but also for mispronounced letters. Don't finish the round when the students have guessed the word, but when they have completed all the letters. Let the student that says the final letter choose the next word. Also, it's best if there's a theme, like 'relationships' – avoid 'Movies!' or 'Pop songs!' as the language value of such topics can be limited at this level.

Part B



Let's talk

1. Write up the letters *C E I S D I N O S* on the board. Either ask students to shout out words they can make with the letters or do it as a competition by putting students into small groups and giving them two minutes to write down as many words as they can think of. Tell them there is at least one word which uses all the letters (DECISIONS). If they can't get it, give them some help by giving them some clues (e.g. It's plural./ It begins with D./ It's a word that means *choices*.)

2. Then open books on p. 46 and work through the *Let's talk* questions either as a class or in small groups with some brief feedback from different groups. Check *regret*, *make a decision*, etc.

Reading

1. Tell students that they are going to read a legend about Dunstanburgh Castle /'dʌnstənbə/. Read through the introductory paragraph together and check general understanding (there are comprehension questions later).

2. Then focus on the pictures on pp. 46–7. Tell students that they are all scenes from the legend. Elicit what is happening in each picture and feed in some key vocabulary (Picture 1: a glowing figure, archway; Picture 2: blow a horn; Picture 3: a storm, a castle, a ruin; Picture 4: dawn; Picture 5: a coffin, sleeping, candles; Picture 6: sword).

3. Then let students do ex. 1, p. 46 by reading the text on their own, underlining relevant sentences. They could check in pairs and then check as a class, referring to the text.

Answers (ex. 1, p. 46)

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

4. Read through ex. 2 on p. 47 together and explain students need to underline the sentences in the text which provide the 'evidence'. Give them time to complete the exercise individually before checking by reading through the whole text as a class, stopping in the appropriate places.

Answers (ex. 2, p. 47)

1. He could see a storm was coming. (Paragraph A)
2. The twelfth-century castle... (Introduction)
3. ...lying in ruins (Introduction)
4. Suddenly, a glowing figure appeared before Sir Guy and said... (Paragraph B)
5. Sir Guy found himself in a huge room lit by a hundred candles. (Paragraph C)
6. ...at the far end of the room a glass coffin could be seen. Inside it, there was a beautiful woman, who was also sleeping. (Paragraph C)
7. The fate of the sleeping beauty depended on his choice. (Paragraph D)
8. Immediately, the scene began to disappear... 'Shame on the coward who blows the horn...' (Paragraph E)
9. The next thing Sir Guy knew, he was outside again at dawn. (Paragraph F)

5. Check the words in the Word Bank at this stage before letting students do ex. 3, p. 48. Check as a class.

Answers (ex. 3, p. 48)

a5, b6, c2, d1, e4, f3

6. Ask students some follow-up questions, e.g. *Do you prefer going to the coast or the mountains? Why? How many wooden things can you see in this classroom? When was the last time you lost something and had to search for it?*

7. Write up on the board: *They finally arrived _____ a large wooden door.* Ask students if they know the missing word. Then focus on the *Remember* box. Read through it as a class and highlight the difference between *arrive in* and *arrive at*.

8. Follow up by saying some words with students responding with *arrive in* or *arrive at* (e.g. the cinema, London, France, Belgrade Airport) – see *Optional extra – Hands up* (Unit 1).

Over to you

Discuss the questions either as a class or in small groups with class feedback.

Workbook

Students can do Vocabulary ex. 3–5, p. 20.

Speaking

Mingle activities

This is a mingle activity involving students walking around the classroom interacting with each other to find out information. If needs be, move desks and chairs to one side for more space. Alternatively, do the activity outside. Aside from speaking, it provides practice in forming questions as well.

1. Read through the *Find someone who...* sentences and check understanding. Explain that students must find someone in the class who 'fits' each statement. Tell them that they cannot write the same person's name twice and that they must find out at least one piece of additional information when they write in someone's name. Demonstrate by getting them to ask you the questions. If necessary, elicit and write the questions on the board (e.g. *Were you forced to do something...?, Have you been in a deserted house?, etc.*)

2. If none of the statements apply to you, lie! For the question you choose to answer 'Yes' to, get students to ask you other questions to find out extra information. (*Did you go to the coast last summer? 'Yes.' – Where did you go? Where did you stay? Who did you go with?, etc.*)

3. When students are confident with what they have to do, tell them to take their textbooks and a pen and to walk around to complete the gaps. Encourage students not to stand in groups, but only to talk to one other person at a time. Remind them if the answer is 'No', they should move on to someone else. Set a time limit (e.g. 5–10 minutes) and keep telling them how long they have left.

4. When a student has completed all the gaps, he/she can sit down. When the majority of students have succeeded in filling in the gaps, end the activity. Ask the first student who finished to tell the class what he/she found out. Have some other students give feedback, too. Alternatively, have students get into groups to compare answers for more speaking practice.

Grammar

This section introduces the present perfect passive and the passive infinitive.

Watch Out!

- Students may omit *been* from the present perfect passive.

Have you given the letter? x

1. Focus attention on ex. 1, p. 49. Elicit the tense and the key words (*since, ever*). Remind students that when we use the passive, the tense rules are the same as for the active. Elicit also the form and ask students to complete the rule (*present perfect, past participle*). If necessary, put a substitution table on the board.

Present Perfect Passive

have/has been + past participle

I

You _____

He

She _____ used (since last week).

It

We

You _____

They

2. Then focus on ex. 2 and ask what type of verbs *could*, *can* and *shouldn't* are. Ask what form of the verb we use after modal verbs and elicit *the infinitive*. Explain that in these sentences the *passive infinitive* is used. Rewrite the sentences using the active voice to highlight this:

They could see a glass coffin.

Can we solve this problem quickly?

We shouldn't eat the cake until Christmas.

3. Read through the *Remember* box and highlight on the board: passive infinitive = be + past participle.

4. Students can now attempt ex. 3. Read through the sentences as a class to check understanding. To make the exercise easier, you could ask students to first underline the modal verbs and the key words for the present perfect, then go through it as a class eliciting whether the infinitive or present perfect is needed, and finally give students time to complete the exercise individually before checking as a class.

Answers (Grammar, ex. 3, p. 49)

- be chosen
- has been broken
- be collected
- hasn't been turned
- have already been cleaned
- be signed
- be accepted

5. As a lead-in to ex. 4, ask students how we know whether a sentence is active or passive. Ask about the 'doer' – elicit the fact that the 'doer' is the subject of an active sentence. Do sentence 1 in ex. 4, p. 49, together. Ask students to tell you the subject (the knight), the verb (searched) and the object (the castle). Then ask who does the searching – elicit that it is the knight and ask if he is the subject. Elicit that he is and that therefore the sentence is active. Let students do the other sentences on their own before checking as a class, following the same explanation as with the first sentence.

Answers (Grammar, ex. 4, p. 49)

1A, 2P, 3A, 4A, 5P, 6P

6. As an extension, you could ask students to rewrite sentences 1 and 3 using the passive (*The castle was searched for years by the knight. / A choice had to be made.*) and sentences 2, 5 and 6 in the active – give students the first word if necessary (*The figure/Someone led Sir Guy through the passage. / No-one has made the decision yet. or People haven't made the decision yet. / We heard wonderful music in the distance.*)

Workbook

Students can do Grammar ex. 3–6, p. 21 and Listening, ex. 1–2, p. 22.

Pair work

1. Read through the questions and ask what tense is used in each sentence. Elicit that all the sentences are passive. Check understanding.
2. Get the students to ask you the questions and give brief answers so as to model the exercise. Encourage them to ask for extra details.
3. Give students time to ask their partners the questions and to make notes on their answers. Then have them report back to another student or to the class.

Reading/Listening

1. Ask students if they know what *URBAN LEGENDS* are. Write the phrase on the board and then have someone read out the introduction at the top of p. 50.
2. Focus attention on the picture and ask what is happening. Elicit some ideas before getting students to read through the first part of the urban legend and choose a title (ex. 1, p. 50). Check as a class.

Answers (ex. 1, p. 50)

The best title is *The girl who disappeared*.

3. Go through the adjectives in ex. 2 as a class to check understanding. Then let students try to put them in the text in pairs. Check by playing the first part of the recording or reading through the tapescript on p. 154.
4. Elicit possible endings for the urban legend (ex. 3) and then listen to the rest of the legend as a class. Ask students if they have heard this legend before. *Do they believe it?*
5. Discuss the *Over to you* question as a class.

Brush up your grammar

This section revises relative pronouns/clauses.

1. Focus attention on ex. 1 in the *Brush up your grammar* box. Ask students to complete the sentences.

Answers (BUYG, ex. 1, p. 50)

The girl, whose hair and clothes were wet, said...

I live in a house that is about five miles along this road.

2. Elicit that these are relative pronouns – put the heading on the board and elicit other relative pronouns on the board. Write up *where*, *when* and *whom* as well if students mention them.

Relative pronouns

who – people

which – things

that – people and things

whose – possession

where – places

when – time

whom – people

3. If mentioned, explain that *where* and *when* refer to place and time respectively, but that the focus is on the first four relative pronouns. You could also explain that *whom* is used to refer to people when they are not the subject of the sentence, but that it is used less and less nowadays and *who* is more frequently used.

4. Remind students that we can use relative clauses to join two sentences together so they become one sentence. Write up on the board:

The girl said... Her hair and clothes were wet.

I live in a house. It is about five miles along this road.

Ask students which word the relative pronoun replaces – elicit *her* and *it*. Point out that when we use a relative clause, we omit the word the relative pronoun replaces. Explain that *who* replaces *he/she/they/Peter/Sue*, etc. and that *which* replaces *it/they/the dog/the car/the tables*, etc. Likewise, explain that *whose* can replace *his, her, our, their, Peter's, Sue's*, etc. If you think it necessary, give more examples:

Sue is a girl. She likes Italian food.

Sue is a girl who likes Italian food.

This is our friend. Her sister lives in China.

This is our friend whose sister lives in China.

5. Focus on *that* and say that it can replace *who/which* if there is no comma. Don't go into details though about defining and non-defining relative clauses. Again give an example – *Sue is a girl that likes Italian food*. Read through the *Grammar Summary* together.

6. Students can now attempt ex. 2, p. 51. First, let them connect the ideas in pairs. Then check as a class before asking them to complete the sentences individually. Tell them to use *who*, *which*, *whose* or *who*. Again check as a class.

Answers (BUYG, ex. 2, p. 51)

2. ... America, which was discovered by Columbus in 1492.
3. ... Playstation, which has been made by Sony since 1984.
4. ... the Tower of London, where/whose ravens are fed by Yeomen Warders.
5. ... tea, which has been drunk by the English for centuries.
6. ... The Battle of Hastings, which was fought in 1066.
7. ... Anne Boleyn, whose life was ended in 1536.
8. ... the television, which was invented last century.

7. As a follow-up students could make up a similar exercise for other groups to complete.

Workbook

Students can do Grammar, ex. 7–8, p. 22 and Writing, ex. 3, pp. 24–5.

Review

This review will give practice in past tenses, relative clauses and linking words.

1. Read through the sentences as a class and check vocabulary. Students should work in pairs or small groups to 'prepare' their review (by looking back at the text if needs be). Remind them to write their sentences without copying them from the text. Tell students they should make one sentence from each line – encourage them to use *and*, *but*, etc. to connect the ideas. Monitor to check for correct use of past tenses and relative clauses.
2. When students have had time to prepare, they can do the review orally by each saying a sentence.

Suggested answers

Sir Guy was riding a horse along the coast.

It was raining so he hurried to the castle, which was in ruins.

He took shelter under an archway and waited for the storm to pass.

A figure appeared and said, "Follow me to find a beauty."

He followed the figure through the passages and arrived at a wooden door.

The door opened automatically and he saw a huge room lit by candles.

Soldiers were sleeping and there was a glass coffin, which had a beautiful woman inside.

There was a soldier next to the coffin who was holding a horn and a sword.

Sir Guy had to decide whether to take the sword or the horn and the fate of the woman depended on his choice.

*He chose the horn and blew it, but the scene disappeared.
The next moment he was outside again and it was dawn.
He searched for years, looking for the entrance, but he never found it.*

Workbook

Students can do Mini Quiz 3, p. 25.

Part C



1. See the start of this unit for how/when to use Part C.

Answers

King Arthur, p. 52

1D, 2A, 3C, 4B

Did you know...?, p. 53

six toes

one week

three

2. To round off the unit, students can complete the *My Progress* section 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 passive very well, those who didn't do the legend of Dunstanburgh Castle well, etc.

Project

Students can now tackle Project 3 on p. 144.

- Read through the instructions and questions as a class. Check any problematic vocabulary (*leader, discoverer, achievements, etc.*).
- Give groups time to think about which historical personality they are going to choose and to make some notes (this may be best set as a homework task). Make it clear that groups shouldn't just copy a text from another book or the Internet.
- Ask various groups to tell the class about their famous person – encourage them to speak from notes rather than reading out a text.
- Follow this up by asking the groups to produce a poster about their chosen personality.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 20

1. fortress
2. king / queen / palace
3. prison / Guards
4. take care
5. fly
6. wives / executed

Ex. 2, p. 20

1. attractive
2. successful
3. marriage
4. carefully
5. daily
6. crowded

Ex.3, p.20

1. at
2. to
3. in
4. at
5. on
6. from
7. to
8. under / near

Grammar

Ex. 1, p. 21

1. is known
2. aren't grown
3. were packed
4. is often delivered
5. was used

Ex. 2, p. 21

1. was the mail brought
2. is coffee grown
3. was the garden watered
4. presents were you given
5. was Harry Potter written

Ex. 4, p. 20

- choice
wooden, completely
ruins
entrance
beautiful
disappeared
decision, regretted

Ex. 5, p. 20

1. fate
2. swords
3. storm, shelter
4. dawn, glow

Ex. 5, p. 21

1. has just been sent
2. are usually played
3. be bought
4. were given
5. has already been chosen

Ex. 6

1. was arrested
2. drove
3. have been seen
4. are made
5. bought

Ex. 3, p. 21

1. have been broken
2. haven't been opened
3. Have you been invited
4. hasn't been seen
5. have televisions been made

Ex. 4, p. 21

1. be brought
2. be watered
3. be done

Ex. 7, p. 22

1b, 2e, 3d, 4a, 5c

Ex. 8, p. 22

1. whose
2. which
3. which
4. who
5. which

Listening

Ex. 1, p. 22

Not mentioned: 4, 7, 8

Ex. 2

was built, is situated, have been constructed, is known, are played, is situated, is visited, was destroyed, are displayed, are performed

Pronunciation 3, p. 23

/i/: still, fifth, sit, miss, thing, king

/ai/: wife, five, time, side, while, provide

Writing

Ex. 2, p. 23

The Tower of London, the Crown Jewels, the Yeomen Guards, ravens

UNIT 4**Overview**

This unit deals with the general topic of inventions and technology.

In Part A, students:

- read about some predictions from the past for life today,
- study expressions with *get*,
- revise future tenses, including *going to* and the *future simple*,
- learn about the *future continuous*,
- look at verbs and nouns which have the same forms,
- talk about inventions they couldn't live without,
- discuss what life will be like in 2020,
- listen to two people talking about important inventions.

In Part B, the focus is on computers. Students:

- read about computers being used to check up on pupils at school,
- revise the first conditional,
- do a word formation exercise on related verbs, nouns and adjectives,
- look at the linking words *also* and *too*,
- learn some useful computer lexis,
- read opinions on whether computer games are bad for us or not,
- revise the zero conditional,
- study phrases involving *as ... as*,
- rank the various uses of a computer,
- discuss favourite computer games.

Aside from providing further practice, the Workbook has a pronunciation focus on /ɒ/ and /əʊ/, a listening exercise on the Wright brothers, a focus on phrases for asking for or offering help, and requires students to write an essay discussing what they think the positive and negative sides will be to life in the future.

The project involves inventing a robot or devising a computer game.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The activities in Part C can be done at any point throughout the unit.

Part A



Let's talk

1. Closed books. Write up on the board:

kobos

pprae

vitleesoin

uumacv neclrae

Tell students that these are all very common *inventions* – write the word up as a heading and explain what it means. Give them time to try to solve the anagrams in pairs or groups. Write up the answers on the board (*books, paper, television, vacuum cleaner*).

2. Ask students if they know anything about these inventions – *when, where or by whom they were invented?*

3. Open books. Ask students to read through the first question in section A on p. 55. Check *print* and *invent*. Get them to answer in pairs and then go through the answers as a class by asking them to ask you questions (e.g. *Where were the first books printed?, etc.*)

Answers (Let's talk, section A, p. 55)

1a, 2b, 3b,4b

4. Ask students if they are surprised by these facts. Then discuss section B either as a class or in groups with class feedback (clarify *forecast*). You could teach/remind students of the English names for the 12 signs of the Zodiac.

Background information

Signs of the Zodiac

Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces

5. Move on to section C, again either in groups or as a class. You could also brainstorm different ways of predicting the future.

Optional Extra!

Props

Props or *realia* are a great way of firing students' imaginations. Among other things, they can be used to brainstorm ideas or to make role plays more realistic.

Why not bring in various props so students can guess the various ways of predicting the future? You could use: a pack of cards (representing *tarot cards*), a glass ball (representing *a crystal ball*), a student's hand (*palm reading*), etc.

You could even dress up as a fortune teller (a kerchief on your head, a big earring, etc.) and ask students to ask you questions about the future to get them interested in the topic.

6. Finally, read through the unit contents on the previous page (p. 54) together.

Reading

1. Focus on the pictures on p. 56 and ask students what they can see. The *robot* should be obvious, but see if they can guess what the vehicle is. Then ask if they know who the man is at the top of p. 57 (Charlie Chaplin).

Background information

Charlie Chaplin (1889–1977) – one of the most famous actors in silent films (comedies).

2. Focus on the title of the article and explain that the text is about predictions that were made in the past about life today. Read the first paragraph together and ask students if 'smellivision', 'personal microchips', 'skycars' exist.
3. Then read through ex. 1 together and check understanding of the topics (e.g. *equipment, transport, health*). Give students time to read the whole text and to write in the numbers. Check in pairs and then as a class, highlighting the key words (e.g. *television, arm, cars, microwaves, etc.*).

Answers (ex. 1, p. 56)

Household equipment – 1, 4, 5, 7, 9
 Transport – 3, 10
 Health and the human body – 2, 6
 Food – 8

4. Focus on the pictures in ex. 2, p. 57. Don't go through the pictures at this stage. Instead, tell students to re-read the text and to write the date when these predictions were made (1950, 2000 or both) – make sure students realise that predictions 1–5 in the text were made in 2000 and 6–10 are from 1950. Check as a class.

Answers (ex. 2, p. 57)

Top row: skycar: 2000, robot: 1950 and 2000, edible cans: 1950

Bottom row: bicycle-activated microwave: 2000, flat screen TVs: 1950, personal helicopters: 1950, personal tiredness alarm: 1950, smellivision: 2000

5. Discuss ex. 3, p. 58 either as a class or in groups.

Answers (ex. 3, p. 58)

1. Prediction 9 has come true and to some extent predictions 5 and 7.
2. Horses
3. The theatre

6. Round off by reading the text as a class and going through the Word Bank. Clarify any other unknown words.

7. Students can tackle ex. 4 either in pairs or individually. Check as a class.

Answers (ex. 4, p. 58)

1. millennium
2. edible
3. take off
4. traffic jam
5. heat
6. snack
7. own
8. invest
9. forever

8. Read through ex. 5 as a class to check understanding (e.g. *drivers, snails, between, last, need*) before letting students complete the gaps with the words from ex. 4. Check as a class and then let students discuss whether they think the sentences are true or false in pairs/small groups. Get some class feedback on students' opinions to round off the exercise.

Answers (ex. 5, p. 58)

1. traffic jam
2. edible
3. snack
4. forever
5. own

Workbook

Students can do Vocabulary ex. 1 and 3, p. 26.

9. Focus on the *Remember* box and elicit the meaning of *snack (v)*, *snack (n)*, *change (v)*, *change (n)*, *start (v)* and *start (n)*.

Workbook

Students can do Vocabulary ex. 2, p. 26 and Communication, pp. 30–1.

10. Discuss the *Over to you* questions as a class.

Expressions with *get*

1. Write *get up* on the board and elicit its meaning. Ask students if they can think of any phrases with the word *get* – elicit a couple or give some clues (e.g. *If your tooth starts hurting, what do you get? You get toothache. / If you do a lot of exercise, what do you get? You get tired/fit., etc.*)
2. Focus attention on ex. 1, p. 58. Ask students to read through the expressions and see if any of them are those that they mentioned. Then ask them to find the two expressions from the text on pp. 56–7 (*get home*, *get bored*).
3. Ask for the meaning/translation of *get home*. See if students can think of a word to replace *get* – elicit *arrive*. Repeat for *get bored* – elicit *become*. Then let students do ex. 2, p. 59, in pairs. Check as a class.

Answers (ex. 2, p. 59)

1. buy = get a newspaper
2. become = get bored
3. leave = get off a bus
4. become ill with = get a headache
5. receive = get something for your birthday
6. arrive = get home
7. catch = get a train

4. Read through ex. 3 as a class and then let students discuss the questions in pairs. Ask some students to tell the class what they found out about their partner as feedback.

Workbook

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

Pair work

1. Focus on the list of 'inventions' in ex. 1 and read through them as a class to check understanding. Drill pronunciation. If students don't know the meaning of any, mime the object so they can guess.
2. Ask if they think all these inventions are important. Elicit some brief feedback. Then give them chance to ask you what your three choices are for inventions you couldn't leave without. Support your choices with reasons so as to model the exercise.
3. Give them time to choose the three inventions they couldn't live without and to think of reasons for their choices. Then let them talk about their choices to a partner.
4. For ex. 2, get students to make a chart in their notebooks with the inventions across the top. Down the side they should write the names of the students in the class (or 15 students depending on the time available):

	the wheel	the mobile telephone	television	Coca Cola	the CD
Me					
Miloš					
Jelena					
Ivan					

5. Ask students to tick the boxes of the three inventions they couldn't live without. Then elicit/write up the question '*Which three inventions can't you live without?*' on the board. Get students to stand up and to mingle, asking each other the question and ticking the relevant boxes according to students' answers. Encourage them to make notes/remember the other students' reasons for their choices.

6. Ask them to calculate which the three most popular inventions in the class are and then get feedback.

7. To round off, you could put students into small groups to come up with the good sides and bad sides of each invention from ex. 1 followed by a brainstorming session as a class to summarise the ideas.

Brush up your grammar

This section revises the future simple and *going to*.

Watch Out!

- Students may omit the auxiliary verb *be* before *going to* or the verb afterwards.
I going to have a party next week. ×
He is going to breakfast. ×
- There may be problems in distinguishing between when to use the different forms, particularly *going to* (plans) and present continuous (arrangements – more definite than plans).

1. Read through ex. 1 together and highlight/ elicit the form of the future simple. Write it on the board. Then focus on when we use the future simple. Highlight that the sentence in ex. 1 is a prediction, but go through the other uses of *will*, too.

Future simple

+/-

will/won't + infinitive

?

will + subject + infinitive

Uses

- offers/promises
I'll help you wash up.
- requests
Will you open the window, please?
- decisions made now
Oh, I know! I'll go to the cinema.
- general predictions
I think the world will end soon!

2. Explain that we often use *will* with *I think, I hope, I expect, I promise*.

3. Then move on to *going to* by getting students to quickly complete the sentence in ex. 2. They can check back in the text if they want to. Elicit the form of *going to* and its uses.

going to

be + going to + infinitive

I am going to see Mike.

She isn't going to fly to Greece.

Are you going to speak to her?

Uses

- **a plan that is already made**
I decided yesterday. I'm not going to have a party.
- **predictions when there is evidence now**
Look at her stomach! She's going to have a baby!
The sky's so black. It's going to rain.

4. Read through the *Grammar Summary* as a class and check everything is clear.

5. Read through ex. 3 as a class to check understanding. Then let students work through it by themselves. Check as a class, highlighting why each tense is used.

Answers (BUYG, ex. 3, p. 60)

1. is going to jump (prediction with evidence – She's running...)
2. I'll do (promise)
3. Are you going to watch (asking about plans)
4. I'll help (offer)
5. are going to spend (plan – they bought the equipment...)
6. will pass (general prediction)

6. Give students time to do ex. 4 where they write down their plans for the weekend. Encourage them to write sentences with *going to*. Monitor to assist with vocabulary and check the structure.
7. Get them to ask you questions about your plans (*Are you going to...?* – write the question on the board if needs be) to see if you have the same plans as any of them. Then give them time to mingle (see Unit 3 for advice on Mingle Activities) and to find out if there is anyone with similar plans. Get some brief feedback by asking students if they managed to find anyone.
8. Remind students that we use the present continuous for future arrangements. Point out that they are more definite than plans with *going to*. Highlight on the board.

going to – future plans

I am going to play football tomorrow. = That's what I plan to do – I need to ring my friends to agree when and where.

Present continuous – future arrangements

I am playing football tomorrow. = It has all been arranged. I know when and where.

Workbook

Students can do Grammar ex. 1–2, p. 27.

Grammar

This section introduces the future continuous tense.

Watch Out!

- Problems may occur with form, forgetting *be*.

I will eating tomorrow at 7pm. x

1. Focus attention on the two sentences from the text in the box. Have a student read them out and explain that this is called the future continuous. Elicit how we form it and go through it on the board.

Future continuous

will/won't be + ing

I			eating
you			watching
he/she/it	will/won't	be	studying
we			using
you			playing
they			travelling

? = inversion

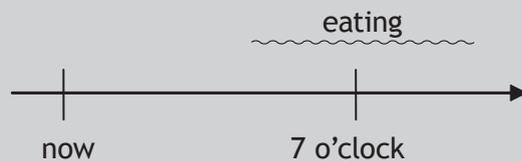
Will you be doing your homework at 5pm? Yes, I will./No, I won't.

2. Move on to explain when we use the future continuous. Read the definition beneath the example sentences as a class and then write up on the board:

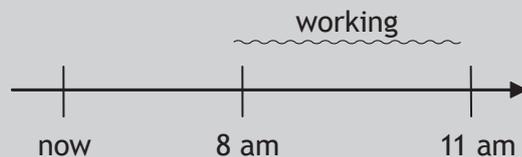
Use

- an action in progress at some time in the future
 - it starts before that time
 - it finishes after that time

I will be eating at 7 o'clock.



- to emphasise the duration of a future action
I will be working the whole morning/from 8–11.



3. If you want, point out the difference between the future simple and continuous:

I will eat at 7 pm. = I will start then.

I will be eating at 7 pm = I will be in the middle of my meal then.

4. Highlight some of the key words and write them up on the board: in 2010, this time next year, at 7 pm, the whole morning, from ... to
5. Read through the *Grammar Summary* together and then go through ex. 1 to check understanding. Give students time to complete the verbs in the future continuous tense. Check as a class, emphasising that the activity is in progress.

Answers (Grammar, ex. 1, p. 60)

1. will be living (she'll start before 2019 and continue after)
2. will be travelling (in progress – this time tomorrow)
3. will be working (duration – the whole ...)
4. will you be doing (duration – from ... to ...)
5. won't be sleeping (in progress – at 9)

6. Read through ex. 2 as a class to check vocabulary (*the same place, do a test, etc.*) and then give students time to mark the sentences T or F. Have students compare answers in pairs using the model:

S1: I will/won't... Will you?

S2: Yes, I will./No, I won't.

Workbook

Students can do Grammar ex. 3–4, pp. 27–8 and Writing, ex. 3, pp. 32–3.

- Work through the initial stages of the Writing task together. Brainstorm ideas as a class using the 'Topics to consider' box and the 'paragraph prompts'.
- Then focus on the *Useful Language*. Ask students in which paragraph they might find each phrase. Encourage students to use the phrases in their work.

Pair work

1. Discuss as a class what can be seen in the three pictures at the top of p. 61 (a pair of trainers with gadgets, a touch screen, an extremely fast train). Then ask if any of these things exist.
2. Tell students that they are going to read a list of predictions for life in 2020. You could read through the list on p. 61 as a class to check vocabulary. Then let students discuss whether they think these predictions will be fulfilled or not. Get some class feedback by asking for a show of hands for each prediction. Encourage students to give reasons for their decisions.

3. Check understanding of *education, environment* in ex. 2. Then let students come up with six more predictions in pairs or small groups. Put students into larger groups to compare their predictions.
4. Round off the activity by seeing if students believe any of the suggestions made by their classmates will come true.

Listening

1. Focus on the pictures – ask students to tell you what the *devices* (write on board) are and write the words up on the board. Alternatively, you say the name of an item and the students can tell you which picture it is.
2. Ask students to listen to two people and to decide which of the objects they are talking about. When checking, ask for reasons why students chose the object that they did (e.g. phone – contacted, messages; camera – film, digital, memories).
3. Play the recording again so students can write down why the speaker thinks the object is important. Check answers in pairs. Then play the recording one final time, stopping at the appropriate places to highlight the answers.

Answers (Listening, p. 61)

1. mobile phone – you can be contacted wherever you are, you can take photos, use the Internet, leave messages
 2. camera – you can store your memories for future generations
4. Ask what the first speaker thinks are the negative sides of mobile phones. Elicit – *dangerous while driving, waste of time and money. What prediction is made?* Elicit – mobiles will be used to control all devices at home. *Do students agree that this might happen?* Ask also why the name *Kodak* was given to cameras. Elicit – easy to spell and pronounce in any country.
 5. Highlight any new vocabulary – *on the move, switch on/off, advertisement, largely, replace, old-fashioned, store*. Then discuss the follow-up questions.
 6. Ask students briefly to explain in English how/why we use a hairdryer.

Workbook

Students can do Listening ex. 1, p. 29.

Over to you

1. Let students discuss the questions as a class or in groups with class feedback.
2. To assist with the third question, you could ask:
 - What makes your life difficult?*
 - How could you make your life easier?*
 - What invention could save you time?*
 - What inventions would be useful at home/at school/for sport?*

Optional Extras!

Twenty questions

Divide students into groups. Student A should think of an invention. Other students should ask Yes/No questions to find out what the invention is. Whichever student guesses the invention correctly goes next. If no-one guesses after twenty questions, Student A is the winner.

Example

Do you have it at home? Yes.
Is it found in the living room? No.
Is it in the kitchen? Yes.
Is it used to heat food? No.
Do you keep food in it? Yes.
Is it a fridge? Yes – your turn!

Which invention?

Divide the students into groups. One student should write five sentences about an invention. They read the first sentence to their group and see if anyone can guess the invention. If someone can, he/she gets 5 points. If no-one can guess it, the student should read his/her second sentence. If anyone guesses this time, they get 4 points. If no-one can guess after the fifth sentence, the student reading out the sentences wins and gets 10 points.

Example

This invention is found in the kitchen.
– Is it a microwave?
No. You put food in it.
– Is it an oven?
No. It keeps food cold.
– Is it a fridge?
Yes – 3 points. Your turn!

Part B



Let's talk

1. Closed books. Ask students to shout out as many parts of a computer as they can (in English of course). If you've got a computer in your classroom, use it to elicit the language. Alternatively, draw a computer on the board. Ask if students could live without their computer. *Why/why not?*
2. Open books. Discuss the *Let's talk* questions in groups or as a class.

Optional Extra!

Facebook is every student's new best friend so why not start a class Facebook page? Use it to display work, post clips of students' anecdotes, have discussions on various topics. The only rule – everything must be in English!

Reading

1. Focus on the title of the article and ask students what we mean by 'Big Brother'. Ask if anyone watches the TV show with the same name and how they feel about the idea of someone watching you all day and all night.
2. Give students enough time to read the article by themselves and to explain the meaning of the title.

Answer (ex. 1, p. 62)

Schools are using computers to give parents information on students' progress. Parents can keep an eye on their children by going to the website. Therefore, students feel that someone is always watching them – just like Big Brother!

3. Read through ex. 2 as a class and then give students time to complete the exercise. Again, encourage them to highlight relevant parts of the text. Check as a class.

Answers (ex. 2, p. 63)

- a3 (...started an online service..., etc.)
 b2 (...important part of learning..., etc.)
 c4 (...most parents... / ...very few students like it... etc.)
 d1 (...things used to be very different... / ...the first computers..., etc.)

4. Read through ex. 3 as a class to check understanding (e.g. *according to the article, nowadays, differences, apart from, check, progress, etc.*). Then give students time to answer the questions, again underlining relevant parts of the text. Check as a class by reading through the whole text and stopping in the relevant places to point out the answers.

Answers (ex. 3, p. 63)

1. games, music, films, shopping, learning, research, keeping in touch with friends and family
2. The first computers were slower, more expensive and much bigger.
3. C (a necessity)
4. In offices, schools
5. The USA and Great Britain
6. Parents
7. They don't have to go to school.
8. They don't have privacy or freedom. They feel their parents are watching them all the time.
9. C (a positive effect on students' progress / parents are more involved)
10. Lie to their parents about their marks or hide reports

5. Focus on the *Remember* box – read it through and ask students to find examples of *too* and *also* in the text.

Workbook

Students can do Writing ex. 2, p. 31.

6. Go through the Word Bank, clarifying and drilling pronunciation. Then students can do ex. 4, p. 64. Check as a class.

Answers (ex. 4, p. 64)

1. amount
2. advantage
3. effect
4. headmaster
5. research

7. Ask some follow-up questions based on ex. 4: *Do you drink coffee/tea? Do you put a large amount of sugar in it? Is it an advantage to be beautiful in life? What else has a bad effect on your health?*

Over to you

Discuss the question as a class, asking students to justify their opinions.

Word formation

Students can work through this exercise in pairs before checking on the board as a class. Encourage them to look back at the text to find the missing words.

Answers (ex. 1, p. 64)		
imagine	imagination	unimaginable
free	freedom	free
differ	difference	different
personalise	person	personal
develop	development	developed/developing
educate	education	educational
succeed	success	successful

Workbook

Students can do Vocabulary ex. 5, p. 26 and Writing, ex. 1, p. 31.

Pair work

This gives students a chance to use some of the words from the previous exercise.

1. Read through the questions as a class to check understanding. Then give students time to discuss their ideas in pairs.
2. Put them with another pair to see if they have the same opinions and then get some class feedback by asking the groups if they generally agreed with each other or not.

Brush up your grammar

This section revises the first conditional.

Watch Out!

- Putting *will* in the if-clause instead of the result clause
If it will rain... ×
- Students might try to use the present with the first clause and the future with the second clause irrespective of whether the if-clause comes first or second in the sentence.
I don't go out if it will rain. ×

1. Focus on the sentences in ex. 1. Ask a student to read them out and then ask students to tell you what they mean. Elicit that these are *first conditional* sentences. Remind students that we use this structure when we aren't sure if something will happen in the future, but in the case that it happens, then this is what we are going to do. You could ask questions to check understanding:

e.g. *If the weather is good this year, I'll go to the party in the park.*

- Are we sure that the weather will be good? *No*
- If the weather is good, will we go to the party? *Yes*
- If the weather is bad, will we go to the party? *No*

2. Focus on the forms used and ask students to complete the two questions. Check as a class and mark the clauses under an example sentence on the board:

If the weather is good this year, I'll go to the party in the park.
----- if clause ----- result clause -----

3. Rewrite the sentence putting the if-clause second and omitting the comma:

I'll go to the party in the park if the weather is good this year.

Ask students what the difference is between the two sentences – elicit the fact that the comma is missing. Remind them that this means the same but we omit the comma when the if-clause comes second. Also, highlight the fact that the use of tenses isn't related to the position in the sentence, but to where the 'if-clause' is – i.e. we must use the present tense after *if*.

4. Read through the *Grammar Summary* as a class. Highlight the inverted question form and the negative form *won't* as the contracted form of *will not*.

5. Students can work their way through ex. 2 once you have gone through the sentences as a class to check understanding. Remind them to look at where *if* is in the sentence when deciding on which tense to use. Check in pairs and then as a class.

Answers (BUYG, ex. 2, p. 65)

1. take, won't be
2. post, will get
3. train, will win
4. Will you come, go
5. work, will pass
6. will go, get
7. is, will go
8. Will I catch, run
9. won't go, don't finish

6. Now look at ex. 3, a chain exercise showing actions and consequences. Read out the 'cues' and check meaning. Focus on the example beneath the cues showing how to join the first three links together – read them out.

7. Now ask a student to join the third and fourth cues together. Elicit: *If I have the Internet, I will use email.* Students can now complete the rest of the chain. Remind them to be careful when they see *not*. Let them try the whole of this first chain before checking it as a class, but monitor them as they are working.

8. Before doing the second chain, elicit what we have to remember with the third person singular form of the present simple (*add an -s*). Now let students attempt this second chain by themselves – check spelling and answers on the board, as well as understanding.

Answers (BUYG, ex. 3, p. 65)

A

If I am good, I will get a computer for my birthday.

If I get a computer for my birthday, I will have the Internet.

If I have the Internet, I will use email.

If I use email, I will find a penfriend.

If I find a penfriend, I will practise my English.

If I practise my English, I won't get bad marks.

If I don't get bad marks, I'll be happy.

B

If Peter doesn't study, he won't do the test well.
If he doesn't do the test well, he'll get bad marks.
If he gets bad marks, he'll have problems with his parents.
If he has problems with his parents, he'll have to stay at home.
If he stays at home, he won't see his friends.
If he doesn't see his friends, he'll have more time.
If he has more time, he'll study more.
If he studies more, he'll get better marks.

Pair work

1. Divide students into two groups (A and B). Tell them to look at the appropriate box on p. 66 and to cover the other box with their notebooks. Give them a minute to read through the sentence endings/beginnings. Have them confer with other members of their group if any vocabulary is unclear.
2. Put students into pairs (A:B). Demonstrate how the exercise works by asking one Student A to read out a sentence stem and eliciting an appropriate ending from one of the Student Bs. Then give students time to complete the exercise in pairs.

Variation

The students can take it in turns to start. Student A can begin by reading out one of the stems with Student B finding the appropriate ending. Then Student B chooses a stem and Student A selects the ending.

This makes Student A's task more challenging than simply reading out the sentence stems.

Workbook

Students can do Grammar ex. 5, p. 28.

Computer language

1. This can be used as a quick activity at any point during Part B. It can be done individually or in pairs. Students could even race to see who finishes first. Check as a class.

Answers (Useful language, p. 66)

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

2. Ask follow-up questions: *Which is your favourite website? / Do you have a laptop? Is it better than a desktop? / How often do you buy software? etc.*

Workbook

Students can do Pronunciation 4, p. 30.

Speaking

1. Closed books. Brainstorm the things that you can do on a computer. Encourage full sentences beginning 'On a computer, you can...' with the appropriate pronunciation of *can*.
2. Open books on p. 67. Ask students to read through the list – *are there any things that students didn't mention?*
3. Read through the task – give students a few minutes to number the activities from 1 (most useful) to 10 (least useful). In pairs, students can compare their answers. You could pre-teach phrases like:

*I ranked X as first/second, etc.
What do you think?
Do you agree?
I don't think X is very useful.*

4. Get some general feedback from students as to what they thought was most and least useful.

Reading

1. Either discuss ex. 1 as a class or put the students into groups to discuss it. Extend the discussion as appropriate – *Where do you buy computer games? Do you play them at home or at a computer gaming centre? Where is better and why? What are the rules of your favourite computer game? What's the worst game you have ever played?*
2. Ask students to read the texts and to write the names in two columns (those who think computer games are good, those who think they are bad). Check as a class, eliciting reasons for students' decisions.

Answers (ex. 2, p. 67)

Good: Harry (*everyone ... likes...*), Sally (*computer games are great*), Rachel (*better for us to play computer games*)

Bad: Joshua (*awful*), Peter (*bad effect*), Helen (*addicted*)

3. Read through ex. 3 as a class to check understanding and then let students answer the questions individually, highlighting reasons for their choices in the text. Check as a class by reading through the text and checking vocabulary.

Answers (ex. 3, p. 68)

1. Rachel
2. Peter
3. Helen
4. Harry
5. Sally
6. Joshua

4. Exercise 4 can be discussed as a class or in small groups with class feedback.

Grammar

This section presents the zero conditional.

Watch Out!

- There may be confusion between when to use the 0 conditional and when to use the 1st conditional

1. Read through the sentences in ex. 1 as a class and ask students what they mean. Try and elicit that these sentences don't refer to tomorrow, next week, or the future, but about something that is always true. Introduce the term '*zero conditional*' and ask students to answer the questions on 'form'. Check as a class.

Answers (Grammar, section A, ex. 1, p. 68)

If clause: present tense

Result clause: present tense

2. Use the same technique as for the first conditional with an example on the board showing the different clauses (e.g. *If I have no money, I don't go shopping.*). Also, use this sentence on the board to highlight the meaning of 'if' – cross it out and replace it with 'when'. Read through the information box. Then read through the *Grammar Summary* together.
3. Check vocabulary in ex. 2 (e.g. *nervous = worried*) and then let students make the zero conditionals by themselves. Check in pairs and then as a class. Then put students into pairs/small groups to say which sentences are true for them.

Answers (Grammar, section A, ex. 2, p. 68)

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

4. Ask for some brief feedback about the true sentences and elicit some more details (e.g. *What else do you do if it snows? How do you get to school if it rains?*, etc.)

Workbook

Students can do Grammar ex. 6–7, p. 28.

The focus now moves on to expressions with *as...as*.

5. Focus on the sentence in ex. 1, p. 69 as a class – ask a student to read it out. Check meaning and then write up the *AS ... AS* construction on the board. Explain that we use an *ADVERB* with this phrase (elicit how we form adverbs – *adj. +ly*). Point out that there are various expressions with *as...as* and read through the other four as a class, checking understanding.
6. Let students do ex. 2 individually before checking as a class.

Answers (Grammar, section B, ex. 2, p. 69)

1. as well as
2. as soon as
3. as fast as
4. as far as

Workbook

Students can do Grammar ex. 8, p. 29.

Over to you

This can be discussed as a class (brainstorm ideas on the board) or in groups with class feedback.

Group work

Again this is an 'anecdote' type exercise (see Unit 2, Part B for further instructions).

1. Ask students to shout out computer games they have played recently and get some general opinions on these games.
2. Read through the instructions and questions as a class and check understanding. Then give students chance to think of what they are going to say. Monitor and help with vocabulary. If any student doesn't play computer games, put him/her with someone who does – he can ask the student the questions to help the student prepare.
3. Put students into groups to talk to each other. As feedback, a couple of students could tell the class about their favourite game with the rest of the class saying whether they are familiar with that game and what they think of it.

Workbook

Students can do Listening, ex. 2–3, pp. 29–30 and Mini Quiz 4, p. 33.

Part C



1. See the start of this unit for how/when to use Part C.

Answers (Hidden word, p. 70)

1. computer
2. Internet
3. wheels
4. paper
5. microwave
6. mobile
7. disc
8. radio
9. robot
10. plane

2. To round off the unit, students can complete the *My Progress* section 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 expressions with *get* well, etc.

Project

Students can now tackle Project 4 on p. 145.

- Read through the tasks as a class and check understanding. Either divide students into groups after each student has chosen which project he/she wants to do or divide students into groups and then let them reach a decision on which project to tackle.
- Encourage students to make some notes on the points to consider. Assist at this stage with vocabulary. Give them a lot of thinking time to come up with ideas.
- Only after making some notes should students attempt to write. Put up the finished ideas on the classroom walls.

Workbook

Students can do the revision of Units 3 and 4 – Test Yourself 2 – on pp. 34–35.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 26

1. forecast
2. prediction
3. activate, button
4. viewers
5. audience
6. edible
7. Throughout

Ex. 2, p. 26

A: begin, enter, predict

Ex. 3, p. 26

smellivision, microchip, traffic jam, forecast, microwave, housework, skycopter, helicopter, television

Ex. 4, p. 26

1. receive
2. understand
3. caught
4. buy
5. arrived
6. became

Ex. 5, p. 26

1. freedom
2. education, ✓
3. privacy
4. necessity
5. successful, imagination
6. ✓, ✓

Grammar

Ex. 1, p. 27

2. On Tuesday, she's watching a film at the cinema at 6 o'clock.
3. On Wednesday, she's taking the dog to the vet after school.
4. On Thursday, she's meeting mum at her office at 4 o'clock and she's visiting Auntie Sue at 4.30 pm.

Ex. 2, p. 27

1. It's going to snow.
2. ...will start late.
3. Peter is going to visit...
4. What are they doing tonight?
5. I'll help you.
6. We are playing football...
7. I'll buy...
8. ...the world will end soon!
9. We aren't going to fly...

Ex. 3, pp. 27–8

1. ...I'll be having dinner.
2. ...humans won't be living on Mars.
3. ...Helen won't be doing her homework.
4. ...we'll be enjoying our holiday
5. What subject will you be studying...

Listening

Ex. 1, p. 29

television, camera, washing machine, vacuum cleaner, iron, computer, car, telephone

Ex. 2, p. 29

- a. toys
- b. a short time
- c. 1904
- d. didn't like

Pronunciation 4, p. 30

/ɒ/: cost, lost, software, online, log, not, positive

/əʊ/: home, role, most, go

Ex. 5, p. 28

1. If you eat too much, you'll get fat.
2. If you come home late, your parents will worry.
3. If the weather is good, I'll go for a walk.
4. If it rains, I'll use my umbrella.

Ex. 6, p. 28

1d, 2a, 3c, 4e, 5b

Ex. 7, p. 28

1. doesn't rain / will play
2. am / go
3. will invite / see
4. reaches / boils
5. starts / won't go
6. studies / will get

Ex. 8, p. 29

1. as quickly as
2. as quietly as
3. as well as
4. as carefully as
5. as fast as

Ex. 3, p. 30

interested, experimented, made, wood, seconds, aeroplane, air, famous, received

Communication, p. 30

1b, 2a, 3d, 4c, 5e

Writing

Ex. 2, p. 31

1. also
2. too
3. also
4. too
5. too
6. also

UNIT 5



Overview

This unit deals with the general topic of the animal world.

In Part A, the focus is an injured elephant called Motola, and students:

- read about Motola the elephant's operation,
- focus on large numbers,
- look at phrases with *make*,
- learn about reported statements,
- study phrasal verbs with *up*,
- revise the gerund,
- make a group decision on which animal to save from extinction.

In Part B, the focus shifts to animals living freely and in captivity, and students:

- read about Jane Goodall and her time spent living with chimpanzees,
- revise reported commands,
- prepare an interview with Jane,
- decide what to take with them for the TV programme – Survivor!,
- listen to the pros and cons of zoos,
- study phrasal verbs with *look*.

Aside from providing further practice, the Workbook has a pronunciation focus on rhyming words, an exercise on *too/enough* and requires students to write a book review.

The project involves students organising a group to protect wild animals.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The activities in Part C can be done at any point throughout the unit.

Part A



Let's talk

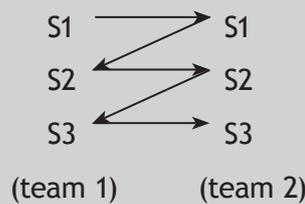
1. Closed books. Write up *ANIMALS* on the board. In groups, give students one minute to brainstorm as many different animals as they can. See which group can come up with the most animals. Write them up on the board, asking students to spell the words. Only accept correctly spelt animals at this stage.

- Get students to put them into categories – *wild animals, birds, farm animals* and *common pets*. They can then copy them down into their notebooks under the different headings. Tell them to leave room so that they can add animal names to each category as they work through the unit.

Optional Extra!

Ladder Game

One good way of brainstorming (or revising) any vocabulary on a particular topic, e.g. animals, if space and class numbers allow is the 'ladder game'. Draw two 'ladders' on the board with six spaces, as below. Choose 8–10 students and split them into 2 teams. Line the two teams up facing the ladders on the board, with team members one behind another. When you say 'Go!', the first student from each team runs to the board and writes the name of an animal 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 up the next space. The first team to fill up all the spaces on their ladder wins. The team of course cannot write the same animal twice and spelling should be correct. To make it even harder, tell teams that they cannot write an animal that appears on the other team's ladder!



elephant
lion

dog
giraffe

- Open books. Focus on the animal pictures on p. 73. Ask them if these animals appear on their lists. Elicit the name of each picture.
- Focus attention on the adjectives – drill the pronunciation and check meaning. Give students a minute to work together to match an animal with a suitable adjective. Ask for feedback and ask students to justify their decisions – *Why do you say that X is a proud animal?*, etc.

5. To extend this and to reinforce the adjectives, ask if they can think of any other animals that are *aggressive, powerful, huge*, etc. that are not mentioned here.
6. Have a student read out the task in section B and explain *in danger, disappear forever*. You could also introduce *become extinct* at this stage if you think students would find it useful. Put students into groups. Give them a couple of minutes to choose which animals they would save. Encourage them to give reasons why – this only needs to be a sentence or two – and to use the adjectives from the previous part. Feedback can be as a class – write up some of the common reasons for choosing to save the animals on the board. This will be useful for Project 5 at the end of the unit.
7. Section C can be done in groups or as a class. For question 1, maybe brainstorm the different uses animals have on the board.
8. Finally, read through the unit contents on the previous page (p. 72) together.

Reading

1. Closed books. Ask students if they have ever seen an elephant – *Where? When? What did you think of it?*
2. Tell students to imagine that you are from another planet and have never seen an elephant before. Ask them to describe it to you (*a huge grey animal with big ears and a long nose*). Encourage them to use some of the adjectives from p. 73 (e.g. *huge, powerful*, etc.) and at this point teach them *trunk*.
3. Open books. Tell students that they are going to read a text about a special elephant called *Motola* – write the name on the board. Ask if they have ever heard of *Motola* (probably not!).
4. Read through ex. 1 and check understanding (*hurt, back leg, front leg, operation, find out, recovery, patient (n), hope, walk*, etc.). Then ask students to read through the text and to circle the correct words. Check in pairs and then as a class – ask students to tell you where they found the answers in the text.

Answers (ex. 1, p. 74)

1. Thailand
2. front
3. afternoon
4. watched TV
5. happy
6. very good
7. walk

5. Read through ex. 2, p. 75 as a class. Don't ask for answers, just check understanding of the questions (*injury* (n) – feed in *injure* (v), *ordinary*, *condition*, etc.). Then ask students to answer the questions, underlining where they found the answers in the text and using the Word Bank if needs be. Check as a class, by reading through the text together and highlighting the answers as you go. At this point, clarify and drill vocabulary.

Answers (ex. 2, p. 75)

1. She stepped on a landmine.
2. To save her leg.
3. She had enough anaesthetic for 70 people.
4. She was too weak to use her trunk and she couldn't walk properly.
5. They've donated money.
6. She'll make sure she eats well and that the wound is cleaned frequently.

6. For ex. 3, ask students to read the numbers out loud. Tell them that all these numbers were used in the text. Ask if anyone can remember what they refer to. Try and elicit the relevance of at least one of the numbers. Put students into groups to try to write sentences about the other numbers without referring back to the text. After a few minutes, write up the following cues on the board:

Motola's age
Number of doctors operating on Motola
Anaesthetic for ___ people
Length of operation
Date of operation
Number of people watching TV
Number of months before Motola walks again

Ask students to match a number with a cue – check as a class. Now ask students to write any sentences that they haven't managed to complete.

Example answers (ex. 3, p. 75)

The operation lasted for *three* hours.
Five doctors had to operate on Motola.
 Motola is *38*.
 She was given enough anaesthetic for *70* people.
 Motola had the operation in *1999*.
Millions have watched programmes on national television to hear about her condition.
 Motola woke up *several* hours after the operation.

Workbook

Students can do Writing ex. 1, p. 39.

7. Focus on the *Remember* box and remind students how we say/write numbers in English. You could write some more examples on the board and ask students to tell you the numbers:

7,000
500
10,000,000

Remind them where the *and* goes in compound numbers – this can be done with markings on the board (^ = *and*):

328	750,930	230,000,000
^	^ ^	^

8. Also, remind students of:

- the spelling of *twelve* and *forty* – two very commonly misspelt words – and the need for a hyphen in compounds like *thirty-two*, *twenty-one*, etc.
- the fact that *hundred*, *thousand* and *million* don't have -s (e.g. *four million*) unless we say *millions of people*, etc.
- the English use a comma in whole numbers (e.g. *12,394 = twelve thousand three hundred and ninety-four*), but a dot as a decimal point (e.g. *12.39 = twelve point three nine*)
- the fact that we use single digit numbers after the decimal point (e.g. *1.345 = one point three four five*, not *three hundred and forty-five*)
- the fact that dates are different – elicit how the date from ex. 3 is said (1999)

9. Students can now do ex. 4 orally as a class before trying to write the numbers. Check on the board.

Answers (ex. 4, p. 75)

300 – three hundred
7.6 – seven point six
842 – eight hundred and forty-two
5000 – five thousand
17,692 – seventeen thousand six hundred and ninety-two
33 – thirty-three
1,905 – one thousand nine hundred and five

Optional Extra!

Why not do a number dictation with students? Follow the procedure as for *Date Dictation* in Unit 3.

Workbook

Students can do Writing ex. 2, p. 39.

Phrases with *make*

1. Focus on the sentences with *make* in ex. 1, p. 76. Check understanding.
2. Ask students to look at the other expressions with *make* and to discuss in pairs what they mean. Give them time to think about which expression doesn't go with *make*. Check and clarify meaning as a class.

Answers (ex. 1, p. 76)

The wrong expression is *do homework*.

3. Read through ex. 2. Check understanding by clearing up any vocabulary problems (e.g. *tidy, good mark, sold his business, millionaire*). First ask students to decide which expression with *make* is needed. Give them time to decide and then check as a class.
4. Now they can complete the sentences using the expressions in the right form. Again, check as a class.

Answers (ex. 2, p. 76)

1. making plans
2. make a mess
3. made many mistakes
4. make a cup of tea
5. made a lot of money

5. The questions in ex. 3, which gives practice in using the expressions with *make*, can be discussed as a class or in pairs/small groups with class feedback.

Workbook

Students can do Vocabulary ex. 1, p. 36.

Grammar

This section presents reported statements.

Watch Out!

- Problems will occur with forgetting to change possessive adjectives and personal pronouns.
- Confusion between *say* and *tell*

1. Focus on the cartoons on p. 77. Ask students to read out the captions – explain that they are *statements*.

2. Now focus on the sentences from the text. Tell students that these are called *reported statements* – read out the explanation. Write up the statements on the board with the reported forms next to them, highlighting the changes:

“We are pleased with her recovery!”

*The doctors say **that they** are pleased with her recovery.*

“Motola is being an excellent patient.”

*Dr Rojana adds **that** Motola is being an excellent patient.*

Don't go into any further explanation at this point.

3. Focus on ex. 1, p. 77. Read out the names in the box and ask students to complete the sentences with the names of the people who say them. Check in pairs and then as a class.

Answers (Grammar, ex. 1, p. 77)

1. Dr Rojana
2. Hospital staff
3. Kiad
4. Motola's owner
5. Dr Rojana
6. Motola's owner

4. Work through the clarification questions that follow, pointing out that:
- we report statements using *say*
 - we change pronouns, verb forms (refer to the example sentences)
 - Motola's owner is male (...he doesn't have any other animals.)
 - we can include or omit *that*.
5. At this point, explain that we can introduce reported statements with either *say* or *tell*, but *tell* must always have a *person* afterwards:

He says that he is happy.

He tells me that he is happy.

Ask students to rewrite the reported statements from ex. 1 using *tell*. Then read through the *Grammar Summary* as a class.

Workbook

Students can do Grammar ex. 1, p. 37.

6. Read through the instructions to ex. 2, p. 78 as a class. Then ask students to read through the postcard and to tell you what Marcia likes (*the weather*) and what she doesn't like (*the spicy food*) about Thailand. Check also *have a great time, go surfing, sunbathe, obsessed with*, etc.
7. Read through the first part of the conversation between Nick and Michael. Explain that Nick wants to know all about Marcia's holiday. Focus on the first gap which has already been filled in – refer to the postcard (*I'm having a great time.*) and then point out that the sentence has been reported (...*she's having a great time*). Ask students to complete the rest of the conversation, referring back to the postcard. Remind them to change the verb form (but not the tense) and the pronouns/possessive adjectives if needs be. Students should check together and then write up the missing parts on the board.

Answers (Grammar, ex. 2, p. 78)

She says that *she goes swimming every day*.

She says that last Saturday *she went surfing and then sunbathed all day*.

She says that *her dad goes for long walks* by himself because *her mum just wants* to watch the TV.

She says (*that*) *they eat in the restaurant in their hotel*, but *she doesn't like* the food.

She says (*that*) *it's too spicy*.

Well, here she says (*that*) *they'll be home next week*.

8. Ask various pairs of students to read out the dialogue. Check understanding. Then students can practise together in closed pairs.

9. Finally, discuss the *Over to you* questions, which use some of the vocabulary and ideas from the postcard, as a class or in pairs/groups with class feedback.

Workbook

Students can do Grammar ex. 2–3, p. 38.

Optional Extra!

Remember a good way of starting a class or revising language/ideas during a class is to have students close their books and then tell you about things covered in the previous lesson/text. In this case, *What can you remember about Motola?* It will give students 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. *When was she hurt? Where happened at the hospital?*

Reading

1. Closed books. Ask students what they think happened to Motola. *Do they think she survived? Can she walk again?* Tell students that they are going to read about Motola 10 years later. Ask them what information they would like to find out. Brainstorm some questions on the board (write up *Has she survived?* and *Can she walk again?* as well).
2. Open books at the text on p. 79. Ask students to read it through and to see if the brainstormed questions have been answered. Get some brief feedback.
3. Read through the questions in ex. 1, p. 79 as a class to check understanding. Check *forever, permanent, artificial leg, keeper, heavy, be able to*. Then give students time to re-read the text and to answer the questions by themselves, underlining relevant information in the text as they go. Check as a class, referring to the text.

Answers (ex. 1, p. 79)

1. For two years
2. No – it was temporary.
3. 10 years after the operation
4. Take care of her false leg – remove it every evening, put it on in the morning
5. No, they don't mind.
6. 3 tons
7. Better – it's been greatly improved.
8. No – she'll need help for the rest of her life.

4. Go through the whole text and Word Bank as a class, clarifying and drilling vocabulary.
5. Students can then do ex. 2. Check in pairs and then as a class.

Answers (ex. 2, p. 80)

1. weigh
2. temporary
3. remove
4. hop
5. set up

6. Ex. 3 gives the students chance to turn reported speech back into direct speech. Ask students to read out the underlined parts of the text on p. 79. Then complete sentence 1a as a class. Remind students to think about pronouns, adjectives, etc. and then give them time to complete the remaining two sentences in pairs. Check as a class.

Answers (ex. 3, p. 80)

- 1a. "We have to remove Motola's false leg each evening."
- 1b. "We don't mind."
2. "Motola has enjoyed a happy life over the years."

7. Finally, discuss the *Over to you* questions briefly as a class, encouraging students to support their opinions with reasons.

Phrasal verbs with *up*

1. Closed books. Write up the word *UP* in large letters on the board. Around the word, write up *kaew* (an anagram of: wake), *tes* (set), *tge* (get), *grnbi* (bring), *kolo* (look), *dastn* (stand) and *tup* (put). Tell students to solve the anagrams to make verbs we can use before the word *up*. Give them some time and then have students come up to write the rearranged words.
2. Ask students what the name is for a verb + preposition/particle and elicit *phrasal verb*. Quickly get them to shout out any other phrasal verbs they know and their meanings. Then return the focus to the expressions on the board. Ask if students know what any of them mean. Get a few suggestions and then focus on ex. 1, p. 80. Read through as a class.
3. Students can tackle ex. 2 once you have gone through the vocabulary with them (e.g. *know the difference*, *price of clothes*, *customers*, *dictionary*, *go fishing*, *headmaster*, *village*, etc.). Remind students to use the correct form of the verb. Check as a class, highlighting the meaning once again of the phrasal verbs.

Answers (ex. 2, p. 80)

1. brought up
2. Wake up
3. put up
4. look it up
5. got up/woke up
6. stood up
7. set up

4. Round off this section by asking students some follow-up questions, e.g. *When do you usually wake up at the weekend? / Do you find it easy to look words up in an English dictionary? How long does it take you to get up?*

Workbook

Students can do Vocabulary ex. 2, p. 36.

Brush up your grammar

This section revises the use of the gerund.

1. Look at ex. 1, p. 81. Ask students to find the two sentences in the text and to fill in the missing words. Check in pairs and then as a class – write up the *-ing* form on the board.
2. Clarify that we use the gerund after *continue* and *begin*. Remind students what the gerund is (*the -ing form*). If needs be, revise the spelling rules at this point – covered in Unit 1.
3. Refer to the *Grammar Summary*. Explain that these verbs are followed by the gerund.
4. Read through the verbs for ex. 2 and check understanding. Then read through the sentences and check vocabulary (*horrible, look forward to, etc.*). Ask students to decide which verb goes in which gap – without adding the *-ing* ending. Check in pairs and then as a class. Then ask students to complete the sentences with the gerund. Check on the board.

Answers (BUYG, ex. 2, p. 81)

1. watching
2. making
3. running
4. playing
5. studying
6. writing

5. Ask students to make sentences using the gerund of the extra verbs (*look, listen*) and one of the verbs from ex. 1 and 2 (*continue, begin, enjoy, try, etc.*). Ask for some examples.

Workbook

Students can do Grammar ex. 5, p. 38.

Pair work

1. Read through the topics as a class and check understanding. Then get students to ask you about some of the topics. Encourage them to ask you questions and develop your answers so they get the idea not to give just one-sentence answers when they do the exercise. Make sure you begin each reply with the *verb + gerund* construction, e.g. *I love eating... / I hate watching...*
2. Let them complete the exercise in pairs (or small groups). Monitor and help with language. Check, too, that they are using the gerund correctly.
3. Put students into small groups to tell each other what they talked about and to see if they share the same ideas. Then get some brief class feedback on general opinions.

Review

The *Review* covers both texts about *Motola* so maybe let students read them through once again to remind themselves.

1. Read through the words at the bottom of p. 81 as a class and elicit meaning. See if any students can remember how any of the words refer to *Motola's* story. Get some brief suggestions, but don't go into too much detail or correction at this point.
2. Then give students time to work together to prepare sentences about the text using the words. Remind them that they shouldn't just copy the sentences out as they read the text, but try to remember what was written.
3. Monitor and check their language. Give them time to practise their review. Encourage them to use linking words (*then, next, after that, so, because, too, etc.*).
4. Finally, put them into groups to tell each other their reviews. Have a couple of students tell the class.
5. To round off, go through some of the common mistakes that were made during the exercise on the board.

Workbook

Students can do Pronunciation 5, p. 38.

Optional Extra!

Vocabulary Definition

This is a good way of revising vocabulary:

Either:

Split the class into teams and read out definitions of words. Whichever team guesses the word first, wins.

Or:

Put students into pairs. Give each pair a list of 5 words you want to revise. Tell them to write definitions for these words. Then one pair reads out their definitions to another pair, who have to guess the words (and spell them.) For each correct guess, the students get one point. When one pair has read out their definitions, the other team reads out theirs.

Part B



Reading

1. Read through the *Let's talk* questions on p. 82 as a class (point out *20 percent* – not *percents*). Give students time to discuss the questions briefly in pairs. Then get some ideas from the class. You could introduce some useful vocabulary at this stage – *captivity, freedom, bad-tempered, good natured*, etc. Put useful ideas for the sixth question up on the board so students can use them later when discussing animals living in captivity or being free.
2. Ask students if they would like to work with animals. *If so, which animals, why and where?* Get a few brief answers. Then focus on the picture on p. 82. Ask students to describe what they can see and explain that this is Jane Goodall.
3. Ask students to read the first paragraph of the text and to tell you what they find out about her. Get some feedback.
4. Read through the possible titles for the text as a class and check understanding (ex. 1). Tell students to read the rest of the text and to see which the best title for the passage is. Explain that they should choose the one which relates to the whole text, not just to one part. Elicit the answer and explain why the other titles aren't good – *My career* (text doesn't talk about her whole career), *My friendship with David Greybeard* (only the last paragraph covers this).

Answers (ex. 1, p. 82)

Best title – My life among wild chimpanzees

5. Read through ex. 2, p. 83. Check understanding and vocabulary – *frightened, how close, difference between, pay attention to, apes, males, females, how long did it take, become friends, afraid of*. Tell students to reread the text to find the answers to the questions. Ask them to underline the parts of the text where they find the answers. They can check in pairs (referring back to what they have underlined in the text if there are any disagreements) and then go through the text as a class. Ask students to read it out loud and point out the answers as you reach the relevant parts. Check vocabulary at this stage as well by referring to the Word Bank.

Answers (ex. 2, p. 83)

1. She wanted to study chimpanzees when they weren't in cages.
2. B – a little frightened. She told herself to keep calm.
3. 10 metres away
4. Suggested answer: Chimpanzees in the forest are happier.
5. The females
6. Six months
7. He liked the fruit.
8. No – he took food from her hand.
9. They were surprised.

6. Briefly at this stage highlight the difference between *between* and *among*, using ex. 2, question 4 and title 3 from ex. 1, p. 82. Point out that we use *between* when there are two things and *among* when there are more. Highlight using:

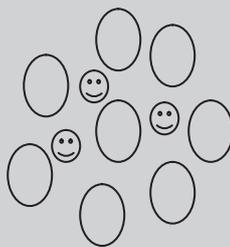
between

I live between Peter and John.



among

We played among the trees.



7. Students can then do ex. 3, p. 84. Check as a class.

Answers (ex. 3, p. 84)

1. good-natured
2. became friends
3. stared
4. powerful
5. a couple

Optional Extra!

- You can extend this by asking students to make up some of their own sentences using the words/phrases, which you can then check.
- Alternatively, ask them to make up sentences, but to omit the words/phrases from the exercise. They can then give these sentences to other students to complete.

8. Finally, discuss the *Over to you* questions as a class or in groups, having checked understanding, with class feedback. Students could also ask you the questions.

Workbook

Students can do Vocabulary ex. 3, p. 36.

Brush up your grammar

This section revises reported commands.

1. Focus on the top two cartoons on p. 84. Ask students to read out the captions – explain that these are commands/orders – telling someone what to do or what not to do.
2. Now focus on the sentences from the text. Ask a student to read them out and ask who *I* refers to in the first sentence (Jane) and *he* in the second sentence (David). Write up the commands on the board with the indirect forms next to them, highlighting the changes. Leave room below each:

Keep calm! → *I told myself to keep calm.*

Don't be afraid! → *He told me not to be afraid.*

- Tell students that these are called *indirect commands* – read out the explanation on p. 84.
- Focus on the bottom two cartoons. Read out the captions and write them up on the board underneath the others:

<i>Keep calm!</i>	→ <i>I told myself to keep calm.</i>
<i>Come and sit next to me!</i>	→
<i>Don't be afraid!</i>	→ <i>He told me not to be afraid.</i>
<i>Don't eat bananas!</i>	→

- Ask students what the indirect forms would be. Start them off with: *Jane told David* by writing it on the board next to each command. See if any student can give you the answer by looking at the example above it. Highlight the *to* and *not to* parts and elicit the answers. Point out the change of *me* to *her* in the first sentence. Write up the reported commands and ask students to copy them into ex. 1, p. 84.
- Go through the answers to ex. 2 as a class. Write up the formula:

X told Y TO + infinitive
X told Y NOT TO + infinitive

Remind students to think about whether they have to change the pronouns or possessive adjectives. Give another example to reinforce this:

Listen to us! *They told him...*

Elicit: *They told him to listen to them*. Finally, read through the *Grammar Summary* with the students.

- Read through ex. 3, p. 85, as a class. Check students understand the situation (*get a cold*, etc.) and the orders from the doctor (*warm drinks*, *alcohol*, *go back to work*, *spoonful*, *warmest*, etc.). Then ask students to complete the text that follows doing the first together as an example. Students can check in pairs and then check as a class on the board.

Example answer (BUYG, ex. 3, p. 85)

He also told me **not to drink** any alcohol. He told me **not to go** back to work for two or three days and **to stay** in bed for a couple of days. He told me **to take** one spoonful of medicine three times a day and **not to smoke**. He told me **to wear my** warmest clothes.

Optional Extra!

Indirect Commands

Prepare a pile of commands on separate pieces of paper (between 10–15), e.g. *Run to the board, Read a book, Touch your nose, Don't talk for 30 seconds, Count to 100 in 60 seconds, Don't stop jumping for 20 seconds*, etc. Put students into groups of three – you need to have enough copies of the commands so that each group has a pile. Make sure you have shuffled each pile well. The commands are placed face-down in front of the students.

The first student (S1) takes a command from the pile, looks at it and whispers the command to the second student (S2). The second student 'reports' the command to the third student (S3) (He told you...). The third student obeys the command. S1 picks another command and the procedure is repeated. Altogether, S1 should pick 3 or 4 commands.

Then the students change so S2 picks a command, whispers it to S3, who reports it to S1, who then carries it out. Again, this is repeated 3 or 4 times.

The students then change one final time, so that S3 picks and whispers to S1, who tells S2, who obeys it. Again, this is repeated 3 or 4 times.

As feedback, the students tell you what they were told to do:

X told me...

Workbook

Students can do Grammar ex. 4, pp. 37–8.

Pair work

1. Read through the task as a class, making sure students understand what they have to do. Highlight the topics that the interview should cover. Then give students five minutes to come up with some questions in pairs. You might want to give them further ideas for things to ask about (e.g. David Greybeard – what eat, when became friends, etc.)
2. Get feedback on the questions and write some up on the board so that even the weaker students have some questions at their disposal. Then give students time to look back at the text to find the answers to the questions.
3. Students can now attempt the role play – remind them that the answers will be as if Jane were speaking – *I, my*, etc. Choose a few of the pairs to act out their interview to the class.

Listening

This is quite a challenging listening, so don't be afraid to play it several times.

1. Read through the questions as a class and let students discuss them in pairs, groups or as a class. Try to get some feedback as to the general attitude to zoos. One way you could do this is to draw two columns on the board – one with the heading *good places* and the other *cruel places*. Ask each student to quickly come up to the board and to put a mark in the relevant column to show his/her attitude to zoos. Total up the score for each column.
2. Tell students to listen to Michael's father and to decide on his opinion of zoos – good places or cruel places. Play the recording and ask students what the answer to the question is – play the last sentence again to highlight the fact that Michael's father thinks overall that zoos are cruel places.
3. Now read through ex. 3 as a class. Check vocabulary and understanding (*visitors, celebrate, positive experience*). Also, at this point, teach some of the vocabulary from the text that students will find useful – *ticket money, keep ... in good condition, scientist, have a baby, rare animal, care for, conditions, safe, entertainment*. Point out that London Zoo is famous for two things, so students should try to find both answers for question 1.
4. Play the recording once again all the way through, giving students the chance to answer some of the questions. You could play it a third time stopping just before the answer to the question is heard and tell students which question the information that follows is relevant to (marked with a * in the transcript below).

Tapescript with * to show places to pause

Michael's father is talking about animals in captivity.

I don't really know what to think. When I was a child, I used to love going to zoos, but there's been a lot on the news recently about the fact that zoos are cruel places, that they are dirty and the animals live in cages that are too small.

Last week I took my children to London Zoo and we had a great time. (*Qu.1a) It was the first zoo in the world (*Qu.2) and was opened in 1827. (*Qu.3) With over 5000 animals, it has one of the largest collections of different kinds of animals in the world. (*Qu.4) Over 1.3 million visitors visit the Zoo each year and their ticket money (*Qu.5a) feeds the animals (*Qu.5b) and keeps their cages in good condition. (*Qu.5c) The Zoo has over 100 scientists and the money also helps them with their work. (*Qu.6) There are great celebrations at the Zoo when its animals have babies, especially the rare animals. (*Qu.1b) London Zoo also opened the first animal hospital in the world.

London Zoo certainly has changed over the years. (*Qu.7) It's obviously a place where they care for the animals and conditions are quite good. They get enough food and are kept clean. There is also the idea that the animals are safe – they can't be attacked and if they are injured, they have people to look after them. However, you have to say that most of the cages aren't big enough. At the end of the day, though, they are really there just for our entertainment and I suppose animals should be allowed to enjoy their freedom.

5. You could check answers by reading through the tapescript as a class. Clarify vocabulary.
6. As a lead-in to *Over to you*, ask students if they would like to visit London Zoo and why. Then discuss the questions on p. 86 either in groups or as a class.

Workbook

Students can do Writing ex. 3, pp. 39–40.

- Introduce the idea of a review: *Where do we find them?* (magazines, newspapers); *Why are they written?* (to tell people whether a book is good or not, to recommend a book, etc.)
- Work through ex. 3a and 3b together in class.
- Check the vocabulary presented on p. 40.
- Give students time to choose the book they will write about and to think about how they will describe the plot in English. They could make some notes. Let them ask you for any vocabulary they think they might need.
- Point out the 'paragraph prompts' to them and encourage them to use these to guide them when writing.

7. Focus on the *Remember* box and ask students to look back at the tapescript on p. 154 and underline examples of *too* and *enough*.
8. Ask them to tell you the examples they have found and write them up on the board, leaving space to add a rule above each sentence.

too/enough

...cages that are too small

...they get enough food

...most of the cages aren't big enough

Elicit the patterns by asking students:

- a. *What comes after 'too' – a noun or an adjective?* (Write up *too* + *adjective* above the example sentence.)
 - b. *Does 'enough' come before or after a noun?* (Write up *enough* + *noun* above the example sentence.)
 - c. *What about when we have an adjective with 'enough'?* (Write up *adjective* + *enough* above the example sentence.)
9. Reinforce by asking questions like: *Do you have enough money? What aren't you old enough to do? What do you do when it is too cold to go out?*

Workbook

Students can do Grammar ex. 6, p. 38.

Phrasal verbs with *look*

1. Focus attention on the sentence in ex. 1 and elicit the meaning of *look after* (take care of). Explain it's yet another phrasal verb! Then focus on the box containing other phrasal verbs with *look*. Read them out as a class and check the definitions are clear.
2. Read through ex. 2 and let students complete in pairs. Check as a class.

Answers (ex. 2, p. 86)

1. for
2. out
3. forward to
4. like
5. over

3. The *Over to you* questions can be discussed as a class or in groups with class feedback.

Workbook

Students can do Vocabulary ex. 4, p. 36.

Group work

This exercise is loosely based on the reality TV show where people are sent to a desert island for several months and have to survive in very basic conditions.

1. Ask students if they like watching reality TV shows – you could brainstorm some to set up the topic. Ask those who do like this type of show which their favourite is.
2. If it hasn't been mentioned, ask if they have seen the show where people are sent to a desert island. *What do they think of the programme?*
3. Read through ex. 1 on p. 87 as a class and then ask someone to read out the list of conditions in the jungle. Alternatively, ask students to close their eyes while you read out the conditions – this may help them visualise the situation. Ask initially if they like the sound of the jungle. *What do they like? What could the problems be?* etc.

4. Then read through ex. 2 as a class and the lists of objects to check understanding. Give students time to choose their 10 items without talking to anyone else.
5. Put students into groups and tell them that there is now a problem – the whole group only has one bag with ten items. Explain that they are going to have to agree on what to take and focus on the *Useful Language* box at the bottom of p. 87. Read out and drill the phrases, checking meaning as you go.
6. Give students time to decide what items to take. Monitor as they discuss and encourage them to use the *Useful language* phrases. Explain that they must give reasons for their choices.
7. Then have a spokesperson from each group present their list to the class. Ask other groups what they think of the list. *Are there any items common to most groups? Who has the best list? The worst list? Could students survive with these items? What would they miss most? What wouldn't they miss?*

Workbook

Students can do Mini Quiz 5, p. 41.

Part C



1. See the start of this unit for how/when to use Part C.

Answers

Amazing Animal Facts, p. 88

1. blue whale; 2. cheetah; 3. peregrine falcon; 4. dragonfly; 5. blue whale;
6. African bush elephant; 7. giraffe; 8. saltwater crocodile; 9. ostrich

How animals got their names, p. 88

tiger, giraffe, monkey

Optional Extra!

Animal Descriptions Quiz

Put students into teams to write descriptions of animals in the style of the 'How animals got their names' section. Then let other teams guess which animals are being described.

2. To round off the unit, students can complete the *My Progress* section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the reported commands very well, those who didn't do the *Survivor* task well, etc.

Project

Students can now tackle Project 5 on p. 146.

- Read through the whole project as a class.
- Give students time to make notes in groups (they may need to do some research outside the classroom).
- Encourage them to use relevant vocabulary and grammar from the unit.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 36

1. make (her own) bed
2. making (so much) noise
3. make (him) better
4. made (up your) mind
5. makes a list

Ex. 2, p. 36

1. put up
2. bringing up
3. set up
4. stood up
5. get up

Ex. 3, p. 36

1. freedom
2. powerful
3. youngsters
4. scientific
5. wonderful
6. difference
7. rustling
8. aggressive

Ex. 4, p. 36

1. look like
2. look up
3. look for
4. looked over
5. look out
6. is looking forward

Grammar

Ex. 1, p. 37

1. tell
2. Tell
3. Say
4. told
5. said
6. told

Ex. 4, pp. 37–8

1. Don't eat sweets!
2. Have lunch and don't leave any food!
3. Don't answer back!
4. Don't wear your shoes inside the house, and switch the lights off!
5. Don't talk to me like that!
6. Listen carefully and don't come home late!

Ex. 2, p. 37

1. ...he wants to help Marcia.
2. ...he is waiting for her answer.
3. ...he doesn't believe her.
4. ...he'll visit her tomorrow.
5. ...Nick is seriously ill.
6. ...his dad didn't like the film.
7. ...he has read that story.

Ex. 3, p. 37

1. ...his plane will be two hours late.
2. ...they went to see their grandfather last night.
3. ...she has finished talking to my sister.
4. ...he doesn't have to hurry to catch the train.
5. ...he can't help her.
6. ...it's getting late.
7. ...they are going on holiday with my friends.

Ex. 5, p. 38

1. being
2. signing
3. getting
4. touring
5. making

Ex. 6, p. 38

1. too
2. too
3. enough
4. enough
5. too

Pronunciation 5, p. 38

talk, sky, blow, fun, tree, behind, near, night

Writing

Ex. 2, p. 39

158 = one hundred and fifty-eight

1,145 = one thousand one hundred and forty-five

6.87 = six point eight seven

173,448 = one hundred and seventy-three thousand four hundred and forty-eight

4,503 = four thousand five hundred and three

9.65 = nine point six five

Ex. 3, pp. 39–40

a. Type of book: fictional story; Title: The Call of the Wild; Author: Jack London; Main character: Buck; Adjectives: fascinating, beautiful descriptions, well-worth reading

b. a2, b3, c1

UNIT 6



Overview

This unit deals with the general topic of cities.

In Part A, students:

- read about LA and Hollywood,
- focus on verbs with prepositions,
- learn about reported wh- questions,
- look at the difference between British and American words,
- study the expression *What is/are ... like?*,
- listen to five people talking about different world cities,
- learn about reported yes/no questions,
- talk about a city they have visited.

In Part B, the focus is London, and students:

- read about buskers (street musicians) in London,
- complete a word formation exercise on verbs and related nouns,
- look at negative prefixes for verbs and adjectives,
- revise the second conditional,
- read about the history of London,
- focus on adjectives formed by *noun + y*,
- discuss various moral dilemmas,
- decide how to solve the various problems facing towns nowadays.

Aside from providing further practice, the Workbook has a pronunciation focus on /θ/ and /ð/, a listening exercise on the Empire State Building, and requires students to write about the place where they live.

The project involves making a brochure about a favourite city.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The activities in Part C are best done during Part B.

Part A



Let's talk

1. Closed books. Write *CITIES* up on the board. Ask students to name some cities – just a few will do. Then ask them '*What is a city?*'. Write it on the board as a heading. Get them to tell you some things that they associate with cities (as opposed to villages). Give them some

examples to start them off – *lots of people, big supermarkets, etc.* Write up their ideas on the board. At this stage, you could introduce some of the words that will be useful later in the unit – *underground railway, pollution, noise, skyscrapers, sights, suburbs, industry, etc.* The easiest way to do this is to ask various questions: *What about transport in cities? Are cities healthy? What types of buildings do you find in cities?* etc.

2. Open books. Read through the unit contents on p. 90.

3. Then focus attention on the pictures on p. 91 and ask if anyone knows which cities are shown. Elicit some suggestions and then ask someone to read out the list of the top ten cities. Let students discuss the questions in pairs, groups or as a class. Get some feedback, particularly on the last question. You could also ask which language is spoken in each of the cities.

Answers (Let's talk, A1, p. 91)

city – country – continent – language (optional)

1. Tokyo – Japan – Asia – Japanese
2. Sao Paulo – Brazil – South America – Portuguese
3. New York – USA – North America – (American) English
4. Mexico City – Mexico – North America – Spanish
5. Los Angeles – USA – North America – AE
6. Shanghai – China – Asia – Chinese
7. Cairo – Egypt – Africa – Egyptian
8. Bombay – India – Asia – Hindu and many other languages
9. Buenos Aires – Argentina – South America – Spanish
10. Rio de Janeiro – Brazil – South America – Portuguese

4. Discuss section B as a class or in groups with class feedback.

Reading

1. Closed books. Write up *LA* on the board. Ask students what it stands for. *Do they know anything about Los Angeles – where it is, what it is famous for, etc?*

2. Open books on p. 92. Read through the six sentences about Los Angeles and Hollywood as a class. Check vocabulary – *healthy, underground railway, become popular, pavements, etc.* Ask students to tick the statements which they think are true. Get some feedback with a simple show of hands: *Put your hands up if you think number one is true, etc.*

3. Ask students to read the text to check their answers – they can underline the places where they find the answers. Check in pairs and then as a class. Ask if students are surprised by any of the information.

Answers (ex. 2, p. 92)

1T, 2F, 3F, 4T, 5T, 6F, 7T

4. Read through ex. 3, p. 93. Check vocabulary – *state, government, residents, what ... like, best known, film director*, etc. Ask students to reread the text and to answer the questions. Check by asking students to read out the text, pointing out the answers to the questions as you go. At this point, check vocabulary as well and go through the Word Bank.

Answers (ex. 3, p. 93)

1. California
2. Opened an underground railway
3. earthquakes
4. a small, peaceful village
5. films
6. Because of the weather and scenery
7. 1912
8. In search of fame
9. People who have contributed to the entertainment industry
10. Being the home of the Oscars

Optional Extra!**Photographs**

Ask students to describe any photos or pictures that appear in the book. This is a quick, 5-minute activity and provides valuable vocabulary and grammar revision.

5. Ask students to read out the words in the boxes on p. 94. Drill pronunciation, but don't go back over meaning – this should have been done during the last stage of the reading. Ask students to read through the sentences and to use the words to fill in the gaps. Check in pairs and then as a class by reading out the sentences and reinforcing the meaning of the words in the box.

Answers (ex. 4, p. 94)

1. earthquake
2. award
3. Pollution, threat
4. Reduce

Workbook

Students can do Vocabulary ex. 1 and 2, p. 42, Pronunciation 6, p. 45, and Writing ex. 1, p. 46.

6. Focus on the *Useful Language* box. Elicit the meaning of *What ... like?* Explain that it means 'describe'. Point out that the tense of *be* can change. Highlight the fact that the answer is usually an adjective.

7. Then read through ex. 5 as a class. Students could either do the exercise on their own straightaway or first elicit whether each question is going to refer to the past or the present before students actually write the questions. Check as a class and then let students ask and answer in pairs, looking back at the text if needs be. As feedback, ask a couple of students to ask and answer each question in front of the class.

Answers (ex. 5, p. 94)

1. What's the weather like? (Warm and sunny)
2. What's the air like? (Polluted)
3. What was Hollywood like in 1910? (Small and peaceful)
4. What is the American film industry like? (Glamorous)
5. What were the movie stars who lived in Hollywood like? (Famous and glamorous)

8. As an extension, write up some topics on the board (e.g. weather, school, Serbia, food, sport, etc.) and ask students to make up some questions to ask other students using *What ... like?* You could give them some examples to start them off (e.g. *What was the weather like yesterday?* / *What is your home town like?* / *What is your mum's cooking like?*)

9. Then let them mingle and ask the questions. As feedback, ask if anyone found out anything interesting.

Verbs with prepositions

1. First of all, brainstorm some prepositions and write them up on the board. Focus attention on ex. 1, p. 94 and read through the first three verbs. Check the meanings of all the verbs and then let students try to add a preposition to each. Ask students to call out what they think is the right preposition and then give them time to check back in the text. Check as a class.

Answers (ex. 1, p. 94)

consist of; hear about; succeed in; suffer from; cover with; contribute to

2. Remind students that prepositions are one of the trickiest areas in English as so many are different to their use in Serbian. Let students tackle ex. 2, reminding them to be careful what tense they use, before checking it as a class.

Answers (ex. 2, p. 94)

1. contribute (greatly) to
2. escaped from
3. heard about
4. consists of

3. Read through ex. 3 on p. 95 to check vocabulary and understanding. Once students have tried to complete it individually, check as a class. Then give students time to ask and answer the questions in pairs or small groups. Get some class feedback by hearing from different students about their partner's opinion.

Answers (ex. 3, p. 95)

1. covered with
2. suffer from
3. succeeded in
4. laughed at
5. depends on

Grammar

This section deals with reported questions and in particular *wh-* questions.

Watch Out!

- Students may forget to use 'statement' word order and to change pronouns, etc.
He is wondering where do you live. ×
- Remind students that there is no question mark at the end of reported questions.

1. Focus on the pictures on p. 95. Ask students to describe them and to read out the captions. Point out that these are questions: write up *QUESTIONS* on the board. Underneath, write up the two questions:

*QUESTIONS**“Why is the situation so bad?”**“What did we do wrong?”*

2. Now focus on the sentences from the text. Again, read out the sentences. Tell students that these are called *reported questions* – read out the explanation. Write up *REPORTED QUESTIONS* next to *QUESTIONS* and then the sentences underneath:

*QUESTIONS**“Why is ...” → The residents wonder why the situation is so bad.**“What did ...” → They ask themselves what they did wrong.**REPORTED QUESTIONS*

3. Use this to begin highlighting the changes that occur in reported questions. Underline the question word in each sentence. Tell students it remains the same. Then draw students' attention to the verb form in ordinary questions – circle it. Ask students what happens to the verb in reported questions – circle the verb forms. Elicit that the verb form reverts to that used in ordinary statements.

4. Reinforce this by referring to the five examples in ex. 1, p. 96. Ask students to read the questions and sentences out. Elicit that we change:

- a. word order
- b. pronouns

Point out that there is no inversion in reported questions and give some more examples on the board if you think your students need more guidance:

*Where is the dog?**→ She wants to know where _____.**How long have you lived here?**→ He is asking how long _____ here.**When were they born?**→ He is asking when _____ born.**How will you travel?**→ They want to know how _____.*

Elicit what is missing and highlight by circling or underlining the verb forms in the questions and the reported forms. Use arrows to show the ‘un-inversion’.

5. Also, point out that the auxiliary verb *do/does/did* disappears in reported questions. Give some more examples on the board if you think your students need more guidance:

Why do you like tennis?	→ He is asking why I _____ tennis.
What does he eat for breakfast?	→ I want to know what _____ for breakfast.
Where did she learn English?	→ People ask where _____ English.

Elicit what is missing and highlight by circling or underling the verb forms in the questions and the reported forms.

6. Focus next on the reporting verbs. Check understanding and drill pronunciation of *wonder*. Then read through the *Grammar Summary* as a class.
7. Focus on the cartoon at the bottom of p. 96. Ask a student to describe it. Then ask students to read through the whole dialogue and tell you how Michael is feeling (*annoyed by the end*) and what the friends arrange (*to meet at 7.30 at Marcia's house*).
8. Get three students to read out the first part of the dialogue. Check students understand that Michael is telling Nick what Marcia is saying. Complete the first gap as a class (...*where you have been all day*). Repeat for the second gap.
9. Ask students to complete the rest of the reported questions in ex. 2 by themselves. Check by playing the recording and writing up the reported questions on the board, clearly highlighting the different changes. Put students into groups of three to practise the conversation. Have some groups perform.

Answers (Grammar, ex. 2, p. 96)

She is asking where we have been all day.
 She wants to know when we will finish it.
 She is asking what we are doing tonight.
 She wants to know what time we will get to her place.

British and American English

This section revises some of the differences between British and American lexis, as well as adding some new words.

1. Ask students whether they prefer British or American English – they should be able to say something about the films they watch or music they listen to. Ask them about the accents – which they like more. Then ask if they can remember any other differences between British and American English – elicit *words* and see if they can remember any ‘pairs’ (covered in the earlier EE books). You may be able to find some pictures/realia to give them clues (a pair of trainers, a taxi, a rubbish bin, etc.).
2. Focus attention on the *Remember* box on p. 97 and ask a student to read it out. Write up two columns on the board (one headed *American* and the other *British*) and put *sidewalk* in

the first column and *pavement* in the second. Then ask students to go through ex. 1 in pairs and to sort out the words. Don't check meaning at this stage.

3. When they have finished, go through the answers. Students could write the words in the correct column on the board. Check meaning and drill pronunciation.

Answers (ex. 1, p. 97)

Br. English: flat, rubbish bin, trainers, holiday, taxi, pavement, lift

Am. English: apartment, trash can, sneakers, vacation, cab, sidewalk, elevator

4. Read out the example in ex. 2 and point out that the 'language' the students should use is in brackets at the end of the sentence. Then give students time to complete the exercise in pairs. Check as a class.

Answers (ex. 2, p. 97)

1. pavement
2. vacation
3. trainers
4. flat
5. elevator
6. rubbish bin

5. Round off by asking students some questions, e.g. *When did you last buy a pair of trainers?* / *Have you ever been stuck in a lift?* / *Where did you go for your last vacation?* You could encourage students to try to put on a very posh English accent or do an American accent when answering, depending on the word in the question!

Optional Extra!

Pair test

One student closes his/her book. The other calls out words and his/her partner says the 'pair', e.g. S1: vacation → S2: holiday. You could set a time limit for the reply, e.g. S2 must reply by the time S1 has counted to three.

After 30 seconds, let the students swap over so S2 asks the questions.

Workbook

Students can do Vocabulary ex. 3, p. 42.

Listening

1. Focus on the first question in ex. 1 on p. 98. Brainstorm cities on the board, referring back to p. 91 if needs be.
2. Then draw attention to the pictures on p. 98. Ask students if they know any of the cities depicted in the pictures and any of the sights (teach *sights* if needs be). Encourage phrases like *I think that this is... / I don't agree...* Tell them the answers.

Cities shown (clockwise from left)

Cairo, Washington, Paris, Tokyo, Sydney

3. Then discuss the other two questions (teach/check *skyscraper*, *nickname*).
4. Draw students' attention to the cities mentioned in ex. 2. Read out the names of the cities as a class – check pronunciation. Also, ask students where the cities are (in which country/on which continent). *Have they ever been to any of these cities?*
5. Tell students to listen and tick the city which is being described. Play the recording once. Students can check in pairs. Then check as a class.

Answers (ex. 2, p. 98)

1b, 2b, 3a, 4b, 5a

6. Ask for the answer to ex. 3. Elicit some ideas. Then ask students to listen again to check their answer to ex. 3 and to answer the questions in ex. 4. Run through the questions to check meaning before playing the recording. Remind students they only need to write one of the names from ex. 2. Check by playing the recording one final time or by reading through the tapescript as a class (p. 155).

Answers (ex. 3, p. 98)

Tim doesn't like Tokyo.

Answers (ex. 4, p. 98)

1. Sarah ('Big Apple')
2. Helen ('the fashion centre of the world')
3. Dave ('the narrow streets are crowded with markets')
4. Peter ('in 1788 the first Europeans ... started building this city')
5. Tim ('full of shops and factories ... computer industry')

7. Go through any new or tricky vocabulary (e.g. *enormous, roof, fashion centre, get the chance, stands on, welcome, amazing, lies on, banks, crowded, markets, population, modern, full of, factories, character, excitement, companies*, etc.) and round off by asking students if they would like to live in or visit any of the cities and why. A lot of the vocabulary will be useful for the Writing task in the Workbook that students will have to do, so it is worth spending some time going through it carefully.

Workbook

Students can do Listening ex. 1–2, p. 45.

Grammar

This section deals with reported yes/no questions. Students should be familiar with the general principles of reported questions from the first part of the unit so here focus on adding *if* to the reported question.

Watch Out!

- Students may forget *if/whether* and forget to use 'statement' word order.
He is asking did you have a good time. ×

1. Ask students to read the tapescript again on p. 155 and to underline two reported questions (*I wonder if I'll ever get the chance. / When people ask me if there's anything I don't like...*). Write them up on the right-hand side of the board. Then see if anyone can tell you what the direct questions are.

2. Elicit or write up the direct questions on the left-hand side of the board:

Will I ever get the chance? → I wonder if I'll ever get the chance.
Is there anything I don't like? → People ask me if there's anything I don't like.

3. Read through the examples in ex. 2 as a class. Talk about the changes together (highlight the change in word order, pronouns and really emphasise the addition of *if*).

4. Focus on ex. 3, p. 99. Point out that this is the continuation of the conversation between Nick, Marcia and Michael from earlier. Ask students if they can remember what was happening. *What was the plan? When were they meeting? How was Michael feeling?*

5. Get students to read the conversation without filling in any of the gaps and to tell you:

- a. who is talking to Marcia now, and
- b. whether Nick and Peter are friends.

Give students time to skim through the text and to tell you the answers.

6. Then ask students to underline all of Marcia's questions. Elicit the fact that they are all yes/no questions and that therefore the students must use *if* when reporting them. Do the first as a class before letting students complete the other reported questions on their own. Check in pairs and then by listening to the conversation. Write up the correct answers on the board.

7. Finally divide students into groups of threes to practise the conversation. Monitor and assist with pronunciation. Have some groups perform to the class.

Optional Extra!

Chinese whispers

Put students into groups of four and give each group of students 10 pieces of paper with the following questions on:

- What is your favourite hobby?*
- Do you like your bedroom?*
- What did you do last night?*
- Have you ever been to Greece?*
- When do you usually wake up?*
- Have you ever met a famous person?*
- When did you last go to the cinema?*
- When do you want to get married?*
- What are you going to do next weekend?*
- Will you have lots of children?*

Ask students to place the questions face down. Then Student A should take one of the questions and whisper it to Student B. Student B should report the question to Student C, who then reports the question to Student D. Student D answers by whispering to Student C. The answer should be reported to Student B and then to Student A. Student A tells Student D the answer to see if it has been reported correctly.

Example:

A to B: Do you like your bedroom?

B to C: He wants to know if she likes her bedroom.

C to D: He wants to know if you like your bedroom.

D to C: Yes, I do.

C to B: She says that she likes it.

B to A: She says that she likes it.

A: You like it.

Workbook

Students can do Grammar ex. 1, p. 44.

Speaking

This is another 'anecdote' type exercise. See Unit 2 for procedure.

1. Ask a couple of students to name the largest cities that they have visited. Don't go into any more details – just write the names of some cities up on the board.
2. Focus attention on the *Useful Language* box on p. 99. Ask students to read out the items and check understanding. Then describe a city to the students – preferably a foreign one that they haven't been to – and use some of the phrases to give them the idea of what they should do. This is worth preparing beforehand.
3. Give students thinking time to prepare what they want to say. Monitor and assist with vocabulary.
4. Put students into groups to describe the city. You could put students into groups according to the cities they have visited – so they can come up with one group description. Ask some students to tell the class their descriptions.

Workbook

Students can do Writing ex. 2, pp. 46–7.

- Let students read through ex. 2a and check understanding.
- Focus on the paragraph ideas on p. 47 and compare it to Michael's text – ask if he has followed the plan (*he doesn't have a conclusion*)
- Then look back at p. 99 and focus on the *Useful Language* again.
- Let students make notes, following the paragraph prompts on p. 47, and ask you for any vocabulary they may need before attempting to complete task 2b.

Part B



Reading

1. Read through the *Let's talk* questions as a class and let students discuss them either in groups (with class feedback) or as a class. Explain the meaning of *busker* (a street musician).
2. Brainstorm musical instruments or play the Ladder Game (see Unit 5) – feed in *saxophone, guitar, flute, drums, and clarinet*.
3. Ask students to describe the picture at the top of p. 100 – what can they see, what's happening, etc.
4. Explain that students are going to read about buskers in London and focus attention on ex. 1, p. 100. Give students enough time to read through the text and to decide which paragraph talks about each topic. Check in pairs and then as a class, referring briefly to the text.

Answers (ex. 1, p. 100)

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

5. Read through ex. 2, p. 101 together to check vocabulary (*perform, be allowed to, escalators, Tube station, have a row, regular, good mood*). Then give students time to answer true or false by themselves. As usual, encourage them to underline relevant parts of the text and also to correct the false sentences. Check in pairs, with students referring to the text in the event of disagreement, then as a class by reading the whole text through and clarifying vocabulary.

Answers (ex. 2, p. 101)

1. T (profitable occupation)
2. F (It's illegal almost everywhere.)
3. F (People play guitars, flutes, saxophones, drums and clarinets.)
4. F (Many play at the bottom of the escalators.)
5. T (hard to get a desirable spot)
6. T (The best thing is not to argue with them.)
7. T (since he was a teenager)
8. F (Someone lent him it.)
9. F (He's happy with his career.)
10. T (I've made them happy, and that's great.)

6. Round off by asking if students would like to be buskers. *Why/why not?*

Workbook

Students can do Vocabulary ex. 4, p. 43.

Word formation

1. Focus on the table in ex. 1 on p. 101 and ask students what a person who performs is called. Elicit *performer* or give students time to find it in the text. Then give students time to complete the rest of the table in pairs. Check as a class.

Answers (ex. 1, p. 101)			
perform	performer	reserve	reservation
travel	traveller	occupy	occupation
play	player	sign	signature
sing	singer	live	life
entertain	entertainer	argue	argument

2. Extend by asking students for more occupations ending in -er. Write them on the board and ask if there are related verbs (e.g. *teach – teacher*).

Optional Extra!

Job A–Z

Put students into small groups and get them to write the letters of the alphabet down the left-hand side of a piece of paper. Give them 10 minutes to try to think of a job title beginning with each letter of the alphabet. See which group can come up with the most jobs.

Actor
Baker
Cook
Driver
etc.

As a follow up ask about the good and bad sides to some of these jobs.

Here is a suggested list (though it isn't recommended to teach the students all the jobs listed!)

A–Z of Jobs

Actor	Housewife	Optician	Vet
Baker	Interpreter	Priest	Window cleaner
Chef	Jockey	Quiz master	X-ray technician
Doctor	Kite maker	Racing driver	Yoga teacher
Engineer	Lawyer	Scientist	Zoo keeper
Fire-fighter	Mechanic	Teacher	
Gardener	Nurse	Undertaker	

3. Ex. 2, p. 102, can be discussed as a class or in groups with class feedback.

Workbook

Students can do Vocabulary ex. 5, p. 43.

Negative prefixes

1. Read through the information on negative prefixes on p. 102 together and check understanding. Ask students to find an adjective with a negative prefix in the text (*illegal*) and check its meaning. Highlight: *il+legal = illegal* to show the fact that no letters are removed from the original word when adding a prefix *-illegal* ×.

2. Read through the words in ex. 1 as a class and point out which are verbs and which are adjectives. Students can complete the exercise in pairs. If English-English dictionaries are available, encourage them to use these. Check as a class and clarify meaning. You could highlight:

- a. dis- = do the opposite
- b. un- = reverse an action
- c. mis- = do something wrongly

Answers (ex. 1, p. 102)			
approve	disapprove	regular	irregular
pack	unpack	correct	incorrect
logical	illogical	probable	improbable
understand	misunderstand	satisfied	dissatisfied
expected	unexpected	polite	impolite

3. Read through ex. 2 to check vocabulary and then give students time to do it by themselves before checking as a class, emphasising any spelling problems.

Answers (ex. 2, p. 102)
1. disapproves
2. incorrect
3. unexpected
4. irregular
5. dissatisfied
6. impolite

4. To extend this, you could ask students to write 5 sentences of their own using the words from the table in ex. 1. Monitor and check. Have some students read their sentences out.

Workbook
Students can do Vocabulary ex. 6, p. 43.

5. Again the *Over to you* questions, which reinforce the words from ex. 1, can be discussed as a class or in groups with class feedback. Maybe students can ask you the questions, too, for further practice in question forms.

Brush up your grammar

This section revises the second conditional.

Watch Out!

- Students will be confused due to the use of the past simple in the 'if' clause referring to the present/future.
- There may be confusion in terms of use between the first and second conditionals (Workbook, ex. 3, pp. 44–45). Emphasise the 'likeliness' of something happening:
 - 1st = very likely
 - 2nd = very unlikely/impossible

1. Ask students what a conditional sentence is – elicit that it usually begins with *if*. Tell students that there are four different conditional sentences – elicit *zero* and *first*. Explain that they are going to look at the second conditional now and the third conditional in Unit 8.
2. Focus on ex. 1, p. 103 and give students time to complete the two sentences by referring back to the text. Then answer the questions in the box, eliciting the answers from the class.

Answers (BUYG, ex. 1, p. 103)

1. were, 'd probably pay
2. cared, 'd work

If clause: past simple

Main clause: would + infinitive

3. Highlight as well that:
 - a. when using the verb *to be* in the *if* clause, we can always use *were*.
 - b. the *if* clause can come first (followed by a comma) or second (no comma)
4. Move on to the use of the second conditional. See if anyone can remember from last year. You could use concept questions to try to remind them:
 - a. *Does it talk about the past, present or future?* (present or future)
 - b. *What are the chances of the situation happening?* (Very low/impossible)

Then summarise on the board:

Use

- To talk about the future or the present
- We think the situation won't happen because:
 - the chances are very small
 - it is impossible

It's summer. → If it snowed tomorrow, I'd go skiing.

You are not famous. → If I was/were famous, I'd have more money.

You don't know French. → If I knew French, I'd go there on holiday.

Peter can't play football. He's unhappy because of that.

→ If Peter could play football, he wouldn't be unhappy.

5. Ask students which of the two sentences from ex. 1 refers to an unlikely situation (sentence 2) and which refers to an impossible situation (sentence 1). Extend by asking what students would do if they were Britney Spears – elicit full sentence suggestions (*If I were Britney Spears, I...*).

6. Remind students we use the 1st conditional when a situation is likely to happen. Give two examples and elicit which is likely and which is unlikely.

It's summer. → If it snowed tomorrow, I'd go skiing.
→ If it's hot tomorrow, I'll go swimming.

7. Move on to ex. 2, checking vocabulary and understanding (*country, sure, driving licence, exam*). Encourage students to underline *if* in each sentence and to look in their notebooks to check which tense comes after *if*. Give them time to complete the sentences individually and then check as a class. For each sentence, highlight that the situation is impossible/unlikely to happen in the speaker's eyes.

Answers (BUYG, ex. 2, p. 103)

1. lived, would be
2. would feel, went
3. had, would take
4. would stay, didn't have

8. Read through and check the sentence stems of ex. 3 as a class. Then let students complete them in the way they think best. Monitor and check for accuracy. Go through the basic forms that the students should have used, e.g. *In sentence one, did you use: I would + infinitive?*

etc. Then let students mingle and read their sentences to other students to see if anyone has the same ideas as them. Get some brief class feedback.

9. Read the instructions to ex. 4 and explain that we can use the second conditional to give advice. Write up the construction '*If I were you, I'd...*' on the board and elicit that it is an impossible situation (hence, the second conditional). Ask a student to call out a problem they have and then you give advice using the construction. Write up your advice on the board and elicit more advice from other students.

10. Read through the situations in ex. 4 as a class to check understanding (*marks, have a temperature, casting, commercial, break up with, lie, etc.*). Then give students time individually or in pairs to write their advice. Monitor and check accuracy. Then put students into pairs/groups to see if they are offering similar advice. Get some class feedback. Students could write up some of their sentences on the board so as to emphasise the second conditional structure once again.

Workbook

Students can do Grammar ex. 2–3, pp. 44–5.

Pair work

1. Clarify the meaning of *moral dilemma* to students and tell them that there are five such dilemmas on p. 104. Read them through as a class, using 'mmm' for the gaps. Check understanding.
2. Give students chance to fill in the gaps individually and then to compare their answers in pairs. Check as a class.

Answers (Pair work, p. 104)

1. found
2. noticed
3. left, would you look
4. gave
5. saw, would you tell

3. Then give students time in pairs or small groups to discuss what they would do in each situation. Put groups together to compare their answers and to see if they would act in the same way. Then get some class feedback. Ask students which situation is the hardest to decide on. *Have they ever been in such situations?*

Reading

1. Ask students what they know/can remember about London. Ask if they know anything about the history of the town.
2. Read through the paragraph headings on p. 104 and check understanding (*wall, destroyer*). Then ask students to read the paragraphs and to match each to a heading. Check as a class.

Answers (Reading, p. 104)

- A The great destroyer
- B A wall around the town
- C The modern town
- D Leaving the city

3. Ask students to put the paragraphs into the right order. Check in pairs and then as a class by reading out the paragraphs in the right sequence. Check vocabulary, too, including the Word Bank.

Answers (Reading, p. 104)

Paragraph order: B, D, A, C

4. Ask students what the most interesting thing was they learnt from the text.

Word formation

1. Ask a student to read out the sentence in ex. 1, p. 105 – elicit the meaning of *risky*. Ask students if it is a noun, adjective, verb, etc. Elicit the fact that it is an adjective. Then ask what the noun is – write up *risk* on the board. Explain that lots of adjectives are formed by adding *-y* to a noun. See if they can think of any others.
2. Read out the nouns in the box in ex. 2 and check meaning – ask students to write the adjectives derived from these nouns. Tell them to be careful with spelling. Check on the board and point out that when the noun ends in *-e*, we drop the *-e* before adding *-y*. Check students understand what these adjectives mean.
3. Read through the exercise as a class and check vocabulary – *feel, rather, umbrella, blow away, clean, bookcase, sunbathing, be careful, road, laugh*. Then ask students to complete the sentences using the adjectives they have written. Check in pairs and then as a class by reading out the sentences.

Answers (ex. 2, p. 105)

1. sleepy
2. windy
3. lucky
4. dirty
5. dusty
6. cloudy
7. icy
8. thirsty
9. funny

4. You may at this point want to highlight the difference between *fun* (adj.) = *entertaining* and *funny* (adj.) = *witty, making you laugh*.

Workbook

Students can do Vocabulary ex. 7, p. 43.

5. Extend by asking some discussion questions: *Are you usually lucky? What's your favourite drink when you're thirsty? Do you like windy weather? How often do you fall over when it's icy?*, etc.

Over to you

1. Ask students whether they would like to live in London. *Why/why not?*
2. Then put students into groups to discuss the *Over to you* question on p. 105. You could give categories to guide: *entertainment, jobs, people, homes*, etc. Tell them just to focus on the advantages of city life (not the disadvantages as this is covered in the Group work section).
3. Spend time on class feedback, maybe writing down the ideas on the board under different headings.

Group work

1. Brainstorm disadvantages/problems of city life on the board. Again, give students categories if necessary.
2. Focus attention on ex. 1, p. 105 and read through the list together to check understanding. There are plenty of new words here that are necessary for discussing this topic, so spend some

time going through the vocabulary, clarifying it and drilling it (e.g. *traffic, inefficient, public transport, pollution, unsafe, burglaries, litter, etc.*)

3. Give students time to decide on an order individually and then put students into groups to compare their orders and to try to come up with a definitive order for the group. Get feedback as a class, encouraging students to give reasons why.

4. Read through ex. 2 as a class and give students chance to think of a few solutions to the various problems in their groups. Encourage them to concentrate on the areas mentioned in ex. 1 if they find it easier. Monitor and assist as they work.

5. Finally, get each group to present their ideas to the class. You could vote on who has the best ideas. The ideas could be written up and made into a poster display with pictures of the various problems.

Workbook

Students can do Mini Quiz 6, p. 47.

Part C



1. See the start of this unit for how/when to use Part C.

Answers

Sights, p. 106

Museums: The British Museum / The Metropolitan Museum

Parks: Hyde Park / Central Park

Squares: Trafalgar Square / Times Square

Streets: Oxford Street / Broadway

Tourist attractions: The London Eye / The Statue of Liberty

Word search, p. 107

Hyde Park, Tower Bridge, Oxford Street, Underground, Trafalgar, British Museum, bobby, Thames, St Paul's, Big Ben, pub

2. To round off the unit, students can complete the *My Progress* section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the second conditional very well, those who didn't do the word formation exercises well, etc.

Project

Students can now tackle Project 6 on p. 147.

- Ask a student to read out the task. Explain *brochure*. If you have any brochures from a tourist agency, bring them in to show students so they know what the word means. Check understanding of the task.
- Read through the questions as a class and check understanding. Explain *look like*, *special*. Ask groups to find out about a city at home and to make notes on the questions. Tell them they can ask you for any unknown words during the next lesson.
- Groups can then write the brochure. Encourage them to use pictures and headings. Make a display of their work on the wall.

Workbook

Students can do the revision of Units 5 and 6 – Test Yourself 3 – on pp. 48–49.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 42

1. face
2. scenery
3. reduce
4. in, on
5. peaceful

Ex. 2, p. 42

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

1. environmental problem
2. constant threat
3. underground railway
4. acting troupe

Ex. 5, p. 43

occupation
performers
entertainers
lives, singers
arguments
players
sign
travel
reservation

Ex. 6, p. 43

1. impatient
2. unhappy
3. impolite
4. impossible
5. misunderstood, incorrect
6. irresponsible

Ex. 3, p. 42

flat – apartment
trainers – sneakers
lift – elevator
taxi – cab
rubbish bin – trash can
trousers – pants
film – movie
sweets – candy
pavement – sidewalk
chemist's – drugstore

Ex. 7, p. 43

1. sunny
2. hungry
3. noisy
4. risky
5. rainy

Ex. 4, p. 43

1. profitable
2. spoilt
3. desirable
4. entertaining
5. lend
6. passer-by

Grammar

Ex. 1, p. 44

1. ...where you live.
2. ...what time the part starts.
3. ...when he left the house...
4. ...if he knows your/my sister.
5. ...if I/you have finished yet.
6. ...how much I/you will spend.
7. ...if you are visiting them...
8. ...if he had to go.

Ex. 2, p. 44

1. If he travelled to Spain, he'd watch flamenco dancers.
2. If he visited Serbia, he'd ski on Kopaonik.
3. If he had a holiday in Greece, he'd visit the Acropolis.
4. If he flew to Russia, he'd see the Kremlin.
5. If he spent time in China, he'd walk along the Great Wall.
6. If he was in Australia, he'd take photos of kangaroos.
7. If he studied in the USA, he'd visit Yellowstone Park.

Ex. 3, pp. 44–5

1. knew, would help
2. is, will go
3. weren't/wasn't, would go
4. run, will catch

Listening

Ex. 1, p. 45

1931, 102, 381, 1860, 11, 2,000,000

Ex. 2, p. 45

greatest, opened, tallest, title, high, attract, fastest, top

Pronunciation 6, p. 45

/θ/: threat, earthquake, anything, think, thousand

/ð/: then, although, weather, other, they

Writing

Ex. 1, p. 46

Corrected words: railway, earthquake, Hollywood, excitement, wealth, underground

UNIT 7



Overview

This unit deals with the general topic of exploration.

In Part A, the focus is on explorers, and students:

- read about the Icewalk expedition,
- learn about the past perfect tense,
- complete word formation exercises on the *-al* and *-ion* endings,
- do an exercise studying numbers in adjectival phrases,
- study the linking words *but* and *however*,
- listen to a radio programme on exploring the Polar regions,
- produce a brochure on cultural tips for visitors to Serbia.

In Part B, the focus shifts to Australia. Students:

- read about the first settlers,
- revise the comparison and position of adverbs,
- complete a quiz on Australia,
- revise articles,
- listen to someone talking about moving abroad,
- give advice on moving to Serbia,
- invent a quiz about a country they know well.

Aside from providing further practice, the Workbook has a pronunciation focus on /w/, a listening exercise on Edmund Hillary, and requires students to write an article about an imaginary explorer and his most famous journey.

The project involves students making a time capsule for future generations.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The activities in Part C can be done at any point throughout the unit.

Part A



Let's talk

1. Closed books. Put students into small groups and ask them to write down as many countries as they can think of in one minute. The countries should be written in English of course. When

the time is up, ask which team has the most countries and write them up on the board. Ask students if they know which continent the countries are part of.

2. Open books on p. 108 and read through the unit contents. Then focus attention on the map at the top of the same page. Work through section A of *Let's talk* on p. 109 as a class or with students in small groups. Clarify the words *explore* and *ocean*. The question '*Which place would you like to explore and why?*' can be discussed in as much or as little detail as you like. You could get other students' opinions on some of the places suggested: *Do you agree? Would you like to explore X as well?*

Answers (Let's talk, A, p. 109)

1. 6
2. Australia
3. Europe
4. The Atlantic
5. The Pacific

3. Read through the introduction to section B as a class and then give students time to read the mini-texts on p. 109 and to write the names of the explorers. Check as a class and ask students whose *achievement* (teach the word) they think was greatest.

Answers (Let's talk, B, p. 109)

1. Yuri Gagarin
2. Edmund Hillary
3. Roald Amundsen
4. Dr Livingstone
5. Jacques Cousteau

4. Read out the texts as a class and check vocabulary as much of it will be useful for later in the unit.

Reading

1. Focus on the photographs on p. 110 and ask students what they can see. Get a couple of students to describe what is happening – remind them to use the present continuous tense. Ask students to guess where the men are – elicit the North Pole. Then ask what possible problems people might have when exploring a place like this. Write up suggested problems on the board – you may have to help with questions like:

Could the weather be a problem? Why?

Could animals be a problem? Which animals?

Possible areas to consider are: weather, transport, money, loneliness, illness, food. At this point, as suggestions are being made, feed in useful vocabulary, e.g. *frostbite, icy wind, planning, protection, equipment*.

2. With the list on the board, students can now read about the Icewalk expedition. Read through ex. 2 as a class and then give them time to read the text. Get them to find the problems experienced by the Icewalk team and to compare these problems to the ones on the board. *Are any of the problems the same? Are there any other problems mentioned in the text?* Get quick feedback, with students telling you the problems they found in the text.

Answers (ex. 2, p. 110)

Problems: the weather, language, culture, frostbite, nearly drowning

3. Ask students to cover the text and to try to complete the sentences in ex. 3 on p. 111. After a minute, give them the chance to find the answers in the text. Check in pairs and then as a class. Explain vocabulary if needs be (e.g. *across, leader, journey*).

Answers (ex. 3, p. 111)

1. Arctic
2. North Pole
3. leader
4. 14th May

4. Read through ex. 4 as a class to check understanding without asking for answers at this stage. Clarify: *touch, progress, take (time), financial help, experience*, etc. Then let students re-read the text and circle the correct answers. Check as a class by reading the whole text out, drawing attention to the relevant part for each answer. Check also the words from the Word Bank at this stage.

Answers (ex. 3, p. 111)

1a, 2a, 3c, 4a, 5c, 6c, 7c

5. Explain ex. 5, p. 112 and give students time to match the words and definitions. Check as a class, making sure students understand the meaning of each word in column A. Ask concept questions to check: *What are some special days in your life? / If you take part in an international competition, are all the teams from the same country? / At what temperature does water freeze?* etc.

6. Then give students time to do ex. 6, having read through it first to check understanding. Remind them they may need to change the form of the words.

Answers (ex. 6, p. 112)

1. icy
2. difficulties
3. manage
4. special
5. freezes
6. international

7. You could ask the following discussion questions to round off this section:

- a. *What difficulties have you had at school so far this year?*
- b. *Do you usually manage to relax at weekends? How?*
- c. *Do you prefer very low or very high temperatures? Why?*
- d. *Would you like to join an expedition to the North Pole? Why?*

8. Focus attention on the first sentence in the first main paragraph of the text (*In March 1989... reach the North Pole.*). Write up:

They set off because they wanted to reach the North Pole.

Ask students what is different in the sentence in the text – elicit that the infinitive is used. Write up:

They set off to reach the North Pole.

Add a heading: *The infinitive of purpose*, and explain that we can use the infinitive when we want to say *why* we did/do something (i.e. to replace *because X wants/wanted to...*).

9. Put up some sentences on the board and ask students to shorten them using the infinitive of purpose:

He is going to the baker's because he wants to buy some bread.

We went to the circus because we wanted to see the clowns.

Workbook

Students can do Vocabulary ex. 1–2, p. 50 and Pronunciation 7, p. 53.

10. Ask students if they can remember how many men were on the Icewalk team. Elicit eight and then focus on the *Useful Language* box on p. 112. Read out point one and explain, highlighting the singular noun form, and check that they have understood by giving a few more examples on the board:

a lesson that lasts for 35 minutes → a _____ lesson

a bus journey that lasts for 2 hours → a _____ bus journey

Elicit the answers and write them up (*thirty-five-minute / two-hour*).

11. Then draw attention to the second point in the *Useful Language* box. Read it through and check understanding. Give another example on the board:

He was the second man who walked on the moon.

→ *He was the second man _____ on the moon.*

Again, elicit the answer from students and write it up.

12. Students can now do ex. 7, p. 112 individually and then check as a class, highlighting spelling on the board.

Answers (ex. 7, p. 112)

1. five-day holiday
2. four-kilometre run
3. ten-minute meeting
4. forty-five-centimetre ruler
5. ...the first student to finish the test.
6. ...the second girl to see the ghost.

13. Round off by asking some discussion questions:

- e.g.
- a. *How far/How many kilometres is your journey to school?*
 - b. *How long was your last English test?*
 - c. *How tall is the tallest member of your family?*
 - d. *How long was your last holiday?*

Elicit answers in the form *I have a five-kilometre journey to school. / I have a two-metre-tall uncle.* etc.

Workbook

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

14. You could finish off the section on Icewalk by asking:

Could you be away from home for a long time?

Would you like to go on an expedition like this?

Are you good at planning?

Word formation

1. Read through the instructions and then let students complete the chart on p. 113 by themselves. Check as a class on the board, highlighting spelling.

Answers (Word formation, p. 113)	
culture	cultural
education	educational
globe	global
phrase	phrasal
form	formal
arrive	arrival
survive	survival
refuse	refusal
propose	proposal

2. Ask students to find as many of the words from the right-hand columns in the text on pp. 110–1 (*educational, cultural, global*). Check as a class.

Optional Extra!

Gapped sentences

Put students into groups and ask them to make sentences using five of the words from the right-hand column. They should omit the words and replace them with just a line. They can give their sentences to another group, which then attempts to fill in the missing words.

3. Discuss the first *Over to you* question as a class and then give students time in groups to write down as many phrasal verbs as they can think of. Tell them that they must know what the verb means. When getting feedback, ask them to use the phrasal verb in a sentence.

Optional Extra!

Fly swatter

This is a game that can be used to revise meaning of vocabulary among other things. In this case, use it to revise phrasal verbs.

Write up lots of phrasal verbs on the board (not neatly, but randomly across the whole board). Divide students into two or three teams and have each team line up in columns in front of the board. Give the first person in each team a fly swatter (for killing flies!). Call out a definition of one of the phrasal verbs on the board. The students holding the fly swatter should run to the board and 'swat' the phrasal verb you are defining. Whoever swats it first, wins a point. These students then hand the fly swatter to the next student in their team and go to the back of the line. The winning team is of course the one with the most points.

Remember

1. Focus on the Remember box on p. 113 with *but* and *however*. Ask students to find examples of them in the text on pp. 110–111. Point out that *but* and *however* join a positive idea to a negative idea (or the other way round). If needs be, demonstrate on the board:

Peter plays basketball, but he doesn't play tennis.

+

–

2. Focus on the difference between the two words. Ask students where we put the words in a sentence. Elicit that *but* goes in the middle of one sentence, whereas *however* is used at the beginning of a second, separate sentence. Write up:

Peter plays basketball. However, he doesn't play tennis.

3. Write up contrasting ideas on the board and ask students to make two sentences – one with *but* and the other with *however* just to reinforce this language area:

- e.g. *Harry – clever, arrogant*
Jane – likes pizza, doesn't like fish
I – had a cold yesterday, went to school

Workbook

Students can do Writing ex. 2, p. 54.

Group work

1. Read through the task on p. 113 together and check understanding. Then give groups time to come up with some ideas. Encourage them to make notes and monitor and assist as they work.
2. Have groups present their ideas for what they would put in their brochures to the class. Ask other students if the information would be useful.
3. As a follow-up, groups could produce paper versions of their brochures and display them on the wall.

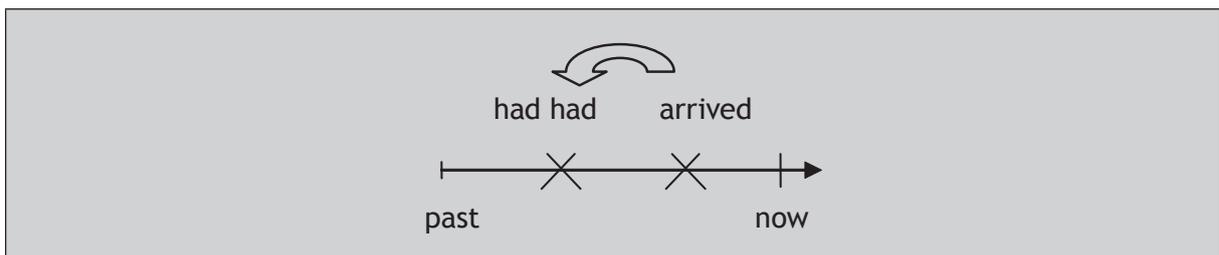
Grammar

This section presents the past perfect tense.

Watch Out!

- Problems with the form may occur with students forgetting to use the past participle or using *have/has* instead of *had*:
I hadn't go... ×
- There will be confusion over which actions to put in the past simple tense and which in the past perfect tense:
I had studied for two hours when I got home. ×
- The key words could be confusing as some are followed by the past perfect, while the past simple is used after others with the past perfect appearing in the other half of the sentence:
I had had breakfast before I left.
I didn't leave until I had seen him.

1. Focus on the sentences in ex. 1 on p. 114. Ask a student to read out the first sentence and elicit that their difficulties happened first. Draw a timeline to illustrate, starting with the past simple (arrived) and then drawing an arrow going backwards to the past perfect (had had).



2. Explain that when we use the past simple, we move forwards towards the present. Illustrate by standing at the right-hand side of the classroom (as you face the students) – tell them a basic story of what you did this morning and take a step to the left for each action:

T: This morning I woke up... finished (*step to the left*) ... had a shower ... finished (*step to the left*) ... had breakfast ... finished (*step to the left*) ... and went to work.

Make sure they have understood that each action is finished before the next one starts and one action follows the previous chronologically.

3. Explain that in this first sentence we start off with *The team arrived* (stand in the middle of the classroom) and take a step to the right, saying '*despite the difficulties they had had...*'. Ask students if we are getting closer to the present or going further into the past. Elicit that it is the latter. Use this stepping technique with sentences that occur in this unit to highlight the use of the past perfect. You could call students to the front to 'step', too.

4. Repeat step one for the second sentence in ex. 1 and then start going through the box containing information on form and use. Draw up a substitution table on the board to show the positive, negative and interrogative forms.

Past Perfect		
Positive	Negative	Interrogative
I	I	I
You	You	you
He	He	he _____ ?
She _____ (work)	She _____ (work)	_____ she (work) ?
It _____	It _____	it _____ ?
We _____ (see)	We _____ (see)	we (see)
You	You	you
They	They	they

5. Go through the use, too, highlighting the timeline in the box and again taking a step to the right when reading out the sentence. Read through the time expressions and put up example sentences if necessary to show the use of each word. Read through the *Grammar Summary* as a class to consolidate.

6. Exercise 2 practises the form of the past perfect. Students can do it individually and then check as a class. When checking emphasise the spelling of the past participle and why we use the past perfect in each of these sentences – drawing timelines, taking steps to the right, highlighting key words, etc. may be useful.

Answers (Grammar, ex. 2, p. 114)

1. had missed
2. had left
3. had taken off
4. hadn’t bought
5. had the boys stopped

7. Read through the sentences in ex. 3 as a class and check understanding. Make sure students have understood how to do the exercise and highlight this with the first sentence which has already been completed as an example. Then give students time to complete the exercise before checking as a class (with timelines, steps to the right, etc.)

Answers (Grammar, ex. 3, p. 114)

1. 2 – 1
2. 2 – 1
3. 1 – 2
4. 2 – 1
5. 2 – 1

8. The *Pair work* exercise gives student some chance to hear the past perfect in use. Divide students into two groups (As and Bs) and give each group chance to read through the instructions and sentences on the relevant page (A – p. 150, B – p. 152). Encourage students to ask classmates from their group for help with vocabulary, but monitor to check everything is clear.
9. Go through the instructions as a class just to check everyone has understood the task. Then put students into pairs (A:B) and give them time to complete the task. Demonstrate the first sentence with an open pair. As feedback, have different pairs read out a sentence from the story.
10. As a follow-up, ask students if they have ever met anyone famous. *When? Where?* etc.

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 starts off by saying 'Yesterday, I...' and finishes the sentence with an activity (e.g. went to the cinema). The second student then says the same sentence and adds another activity (e.g. 'Yesterday, I went to the cinema and I played football.'). The third student continues the chain ('Yesterday, I went to the cinema, I played football and I ate a sandwich.'). 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.

In this case, you should start off by saying 'Last night, I went to bed at 11pm, really tired.' The first student should continue, for example, 'Last night, I went to bed at 11pm, really tired because before that I had cooked a big meal.' The next student continues 'Last night, I went to bed at 11pm, really tired because before that I had cooked a big meal and I had looked after my neighbour's children.' etc.

Workbook

Students can do Grammar ex. 1–3, pp. 51–2.

Word formation

1. Focus attention on the words in ex. 1 on p. 115. Ask what part of speech *complete* and *operate* are. Elicit the fact that they are verbs – give examples to help if necessary: 'He operates a machine.' Then ask students to find the related nouns in the Icewalk text. Ask a couple of students to write the answers up on the board – so you can check spelling. Clarify the idea of adding *-tion/-ation* to verbs to make nouns – also point out the fact that if a verb ends in *-e*, it disappears when the suffix is added.

2. Students can now try ex. 2. Explain that they just need to make the nouns from the verbs in brackets – there is no need to check understanding of the sentences before they attempt the exercise. Ask them to check in pairs and again tell them to pay attention to spelling: ‘*Did you remember what we said about the -e?*’

3. Check by reading out sentences as a class. Write the missing words on the board, check understanding, drill pronunciation and draw their attention to spelling. In particular, point out *pronunciation*, which loses the -o-, and highlight the difference in pronunciation between *pronounce* /prəˈnaʊns/ and *pronunciation* /prənʌnsiˈeɪʃən/.

Answers (ex. 2, p. 115)

1. invitation
2. dictation
3. pronunciation
4. reservation
5. collection
6. translation
7. combination

4. Put students into pairs or small groups to discuss their opinions on each question. Then get some class feedback by hearing some of their answers. Remember to correct any mispronounced *-ion/-ation* words.

Workbook

Students can do Writing ex. 1, p. 53.

Listening

1. Ask students if they can remember the names of any of the explorers from p. 109 or if they know of any others. Draw their attention to the pictures on p. 115 and discuss ex. 1.

2. Read through ex. 2 to check understanding and play the recording once. Elicit the best title and reasons why.

Answers (Listening, ex. 2, p. 115)

The best title is ‘Exploring the Polar regions’

The recording didn’t just focus on American explorers, or expeditions by plane or submarine, or the North Pole.

3. Focus on the table in ex. 3, p. 116. Check *achievement* when reading the exercise instructions. Ask students to read out the words in the boxes at the bottom of the page – check *dog sled*, *underwater*, *fly over*, etc. Then give students time to complete the timeline with any of the information they can remember.

4. Play the recording once again, pausing after the information on each explorer to give students time to complete the boxes. Have them compare answers and then check as a class, by listening one more time and stopping in the relevant places or by reading through the tapescript together. Ask what other information, if any, we learn from the radio programme.

Answers (ex. 3, p. 116)			
Robert Peary	American	First to reach the North Pole	Dog sled
Roald Amundsen	Norwegian	First to reach the South Pole	Dog sled
Richard Byrd	American	First to fly over the North Pole	Plane
Edmund Hillary	New Zealander	First to reach the South Pole over land since 1912	Foot
William Anderson	American	First to travel to the North Pole underwater	Submarine

Workbook

Students can do Listening, p. 53.

5. Discuss the *Over to you* question as a class.

Workbook

Students can do Writing ex. 3, pp. 54–5.

- Tell students that they are going to write about an explorer – but an imaginary one. Open books on p. 54 and focus on the writing task. Read through all the points together and then give students 5–10 minutes of thinking time. Encourage them to make notes on the various items and to include some of the new vocabulary from the unit.
- Before they write, remind them that they will be using the past simple, continuous and perfect tenses. When you mark this piece of work, don't correct all the mistakes – focus on these tenses, for example, and other things that most students should know.
- Either let them write in class or for homework. If done in class, allow a whole lesson. Monitor as they write and help with vocabulary.

Optional Extra

Who am I?

Students work in small groups. Give each group a set of cards with the names of famous people on. 'Famous' means heard of by the children – remember they may not have heard of people adults consider to be famous. Equally, you may not have heard of people they consider to be famous, so do a bit of research with younger relatives!!! Each student takes a card and, without looking at it, shows it to the rest of the group. He/she should then display the card somewhere where the other students can see the name on it, but he/she can't, e.g. leaning up against a textbook.

The aim of the game is for students to discover who they are by asking Yes/No questions. The other students answer 'yes' or 'no'. If the answer is 'yes', the student can ask another question. When he/she receives the answer 'no', however, play passes to the next student, who can start asking questions to discover his/her own identity. The game continues until one/some/most/all of the students have found out who they are.

You could brainstorm possible questions to be asked first:

e.g. *Am I male/female? / Am I young/old/dead/alive?*
Am I an explorer/singer/sports personality? / Do I play music/act?
Do I live in this country/abroad? / Was I born in this century?

6. Use this opportunity to revise *countries and nationalities*. Ask students if they can remember the nationality of the Icewalk team members and the other explorers from this unit. Write up the nationalities on the board and the related country.

7. Draw up the following table on the board and ask students to complete the nationalities:

Countries and nationalities			
Country	Nationality + ish	Country	Nationality + ese
Ireland	(Irish)	China	(Chinese)
Scotland	(Scottish)	Japan	(Japanese)
Spain	(Spanish)	Portugal	(Portuguese)
Britain	(British)		
Turkey	(Turkish)		
Country	Nationality + n/ian	Country	Irregular nationality
Russia	(Russian)	Holland	(Dutch)
America	(American)	France	(French)
Canada	(Canadian)	Germany	(German)
Brazil	(Brazilian)	Wales	(Welsh)
Australia	(Australian)	Greece	(Greek)
Norway	(Norwegian)	Switzerland	(Swiss)

8. Check by getting students to write up the answers on the board. Highlight the following spelling: ScoTTish, Spanish (no -i-), Brazilian (-z- not -s-), Portuguese (-uguese), FrEnch, etc.
9. Ask them if they know anyone from these countries. They could tell the class something about that person, while other students could ask questions about him/her.

Optional Extra!

Double Match

Don't forget this excellent game for revising a whole manner of language areas. In this case, choose 15 nationalities and the related countries and write each word on a small piece of card (i.e. 30 cards). Put students into small groups (4–5 students) and give each group a set of cards. Tell them to spread the cards out face down and then to take it in turns to turn over two cards. If they happen to be the related country and nationality (e.g. France – French, Spain – Spanish), then the student keeps the cards. If not, the cards are put back in exactly the same place, each student trying to memorise what was on each card. Then the next student has a turn. Whoever has the most pairs when all the cards have been taken wins! Remember you'll need a set of 30 cards for each group and encourage students to say the country/nationality out loud when they turn over the cards.

This can be adapted for other areas, e.g. infinitive/past simple forms.

Workbook

Students can do Vocabulary ex. 4, p. 50.

Part B



Reading

1. Ask students if they would like to visit Australia. *Why/why not?* Then ask them to look at the *Let's talk* section on p. 117. Have them work in pairs and tick the sentences in ex. 1 that they think are true. Then give them time to think of how to ask you questions.
2. Get students to ask you questions to find out the information from ex. 1. Only reply to grammatically correct questions.

Answers (Let's talk, ex. 1, p. 117)

- Australia is a continent.
- They speak English.
- It is an island.
- The natives are the Aborigines.
- The first settlers were British.
- The capital of Australia is Canberra.
- There are three time zones from autumn to spring and five from spring to autumn.

3. Ask students if they know anything else about Australia.
4. The remaining two questions can be discussed in pairs, groups or as a class.
5. Focus attention on ex. 1, p. 117. Read through the task and check vocabulary (e.g. *colonization, celebrate, landing, living conditions, ancestors*, etc.). Then give students time to read the text and to complete the exercise. As usual, encourage them to underline the place where they found the answer in the text. Check as a class.

Answers (ex. 1, p. 117)

1E, 2B, 3A, 4F, 5C, 6D

6. Read through ex. 2, p. 118 as a class to check understanding (*discover, what...like, nowadays*, etc.) and then give students time to re-read the text and to answer the questions individually. Check as a class by referring to the relevant parts of the text.

Answers (ex. 2, p. 118)

1. There are festivals, concerts and sporting events.
2. Captain James Cook
3. The British government sent people there to punish them.
4. Difficult
5. Australia
6. No, they had no permanent home.
7. They lost land and many died from diseases brought by the settlers.
8. Difficult – conditions are very bad, they have low salaries
9. No – they live most happily when they can live traditionally.

7. At this stage, go through the vocabulary from the text and the Word Bank, checking meaning and drilling pronunciation. Then students can do ex. 3, p. 119 once you have read it through as

a class to check understanding (*crimes, go to prison, serious, make s.o. better, nearest, etc.*). Check as a class.

Answers (ex. 3, p. 119)

1. settlers
2. natives
3. committed
4. entire
5. flag
6. diseases
7. remote

8. The *Over to you* questions can be discussed as a class or in small groups with class feedback.

9. As an extension, ask students to use some of the words from ex. 3 and the Word Bank to make up their own sentences. Monitor and assist.

10. Ask students if they feel sorry for the Aborigines to round off this section.

Workbook

Students can do Vocabulary ex. 5, p. 51.

Brush up your grammar

This section focuses on revising adverbs – the position in a sentence and the comparative and superlative forms.

Watch Out!

- There may be confusion with the comparison of adjectives. Remind students that an adjective describes 'what' a noun is like, while an adverb describes 'how', 'when' or 'where' the verb is done.

He did the test easier than me. ×

- Students may want to add *the* to the superlative form.
- Problems with word order will also occur.

Quickly life changed. ×

1. Focus attention on ex. 1 on p. 119 and ask someone to read out the sentence. Ask students if they can remember why and when things started to improve quickly. Then write up *slowly* and *quickly* on the board – ask what part of speech they are and elicit *adverbs*. Write up the heading on the board and then go through the questions about form. Elicit and present on the board.

Adverb formation

- usually add *-ly* to the adjective – beautifully, quickly
- when the adjective ends in consonant +y, drop the *-y* and *+ily* –
happy – happily
- irregular adverbs – fast - fast, hard - hard, good - well

Optional Extra!

Board race

Write up various adjectives on the board (20–30) and then divide students into two or more teams. Ask one student from each team to come up to the board, choose an adjective and form the adverb. They should write it below the adjective they have chosen. If correct, the team gets a point and another student comes up to choose a different adjective. The winning team is the one with the most points.

2. At this stage, it would be useful to revise the position of adverbs. Write up:

I drove quickly to town last Monday.

Ask students to tell you which word tells us how you drove (elicit *quickly*), which words tell us where you drove (*to town*), and which words tell us when you drove (*last Monday*). Write up *how*, *where*, *when* under the relevant parts of the sentence. Explain that these are all adverbs or adverbial phrases and that this is the usual order if there is more than one adverb. Summarise:

Adverb order

verb + how + where + when

3. Write up:

I always drive home.

Ask students if they can remember what we call words like *always* – elicit *adverbs of frequency* and see if they can tell you anymore. Ask where we use them in the sentence. Elicit and summarise:

Adverbs of frequency

We use *always, sometimes, usually, often, occasionally, rarely, never*:

- before the main verb
I don't usually have breakfast.
Do you always play tennis in the morning?
He often goes home early.
- after 'to be'
I am never happy.
He isn't always late.
Are they often angry?

4. Write up some sentences and ask students to insert the adverbs to check:

Adverb practice

I walk. (quickly, always) → I always walk quickly.
Peter didn't sing. (at the concert, badly, last night)
 → Peter didn't sing badly at the concert last night.
Have you done a test? (well, at school, ever)
 → Have you ever done a test well at school?

5. Move on to ex. 2. Ask a student to read out the sentences and elicit the meaning of the adverbs. Remind students/ elicit that these are the comparative and superlative forms. See if anyone can remember how they are formed. Then go through it on the board:

Comparison of adverbs

When adverb ends in -ly:

adverb



He lives happily.

more + adverb



He lives more happily.

most + adverb



He lives most happily.

When one-syllable, short adverb and for *early*:

adverb

adverb + (i)er

adverb + (i)est



100 khp

He drives fast.

110 khp

He drives faster.

120 khp

He drives fastest.

Be careful: irregular

50%

He did his test badly.

40%

He did his test worse.

30%

He did his test worst.

badly – worse – worst
 well – better – best
 little – less – least
 much – more – most
 far – further/farther – furthest/farthest

Remember:

– with the superlative of adverbs, we don't use THE

6. Then read through the *Grammar Summary* as a class.

7. Students can do ex. 3 in pairs and then check as a class, eliciting whether the form is a base adverb, comparative or superlative and which of the above groups it belongs to.

Answers (BUYG, ex. 3, p. 119)

The following appear in the text in paragraph F:
 more fairly, less, traditionally

8. Read through ex. 4 as a class and check understanding (*by myself, dress, skirt, change, etc.*). Either let students tackle the exercise straight away or first, give them time to decide whether to use the comparative or superlative form in each sentence (by writing C or S next to each sentence), then check and finally, let them complete the sentences with the correct form of the adverb. Check as a class, again referring to the patterns presented above.

Answers (BUYG, ex. 4, p. 119)

1. most happily
2. less
3. more quickly
4. most
5. fastest

Workbook

Students can do Grammar ex. 6–8, p. 52–3.

Pair work

1. Read through the questions as a class and check understanding (*hold your breath*, etc.). Then give students time to fill in the column marked you (with an amount of time, e.g. 20 seconds, a comment, e.g. very well, an amount, e.g. 200 dinars, a time, e.g. 7am, etc.). Monitor and assist if necessary.
2. Put students into groups of three. Ask them to interview each other and to complete the remaining two columns – again with a time, a comment, etc.
3. When the table has been completed, read through ex. 3, p. 120, as a class and give students some thinking time to come up with some sentences about his/her group. Elicit some examples from students of possible sentences. Emphasise the need to use the comparative or superlative of the adverb. If necessary, elicit which adverb will be used for each question (*fast, long, often, well, quickly, much, early*).
4. Then put students with a different partner and ask them to tell their new partner about the information from his/her previous group. Monitor and check. Have some students say something about their group as feedback.

Listening

1. Discuss ex. 1 on p. 120 as a class. Focus on the particular example of Australia – earlier students commented on visiting Australia, but *could they actually live there? What problems might they have?* Ask them to see if any of these problems fit into the categories in Box B, ex. 2. Go through the box as a class and check understanding.
2. Students can discuss ex. 2 as a class or in groups with class feedback.
3. Introduce Pete and ask students to describe him. Explain that he has decided to move to Australia. Read through ex. 3 together and then play the recording once with students ticking the topics he mentions. Let students compare their answers and then check by playing the recording once more, stopping in the relevant places.

Answers (ex. 3, p. 120)

The following are mentioned: friends and family, the weather, language, sport, the sea, food/social life.

4. Read through the tapescript on p. 157 and check vocabulary.
5. Put students into groups to discuss ex. 4, first eliciting a couple of ideas using the phrases from Box A to give students the idea. Get some feedback from each group to round off the exercise.

The Great Australia Quiz

1. Ask if any student has ever been to Australia. *Who thinks they know a lot about Australia?* Put students into groups and give them chance to try to answer the questions on pp. 121–2. Monitor and help with vocabulary where necessary. When the quiz has been completed, let students check their answers by referring to p. 151.
2. Go through the answers as a class and have various students read the answers on p. 151 out aloud. Ask students how many answers were correct – you could even award a prize to the best group – something typical Australian (e.g. a hat with corks on string hanging down from the rim, a piece of barbecued meat, etc.).

Brush up your grammar

1. Read through ex. 1 on p. 123 as a class and then complete the first row of the chart together to give students the idea. Emphasise we say *Belgrade* and not *the Belgrade*. Give students time to complete the chart by referring back to the quiz and in particular the answers on p. 151. Check as a class, referring to examples from the text.

Answers (BUYG, ex. 1, p. 123)		
	the	–
Towns, countries, continents		✓
Rivers, seas	✓	
Single mountains		✓
Groups of mountains	✓	
Parks, streets, squares		✓
Theatres, cinemas, museums	✓	
Superlatives	✓	
Ordinal numbers	✓	
Family names in plural	✓	

2. You may want to mention *The USA* and *The UK* are exceptions in the first group.
3. The focus then moves on to the indefinite article. Draw attention to the two sentences and elicit the difference between *a* and *an* (i.e. we use *an* before a vowel). Then explain that we use *a/an* to say what job someone does, and also with singular countable nouns or to describe people or things. Read through the *Grammar Summary* as a class.
4. Add that we use the indefinite article when we mention something for the first time (and *the* when it is referred to for a second time). Then focus attention on ex. 2. Read through the first text as a class, using 'mmm' for the gaps, and check understanding. Give students time to complete the gaps, encouraging them to look at the information in ex. 1. Check as a class, reiterating why *a/an/the/-* is used in each case. Then repeat the process for the second and third texts.

Answers (BUYG, ex. 2, p. 123)

1. Henry is A teacher. He was born in – Edinburgh, which is the capital of – Scotland. Now, he lives in – London next to THE River Thames, which flows into THE North Sea. He works near – Hyde Park and after work, he often goes shopping in – Oxford Street or feeds the birds in – Trafalgar Square. At the weekend, he is going to take his daughter to THE Natural History Museum.
2. THE Johnsons have visited many countries in – Europe, but at the moment they are staying in – Serbia. This is THE second time they have been here. Tonight they are going to THE National Theatre to watch Swan Lake. Then they will travel to – Mount Kopaonik, THE largest mountain in the country.
3. There was AN interesting film on at THE Odeon last night. It was an adaptation of A book about a plane crash in THE Alps. I think THE film was THE best I have ever seen.

Workbook

Students can do Grammar ex. 4–5, pp. 52.

5. Let students work through the *Group Work* task together. Monitor and encourage correct use of articles.
6. Once complete, let groups swap quizzes or display them all on the wall and have students move around the classroom, answering the different questions. Students get a point for each correct answer.

Workbook

Students can do Mini Quiz 7, p. 55.

Part C



1. See the start of this unit for how/when to use Part C.

Answers**Exploration, p. 124**

1. late
2. extra
3. plate
4. pear
5. poor
6. rope
7. polite

Lose a letter, p. 124

led, head, bought, lunch, an, desert, son, ate
The man is (Neil) Armstrong

Which nationality, p. 125

English, French, German, American, Scottish

Which country, p. 125

Serbia, Australia, Japan, Ireland, Canada

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

Project

Students can now tackle Project 7 on p. 148.

- If you are feeling adventurous, this project could be done 'for real' with the whole class making a time capsule and you burying it in the school grounds.
- Read out the introduction explaining what a time capsule is.
- Read through the list of guidance questions and give students time to come up with ideas in groups.
- Encourage them to look for pictures if not the actual objects at home.
- For feedback, ask students what they think about other teams' choices.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 50

1. completion
2. experienced
3. in common
4. extremely
5. content
6. drowned

Ex. 2, p. 50

1. Can you go with me to buy...?
2. He's looking on the Internet to find...
3. I have been to the library to borrow...

Ex. 3, p. 50

1. I went for a two-kilometre run.
2. He had an eight-hour test.
3. It was a sixteen-woman team.
4. She wrote an eleven-page story.

Grammar

Ex. 1, p. 51

1. Had he travelled...? / He hadn't travelled...
2. Had they already cooked...? / They hadn't already cooked...
3. Had we seen...? / We hadn't seen...
4. Had he written...? / He hadn't written...

Ex. 2, p. 51

1. had spent, arrived
2. had suffered, was
3. thought, had seen
4. went, hadn't seen
5. had done, switched

Ex. 4, p. 50

1. Global
2. French, pronunciation
3. phrasal
4. arrival
5. Welsh, Swiss
6. invitation, refusal
7. educational, Serbian

Ex. 5, p. 50

1. committed crimes
2. a disease
3. entire
4. settlers
5. remote
6. improved
7. permanent

Ex. 5, p. 52

1. He ran quickly to the shops.
2. I worked hard at school last week.
3. The baby slept very well last night
4. They sang beautifully at the concert last night.
5. Are they staying here now?

Ex. 6, p. 52

1. more quickly
2. most slowly
3. more carefully
4. least
5. harder
6. most
7. best

Ex. 3, pp. 51–2

3. I had never run in the Belgrade Marathon before that.
4. He had already been on a walking expedition before that.
5. She hadn't ridden a bike before that.
6. She hadn't visited Windermere before that.

Ex. 4, p. 52

1. careful
2. bravely
3. correct
4. soft
5. clearly
6. Light
7. angrily
8. brave
9. carefully
10. sudden

Listening, p. 53

Tuakau, New Zealand, Himalayas, Asia, South Pole, Canada, London

Writing

Ex. 1, p. 53

organisation, celebration, imagination, collection, colonisation, description, reservation, pronunciation

Ex. 2, p. 54

1. However
2. but
3. However
4. But
5. but

Ex. 7, p. 52

the, /, a, /, a, the, the, The, the, the, /, the

Ex. 8, p. 53

1. The Smiths
2. ✓
3. Peter
4. The River Seine
5. Mount Everest
6. the best

UNIT 8



Overview

This unit deals with the general topic of summer activities.

In Part A, students:

- do a quiz on what sort of holidays they like,
- read about three teenagers doing various summer jobs,
- learn about the third conditional,
- study words to do with travelling,
- listen to/discuss what they would have done in four 'awkward situations',
- discuss what to take on different types of holiday.

In Part B, the focus is summer sports. Students:

- read about summer sports,
- do a word formation exercise on adjectives ending in *-ful* and *-less*,
- revise adjectives ending in *-ed* and *-ing*,
- read an advert for a rollerblading day,
- learn about reflexive pronouns,
- organise an event for the local community.

Aside from providing further practice, the Workbook has a pronunciation focus on the schwa, a listening exercise on hang gliding, a vocabulary extension on sports, and requires students to write an article about the best holiday they have ever had.

The project involves students planning a trip and making a poster about the chosen destination.

Part C – Extra! Extra! – see Teacher's Book Introduction

- The board game on p. 140 should be done at the end of Unit 8.
- The Word Pyramid on p. 141 can be done at any point.

Part A



Let's talk

1. Closed books. Ask students to name the seasons in English. Elicit: *summer*, *autumn*, *winter* and *spring*. Ask them which their favourite is and why. Just get a few ideas related to weather, activities, etc.

2. Tell students that you are going to say a season and you want them to call out as many words connected to that particular season as possible. First say 'winter' and write up some of the students' ideas on the board – *cold, snow, Christmas*, etc. You could make a spidergram on the board. Repeat this process for *spring* and *autumn*.
3. Open books on p. 127. Focus attention on the questions in *Let's talk* section A. Read them through as a class to check understanding and then put students into pairs to discuss the questions. As feedback, get some ideas from the class. For the final question about types of holidays, brainstorm the most common – *skiing, seaside, walking, sightseeing, cruise*, etc.
4. Read through the unit contents on p. 126 as a class and then tell students that they are going to complete a questionnaire about holidays. Pre-teach any tricky vocabulary – *seaside, countryside, tent, collecting, shells, sunbed, sunshade, admire, landscape, polite, foreign people, particularly*, etc. Drill pronunciation and explain meaning.
5. Put students into pairs and get them to ask each other the questions and to complete the questionnaire for their partners. Tell students that they must choose the best answer out of the three offered, even if they can think of a different answer which isn't offered. Encourage students not just to look at the questionnaire and say 'Question 1 – a, b, or c?', 'a', etc., but to actually read out the questions and suggested answers.
6. When students have finished asking and answering, ask them to calculate the total number of a's, b's, and c's their partner has and to look at the results on p. 151. Tell them to tell their partner what kind of holiday he/she likes and see if he/she agrees with the interpretation. Read through the interpretation on p. 151 together to check vocabulary.
7. As a class, discuss what other possible answers could have been offered to the questions, e.g. *number 1 – the mountains*, etc. Then discuss the final question about the purpose of the summer holidays, which leads into the reading on the following page.

Optional Extra!

Questionnaire

Put students into groups to devise a similar questionnaire for the other students in the class. They don't need to have 10 questions, 3–5 would be enough. Get them to write three possible answers and to think of the 'key'.

The topic doesn't need to be summer holidays; you could tell students that they can choose one of the topics covered in the book (friends, free time, history, inventions, etc.). This provides speaking and writing practice as well as revising some of the vocabulary from the book.

Photocopy the questionnaires for the next lesson and hand them out to pairs of students to ask and answer.

Reading

Note:

This reading is a jigsaw reading – see Unit 2B for procedure. Alternatively, all students can read all three texts and answer all the questions in ex. 2 on p. 129 and ex. 3 can be done as a class.

1. Tell students that they are going to read about three teenagers who spent the summer earning money. Divide the class into three groups (A, B and C) and give each group one of the three texts on pp. 128–9 to read. Tell A's that they will read about Jane Albert, B's will read about Tim Baker, and C's will read about Ann Britton – write the names up on the board. Before starting ex. 1 on p. 128, read through the three titles as a class – ask a student to read out the titles and check students understand title 'c' is a play on words (w-hair = where).
2. Give each group time to read through their text and to choose a title. Check all members of the same group agree and then get feedback from each group. Don't go into details as to why the title has been chosen as this will be done by the students in ex. 3 (p. 129). Just check each group has chosen the correct title.

Answers (ex. 1, p. 128)

A: W-hair are you? / B: Paid to sit in a tree / C: A wild experience

3. Read through ex. 2 on p. 129 as a class to check understanding and then give students time by themselves to find the sentences that relate to their text. Let them check in their groups to make sure they have all chosen the right sentences, encouraging them to refer to the text while doing this. Monitor and check their answers are correct.

Answers (ex. 2, p. 129)

1. Tim
2. Jane
3. Tim
4. Ann
5. Jane
6. Tim
7. Ann
8. Ann
9. Jane

4. Read through ex. 3 as a class and give students time to think about how they will tell other students about their text. Let them practise with other members of their group and then put students into threes (A:B:C) to complete ex. 3.

5. When the groups have finished, ask students to complete ex. 4. Then read out all three texts as a class, checking vocabulary and pointing out where the answers to ex. 2 lie. Go through the Word Bank at this point, too.

Answers (ex. 4, p. 129)

Jane: through a family friend / Tim: through friends / Ann: through a teacher

6. Students can then tackle ex. 5 individually. Check as a class, making sure students understand the questions. Then let them discuss their opinions on these questions in pairs or in groups. Round off with some class feedback by getting some students to tell the class what their partner said.

Answers (ex. 5, p. 129)

1. outgoing
2. recommend
3. lab
4. bat
5. lasting

7. Discuss the *Over to you* questions as a class or in groups with class feedback.

Workbook

Students can do Vocabulary ex. 1, p. 56.

Grammar

This section presents the third conditional.

Watch Out!

- Students will be tempted to use the past simple in the 'if clause' as the conditional refers to the past. In fact, general confusion with the second conditional may occur.
e.g. If I didn't go yesterday, I wouldn't have seen him. ✗
- Students will forget to use the opposite form of the verbs.
e.g. I didn't have any money so I didn't buy it.
→ If I hadn't had any money, I wouldn't have bought it. ✗
→ If I had had some money, I would have bought it. ✓

1. Focus attention on ex. 1, p. 130 and ask students to complete the sentences (*hadn't waited/would have found; had been/wouldn't have let*). Elicit that these are sentences with *if* and hence a type of conditional. Ask students if the sentences refer to something in the past or something in the present/future. Elicit *past* and write up the following, eliciting or giving the examples as well:

Third conditional

Use

- When we talk about an unreal situation in the past
 - something that didn't happen
 - the situation can't be changed
 - i.e. it's too late now!

Examples

It rained yesterday. I couldn't go for a walk.

→ If it hadn't rained yesterday, I could have gone for a walk.

I lost my phone so I didn't ring you.

→ If I hadn't lost my phone, I would have rung you.

2. Read through the information on form in the box below ex. 1 and add this information to the information on the board. Point out that we use the opposite verb form (i.e. positive instead of negative and vice versa) to the real situation (what really happened) – highlight this by underlining the relevant parts of the examples on the board.

3. Focus on ex. 2, p. 130 and read through the example together. Again highlight the opposite forms of the verbs. Do the first question together and then check the vocabulary for the rest of the questions in the exercise (*enough, hungry, get lost, get a message, manage, escape, etc.*). Then let students attempt to make the third conditionals on their own before checking in pairs and then as a class on the board. For each, emphasise the unreal past situation – e.g. this didn't happen but I wish it had.

Answers (BUYG, ex. 2, p. 130)

1. If it hadn't snowed, we wouldn't have gone skiing.
2. If they had brought more food, they wouldn't have been hungry.
3. If I hadn't forgotten to buy a map, I wouldn't have got lost.
4. If she had been at home last night, she would have got your message.
5. If he hadn't run so fast, he wouldn't have managed to escape the dogs.

4. Students should be familiar with the idea of ex. 3 from exercises practising the other conditionals earlier in the book. Check vocabulary in chain A and then read the example together. Give students time to continue the chain before checking on the board. Repeat the process with chain B. Emphasise all the time that these are all finished events in the past.

Answers (BUYG, ex. 3, p. 130)

A

If I hadn't gone to the party, I wouldn't have been tired the next day.
If I hadn't been tired the next day, I wouldn't have failed the test.
If I hadn't failed the test, my parents wouldn't have been angry.
If my parents hadn't been angry, they would have given me money for my holiday.
If they had given me money for my holiday, I would have gone with my friends to the seaside.

B

If Nicole hadn't felt lonely, she wouldn't have bought a pet.
If she hadn't bought a pet, she wouldn't have had to look after it.
If she hadn't had to look after it, she would have gone out.
If she had gone out, she wouldn't have won a competition on TV.
If she hadn't won the competition on TV, she wouldn't have become rich.
If she hadn't become rich, she would have gone to university.
If she had gone to university, she would have got a job.
If she had got a job, she would have made new friends.
If she had made new friends, she wouldn't have felt lonely.

Workbook

Students can do Grammar ex. 1–2, p. 57.

Group work

1. Explain to students that they are going to read about various things that recently happened to people and they should think about how they would have reacted in such situations. Ask individually students to read out each text to the class or get students to close their books and you read out the texts (this may help them focus). Check the situations are clear and that the gist of each story has been understood – don't worry about clarifying every word at this stage.

2. Put students into groups to discuss what they would have done in each situation. Remind them that these are all past situations and elicit that we need to use the third conditional – write up the stem on the board if necessary:

If it had happened to me, I would have...
If the boy had stolen my sandwich, I would have... etc.

3. Ask groups what ideas they had and then play the recording to see if the people did the same as anyone in the class. Students can complete ex. 2 as they listen. Check as a class and then get feedback on whether students think the people did the right thing.

Answers (Group work, ex. 2, p. 131)

1C, 2D, 3A, 4B

4. Round off by asking if anything similar has ever happened to any of your students.

Optional Extra!

As an extension, why not get students to come up with some similar situations in groups? They can read the scenarios to other groups and see what they would have done.

Travelling

1. Focus attention on the four pictures at the bottom of p. 131 and ask students what forms of transport are shown. Elicit *bus/coach, car, train, and plane*. Then discuss ex. 1 briefly as a class.
2. Give groups time to discuss ex. 1a and get feedback by drawing columns on the board (advantages / disadvantages) for each means of transport.
3. Read through ex. 1b as a class and then let students complete the table by themselves. Check as a class. Put students into pairs and get them to test each other – one says a form of transport and the other says the correct verb.

Answers (ex. 1b, p. 131)

get on/off: bus, train, horse, bicycle, motorcycle
get into/out of: car, taxi, boat
board/get off: plane, ship

Workbook

Students can do Vocabulary ex. 2, p. 56.

4. Move on to ex. 2 on p. 132. Read through the first three definitions as a class and check students have understood the meaning of the words. Then focus on the remaining five words. Explain that they are all words for specific types of journey or trip and let students match the words and definitions in pairs. Check as a class, clarifying meaning. Highlight that *excursion* is a false friend – children in Serbia go on *school trips* not *excursions*. Explain that we usually go on *excursions* when we are already on holiday somewhere.

5. Students can now tackle ex. 3 by themselves – don't go through the sentences first. Check in pairs and then as a class, making sure students understand the meaning (*sink, announce the arrival of..., sightseeing, exotic*).

Over to you

1. These questions can be discussed as a class or in groups with class feedback. Encourage students to use some of the words from ex. 1–5.
2. Finally, focus on the *Remember* box and check understanding.

Speaking

1. Tell students to look at the *Useful language* box on p. 133. Explain that these are useful words when discussing the topic of holidays. Ask students to look through the words and to underline any they don't know. Check as a class – drill the pronunciation and explain the meaning of any unfamiliar words.
2. Put students into groups and get them to discuss ex. 1 together, using words from the *Useful language* box or any others. Get some feedback, including seeing if any groups added any of their own words, e.g. *swimming costume, hat, video camera, shorts, T-shirt*, etc.
3. Read through ex. 2 as a class to check vocabulary (e.g. *on your back, busy, make sure, sunbathe, batteries, at the border, be there=arrive*, etc.) and understanding. Students can then attempt to fill in the gaps using the words from the *Useful Language* box. Check in pairs and then as a class by asking students to read out the completed sentences.

Answers (ex. 2, p. 133)

1. rucksack
2. book a flight
3. ticket
4. sun cream
5. camera
6. passport
7. tent, campsite
8. set off

4. Follow up with some discussion questions, for example:

Do you have a passport?

Do you use sun cream? What factor?

Do you like sleeping in tents? Why/why not?

When is the best time to set off for the seaside?

Workbook

Students can do Writing ex. 2, pp. 59–61.

- Read through the task as a class as well as the list of details to include. As a class, brainstorm the types of holiday that may have been offered as a prize. Encourage students to use their imaginations.
- Run through the vocabulary at the top of p. 60 as a class to check understanding.
- Then ask students to make notes on the details to include (bottom of p. 59). Encourage them to use the vocabulary encountered in this unit. Give students time to share their ideas with other students.
- Remind students to try to use paragraphs and you could brainstorm/elicite a paragraph plan, for example:
 - Introduction – type of holiday, where and when;
 - First paragraph – beginning of the holiday – travel, accommodation, first impressions;
 - Second paragraph – how time spent – what they did, saw, ate;
 - Conclusion – Would you go again? / Was it a memorable experience?

Workbook

Students can do Word Groups ex. 1, p. 58.

Part B



Reading

1. Closed books. Ask students what they like doing in the summer, apart from going on holiday. Brainstorm some ideas on the board. If sports are mentioned, ask which sports. Introduce the idea of sports if no-one mentions it – *What about sports? What sports do you do in the summer?* Write some ideas up on the board.

2. Open books on p. 134 and discuss the *Let's talk* questions either as a class or in groups with class feedback.

3. Tell students that they are going to read a text (don't tell them what it is about as this is the first exercise). Read through the titles offered in ex. 1 and check understanding – *traditional, dangerous, popular, fitness product*. Ask students to read the text and to choose the best title, i.e. the one which best summarises what the whole article is about. Check as a class and elicit why the other topics aren't correct (*summer holidays – sports not holidays; traditional sports – new sports not traditional; dangerous sports – other sports mentioned as well; a new fitness product – not only about rollerblades*).

Answers (ex. 1, p. 134)

The best title is 'Popular summer sports'.

4. Refer to the pictures on pp. 134–5 and ask students which sports from the text are shown (*surfing, rock climbing, volleyball, windsurfing*).

5. Read through ex. 2 on p. 135 as a class and check students understand the questions – *adapt, skates, afford, make better, equipment, (dis)advantages, according to*, etc. Tell students to read the text again and to answer the questions by themselves, underlining relevant sentences in the text. They can check in pairs. Then check as a class by asking students to read out the text, highlighting the answers as you go. At this stage, check understanding and vocabulary.

Answers (ex. 2, p. 135)

1. Parks, beaches and mountains
2. To use them for summer training
3. The wheels were easily damaged.
4. No (If they hadn't sold their company, they wouldn't have had enough money.)
5. Knee and hand guards, helmets
6. Rock climbing and roller skating
7. You need expensive special equipment and to be near water.
8. You can go cycling anywhere.
9. Beach volleyball
10. It's cheap and you don't need much equipment.

6. Read through ex. 3 on p. 136 as a class to check understanding, using 'mmm' for the gaps. Clarify any vocabulary (*activity, region, helmet*) and then give students chance to fill in the gaps by themselves. Check as a class and elicit whether the words in brackets (and the ones in the gaps) are adjectives, nouns or verbs.

Answers (ex. 3, p. 136)

1. fitness (n) [fit – adj.]
2. players (n) [play – v]
3. dangerous (adj.) [danger – n]
4. mountainous (adj.) [mountain – n]
5. traditional (adj.) [tradition – n]
6. climbing (n) [climb – v]
7. careful (adj.) [care – v/n]
8. equipment (n) [equip – v]

7. Finally, discuss the *Over to you* questions as a class or in groups with class feedback.

Workbook

Students can do Vocabulary ex. 3, p. 56, Word Groups ex. 2–3, p. 58, Pronunciation, p. 59 and Writing ex. 1, p. 59.

Word formation**Watch Out!**

- Students may confuse *careless* and *carefree*. Remind them that the meaning of *careless* is not 'without any cares', but the opposite of *careful*, i.e. clumsy.
- Also, highlight the spelling of the *-ful* suffix. Students will be tempted to use *-full*.

1. Ask students to read out the nouns in ex. 1 and check the meaning (here, *care* should be translated as *pažnja* to avoid problems later). Then ask them, either individually or in pairs, to look for the adjectives derived from these nouns in the text on pp. 134–5. Check spelling and meaning. Highlight the suffixes and what they mean – draw their attention to the fact that *-ful* ends in a single 'l'.

2. Do the first row of ex. 2 as a class and then give students time to complete the rest of the exercise. Check on the board, highlighting spelling and meaning.

3. Students can now tackle ex. 3 by themselves. Check first understanding and then let them do the exercise on their own. Check in pairs and then as a class.

Answers (ex. 3, p. 136)

1. useless
2. helpful
3. careful
4. careless
5. colourful
6. hopeless

4. You could round off by asking students:

Are you ever careless?

Do you like colourful clothes?

What's the most useful invention in the world?

Which is the most useless subject you learn at school?

Workbook

Students can do Vocabulary ex. 4, p. 56.

Brush up your grammar

This section revises adjectives ending in -ed/-ing

1. Ask students to complete the two sentences in ex. 1, p. 137, referring back to the text if they need to. Ask individuals to read the sentences out and highlight the missing adjectives.

2. Ask students what the difference is between these two adjectives. Write up *feeling* and *characteristic* on the board. Explain the meaning of the two words. Ask which of the words describes a feeling – elicit *excited*. Do the same for characteristic – elicit *exciting*. Explain that if something is *exciting*, it makes us feel *excited*.

3. Focus on the other example sentences in the box and point out feelings and characteristics, e.g. *Why was the book good?* Elicit '*Because it was interesting.*' *How do you feel when you read an interesting book?* Elicit: *I feel interested*. Emphasise how we can replace *was* with *felt* with -ed adjectives – *Susan was disappointed...* becomes *Susan felt disappointed...* .

4. Focus on the postcard from John. Get students to read it through before circling anything and then ask them the following comprehension questions:

Where is John? (Central Park, America)

Where did he go? (To a concert)

Did he like it? (Yes)

Did his friend like it? (No)

Is John enjoying his time in America? (Yes)

Is he going to live there? (No)

Check vocabulary *organized, in the open, techno music, etc.*

5. Now ask students to read the postcard again and to circle the correct adjective. Check in pairs. When checking as a class, emphasise again *feeling* and *characteristic*.

Answers (BUYG, ex. 2, p. 137)

exciting, fascinating, interesting, excited, bored, boring, amazing

6. Ask students to complete ex. 3 and then check it as a class.

Answers (BUYG, ex. 3, p. 137)

1. frightened
2. frightening
3. disappointed
4. disappointing
5. thrilled
6. thrilling

7. Then give students time to ask and answer the questions in pairs. Ask some students what they found out for feedback.

Workbook

Students can do Grammar ex. 3, p. 57.

Pair work

1. Write up: *You _____ tell anyone.* on the board. Ask students to look back at the postcard and to fill in the missing word. Elicit *mustn't* and check the meaning. Remind students it means '*not allowed to*'. Highlight the spelling on the board and pronunciation. Ask students to tell you some things they *mustn't* do.

2. Put students into pairs and give them time to complete the *Pair work* exercise. Monitor and assist with vocabulary.

3. Put two pairs together and have one pair read out their sentences for the other pair to guess the sport. Have some students read out their sentences for the whole class to guess.

Workbook

Students can do Listening, p. 59.

Reading

1. Discuss ex. 1 on p. 138 as a class and then focus attention on the advert title. Ask students if they have ever heard of a 'rollerblading day' and what they think it might involve. Get some ideas and then give students time to read the whole advert to see what it entails.
2. Ask what happens at the event – elicit *a party, lots of food and drink, live music, races for the whole family*. Follow up with some comprehension questions:
 - When does the event take place? (In spring – a Saturday at the end of May.)*
 - Can you take part in the races if the weather is bad? (No, but there is an indoor party.)*
 - Are all the races serious? (No, there's a fancy dress race.)*
 - Do only the winners get something? (No, everyone gets a medal.)*
 - Is it dangerous? (No, the streets are closed and people wear equipment.)*
3. Finally, ask students if they'd like to take part and why.

Grammar

This section looks at reflexive pronouns.

Watch Out!

- Problems may occur with the use of reflexive pronouns due to L1 interference.

I washed myself after I got up. x

I relax myself at the weekends. x

Did you enjoy? x

1. Read through the information at the bottom of the page and explain that the words in italics are called *reflexive pronouns* (write it on the board). Explain that we use them when the subject and object of the verb are the same person/thing.
2. Show students the table in ex. 1 on p. 139 and increase their enthusiasm (!) by telling them that there is something very unique about these pronouns – see if they can guess what it is by studying the table. Explain that it's the only time the second person singular and plural forms are different in English (*yourself/yourselfs*).

3. Focus on ex. 2 together and ask students to read the sentences and to underline the subjects in each case. Check as a class before filling in the first gap together. Then let students complete the exercise. Check as a class.

Answers (BUYG, ex. 2, p. 139)

1. yourselves
2. herself
3. myself
4. itself
5. ourselves
6. himself
7. themselves
8. yourself

4. Ask some follow up discussion questions:

- e.g. *Do you always enjoy yourself at parties?*
Do you know anyone who has taught himself or herself a musical instrument?

Workbook

Students can do Grammar ex. 4, p. 57.

Pair work

1. Read through the questions as a class to check understanding and then give students some time individually to think about their answers. Let them ask for unknown words if needs be.
2. Put students into pairs and have them interview each other. Again, monitor and assist as necessary. Encourage students to make some notes on what their partner says.
3. Ask students to change partners and then give them some time to tell their new partners about what their first partners said. Round off with class feedback, asking if anyone found out anything interesting.

Group work

1. Ask students if they think the Rollerblading Day would be a success in their *local community* (explain the term). Get them to give reasons why or why not. Ask them if they think they can come up with a better idea.

2. Read through the task as a class and divide students into groups. Give them plenty of thinking and preparation time. Monitor and assist with language as necessary.
3. Divide the students into different groups so that at least one member of each original group is in one of the new groups (AAA:BBB:CCC → A:B:C / A:B:C / A:B:C) and ask them to present their event to their new group. Tell the other group members that they should give feedback on the event – what they like, what they don't like, what would work, what wouldn't, etc.
4. Round off with some class feedback by asking students whose idea they liked best and why.

Workbook

Students can do the General Knowledge Quiz, p. 61.

Part C



1. See the start of this unit for how/when to use Part C.

Answers

Word pyramid, p. 141

sun, sand, sunny, suntan, sunrise, sunshine, sunflower, sunglasses

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

Project

Students can now tackle Project 8 on p. 149.

- Write up on the board *A WONDERFUL PLACE FOR A HOLIDAY*. Explain *wonderful*. Ask students to call out the first places that come to mind. Get some of their ideas and write them up on the board.
- Focus students' attention on the pictures of the 7 'wonders' – explain that these are all *WONDERS OF THE WORLD* (albeit not the famous Wonders!). Write the heading on the board. Ask students to read out the descriptions in groups and to match them to a picture. Encourage them to use English when discussing this (*I think it's.../No, I don't agree, etc.*).

- Ask them to match each 'wonder' to a location. Again, check as a class.
 - a. Royal Albert Hall – London; b. The Amazon – South America; c. The Great Wall – China; d. Parthenon – Athens; e. Victoria Falls – Southern Africa; f. Gateway Arch – Saint Louis, USA; g. The Great Coral Reef – Australia
- Give them time in groups to discuss which place they would most like to see and to give reasons why. Then let them plan their visit using the guidance questions.

Workbook

Students can do the revision of Units 7 and 8 – Test Yourself 4 – on pp. 62–3 and then the End of Book revision on pp. 64–67.

Selected Workbook Answers

Vocabulary

Ex. 1, p. 56

1. outgoing
2. advertisement
3. wildlife
4. recommend
5. regret

Ex. 2, p. 56

1. on board
2. into
3. off
4. on
5. out of

Ex. 3, p. 56

1. approaching
2. improving
3. search
4. increase
5. Unlike

Ex. 4, p. 56

1. painful
2. Careless
3. hopeless
4. forgetful
5. cheerful
6. fearless

Grammar

Ex. 1, p. 57

1c, 2d, 3a, 4b

Ex. 2, p. 57

2. If my brother hadn't got ill, we wouldn't have come back from our holidays.
3. If we hadn't saved money, we wouldn't have been able to buy a house in the country.
4. If we had won the lottery, we would have become famous.
5. If I hadn't lost my passport, I would have gone abroad with my friends.

Ex. 3, p. 57

1. relaxing
2. interesting
3. frightened
4. amusing
5. surprised

Ex. 4, p. 57

1. itself
2. herself
3. himself
4. yourself
5. yourselves
6. myself
7. ourselves

Word groups

Ex. 2, p. 58

From top left: volleyball, fishing, ice-hockey, surfing, swimming, boxing, baseball, roller-skating

Listening, p. 59

pack, pleasure, take, equipment, off, glide, advanced

Pronunciation, p. 59

Underlined letters are schwas:

apply, recomund, guaruntee, approach, adupt, curreuntly

Writing

Ex. 1, p. 59

equipment, recreation, cheapest, increased, dangerous, recommend, knee guards

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