

## I

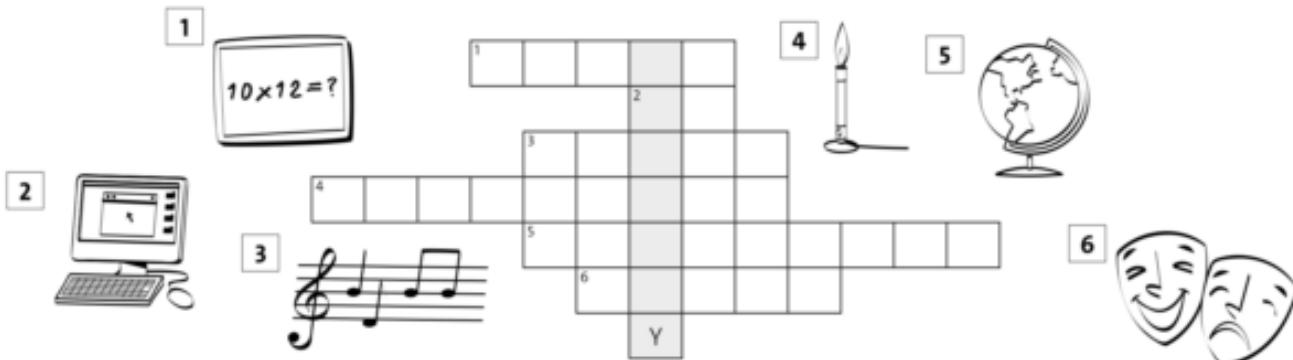
## Vocabulary Review

**Work in groups of three or four.**

- 1 Unscramble the letters to find six different sports or hobbies.

1 wingolb	b_____g
2 gikaorbsdanet	s_____g
3 hsecs	c____s
4 ngwadir	d_____g
5 ncidnга	d_____g
6 radbo smage	b_____d g_____s

- 2 Complete the grid with school subjects. Find the mystery school subject.



- 3 Match the words to make nouns for things in a school.

1 interactive	a room
2 playing	b top
3 text	c board
4 staff	d book
5 notice	e field
6 lap	f whiteboard

- 4 Circle the word that does not go with the verb.

1 play football / a walk / video games
2 go for a bike ride / shopping / a picnic
3 visit friends / a film / relatives
4 watch music / TV / a film

- 5 **SPEAKING** Complete the sentences about yourself. Then find someone in the class who has the same sentence as you. Write their names in the Name column.

Me	Name
I've got short wavy hair.	Anna
I like bowling and chess, but I can't stand drawing.	Mark
My favourite subject at school is PE.	Yasmin
At the weekend, I often listen to music and watch TV.	Adam

Me	Name
I've got _____ hair.	
I like _____ and _____, but I can't stand _____.	
My favourite subject at school is _____.	
At the weekend, I often _____ and _____.	

## Vocabulary Review

**Aims:** To review and practise vocabulary from the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

- Give each student a handout face down and tell them not to look at it until you say *Go!* Then put students into groups of three or four and ask them to think of a team name. Explain that they are going to do the first four exercises as a team. Set a time limit, then ask them to turn their handout over, write their team name at the top and do exercises 1–4. When the time is up, ask them to swap their handout with another team and go through the answers as a whole class.

### Exercise 1

KEY

- 1 bowling
- 2 skateboarding
- 3 chess
- 4 drawing
- 5 dancing
- 6 board games

### Exercise 2

KEY

- 1 maths
- 2 IT
- 3 music
- 4 chemistry
- 5 geography
- 6 drama

Mystery school subject: history

### Exercise 3

KEY

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

### Exercise 4

KEY

- 1 a walk
- 2 a picnic
- 3 a film
- 4 music

### Exercise 5

- Students work individually to complete the sentences with information about themselves. They then ask and answer questions around the class to find other students with similar answers.

## I

## Grammar Review

- 1 Work in pairs. Circle the correct option to complete the postcard.
- 2 Read the postcard again. Try to memorise the details. You have one minute!

Hi Eddie

How are you? I'm at <sup>1</sup>a / an / the / – beach with my family. My sister's swimming in <sup>2</sup>a / an / the / – sea and my dad's reading <sup>3</sup>a / an / the / – magazine. We don't usually go away at <sup>4</sup>a / an / the / – weekend! I usually stay at <sup>5</sup>a / an / the / – home and go for <sup>6</sup>a / an / the / – bike ride with my friends. I always do my homework on Friday night and sometimes on Sunday I go to <sup>7</sup>a / an / the / – cinema. But this weekend is special because it's my sister's birthday. This evening, we're visiting my aunt in Manchester. She's <sup>8</sup>a / an / the / – amazing chef and she makes great birthday cakes!

See you soon

Tom



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- 3 **SPEAKING** Work in pairs. Answer the questions from memory.

- 1 Where is Tom?  
\_\_\_\_\_
- 2 What is his sister doing?  
\_\_\_\_\_
- 3 What is his dad doing?  
\_\_\_\_\_
- 4 What does Tom usually do at the weekend?  
\_\_\_\_\_
- 5 When does he do his homework?  
\_\_\_\_\_
- 6 When does he go to the cinema?  
\_\_\_\_\_
- 7 What are Tom and his family doing this evening?  
\_\_\_\_\_
- 8 What does Tom's aunt do?  
\_\_\_\_\_

## Grammar Review

**Aims:** To review and practise grammar from the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each pair of students, cut up into two sections. Alternatively, you could ask students to fold their handouts at the cut line.

### Exercise 1

- Divide the students into pairs and give each pair the top section of the handout. In exercise 1, students choose the correct article or no article (–) to complete the postcard. Remind them, if necessary, about the rules for definite and indefinite articles. Check answers by asking different students to read out the postcard, a sentence at a time.

**KEY**

1 the 2 the 3 a 4 the 5 – 6 a 7 the 8 an

### Exercise 2

- Ask students to look at the instruction for exercise 2 and tell them that they must try to memorise the details of the postcard. They are not allowed to make any notes! Set a strict time limit of one minute and then take all the handouts away from the students.
- Give each pair the bottom section of the handout and tell them to work together to answer the questions about the postcard from memory. Finally, return the first part of the handout for students to check their answers.

**KEY**

- 1 He's at the beach.
- 2 She's swimming in the sea.
- 3 He's reading a magazine.
- 4 He usually stays at home and goes for a bike ride with his friends.
- 5 He (always) does his homework on Friday night.
- 6 He sometimes goes to the cinema on Sunday.
- 7 They're visiting his aunt in Manchester.
- 8 She's a chef. / She makes great birthday cakes.

# 1A

## How do you feel?

### 1 Circle the correct adjectives.

- 1 I don't understand this homework. I'm extremely **confused / proud**.
- 2 That's fantastic news! We're **bored / delighted**.
- 3 My grandfather is very ill at the moment. I'm **ashamed / anxious**.
- 4 Our holiday begins tomorrow. We're all very **shocked / excited**!
- 5 Tony's brother always plays loud music late at night. Tony sometimes gets a little bit **upset / envious** about it.
- 6 Mr and Mrs Willis feel **proud / embarrassed** of their son. He works hard and is a very good football player.
- 7 I can sometimes get rather **cross / relieved** and shout at people, but then I feel a bit **suspicious / ashamed** later.
- 8 It's late at night and I can hear a loud sound outside. I feel **frightened / disappointed**.

### 2 Read about the people below. How do you think they feel? Use one adjective to describe each person's feelings.

- 1 Tom hears some very bad news.

He feels \_\_\_\_\_.

- 2 Rob's teacher wants to speak to him at the end of lesson.

Rob feels \_\_\_\_\_.

- 3 Sarah wins a talent competition.

She feels \_\_\_\_\_.

- 4 Martha loses a talent competition.

She feels \_\_\_\_\_.

- 5 José forgets his friend's birthday.

José feels \_\_\_\_\_.

- 6 Hannah borrows her mum's phone ... and then breaks it.

Hannah feels \_\_\_\_\_.

- 7 Sam finds a note in his bag. It says: 'I'm watching you ...'

He feels \_\_\_\_\_.

- 8 Alexa's little brother is reading her diary.

She feels \_\_\_\_\_.

- 9 Joe's best friend moves to another country.

Joe feels \_\_\_\_\_.

- 10 Anna's friends have a party. They don't invite Anna.

Anna feels \_\_\_\_\_.

### 3 SPEAKING Work in pairs.

**Student A** Read out one of your adjectives from exercise 2.

**Student B** Try to match the person from exercise 2 to Student A's adjective.

This person feels anxious.

Is it Rob?

No, it isn't.

Is it Sam?

Yes, it is!

## 1A How do you feel?

**Aims:** To recycle adjectives to describe feelings and then to use the target language to describe how people feel in different situations.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise. Students should know all the adjectives from lesson 1A in the Student's Book. Give them time to read the sentences and choose the best adjective for each.
- Check answers with the whole class, focusing on the correct pronunciation for each adjective.

**KEY**

1 confused 2 delighted 3 anxious 4 excited  
5 upset 6 proud 7 cross, ashamed 8 frightened

### Exercise 2

- Students read about different situations and then write an adjective to describe how each person might be feeling. Explain that there might be more than one adjective that can be used for each situation. Do not check answers with students yet. Move directly on to exercise 3.

### Exercise 3

- Students work in pairs to read out their answers to exercise 2 and to match them to the person. They can then discuss in pairs if they agree with the choice of adjective used.

**KEY**

(Possible answers)

- 1 shocked / upset
- 2 anxious / upset / excited / frightened
- 3 proud / excited / delighted
- 4 upset / disappointed / cross
- 5 embarrassed / upset
- 6 anxious / ashamed / upset
- 7 frightened / anxious / suspicious
- 8 upset / cross / embarrassed
- 9 upset
- 10 upset / disappointed / anxious

### Extra activity

- Students work in pairs to play a game. Student A chooses one of the situations from exercise 2 and acts out their feelings. Student B then guesses the situation. You could demonstrate this game first by miming one of the situations and asking the whole class to try to guess the situation. Students continue working in pairs until they have guessed all of the situations.

# 1B

## Past simple (affirmative)

### 1 Complete the sentences with the past simple form of the correct verbs.

1 **buy go have**

Last weekend, my sister \_\_\_\_\_ to the shopping centre with her friends. She \_\_\_\_\_ a DVD and some books and then they \_\_\_\_\_ lunch in town.

2 **find give take**

Yesterday, I \_\_\_\_\_ a wallet in the street. I \_\_\_\_\_ it to the police station and \_\_\_\_\_ it to the police officer there.

3 **spend steal win**

Ted \_\_\_\_\_ £500 in a competition and \_\_\_\_\_. the money on a new bicycle. Unfortunately, someone \_\_\_\_\_ it the following day.

4 **choose compare look**

I \_\_\_\_\_ at lots of different cars and \_\_\_\_\_ their prices before I \_\_\_\_\_ this one.

5 **get move study**

Laura \_\_\_\_\_ to Germany, \_\_\_\_\_ history at university and then \_\_\_\_\_ a job as a teacher in Berlin.

6 **drop feel say**

I \_\_\_\_\_ nothing when my friend \_\_\_\_\_ my phone, but I \_\_\_\_\_ very cross.

### 2 Complete Tanya's email with the past simple form of the verbs in brackets.

**Message** **Options**

Hi Jen  
Thanks for your letter! We're having a great holiday here in the UK.  
We<sup>1</sup> \_\_\_\_\_ (go) to London yesterday. We<sup>2</sup> \_\_\_\_\_ (take) a bus to the station and then<sup>3</sup> \_\_\_\_\_ (get) a train to Paddington. The train journey<sup>4</sup> \_\_\_\_\_ (be) really interesting. We<sup>5</sup> \_\_\_\_\_ (talk) to a lovely family from Peru. They<sup>6</sup> \_\_\_\_\_ (be) here in England on holiday. We<sup>7</sup> \_\_\_\_\_ (say) goodbye to them at Paddington and then we<sup>8</sup> \_\_\_\_\_ (walk) to Hyde Park.  
We<sup>9</sup> \_\_\_\_\_ (have) some sandwiches at a small café in the park, and then, after lunch, we<sup>10</sup> \_\_\_\_\_ (spend) a lot of money in Harrods – oh dear!  
Hope you are well.  
Lots of love  
Tanya

### 3 **SPEAKING** Work in groups. Play 'Spot the Lie!' Write seven true sentences and one false sentence about your weekend. Use the past simple. Then read out your sentences to the other students in your group. Can they spot the lie?

I talked to my aunt in Hong Kong.

had chocolate cake for breakfast. **LIE!!!**

I went to the cinema.

I won a prize in a competition.

I bought a new bag.

I broke my phone.

I argued with my friend.

I went ice skating.

## 1B Past simple (affirmative)

**Aims:** To review past simple regular and irregular verbs.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout. Students work alone or in pairs. Point out that the verbs given are in the infinitive form and students have to put them into the past simple form. You could then ask students to identify the regular verbs (*compared, looked, moved, studied, dropped*). If students don't know the past simple form of a verb, encourage them to look it up.

**KEY**

- 1 went, bought, had
- 2 found, took, gave
- 3 won, spent, stole
- 4 looked, compared, chose
- 5 moved, studied, got
- 6 said, dropped, felt

### Exercise 2

- Students read through the email first for gist. Explain, if necessary, that Paddington is the name of a busy railway station in London; Hyde Park is a big park near Buckingham Palace; and Harrods is a famous large department store.
- Check answers with the class by asking different students to read out a completed sentence in turn.

**KEY**

- 1 went
- 2 took
- 3 got
- 4 was
- 5 talked
- 6 were
- 7 said
- 8 walked
- 9 had
- 10 spent

### Exercise 3

- You can do exercise 3 as a whole class activity. Invite different students up to the front of the classroom to read out their sentences. Students put up their hands when they think they have spotted the lie. Alternatively, students can work in groups to play this game.

**Student A**

- 1 Work in pairs. Ask and answer questions to complete the text about Tim's holiday. Use the *you* form.

<sup>1</sup> \_\_\_\_\_, I went to New York with my aunt and uncle. We stayed in a small apartment in Brooklyn, near the subway.  
<sup>2</sup> \_\_\_\_\_ wanted to go to a Broadway show, so we bought tickets for the show *The Lion King*. The tickets were <sup>3</sup> \_\_\_\_\_, but the show was amazing! We also visited my aunt's friend Sue in Yonkers. She took us to <sup>4</sup> \_\_\_\_\_. It was really interesting. On our last day in New York, we <sup>5</sup> \_\_\_\_\_ in Central Park. Then we took the bus to Brooklyn Bridge and looked at <sup>6</sup> \_\_\_\_\_. In the evening, we had pizza at a wonderful restaurant near the river. It was delicious!

- 1 When / go ... ?      4 Where / take ... ?  
 2 Who / want ... ?      5 What / do ... ?  
 3 How much / be ... ?      6 What / look at ... ?

- 2 a How much can you remember? Cover the text about Tim's holiday. Listen to Student B's statements and correct them.

Tim stayed in a hotel.

He didn't stay in a hotel.  
 He stayed in a small apartment.

b Read out these statements to Student B.

- 1 Tim went to New York last weekend.  
 2 His aunt wanted to go to a Broadway show.  
 3 The tickets were \$50.  
 4 Sue took them to Bronx Zoo.  
 5 They had a party in Central Park.  
 6 They looked at the people on Brooklyn Bridge.

- 3 Ask yes/no questions to find out about Student B's last holiday.

- go to the beach?
- stay in a hotel?
- meet any interesting people?
- spend a lot of money?
- speak English?
- enjoy your holiday?

**Student B**

- 1 Work in pairs. Ask and answer questions to complete the text about Tim's holiday. Use the *you* form.

Last summer, I went to New York with my aunt and uncle. We stayed <sup>1</sup> \_\_\_\_\_ in Brooklyn, near the subway. My uncle wanted to go to a Broadway show, so we bought tickets for the show <sup>2</sup> \_\_\_\_\_. The tickets were \$75, but the show was amazing! We also visited <sup>3</sup> \_\_\_\_\_ in Yonkers. She took us to the museum. It was really interesting. <sup>4</sup> \_\_\_\_\_, we had a picnic in Central Park. Then we took the bus to <sup>5</sup> \_\_\_\_\_ and looked at the beautiful view. In the evening, we had pizza <sup>6</sup> \_\_\_\_\_. It was delicious!

- 1 Where / stay ... ?      4 When / have a picnic ... ?  
 2 Which show / buy ... ?      5 Where / take the bus ... ?  
 3 Who / visit ... ?      6 Where / have ... ?

- 2 a Read out these statements to Student A.

- 1 Tim stayed in a hotel.  
 2 They bought tickets for the show *Matilda*.  
 3 They visited his uncle's friend Dan.  
 4 They had a picnic on their first day in New York.  
 5 They walked to Brooklyn Bridge.  
 6 They had pizza at a nice café near their apartment.

- b How much can you remember? Cover the text about Tim's holiday. Listen to Student A's statements and correct them.

Tim went to New York last weekend.

He didn't go to New York last weekend. He went last summer.

- 3 Ask yes/no questions to find out about Student A's last holiday.

- go to a city?
- stay in an apartment?
- see any interesting places?
- buy an interesting souvenir?
- read a good book?
- enjoy your holiday?

# 1D Past simple (negative and interrogative)

**Aims:** To review past simple negative and interrogative forms.

**Time:** 10–15 minutes

**Materials:** Student A handouts for half the class and Student B handouts for the rest

## Exercise 1

- Divide students into A/B pairs and give each student the correct half of the handout. Remind them not to let their partner see it. Explain that they need to ask and answer questions to find out the missing information.
- Students work individually to prepare their questions.
- When the students are ready, tell them to work with their partner to ask and answer their prepared questions and complete the gaps in the text.

### KEY

#### Student A

- When did you go to New York? (last summer)
- Who wanted to go to a Broadway show? (my uncle)
- How much were the tickets? (\$75)
- Where did Sue take you? (the museum)
- What did you do in Central Park? (had a picnic)
- What did you look at on Brooklyn Bridge? (the beautiful view)

#### Student B

- Where did you stay in Brooklyn? (in a small apartment)
- Which show did you buy tickets for? (*The Lion King*)
- Who did you visit in Yonkers? (my aunt's friend Sue)
- When did you have a picnic in Central Park? (on our last day in New York)
- Where did you take the bus to? (Brooklyn Bridge)
- Where did you have pizza? (at a wonderful restaurant near the river)

## Exercise 2

- Students listen to incorrect statements about the text and correct them. Remind them to use the negative form as in the example.

### KEY

#### Student A

- He didn't stay in a hotel. He stayed in a small apartment.
- They didn't buy tickets for the show *Matilda*. They bought tickets for the show *The Lion King*.
- They didn't visit his uncle's friend Dan. They visited his aunt's friend Sue.
- They didn't have a picnic on their first day in New York. They had a picnic on their last day.
- They didn't walk to Brooklyn Bridge. They took a bus to Brooklyn Bridge.
- They didn't have a pizza at a nice café near their apartment. They had pizza at a wonderful restaurant near the river.

#### Student B

- He didn't go to New York last weekend. He went to New York last summer.
- His aunt didn't want to go to a Broadway show. His uncle wanted to go to a Broadway show.
- The tickets weren't \$50. They were \$75.
- Sue didn't take them to Bronx Zoo. She took them to a museum.
- They didn't have a party in Central Park. They had a picnic in Central Park.
- They didn't look at the people on Brooklyn Bridge. They looked at the beautiful view on Brooklyn Bridge.

## Exercise 3

- Students continue to work in their A/B pairs to ask and answer questions about their last holiday. Tell them that they can talk about their real holiday, or they can make up a more exciting holiday if they prefer!

**1** Match the problems with the advice.

- 1 I failed my science exam.  
 2 I broke my best friend's laptop.  
 3 I want to exercise, but I haven't got enough time.  
 4 I'm always late for school.  
 5 I don't know many people here.  
 6 I haven't got any money.

- a You should join a club and meet other people with similar interests.  
 b You should get a part-time job.  
 c You should apologise to your friend and offer to pay for it.  
 d You should talk to your teacher and ask how to improve.  
 e You should walk or cycle to school every day.  
 f You should get up earlier.

**2** Work in pairs. Put the dialogue into the correct order. Then act it out.

- A You shouldn't feel embarrassed. Maybe there's a simple explanation.  
 B OK, perhaps I'll talk to her tomorrow.  
 A Oh dear. What's the problem?  
 B Well, it's my cousin, Rebecca. She invited all my friends to her birthday party, but she didn't invite me. I'm really upset.  
 A Hi, how are you?  
 A I'm not surprised. I think you should talk to her about it.  
 B I can't do that! I'm too embarrassed.  
 B Not great, actually.

**3** SPEAKING Work in pairs. Choose one of the problems. Then follow the instructions below.**Problem**

I think my brother is in trouble with bullies at his school.

**Problem**

I don't understand the maths homework.

**Problem**

All my friends can go out at the weekend, but my parents are really strict and make me stay at home.

**Problem**

I think my friend is stealing money from other students' bags.

- Discuss possible solutions to the problem. Make notes of your ideas.
- Plan and practise a dialogue about the problem. Use the dialogue from exercise 2 as a model.
- Act out your dialogue to the rest of the class.

# 1 Functional Language Practice: Giving advice

**Aims:** To practise giving advice. This draws on the language in Lesson 1C.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

## Exercise 1

- Give each student a handout and ask them to look at exercise 1. Fast finishers could think of one alternative piece of advice for each problem.

KEY

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

## Exercise 2

- Students work in pairs to put the dialogue into the correct order and then act it out. Ask one or two pairs of students to perform the dialogue to the rest of the class.

KEY

A Hi, how are you?

B Not great, actually.

A Oh dear. What's the problem?

B Well, it's my cousin, Rebecca. She invited all my friends to her birthday party, but she didn't invite me. I'm really upset.

A I'm not surprised. I think you should talk to her about it.

B I can't do that! I'm too embarrassed.

A You shouldn't feel embarrassed. Maybe there's a simple explanation.

B OK, perhaps I'll talk to her tomorrow.

## Exercise 3

- Students work in pairs. They choose one of the problems and discuss a possible solution to it, before acting out their own dialogue. Read out all the problems to the class first and check that they understand them. Students can then act out their dialogue to the whole class, or to another pair of students.

Play the game in groups of three. Throw the dice and move your counter. Follow the instructions on the square. If you get the answer wrong, go back three squares.

<b>START</b>	2 Make the question, then answer it! What / you / do / last weekend?	3 Say the past simple form of these verbs: look buy go have Choose one of the verbs and make a past simple sentence with it.	4 Choose a sentence and put it into the past tense. She drops her keys in the street and then can't find them. He spends a week in Paris and then goes to Berlin. We give our friend a new watch and then take her to the cinema.
8 <b>LUCKY SQUARE!</b>  Move forward 3 squares.	7 Choose an answer and make a question for it. Yes, I did. No, I couldn't. Yes, we were.	6 Put the words in the correct order to make a question. night / finish / Did / last / homework / you / your / ? <b>Say two other things you did last night.</b>	5 Choose a sentence and make it negative. We found our cat: she was in the garden. I could read when I was four and I loved books. She borrowed the book from the library and she lent it to her friend.
9 Make the question, then answer it! Who / be / your hero / when you / be / six years old?	10 Say the past simple form of these verbs: leave move begin get Choose one of the verbs and make a past simple sentence with it.	11 Choose a sentence and put it into the past tense. I feel embarrassed because I lose my friend's DVD. She rings her friend and talks about the party. They get up at 7 o'clock and have breakfast.	12 <b>UNLUCKY SQUARE!</b>  Move back 2 squares.
16 <b>LUCKY SQUARE!</b>  Move forward 2 squares.	15 Choose an answer and make a question for it. No, I didn't. Yes, we could. No, they weren't.	14 Put the words in the correct order to make a question. Then answer it. go / Where / yesterday / you / did / ?	13 Choose a sentence and make it negative. They could sing very well and they were a big success. My father married my mother in 1992 and they spent a lot of money on their wedding. We saw you in the park: you were with your parents.
17 Make the question, then answer it! When / you / learn to ride a bike?	18 Say the past simple form of these verbs: give win say enjoy Choose one of the verbs and make a past simple sentence with it.	19 <b>UNLUCKY SQUARE!</b>  Move back 2 squares.	20 <b>FINISH!</b>

# 1 Grammar Review

**Aims:** To review and practise all forms of the past simple.  
This can be completed when students have finished  
the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout, one dice and counters for each group  
of three or four students

- Divide students into groups of three or four. Give them a copy of the board game, a dice and counters. Tell them to place the counters on the START square. The first student throws the dice, moves their counter and answers the question. If they can't answer the question or answer incorrectly, they go back three squares. The winner is the first person to reach the FINISH! square, or the person on the highest number when you stop the game.

## KEY

- 2 What did you do last weekend?  
3 looked, bought, went, had (Students' own answers)
- 4 She dropped her keys in the street and then couldn't find them.  
He spent a week in Paris and then went to Berlin.  
We gave our friend a new watch and then took her to the cinema.
- 5 We didn't find our cat: she wasn't in the garden.  
I couldn't read when I was four and I didn't love books.  
She didn't borrow the book from the library and she didn't lend it to her friend.
- 6 Did you finish your homework last night?  
(Students' own answers)
- 7 (Students' own answers)
- 9 Who was your hero when you were six years old?  
(Students' own answers)
- 10 left, moved, began, got (Students' own answers)
- 11 I felt embarrassed because I lost my friend's DVD.  
She rang her friend and talked about the party.  
They got up at 7 o'clock and had breakfast.
- 13 They couldn't sing very well and they weren't a big success.  
My father didn't marry my mother in 1992 and they didn't spend a lot of money on their wedding.  
We didn't see you in the park: you weren't with your parents.
- 14 Where did you go yesterday? (Students' own answers)
- 15 (Students' own answers)
- 17 When did you learn to ride a bike?  
(Students' own answers)
- 18 gave, won, said, enjoyed (Students' own answers)

- 1 Circle the correct words to complete the advert.

## Join us on a short adventure break to Slovenia!

### Days 1 & 2: Triglav National Park

**Day 1:** In the morning, we go swimming and canoeing in the cold water of the Soča **'river / hill.**

After a picnic lunch in the **'forest / stream**, where we sit beside the tall, green trees, we walk through the Vrata **'ocean / valley.**

**Day 2:** Today, we take a cable car from the beautiful blue **'Lake / Volcano** Bohinj to the top of the Vogel **'shore / mountain.** After lunch at the café, we go back down and then walk up to the Savica **'waterfall / desert.** Be prepared! There are 155 steps to get to the top, but then you have a fantastic view of the water.

### Day 3: Karst

**Day 3:** On our last day in Slovenia, we leave Triglav National Park and take a coach to Karst. Here, we go deep under the ground into the famous dark Škocjan **'caves / cliffs.**

- 2 Complete the signs with the adjectives below.

deep icy low narrow rocky shallow steep wide



- 3 **SPEAKING** Work in pairs. Plan your ideal adventure holiday. Use as much vocabulary from exercises 1 and 2 as you can.

- Where do you want to go?
- What do you want to do?
- What kinds of places do you want to visit?
- Who do you want to travel with?
- How many days is your holiday?

## 2A Landscapes

**Aims:** To recycle features and adjectives for landscapes and then to use these words to describe their own ideal adventure holiday.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

- Before distributing the handout, ask students if they have ever been on an adventure holiday, and if so, what kinds of activities they have done. Students can use L1 to answer, as this question is intended to stimulate their interest in the topic.

### Exercise 1

- Give each student a handout and tell them to read the whole text first to get an idea of the general meaning. Then give them five minutes to choose the correct options.

**KEY**

1 river 2 forest 3 valley 4 Lake 5 mountain  
6 waterfall 7 caves

### Exercise 2

- Students look at the signs and complete them with the correct adjective. Remind them to use visual clues in the signs to help them understand the meaning. Check answers with the whole class.

**KEY**

1 low  
2 deep, icy  
3 steep  
4 wide, narrow  
5 rocky  
6 shallow

### Exercise 3

- Students work in pairs to plan their own adventure holiday. You could extend this activity by asking students to write and design a poster or leaflet to advertise their holiday.

## 2B

## Past continuous

1 Complete the sentences with the past continuous form of the verbs in brackets.

- 1 We \_\_\_\_\_ (drive) from Italy to France.
- 2 The weather was good and the sun \_\_\_\_\_ (shine).
- 3 My sister \_\_\_\_\_ (read) a book.
- 4 My brother \_\_\_\_\_ (draw) a picture of a cat.
- 5 My mother and father \_\_\_\_\_ (talk) about their favourite film.
- 6 I \_\_\_\_\_ (listen) to some music on my phone.
- 7 Our dog \_\_\_\_\_ (sleep) in the back of the car.
- 8 My friends \_\_\_\_\_ (send) text messages to me.

### Student A

2 Use the past continuous to talk about what the people were doing when the police officer arrived.  
Find eight differences between your picture and Student B's picture.



### Student B

2 Use the past continuous to talk about what the people were doing when the police officer arrived.  
Find eight differences between your picture and Student A's picture.



## 2B Past continuous

**Aims:** To review and practise the past continuous.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout. In exercise 1, students complete the sentences with the past continuous form of the verbs. Remind them, if necessary, to use *was* with *I / he / she / it*, and *were* with *you / we / they*.

#### KEY

- 1 were driving
- 2 was shining
- 3 was reading
- 4 was drawing
- 5 were talking
- 6 was listening
- 7 was sleeping
- 8 were sending

### Exercise 2

- Divide students into A/B pairs. Ask the A students to cover up the Student B picture and the B students to cover up the Student A picture on their handouts. Alternatively, they can cut them out. Explain that they need to describe to each other what was happening when the police officer arrived using the past continuous. Students then compare their descriptions to discover the eight differences.
- Check answers with the whole class, encouraging students to reply using full sentences in the past continuous.

#### KEY

In picture A the woman in the car was talking on the phone; in picture B she was reading a magazine or a book.  
In picture A the man was stealing a wallet; in picture B he was stealing a phone.  
In picture A two girls were fighting / having a fight; in picture B two boys were fighting / having a fight.  
In picture A a cat was eating the man's sandwich; in picture B a dog was eating the man's sandwich.  
In picture A a boy was drawing a picture of a volcano; in picture B he was drawing a picture of a waterfall.  
In picture A a girl was riding her bike on some flowers; in picture B she was jumping on some flowers.  
In picture A a man was sleeping on a wall; in picture B two men were sleeping on a wall.  
In picture A a boy was playing the guitar; in picture B he was playing the violin.

## 2D

## Contrast: past simple and past continuous

## 1 Match the sentence halves.

- 1 As I was climbing the mountain,
- 2 While we were sailing to Greece,
- 3 As the friends were arguing,
- 4 Jim was swimming in the ocean
- 5 We were driving through the desert
- 6 The girl was kayaking down the river
- 7 While Anna was exploring the caves,
- 8 I was cycling through the forest

- a when she hit her head on a rock.
- b I met another hiker on his way down.
- c when I saw a bear behind a tree.
- d my sister fell into the water.
- e when he saw a boat in the distance.
- f they dropped their map into the river.
- g when our car broke down.
- h she lost her torch.

## 2 Complete the text with the correct past simple or past continuous form of the verbs in brackets.



It was a cold, dark evening. The snow <sup>1</sup>was falling (fall) fast and an icy wind <sup>2</sup>blow (blow). As Rick <sup>3</sup>walk (walk) home along the empty street, he <sup>4</sup>see (see) a strange flash of light in the distance. He <sup>5</sup>stop (stop). 'Maybe it was just my imagination,' he thought. Then, suddenly, the light <sup>6</sup>flash (flash) again. As he was watching it, he <sup>7</sup>hear (hear) a shout in the distance. 'Help me! Please, someone, help me!' He <sup>8</sup>run (run) towards the light when something hit his head. Rick <sup>9</sup>fall (fall) onto the snow. A car door opened and a man <sup>10</sup>step (step) out in front of him ...

3 **SPEAKING** Work in pairs. Make up an ending for the story from exercise 2. You can use the ideas below or your own ideas.

- man pushes Rick into car
- car moves / hear a police siren
- police stop car / man runs away
- Rick talks to the police / phone rings
- wake up / all a dream

## 2D Contrast: past simple and past continuous

**Aims:** To review and practise the past simple and past continuous with *as*, *while* and *when*.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do exercise 1. Tell them to think about the subject of each sentence as this will help them to find the matching half.

KEY

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

### Exercise 2

- If necessary, remind students that we usually use the past continuous after *as* and *while*, and the past simple after *when*. Go through the first and second sentences with the whole class. Students can then continue to work individually or in pairs. Check answers with the whole class.

KEY

2 was blowing  
3 was walking  
4 saw  
5 stopped  
6 flashed  
7 heard  
8 was running  
9 fell  
10 stepped

### Exercise 3

- Students work in pairs to create their own ending to the story. Encourage them to use the ideas given, or their own ideas if they prefer. Ask one or two pairs of students to read out their completed stories to the rest of the class.

## 2

## Grammar Review

**Work in pairs.**

Student A Choose two pictures. Say the numbers.

Student B Make a sentence with Student A's pictures. Use the past continuous and the past simple.

Number 17 and Number 25.

As I was walking on the beach, I found a diamond ring in the sand.



## 2 Grammar Review

**Aims:** To review and practise the past simple and past continuous with *as*, *while* and *when*. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each pair of students

### OPTION 1: To play the game as a card game

- Divide students into pairs. Distribute one handout to each pair and ask students to cut it up along the lines to make 25 cards.
- Students shuffle the cards and place them face down on the table. In turn, they then take two cards from the top of the pile and make a past continuous and past simple sentence using the images on the cards.

### OPTION 2: To play the game as a board game

- Divide students into A/B pairs. Student A chooses two pictures on the board and says the numbers for these pictures. Student B makes a past continuous and past simple sentence using the pictures chosen by Student A. Student B then chooses two pictures about which Student A makes a sentence.

#### KEY

(Possible answers)

While I was running, I saw a man robbing a bank. (Pictures 4 & 10)

As I was walking my dog, it started snowing. (Pictures 9 and 7)

I was reading my book when I saw an alien standing in my garden. (Pictures 6 and 12)

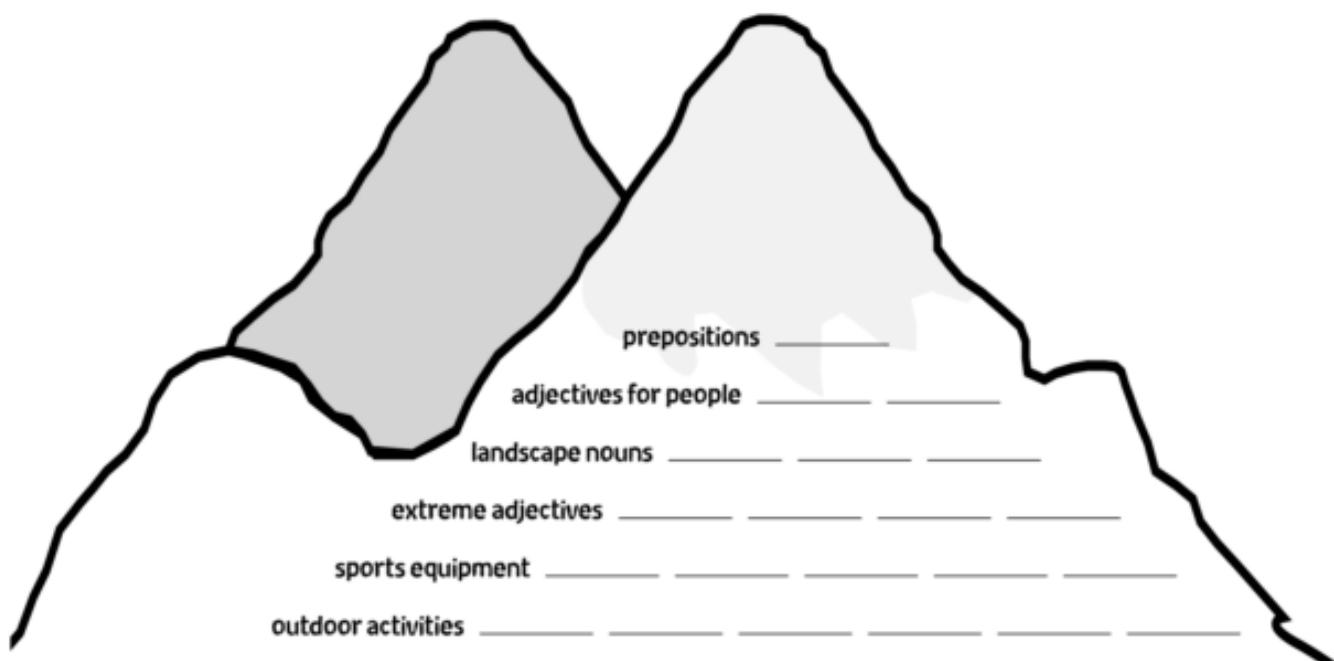
While I was writing a letter, my phone rang. (Pictures 22 and 11)

## 2

## Vocabulary Review

- 1 Complete the word mountain with the words below. Then add two more words to each category.

athletic behind boots brave delicious filthy kayaking kite surfing mountain biking orienteering  
paddles paintballing poles rock climbing rocks rope safety harness shore starving tiny valley



- 2 Rearrange the letters to make six adjectives. Then choose the best noun for each adjective and make a sentence with the noun and the adjective.

1 e p r s i m s v e i

\_\_\_\_\_ cliffs / paintballing

4 p c s l r a e u t c a

\_\_\_\_\_ swimmer / lake

2 s k y r i

\_\_\_\_\_ waterfall / abseiling

5 m t r o e

\_\_\_\_\_ valley / kayaking

3 r l n g i l h i t

\_\_\_\_\_ river / BASE jumping

6 r n g o s t

\_\_\_\_\_ climber / mountain

- 3 Complete the pieces of sports equipment. Then put the letters in the grid below to find the mystery activity.

1 <sup>9</sup> \_\_\_\_ <sup>8</sup> \_\_\_\_ e j a c k e <sup>3</sup> \_\_\_\_

<sup>7</sup> \_\_\_\_ <sup>6</sup> \_\_\_\_ ck <sup>5</sup> \_\_\_\_ ac <sup>1</sup> \_\_\_\_

1	2	3	4	5	6	7	8	9	10	11

d <sup>2</sup> \_\_\_\_ <sup>10</sup> \_\_\_\_ <sup>11</sup> \_\_\_\_ hy

h <sup>4</sup> \_\_\_\_ lm et

- 4 GEOGRAPHY QUIZ Work in pairs. Put these names of famous places under the correct heading.

Baikal Como Danube Fuji Kalahari Krubera Matterhorn Mekong Mojave Waitomo

Lake	Mountain	Desert	River	Cave

## 2 Vocabulary Review

**Aims:** To review and practise vocabulary from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each group of three students

- Divide students into groups of three and tell them to think of a team name. Give each team a copy of the quiz face down and tell them not to look at it until you say *Go!* Explain that they are going to answer vocabulary questions about Unit 2 and remind them to write their answers clearly. Set a time limit, then ask them to turn their handout over, write their team name at the top and do the quiz. When the time is up, ask them to swap their handout with another team and go through the answers as a whole class.

### Exercise 1

**KEY**

prepositions: behind

adjectives for people: athletic brave

landscape nouns: rocks shore valley

extreme adjectives: delicious filthy starving tiny

sports equipment: boots paddles poles rope

safety harness

outdoor activities: kayaking kite surfing

mountain biking orienteering paintballing

rock climbing

### Exercise 2

**KEY**

1 impressive cliffs

2 risky abseiling

3 thrilling BASE jumping

4 spectacular lake

5 remote valley

6 strong climber

### Exercise 3

**KEY**

life jacket, dinghy, rucksack, helmet

Mystery activity: kite surfing

### Exercise 4

**KEY**

Lake: Baikal, Como

Mountain: Fuji, Matterhorn

Desert: Kalahari, Mojave

River: Danube, Mekong

Cave: Krubera, Waitomo

# 3A

## Films and TV programmes

### 1 Complete the sentences with the correct words.

- 1 Last year, my uncle won £10,000 on a game show.
- 2 We watched a very interesting documentary about World War II.
- 3 I don't like watching horror films because I get scared very easily.
- 4 This period drama is set in the USA during the 1861–1865 American Civil War.
- 5 I love all the songs in this movie, but unfortunately the acting isn't very good.
- 6 In this reality show, six ordinary people spend two weeks together on a desert island.
- 7 George Clooney plays the voice of the fox in the animation *Fantastic Mr Fox*.
- 8 This science-fiction film is set on the planet Mars in the year 3030.
- 9 I want to have a picnic tomorrow. Let's check the weather forecast on TV tonight.
- 10 Most fantasy films have magic and strange creatures in them.

### 2 Match the definitions with the adjectives.

- |  |               |
|--|---------------|
| 1 It makes you laugh.                                | a scary       |
| 2 It isn't interesting.                              | b unrealistic |
| 3 It is difficult to understand.                     | c funny       |
| 4 It makes you feel strong emotions.                 | d violent     |
| 5 It makes you feel frightened.                      | e boring      |
| 6 It is very impressive.                             | f moving      |
| 7 You don't believe it.                              | g confusing   |
| 8 It shows physical force towards people or animals. | h spectacular |

### 3 SPEAKING Work in pairs. Then swap roles.

**Student A** Describe a film to your partner.

- You can talk about the aspects of the film: acting, plot, soundtrack, special effects, etc.
- You cannot give the name of the film, or the names of any of the actors in it.

**Student B** Listen to Student A's description. How quickly can you guess the film?

You can make notes in the space below.

### Notes

Student A

Student B

## **3A** Films and TV programmes

**Aims:** To recycle nouns and adjectives for films and TV programmes.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout and ask them to do the exercise.

**KEY**

- 1 game show
- 2 documentary
- 3 horror films
- 4 period drama
- 5 musical
- 6 reality show
- 7 animation
- 8 science fiction film
- 9 weather forecast
- 10 fantasy films

### **Exercise 2**

- Students work individually or in pairs to match the definitions and the adjectives. You could then ask students if they can think of a film for each adjective.

**KEY**

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

### **Exercise 3**

- Students work in pairs. They use the nouns and adjectives from the lesson to describe a film, which their partner must then try to guess.

1 Choose the correct answers.

# Planet Reega

I saw an amazing science fiction film last night. It was set on an alien planet called Reega. The Reegans had <sup>1</sup> \_\_\_\_ water, but not <sup>2</sup> \_\_\_\_ , and there were only <sup>3</sup> \_\_\_\_ animals still alive. There was <sup>4</sup> \_\_\_\_ poverty and hunger. Then <sup>5</sup> \_\_\_\_ humans landed on the planet. They brought <sup>6</sup> \_\_\_\_ food and water with them and at first, everyone was very happy. But the humans didn't have <sup>7</sup> \_\_\_\_ respect for the Reegans' traditions. They destroyed <sup>8</sup> \_\_\_\_ important Reegan buildings. Finally, <sup>9</sup> \_\_\_\_ humans left Reega and returned to Earth, but <sup>10</sup> \_\_\_\_ humans stayed and they formed a new, stronger society together with the Reegans.

- |              |            |            |
|--------------|------------|------------|
| 1 a a few    | b a little | c any      |
| 2 a much     | b many     | c some     |
| 3 a a few    | b a little | c much     |
| 4 a any      | b a few    | c a lot of |
| 5 a much     | b a little | c some     |
| 6 a a few    | b many     | c a lot of |
| 7 a much     | b some     | c many     |
| 8 a a little | b much     | c a few    |
| 9 a much     | b some     | c any      |
| 10 a a few   | b any      | c much     |

2 Complete the questions with *how much* or *how many*. Then look at the picture and write the answers.



1 How much \_\_\_\_\_ pollution is there?

There's a lot of pollution.

2 \_\_\_\_\_ trees are there?

There are many trees.

3 \_\_\_\_\_ people are there?

There are lots of people.

4 \_\_\_\_\_ shops are there?

There are a few shops.

5 \_\_\_\_\_ rubbish is there?

There is a lot of rubbish.

6 \_\_\_\_\_ bicycles are there?

There are many bicycles.

7 \_\_\_\_\_ space is there?

There is not much space.

3 **SPEAKING** Work in pairs. Imagine your town in the year 3000. Describe these things.

- |             |           |
|-------------|-----------|
| • people    | • animals |
| • pollution | • traffic |
| • buildings | • noise   |
| • trees     | • shops   |

In my town in the year 3000, there aren't many people, but there are a lot of trees.

## 3B Quantity

**Aims:** To practise using expressions of quantity with countable and uncountable nouns.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to read through the text in exercise 1 quickly. You could tell them to look at the nouns after each gap and decide if they are countable or uncountable first before they look at the options. For gap 2, they need to look for the noun (*water*) in the sentence. For gap 8, they need to look for *buildings*. Students then choose the correct option to complete the text.

KEY

1 b 2 a 3 a 4 c 5 c 6 c 7 a 8 c 9 b 10 a

### Exercise 2

- Tell students to look at the picture in exercise 2. Point to different things in the picture, e.g. the trees, the rubbish, the grass, etc. and elicit the relevant words. Then ask students to complete the questions and answers. Check answers by getting students to ask and answer the questions around the class.

KEY

(Possible answers)

- How many trees are there? There are a few / not many trees.
- How many people are there? There are a lot of people.
- How many shops are there? There are a lot of shops.
- How much rubbish is there? There is a lot of rubbish.
- How many bicycles are there? There are a few / two / not many bicycles.
- How much space is there? There is a little / not much space.

### Exercise 3

- Students work in pairs to describe their own town in the future. They should use expressions of quantity to talk about the different things in their town. Ask one or two pairs of students to describe their future town to the rest of the class. You could then ask the class to vote for their favourite vision of the future!

## 1 Circle the correct verbs.

My favourite game show is called *Just a Minute*. In this game, the host names a topic, for example, 'My favourite actor'. Then the first contestant <sup>1</sup>**must / doesn't have to** talk about this topic. They <sup>2</sup>**mustn't / must** repeat any words and they <sup>3</sup>**don't have to / mustn't** stop talking. They <sup>4</sup>**don't have to / mustn't** know a lot about the subject – the facts aren't important – but they <sup>5</sup>**must / mustn't** change the subject. They <sup>6</sup>**don't have to / must** talk for one minute. The other contestants <sup>7</sup>**must / mustn't** listen to the speaker and press a button if they hear a mistake. You <sup>8</sup>**don't have to / must** have a TV to enjoy the show because it's a radio show!

2 Complete the instructions with *have to*, *don't have to* or *mustn't* and the verbs in brackets.



## Welcome to the Young Film-Makers course.

*We want you to have a great time on the course,  
but there are some important rules to remember.*

- Students <sup>1</sup>\_\_\_\_\_ (arrive) at the film studio by 8 a.m. every day.
- You <sup>2</sup>\_\_\_\_\_ (have) your identity pass with you at all times.  
You <sup>3</sup>\_\_\_\_\_ (wear) your pass, but you  
<sup>4</sup>\_\_\_\_\_ (show) it to a member of staff in order to enter the studio.
- You <sup>5</sup>\_\_\_\_\_ (use) your mobile phone in the studio.  
Please leave your phone at reception.
- Students <sup>6</sup>\_\_\_\_\_ (have) any special equipment for this course.  
We provide everything necessary.
- There is a one-hour break for lunch from 13.00–14.00.  
You <sup>7</sup>\_\_\_\_\_ (buy) lunch in our canteen – you can bring your  
own food – but you <sup>8</sup>\_\_\_\_\_ (leave) the building at lunchtime.  
All students <sup>9</sup>\_\_\_\_\_ (stay) in the building between 08.00 and 17.00.
- Students <sup>10</sup>\_\_\_\_\_ (be) careful with the cameras and other  
expensive equipment in the studio.

3 SPEAKING Work in groups. Imagine you are in a TV reality show. You are all sharing a house together. Make a list of rules for the house. Use *you must*, *you mustn't* and *you needn't*. Think about these things:

- food shopping
- music
- visitors
- cleaning
- gardening
- furniture and decoration
- pets
- security

## **3D must, mustn't and needn't / don't have to**

**Aims:** To practise using *must*, *mustn't*, *needn't* and *don't have to* to talk about obligation, prohibition and lack of obligation.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout and ask them to look at the text in exercise 1 quickly. Ask: *What does the text describe?* (A game show on the radio.) Then give students a few minutes to choose the correct options.

**KEY**

- 1 must
- 2 mustn't
- 3 mustn't
- 4 don't have to
- 5 mustn't
- 6 must
- 7 must
- 8 don't have to

### **Exercise 2**

- In exercise 2, students read a series of rules and complete them with the correct modal verb. Explain that they should read the rules carefully to understand whether they are describing obligation, prohibition or lack of obligation.

**KEY**

- 1 have to arrive
- 2 have to have
- 3 don't have to wear
- 4 have to show
- 5 mustn't use
- 6 don't have to have
- 7 don't have to buy
- 8 mustn't leave
- 9 have to stay
- 10 have to be

### **Exercise 3**

- Students work in groups to make a list of house rules. Encourage them to think about reality shows they have watched on TV and to use some of the ideas from these shows.

### **Extra activity**

- Ask students to prepare a TV-style presentation of their house rules and perform it for the rest of the class.

**3****Grammar Review**

Work in groups. Take turns to pick up a card. Make four sentences about the place on your card. Can the other people in your group guess the place? Use all of the words and phrases below.

a little / a few   a lot of   must / mustn't   needn't

**hospital**

**library**

**school**

**swimming  
pool**

**park**

**theatre**

**supermarket**

**zoo**

**pet shop**

**aeroplane**

**car**

**museum**

**hotel**

**restaurant**

**exam**

**train  
station**

**farm**

**bookshop**

**prison**

**church**

## **3** Grammar Review

**Aims:** To review and practise grammar from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 set of cards for each group of four students

- Divide students into groups of four. Give each group a set of cards, which they place face down in the middle. One student takes a card from the top of the pile and then makes four sentences about the place named on the card, without saying what the place is. They have to include the words *a little / a few, a lot of, must / mustn't* and *needn't* in their sentences. For example, for *restaurant*, the student could say: *There is a lot of food in this place. There are a few waiters. You must look at the menu. You needn't wear a uniform.*
- The other students try to guess the place. The first student to guess the place wins the card.
- The next student should then pick up a card and make four sentences about that place. Play continues in the same way until all the places have been described, or the activity is stopped. The winner is the student with the most cards at the end.

## 3

## Functional Language Practice: Agreeing and disagreeing

- 1 Read the dialogue and complete the gaps with the words and phrases below.

I agree with   I disagree with   impossible  
 inconvenient   irresponsible   It's true that  
 right to say that   unfair

**Ellie** I can't believe it! Look at this new rule!  
 All students have to attend a 'homework session' from 3 to 4 p.m. every day.  
 That's so <sup>1</sup>\_\_\_\_\_.

**Will** I don't think it's a bad idea.  
<sup>2</sup>\_\_\_\_\_ the day at college is longer, but it means we can finish our homework before we go home.

**Henry** <sup>3</sup>\_\_\_\_\_ Will. We can use the computers and the library at college for research. That's really useful.

**Ellie** Well, <sup>4</sup>\_\_\_\_\_ both of you. Homework is for home! I like working independently.

**Jade** Yes, Ellie's <sup>5</sup>\_\_\_\_\_ because we do have to learn to be independent.

**Will** But some people don't have the space or the facilities at home to do their homework. It's <sup>6</sup>\_\_\_\_\_ to do anything in my house – it's so noisy!

**Jade** OK, but then why isn't the homework session optional? Do they think we're <sup>7</sup>\_\_\_\_\_? I'm seventeen years old. I can make my own choices.

**Ellie** And also, it's really <sup>8</sup>\_\_\_\_\_ for me – I've got swimming club on Wednesdays and Fridays at 3.30. So now I have to change those training sessions. I'm so angry about it.

**Henry** Yup, we noticed that!

- 2 Act out the dialogue in groups of four.

- 3 **SPEAKING** Work in groups of four. Choose one of the statements below and discuss your opinions. Students A and B argue in favour of the statement. Students C and D argue against it.

• School canteens shouldn't serve chips, sweets, fizzy drinks, or any other unhealthy food.

• Education should be obligatory until the age of twenty.

• All sport at school should be non-competitive.

### Notes

## **3 Functional Language**

### **Practice: Agreeing and disagreeing**

**Aims:** To practise using language to agree and disagree.

This draws on the language in Lesson 3C.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

#### **Exercise 1**

- Give each student a handout and ask them to do the exercise. You could elicit the first two answers as examples. Ask students what they think of the new rule discussed in the dialogue. Do they think it's a good idea or a bad idea?

#### **KEY**

- 1 unfair
- 2 It's true that
- 3 I agree with
- 4 I disagree with
- 5 right to say that
- 6 impossible
- 7 irresponsible
- 8 inconvenient

#### **Exercise 2**

- Students work in groups of four to act out the completed dialogue. Encourage them to use intonation and sentence stress to make their dialogue more dramatic.

#### **Exercise 3**

- Still in their groups, students choose a controversial statement and discuss their opinions. Give them time to think about the arguments in favour / against the statement and remind them to use the functional language from this lesson. You could tell students to discuss one of the statements as a class debate, inviting opinions from all students. Finally they can vote in favour of or against the statement.

## 4A

## Weather

## 1 Match the sentence halves. Then complete them with the words below.

clouds foggy lightning raindrops rainy snowflakes sunshine wind

1 The sky is blue today

a \_\_\_\_\_ running down the window.

2 I saw \_\_\_\_\_ five seconds ago

b with a few white \_\_\_\_\_.

3 It's very \_\_\_\_\_ today –

c don't forget your umbrella.

4 Most \_\_\_\_\_ have got

d it's very stormy today.

5 It's dangerous to drive

e when it's very \_\_\_\_\_.

6 I love to see the \_\_\_\_\_

f and now I can hear thunder.

7 I was getting ready for the beach when I suddenly noticed

g when I wake up in the morning.

8 I can hear the \_\_\_\_\_ in the trees –

h six sides.

## 2 Circle the correct words.

## 1 -5°C

The temperature tonight is below <sup>1</sup>zero / <sup>2</sup>mild. There are heavy storms in the south, with <sup>3</sup>ice / <sup>4</sup>thunder and lightning. In the north it is cold, dark and very windy with <sup>5</sup>hail / <sup>6</sup>sunshine.

## 2 18°C

It's a <sup>7</sup>mild / <sup>8</sup>sweltering day today, with occasional <sup>9</sup>rain / <sup>10</sup>frost, but mainly <sup>11</sup>stormy / <sup>12</sup>warm and dry.

## 3 40°C

It's <sup>13</sup>cool / <sup>14</sup>sweltering and very <sup>15</sup>sunny / <sup>16</sup>icy.

## 4 12°C

It was a <sup>17</sup>cool / <sup>18</sup>hot night. There were some light <sup>19</sup>showers / <sup>20</sup>storms, but the weather was generally dry.

3 SPEAKING Work in pairs. Ask each other the questions and then check your scores.

## Weather quiz

**Do our weather quiz and find out your perfect holiday activity!**

1 What is your favourite type of weather?

- a hot and sunny
- b dark storms, thunder and lightning
- c cold and snowy

2 It's snowing outside. What do you do?

- a Get on an aeroplane to a warm country.
- b Stay inside, but take some great photos of the snow.
- c Run outside and make a snowman.

3 It's 36°C. What do you want to do?

- a I want to meet my friends and go for a walk.
- b I want to lie in the sun and think about life.
- c I want to have a cold drink and an ice cream.

4 What's your favourite season?

- a summer    b autumn    c winter

Mostly a: You like being with your friends and you love hot weather. Your perfect holiday activity is: **Swimming in the sea**.

Mostly b: You enjoy sport, but you don't like hot weather. Your perfect holiday activity is: **Skating in a large city**.

Mostly c: You enjoy sport, but you don't like hot weather. Your perfect holiday activity is: **Swimming in the mountains**.

## 4A Weather

**Aims:** To recycle vocabulary for weather.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise. Tell students to read all the beginnings and endings of the sentences before they try to match them. Then give them another couple of minutes to do the gapfill.

**KEY**

- 1 b, clouds
- 2 f, lightning
- 3 c, rainy
- 4 h, snowflakes
- 5 e, foggy
- 6 g, sunshine
- 7 a, raindrops
- 8 d, wind

### Exercise 2

- Students choose the correct options to complete some weather reports. Remind them that they will need to read the whole report carefully and think about the meaning in order to choose correctly. Make sure that they also look at the temperatures for each weather report.

**KEY**

- 1 zero
- 2 thunder
- 3 hail
- 4 mild
- 5 rain
- 6 warm and dry
- 7 sweltering
- 8 sunny
- 9 cool
- 10 showers

### Exercise 3

- Exercise 3 is a fun quiz activity. Students do the quiz in pairs and check the results at the bottom of the page. They can then discuss whether they agree with the results of the quiz.

## 4B

## Comparison

- 1 Look at the table and make comparative sentences about two towns: Trentor and Barfield.

	Trentor	Barfield
Population	120,000	48,000
Total annual rain (in mm)	515	515
Number of snowy days per year	12	26
Average temperature °C	17	25
Distance from the sea (in km)	158	230
Visitor rating	*****	***

1 population / big

Trentor's population is bigger than Barfield's population.

Barfield's population isn't as big as Trentor's population.

2 rainy

---



---



---

3 snowy

---



---



---

4 hot

---



---



---

5 far / from the sea

---



---



---

6 good

---



---



---

- 2 Complete the email with the comparative form of the adjectives in brackets.

**Message** **Options**

Hi Freda

Thanks for your email. We're now in our new house in Canada, and it's amazing! It's <sup>1</sup>\_\_\_\_\_ (modern) and <sup>2</sup>\_\_\_\_\_ (spacious) than our old house in London, and the garden's much <sup>3</sup>\_\_\_\_\_ (big) as well. The neighbours are <sup>4</sup>\_\_\_\_\_ (friendly) too. My college is just ten minutes away by bus – <sup>5</sup>\_\_\_\_\_ (close) than my old college in London. The teachers are generally great, but some of the coursework is much <sup>6</sup>\_\_\_\_\_ (difficult) here.

I've got a part-time job after college – I'm working in a restaurant. The food is a bit <sup>7</sup>\_\_\_\_\_ (expensive) than in England, but it's also <sup>8</sup>\_\_\_\_\_ (tasty). Fish and chips are delicious!

There's only one real negative at the moment: the weather! The winter here is much <sup>9</sup>\_\_\_\_\_ (cold) and <sup>10</sup>\_\_\_\_\_ (snowy) than in England. I can't wait for spring!

Love  
Meg

- 3 **SPEAKING** Work in groups. Choose two countries from the list below. How much do you know about:

- the climate?
- the cost of food?
- the average size of houses?

Share your ideas and compare the two countries.

Australia China India Japan Mexico  
New Zealand South Africa Spain the UK the USA

## 4B Comparison

**Aims:** To review comparative forms.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- You can use this exercise as an opportunity for students to practise numbers. Give each student a handout. Focus on the table and ask different students to read out the figures. Then go through the first example answer with the class. Point out that students need to write two sentences for each piece of information, apart from number 2.

**KEY**

- 2 Barfield is as rainy as Trentor.  
Trentor is as rainy as Barfield.
- 3 Barfield is snowier than Trentor.  
Trentor isn't as snowy as Barfield.
- 4 Barfield is hotter than Trentor.  
Trentor isn't as hot as Barfield.
- 5 Barfield is further from the sea than Trentor.  
Trentor isn't as far from the sea as Barfield.
- 6 Trentor is better than Barfield.  
Barfield isn't as good as Trentor.

### Exercise 2

- Ask students to read through the email first for gist. Ask some general comprehension questions if necessary:  
*Where is Meg? (in Canada) What is she describing? (her new house) What's her part-time job? (She works in a restaurant.)* Then give students a few minutes to complete the email with the correct comparative forms.
- Check answers by asking different students to read out a completed sentence in turn.

**KEY**

- 1 more modern
- 2 more spacious
- 3 bigger
- 4 friendlier
- 5 closer
- 6 more difficult
- 7 more expensive
- 8 tastier
- 9 colder
- 10 snowier

### Exercise 3

- Students work in groups of three or four. Encourage them to use information they already know about the countries listed. If they have access to the internet or a library, they can also do some more research. You could give them some example sentences: *I think the UK is colder than Spain, and food is cheaper in Spain. I think houses are bigger in the UK than in Spain.* etc. Invite one or two groups to tell the rest of the class about the countries they chose and compared.

# 4D

## Superlative adjectives, *too* and *enough*

- 1 Choose the correct answers.

### THE SNOW WINTER OF 1880-1881

- 1 The winter of 1880-1881 was one of the **worst / most bad** winters in American history.
- 2 The **too famous / most famous** description of this winter is in Laura Ingalls Wilder's book *The Long Winter*.
- 3 Several towns were snowbound for months and people **didn't have enough / had too much** food to last the winter.
- 4 The farmers **were too slow / slowest** to harvest their crops before the snow fell.
- 5 The Chicago and North Western railway closed because there were **were too many / weren't enough** men to clear snow from the tracks.
- 6 The snow was **not deep enough / too deep** for the cattle to graze and thousands of cows starved to death.
- 7 The **biggest / too big** snow drifts were more than 3.5 m deep.
- 8 On the **too cold / coldest** days, the temperature fell to -30°C.

- 2 Write questions from the prompts with the superlative. Then circle the correct answers.

1 What is / large / desert / in the world?

a Antarctica      b the Sahara      c the Gobi

2 What is / deep / cave / in the world?

a Mulu      b Krubera      c Lascaux

3 What was / high / temperature / ever recorded?

a 45°C      b 57°C      c 64°C

4 Where was / deadly / tornado?

a Bangladesh      b Argentina      c USA

5 How long was / long / lightning bolt?

a 19 km      b 90 km      c 190 km

6 What is / dangerous / creature / in the world?

a mosquito      b human      c shark

7 What is / wide / river / in the world?

a the Amazon      b the Mekong      c the Nile

8 What is / high / waterfall / in the world?

a Niagara Falls      b Victoria Falls      c Angel Falls

- 3 **SPEAKING** Complete the questions with the superlative. Then ask and answer them to find students in the class with the same answers.

1 Who is \_\_\_\_\_ (good) singer in the world?

2 Who is \_\_\_\_\_ (talented) actor / actress in the world?

3 Who is \_\_\_\_\_ (tall) person in your family?

4 Who is \_\_\_\_\_ (funny) person in the class?

5 Who is \_\_\_\_\_ (fast) runner in the world?

## **4D Superlative adjectives, too and enough**

**Aims:** To review superlatives, *too* and *enough*.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout. Explain that the fact file contains facts about the very cold winter of 1880–1881 in the USA. Explain that they have to read the sentences carefully and think about their meaning in order to choose the correct option. You could then ask students if they can remember any severe weather incidents in recent history.

**KEY**

- 1 worst
- 2 most famous
- 3 didn't have enough
- 4 too slow
- 5 weren't enough
- 6 too deep
- 7 biggest
- 8 coldest

### **Exercise 2**

- Students could work individually to write the questions. You could then do the quiz as a team activity, with points for each correct answer. Alternatively, tell students to find out the answers for homework. Students could also do some research and write two or three similar multiple choice questions to ask the rest of the class.

**KEY**

- 1 What is the largest desert in the world? b
- 2 What is the deepest cave in the world? b
- 3 What was the highest temperature ever recorded? b
- 4 Where was the deadliest tornado? a
- 5 How long was the longest lightning bolt? c
- 6 What is the most dangerous creature in the world? a
- 7 What is the widest river in the world? a
- 8 What is the highest waterfall in the world? c

### **Exercise 3**

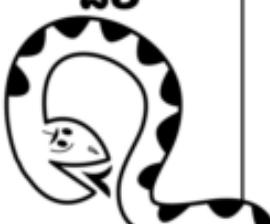
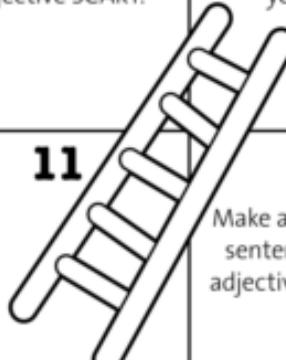
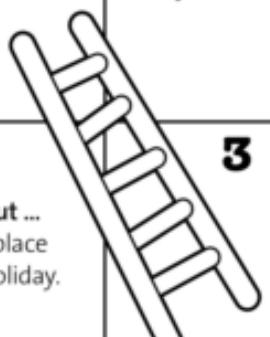
- Students work individually to complete the questions and then answer them with their own opinions. They then move around the classroom to ask the questions and try to find other students with the same answer. If it isn't possible for students to move around the classroom, you can ask different students for their opinions and then get the class to vote on whether they agree or not.

**KEY**

- 1 the best
- 2 the most talented
- 3 the tallest
- 4 the funniest
- 5 the fastest

**4****Grammar Review**

**Play the game in groups of three or four. Throw the dice and move your counter. Follow the instructions on the square. If you get the answer wrong, go back two squares.**

<b>21</b> Talk about ... the funniest person in your family.	<b>22</b> Make a comparative sentence with the adjective FAR.	<b>23</b> 	<b>24</b> Make a superlative sentence with the adjective MOVING.	<b>25</b> <b>FINISH!</b>
<b>20</b> Make a superlative sentence with the adjective SCARY.	<b>19</b> Talk about ... the fastest student in your class.	<b>18</b> Compare two actors.	<b>17</b> Make a superlative sentence with the adjective BEAUTIFUL.	<b>16</b> Make a comparative sentence with the adjective GOOD.
<b>11</b> 	<b>12</b> Make a comparative sentence with the adjective EXPENSIVE.	<b>13</b> Compare three drinks from the list below: tea coffee milk water juice cola lemonade	<b>14</b> Talk about ... the most interesting object in your house.	<b>15</b> 
<b>10</b> Compare two animals from the list below: cheetah elephant mouse whale lion dog cat	<b>9</b> Make a superlative sentence with the adjective COLD.	<b>8</b> Make a comparative sentence with the adjective TASTY.	<b>7</b> 	<b>6</b> Compare two cities from the list below: Beijing London Paris Sydney Tokyo New York Madrid Buenos Aires
<b>1</b> <b>START</b>	<b>2</b> Talk about ... the best place to go on holiday.	<b>3</b> 	<b>4</b> Make a comparative sentence with the adjective SUCCESSFUL.	<b>5</b> Compare two forms of transport from the list below: car bike plane helicopter boat bus canoe

## 4 Grammar Review

**Aims:** To review and practice comparatives and superlatives. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each group of three or four students. You will also need a dice and counters.

- Divide students into groups of three or four. Give them a copy of the board game, a dice and counters. Tell them to place the counters on START.
- The first student spins the dice, moves their counter and follows the instructions. If they can't form a sentence correctly, they go back two spaces. If they land on the head of a snake, they go back to the square where the tail of the snake is. If they land at the bottom of a ladder, they go up to the square where the top of the ladder is.
- The winner is the first person to the FINISH! square, or the person on the highest number when you stop the game.

## 4

## Functional Language Practice: Expressing opinions

- 1 Put the dialogue in the correct order.



- Eloise It seems to me that you're forgetting about the effect of offshore wind farms on marine life. OK, so humans won't hear the wind turbines, but sea animals and birds do.
- Eloise You say that it doesn't pollute the environment, but what about noise pollution? Lots of people who live near wind farms complain about the noise.
- Eloise No, not really. In my opinion, it's got lots of disadvantages. For example, it's very difficult to store the energy from a wind turbine. So when it isn't windy, we can't get any energy.
- Dominic To be honest, that's a very small number of people. And lots of wind turbines are offshore – in the sea, so no one can hear the noise!
- 1 Dominic What do you think about wind energy? Do you think it's a good alternative to fossil fuels?
- Dominic That's true, but, as I see it, that isn't a major problem. Wind energy is renewable, it doesn't pollute the environment and we can't run out of it.

- 2 Work in pairs. Act out the dialogue.

- 3 **SPEAKING** Work in groups of four. Choose one of the statements, A, B or C. Then follow the instructions below.

A

We shouldn't build new houses in the countryside.

B

We should all become vegetarians.

C

There are too many people in the world. No one should have more than two children.

- Think of arguments for and against the statement.
- Two people in the group will argue in favour of the statement; two people will argue against it.
- Prepare your arguments and then make your presentations to the class.
- Hold a class vote.

## 4 Functional Language Practice: Expressing opinions

**Aims:** To practise expressing opinions. This draws on the language in Lesson 4E.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout. Ask them to put the dialogue into the correct order. Tell them that they don't have to understand every word of the dialogue, but they should look carefully at the beginnings and endings of each sentence, as these will give a clue about what comes before or after.

#### KEY

Dominic What do you think about wind energy? Do you think it's a good alternative to fossil fuels?

Eloise No, not really. In my opinion, it's got lots of disadvantages. For example, it's very difficult to store the energy from a wind turbine. So when it isn't windy, we can't get any energy.

Dominic That's true, but, as I see it, that isn't a major problem. Wind energy is renewable, it doesn't pollute the environment and we can't run out of it.

Eloise You say that it doesn't pollute the environment, but what about noise pollution? Lots of people who live near wind farms complain about the noise.

Dominic To be honest, that's a very small number of people. And lots of wind turbines are offshore – in the sea, so no one can hear the noise!

Eloise It seems to me that you're forgetting about the effect of offshore wind farms on marine life. OK, so humans won't hear the wind turbines, but sea animals and birds do.

### Exercise 2

- Students work in pairs to act out the dialogue. Ask one or two pairs of students to perform the dialogue to the rest of the class.

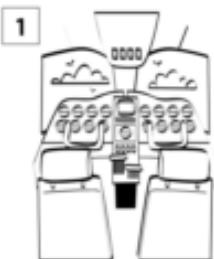
### Exercise 3

- Students work in groups of four to choose one of the statements and then debate it in front of the class. If all groups pick the same statement, you could encourage them to choose a different one so that the presentations are more varied.
- The two students in each group in favour of the statement should work together to prepare their arguments and think of questions for their opponents.
- The two students in each group against the statement should also work together, preparing their arguments.
- Give students ten minutes to discuss and prepare their arguments before the class debate.
- Each group takes turns to debate their statement in front of the class. Set a time limit for each debate.
- Ensure that the rest of the class listens to each presentation by asking them to take notes and prepare a question for each group. Encourage students to ask questions before you hold the class vote.

# 5A Jobs

## 1 Match the jobs with the pictures.

cleaner dentist farm worker pilot programmer sales assistant  
solicitor sports coach travel agent waiter

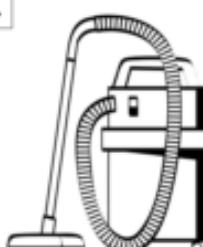


2

3

4

5



6



7



8



9



- 2 Who says these things? Use the words from exercise 1. Then write sentences for the two other jobs from exercise 1.

1 'These jeans are £25.'

2 'There's a great deal on flights to Paris at the moment.'

3 'Would you like to see the menu?'

4 'Open your mouth, please.'

5 'We are now flying over the Atlantic Ocean.'

6 'Where's the vacuum cleaner?'

7 'The cows are all under the trees.'

8 'Run three times around this field.'

## 3 SPEAKING Work in groups of four. Play 'Guess my job'.

Student A Think of a job from exercise 1.

Students B, C & D Ask Student A yes/no questions about the job. Can you guess the job?

Do you work outdoors?

B

Yes, I do.

Do you earn a lot of money?

A

C

No, I don't.

Is it a tiring job?

A

D

Yes, it is.

Are you a farm worker?

A

B

## 5A Jobs

**Aims:** To recycle nouns for jobs and work activities.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout. Tell them to look at the pictures carefully and then match them to the jobs. Explain that the pictures are clues about the jobs rather than straight illustrations of each job. Check answers with the class and use this opportunity to correct any pronunciation mistakes at the same time.

**KEY**

- 1 pilot
- 2 farm worker
- 3 solicitor
- 4 cleaner
- 5 sales assistant
- 6 sports coach
- 7 programmer
- 8 waiter
- 9 travel agent
- 10 dentist

### Exercise 2

- In exercise 2, students look at the speech bubbles and think about which person from exercise 1 would say each sentence. If necessary, elicit or explain the meaning of *a great deal, vacuum cleaner, field*. Students then write sentences for the two other jobs from exercise 1 (*solicitor* and *programmer*).

**KEY**

- 1 sales assistant
- 2 travel agent
- 3 waiter
- 4 dentist
- 5 pilot
- 6 cleaner
- 7 farm worker
- 8 sports coach

### Exercise 3

- In exercise 3, students work in groups of three or four. Ask two students to read out the example dialogue first and get the class to guess what the job is (*farm worker* or *sports coach*). Students then work in their groups to play the game. They should use some of the vocabulary to describe jobs and work activities from pages 52 and 53 of the Student's Book.

# 5B

## will and going to

### 1 Choose the correct answers.

Hannah What <sup>1</sup>\_\_\_\_ this morning?

Annabel I'm not sure. I think <sup>2</sup>\_\_\_\_ my friends in town and hang out with them.

Hannah <sup>3</sup>\_\_\_\_ to Lizzy's party tomorrow?

Annabel No, I can't. <sup>4</sup>\_\_\_\_ my grandparents. It's my grandmother's birthday.

Hannah What <sup>5</sup>\_\_\_\_ her?

Annabel I don't know. <sup>6</sup>\_\_\_\_ her a scarf when I'm in town this morning. Do you want to come along?

Hannah I don't think <sup>7</sup>\_\_\_\_ time. <sup>8</sup>\_\_\_\_ tennis with my brother this morning.

Annabel When <sup>9</sup>\_\_\_\_ him?

Hannah At half past ten.

Annabel Um, Hannah ... it's half past ten now!

Hannah Oh no! <sup>10</sup>\_\_\_\_ late!

- 1 a are you going to do  
b will you do

- 6 a I'm probably going to buy  
b I'll probably buy

- 2 a I'm going to meet  
b I'll meet

- 7 a I'll have  
b I'm going to have

- 3 a Will you go  
b Are you going to go

- 8 a I'll play  
b I'm going to play

- 4 a I'm going to visit  
b I'll visit

- 9 a will you meet  
b are you going to meet

- 5 a will you give  
b are you going to give

- 10 a I'm going to be  
b I'll be

### 2 Complete the sentences with *will* or *going to* and the verbs in brackets.

1 I borrowed my sister's phone and now I can't find it. She \_\_\_\_\_ (be) very angry with me!

2 A What are your plans for Sunday?

B We \_\_\_\_\_ (drive) to the beach.

3 A I don't feel very well.

B I \_\_\_\_\_ (get) you a glass of water.

4 A What's the score?

B Germany 7, Brazil 1. Germany's team \_\_\_\_\_ (win) the match.

5 A What do you want to do when you leave college?

B I don't know. I think I \_\_\_\_\_ (travel) around Europe for a few months.

6 I promise I \_\_\_\_\_ (call) you after supper.

7 I \_\_\_\_\_ (have) lunch at 12.30.

8 I think cars \_\_\_\_\_ (use) water as fuel in the future.

### 3 SPEAKING Work in groups. Tell other people in your group about your plans and predictions for your life over the next five years. Think about these things:

- your home • your family • your friends • your career • your studies

I think I'll move to another country in two years' time.

I'm going to study English and science next year.

## 5B ***will* and *going to***

**Aims:** To review and practise *will* and *going to* for predictions, plans, offers and promises.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout. Students choose the correct option to complete the dialogue. Remind students, if necessary, that we use *going to* to describe plans and predictions based on evidence, and *will* to describe sudden decisions, predictions, based on what we know or is just a guess, offers and promises. Ask a couple of students to read out the completed dialogue and tell the rest of the class to listen and raise their hands if they think they hear a mistake.

**KEY**

1 a 2 b 3 b 4 a 5 b 6 b 7 a 8 b  
9 b 10 a

### **Exercise 2**

- Students complete the sentences with the correct form of *will* or *going to*. Check answers as a class and ask students to say why they have used each form.

**KEY**

- 1 's going to be (prediction based on evidence)
- 2 're going to drive (definite plan)
- 3 'll get (offer)
- 4 's going to win (prediction based on evidence)
- 5 'll travel (uncertain plan)
- 6 'll call (promise)
- 7 'm going to have (definite plan)
- 8 will use (prediction)

### **Exercise 3**

- Students work in groups of four or five. Focus their attention on the example sentences and elicit the reason for the use of *will* in the first sentence (prediction) and *going to* in the second sentence (definite plan). Students then talk in their groups about their plans and predictions.

**1 Match the sentence halves.**

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 If I eat another piece of cake,    | a they won't understand the homework. |
| 2 You won't miss the train           | b you won't have any tomorrow.        |
| 3 If they don't listen,              | c if I see him this afternoon.        |
| 4 I'll give him the message          | d she'll be very upset.               |
| 5 If you spend all your money today, | e I'll be sick.                       |
| 6 If he doesn't speak to her,        | f we'll cancel the football match.    |
| 7 If it rains tomorrow,              | g if they have enough money.          |
| 8 They'll buy a new car              | h if you run.                         |

**2 Complete the dialogue with the first conditional.**

**Receptionist** Hello, Tunstan Engineering, can I help you?

**Rick** Oh, hello, my name's Rick Fletcher. I'd like to apply for your training course.

**Receptionist** Yes, of course. If you <sup>1</sup>\_\_\_\_\_ (give) me your email address, I <sup>2</sup>\_\_\_\_\_ (send) you the application form.

**Rick** OK. It's rick.fletcher@emails.com.

**Receptionist** Thank you. The deadline for applications is this afternoon. If you <sup>3</sup>\_\_\_\_\_ (email) your application to me, our manager <sup>4</sup>\_\_\_\_\_ (look) at it this afternoon.

**Rick** That's great. When will I hear from you?

**Receptionist** If we <sup>5</sup>\_\_\_\_\_ (like) your application, we <sup>6</sup>\_\_\_\_\_ (invite) you to an interview next week. If you <sup>7</sup>\_\_\_\_\_ (do) well in the interview, we <sup>8</sup>\_\_\_\_\_ (offer) you a place on the training course.

**Rick** Right. And how long is the training scheme?

**Receptionist** It's a six-month course. If you <sup>9</sup>\_\_\_\_\_ (pass) the exams at the end, you <sup>10</sup>\_\_\_\_\_ (receive) a basic engineering qualification. But it's a very demanding course. If you <sup>11</sup>\_\_\_\_\_ (not / work) hard, you <sup>12</sup>\_\_\_\_\_ (not / pass) the exams.

**3 a SPEAKING** Work in groups. Read the chain game conversation below. Can you work out the rules for the game?

If I wake up early tomorrow, ...

If I wake up early tomorrow, I'll go for a run.

A

If I go for a run, I'll get fitter.

If I get fitter, I'll enter a marathon.

C

If I enter a marathon, ...

B

**b Now play the chain game. Begin with:**

If I pass all of my exams, ...

## 5D First conditional

**Aims:** To review and practise the first conditional.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise. You could advise them to underline the *if* clauses and put a circle round the main clauses first, as this will help them to do the matching activity.

**KEY**

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

### Exercise 2

- Tell students to read through the whole dialogue first and ask them a few quick comprehension questions: *Why is Rick calling Tunstan Engineering?* (because he wants to apply for a training course); *Who will look at his application?* (the manager); *How long is the training course?* (six months). Students then complete the dialogue with the first conditional. Ask two students to read out the completed dialogue to the rest of the class.

**KEY**

- 1 give
- 2 'll send
- 3 email
- 4 will look
- 5 like
- 6 'll invite
- 7 do
- 8 'll offer
- 9 pass
- 10 'll receive
- 11 don't work
- 12 won't pass

### Exercise 3

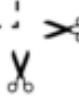
- Students work in groups. Give them a minute to read the conversation and try to work out the rules. Explain, if necessary, that students have to try to keep the conversation going for as long as possible. Each student must make a new first conditional sentence, starting with the consequence from the previous sentence. Encourage students to be inventive and humorous with their ideas. Accuracy of the grammar is more important than totally logical consequences!

## 5

## Grammar Review

## Talk about it!

What are you going to do after college today?	Where are you going to go on your next holiday?
Who are you going to see at the weekend?	What are you going to study next year?
When are you going to do your homework?	What will schools be like in the year 2030?
Where will you travel to in the future?	Which of your friends will have the most exciting job in the future?
What will the weather be like next winter?	Where will you be in the year 2040?
<b>Complete this sentence:</b> If I don't have breakfast tomorrow morning, ...	<b>Complete this sentence:</b> If my teacher is ill next week, ...
<b>Complete this sentence:</b> If the weather is good at the weekend, ...	<b>Complete this sentence:</b> If I don't understand this lesson, ...
<b>Complete this sentence:</b> If I don't tidy my room, ...	<b>Complete this sentence:</b> ... , I will be very angry.
<b>Complete this sentence:</b> ... , my family will be very happy.	<b>Complete this sentence:</b> ... , my friends will be very surprised.
<b>Complete this sentence:</b> ... , I will swim in the sea.	<b>Complete this sentence:</b> ... , it will be a disaster!



## 5 Grammar Review

**Aims:** To review and practise *will* or *going to* for future and the first conditional. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 set of cards cut up for each group of four or five students

- Divide students into groups of four or five. Give each group a set of cards, which they place face down in the middle of them. One student takes a card from the top of the pile and either completes the first conditional sentence or answers the question, using *will* or *going to*. If they make a correct sentence, they can keep the card. If they make a mistake, they put the card at the bottom of the pile.
- Play continues in a clockwise direction until all of the cards are used up or you stop the activity. The winner is the student who has the most cards at the end.

## 5

## Vocabulary Review

## Collocations dominoes

the phone	earn
a lot of money	wear
a uniform	work
long hours	be
on your feet	serve
customers	use
a computer	deal
with the public	make
phone calls	work
with children	be
part of a team	travel
a lot	answer

## Jobs dominoes

dresser	grounds
keeper	lock
smith	pizza
delivery man / woman	estate
agent	police
officer	surfing
instructor	video game
developer	sales
assistant	farm
worker	sports
coach	travel
agent	hair

## 5 Vocabulary Review

**Aims:** To review and practise vocabulary from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** One set of cards cut up for each pair of students

- The cards are divided into two lexical sets. You can choose just one of the lexical sets, or, for a more challenging activity, you can mix up all the cards together and practise both lexical sets at the same time.
- Divide the class into pairs and give each pair a set of cards. Tell them to share out the cards equally, without looking at their partner's cards. Student A then chooses one card and lays it down. Student B must try to find a collocation to fit either one of the words on Student A's card. So, for example, if Student A lays down the card: *on your feet / serve*, Student B could choose the card: *long hours / be* and place it so that the word *be* is next to the phrase *on your feet*. Alternatively, Student B could choose the card: *customers / use* and place it so that the word *customers* is next to the word *serve*. If Student B has neither of these cards, he/she misses a turn and Student A has another turn. The winner is the first person to use up all their cards.

### KEY

earn – a lot of money

wear – a uniform

work – long hours / with children

be – on your feet / part of a team

serve – customers

use – a computer

deal – with the public

make – phone calls

travel – a lot

answer – the phone

grounds – keeper

lock – smith

pizza – delivery man / woman

estate / travel – agent

police – officer

surfing – instructor

video game – developer

sales – assistant

farm – worker

sports – coach

hair – dresser

## 6A

## Worth a visit

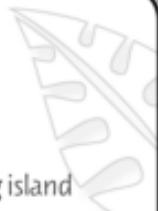
- 1 Complete the table with the visitor attractions below.

aquarium castle cathedral fountain harbour museum national park palace

Buildings	Places with water	Places with animals

- 2 Choose the correct adjectives.

### Perfect for ... **nature-lovers**



Come and visit the <sup>1</sup>**remote / boring** island of Sark. There are no cars on this <sup>2</sup>**busy / peaceful** island, and the views from the cliffs are <sup>3</sup>**spectacular / crowded**. Many people enjoy taking a <sup>4</sup>**romantic / disappointing** sightseeing tour by horse and carriage. Others hire bikes and explore the <sup>5</sup>**expensive / atmospheric** and beautiful coast.

### Perfect for ... **culture-lovers**

The <sup>6</sup>**historic / remote** city of Edinburgh has many interesting old buildings and monuments. During August, it can be very <sup>7</sup>**touristy / peaceful**, as hundreds of thousands of visitors come to the city for the famous Edinburgh Festival. Accommodation is also very <sup>8</sup>**impressive / expensive** during the festival. However, although the city is <sup>9</sup>**romantic / busy** in the summer, it is never <sup>10</sup>**spectacular / boring**!

- 3 **SPEAKING** Work in groups. Create a short TV advert (two minutes long) for a famous place in your country. Use as much vocabulary from exercises 1 and 2 as you can.

Notes

## 6A Worth a visit

**Aims:** To recycle nouns and adjectives for visitor attractions.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise.

KEY

Buildings: castle, cathedral, museum, palace

Places with water: aquarium, fountain, harbour

Places with wild animals: aquarium, national park

### Exercise 2

- Tell students to look at the texts and ask them where they might read texts like this (in a holiday brochure or on a holiday website). If you have a map of the UK, you could point out where Sark and Edinburgh are. Students then choose the correct adjectives to complete the texts. Students could then go on to discuss in pairs which place they would prefer to visit and why.

KEY

1 remote 2 peaceful 3 spectacular 4 romantic

5 atmospheric 6 historic 7 touristy 8 expensive

9 busy 10 boring

### Exercise 3

- Students work in groups to create a TV advert for a place in their country. Encourage them to use the adjectives from exercise 2. If students are enjoying this activity, you could extend it into a piece of homework and ask students to add music and pictures to their advert. The class could then vote for their favourite advert.

## 6B

## Present perfect

- 1 Joe and Emma are on holiday in Paris. Look at the list and write sentences about what they have and haven't done.

	Joe	Emma
1 see the Mona Lisa at the Louvre	✓	✗
2 eat some French cheese	✓	✓
3 take lots of photos	✗	✓
4 spend a day at Disneyland Paris	✓	✓
5 go shopping at Galeries Lafayette	✓	✗
6 visit the Palace of Versailles	✗	✗

- 1 Joe has seen the Mona Lisa at the Louvre. Emma hasn't seen the Mona Lisa at the Louvre.  
 2 Joe and Emma have eaten ...  
 3  
 4  
 5  
 6

- 2 Complete the email with the present perfect form of the verbs in brackets.

**Message** **Options**

Subject: Hello from Greece

Hi Sally

We <sup>1</sup> \_\_\_\_\_ (be) here in Greece for two weeks now, and we're having a great holiday. I <sup>2</sup> \_\_\_\_\_ (eat) lots of ice cream and I <sup>3</sup> \_\_\_\_\_ (swim) in the sea every day! My cousins <sup>4</sup> \_\_\_\_\_ (hire) a boat for the week and we <sup>5</sup> \_\_\_\_\_ (sail) to some of the smaller Greek islands. My dad <sup>6</sup> \_\_\_\_\_ (not / come) with us because he doesn't really like sailing. He <sup>7</sup> \_\_\_\_\_ (spend) a lot of time on the beach, 'reading' (sleeping!).

How are you? <sup>8</sup> \_\_\_\_\_ (you / start) your summer job yet?

Write and tell me all your news!

Keira

## 3 Choose the correct option.

- 1 A Where's Jon?  
 B He's **been** / **gone** to the cinema. He'll be back soon.  
 2 I've never **been** / **gone** to Italy.  
 3 A Do you want to visit the cathedral this afternoon?  
 B No thanks. We've already **been** / **gone** there.  
 4 I can't find my jacket. Where has it **been** / **gone**?  
 5 We've **been** / **gone** to their house, but they've never come here.  
 6 Sandra doesn't live here. She's **been** / **gone** to live in Germany.  
 7 A Do we need to go to the supermarket?  
 B No, we don't. I've already **been** / **gone** there.  
 8 Have you ever **been** / **gone** to Egypt?

- 4 **SPEAKING** Work in groups. Play 'What have you done this week?' Continue the sentence for as long as possible!

**Student A** Make a present perfect sentence about something you have done this week.

**Student B** Repeat Student A's sentence and add another idea.

**Student C** Repeat Student B's sentence and add another idea.

A I've read three books.

B I've read three books and I've visited my aunt.

C I've read three books, I've visited my aunt and I've been to Manchester.

## 6B Present perfect

**Aims:** To practise using the present perfect.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Before giving out the handout, quickly remind students about the different usages of the present perfect, referring them to page 64 of the Student's Book, if necessary. Give each student a handout and tell them to look at the table and then write sentences about the information. Read out the example sentences first and remind students to use *have* with *I, you, we* and *they*, and *has* with *he, she* and *it*.

**KEY**

- 2 Joe and Emma have eaten some French cheese.
- 3 Joe hasn't taken lots of photos. Emma has taken lots of photos.
- 4 Joe and Emma have spent a day at Disneyland Paris.
- 5 Joe has been shopping at Galeries Lafayette. Emma hasn't been shopping at Galeries Lafayette.
- 6 Joe and Emma haven't visited the Palace of Versailles.

### Exercise 2

- In exercise 2, students complete the email with the present perfect form. They can check their answers in pairs.

**KEY**

- 1 've / have been
- 2 've / have eaten
- 3 've / have swum
- 4 have hired
- 5 've / have sailed
- 6 hasn't come
- 7 's / has spent
- 8 Have you started

### Exercise 3

- Elicit the difference in usage between *been* and *gone*. Students then do the exercise.

**KEY**

- 1 gone
- 2 been
- 3 been
- 4 gone
- 5 been
- 6 gone
- 7 been
- 8 been

### Exercise 4

- This is a sentence chain game, in which each student repeats the previous sentence and adds another present perfect clause. The challenge is to remember all the details as the sentence gets longer and longer. Students can play this game in groups or around the class. Encourage the other students to listen carefully and to call out if they hear any mistakes.

## 6D

## Contrast: past simple and present perfect

- 1 Write sentences from the prompts with the present perfect and the past simple.

1 A you / ever / win / a competition?

Have you ever won a competition?

B Yes, I have.

A what / you / win?

What did you win?

B I / win / a gold medal at a singing competition.

I won a gold medal at a singing competition.

2 A you / ever / meet / a famous person?

B Yes, I have.

A who / you / meet?

B I / meet / Emma Watson at a film premiere.

3 A you / ever / be / in a helicopter?

B Yes, I have.

A where / you / go?

B I / fly / over Cape Town.

4 A you / ever / break / your leg?

B Yes, I have.

A what / happen?

B I / fall / off my bike.

5 A you / ever / lose / your phone?

B Yes, I have.

A how / you / lose / it?

B I / leave / it / on the train.

- 2 Complete the text with the correct present perfect or past simple form of the verbs in brackets.



I <sup>1</sup> \_\_\_\_\_ (travel) to a lot of interesting places and I <sup>2</sup> \_\_\_\_\_ (meet) some amazing people. I <sup>3</sup> \_\_\_\_\_ (walk) across deserts and I <sup>4</sup> \_\_\_\_\_ (sail) down the Nile, but I <sup>5</sup> \_\_\_\_\_ (be) on a plane. Why? Because I'm really scared of flying. Last year, I <sup>6</sup> \_\_\_\_\_ (want) to fly from London to Madrid. I <sup>7</sup> \_\_\_\_\_ (arrive) at the airport, but I <sup>8</sup> \_\_\_\_\_ (feel) too scared to get on the plane!

3 **SPEAKING** Work in pairs.

- Look at the time expressions below. Decide if we use them with the present perfect or the past simple.

ever	for a month	last weekend	last year
never	on Saturday	since last week	yesterday

- Write three true sentences and two false sentences about yourself. Use time expressions.
- Read out your sentences to your partner. Can they guess the false sentences?

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## 6D Contrast: past simple and present perfect

**Aims:** To practise using the past simple and the present perfect and to understand which tense should be used.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and tell them to look at the example sentences and questions. Ask students to identify the present perfect question (*Have you ever won a competition?*) and the past simple question and answer (*What did you win? I won a gold medal at a singing competition.*). Remind students, if necessary, that we use the present perfect to talk about general experience, and the past simple to give more detailed information. Students then write the other sentences from the prompts.

**KEY**

2 Have you ever met a famous person?

Who did you meet?

I met Emma Watson at a film premiere.

3 Have you ever been in a helicopter?

Where did you go?

I flew over Cape Town.

4 Have you ever broken your leg?

What happened?

I fell off my bike.

5 Have you ever lost your phone?

How did you lose it?

I left it on the train.

### Exercise 2

- Students complete the text with the present perfect or past simple. Remind them to read the text carefully and think about whether each sentence describes a general experience, or gives more detailed information.

**KEY**

1 've / have travelled

2 've / have met

3 've / have walked

4 've / have sailed

5 haven't been

6 wanted

7 arrived

8 felt

### Exercise 3

- Give student a minute, in pairs, to categorise the time expressions. Check their answers quickly before they go on to write their true and false sentences. You could demonstrate the activity by writing and reading out your own sentences and asking the class to identify the false sentences.

**KEY**

**Present perfect:** ever, never, since last week

**Past simple:** last weekend, last year, on Saturday, yesterday

**Both:** for a month

## 6

## Grammar Review

Find someone who ...

	Name	More details
<b>has touched an elephant.</b>		
<b>has eaten unusual food.</b>		
<b>has camped on the beach.</b>		
<b>has written a song.</b>		
<b>has met a famous person.</b>		
<b>has appeared on TV.</b>		
<b>has lost something very important.</b>		
<b>has bought something very expensive.</b>		
<b>has seen a ghost.</b>		
<b>has lived in another country.</b>		

## 6 Grammar Review

**Aims:** To review and practise grammar from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

- Give each student a handout and tell them that for each item listed, they have to find someone in the class who has had that experience. Give them a minute to read through the items. Students then need to mingle, ask the questions and try to find someone for each item. Once they have found someone, they need to ask further questions, using the past simple, to elicit more details.

## 6

## Functional Language Practice: Asking for information

## 1 Complete the dialogue with the words below.

costs Could Do expensive how like map wondering

(TIO = Tourist information officer)

Henri Excuse me, I was <sup>1</sup>\_\_\_\_\_ if you could give me some information.

TIO Yes, of course. How can I help?

Henri I'd <sup>2</sup>\_\_\_\_\_ to know where the museum is.

TIO It's next to the library. Have you got a <sup>3</sup>\_\_\_\_\_?

Henri No, I haven't.

TIO Here – take this one.

Henri Thank you. Is it <sup>4</sup>\_\_\_\_\_ to get into?

TIO Not really. It <sup>5</sup>\_\_\_\_\_ £5.50 for adults and £3.50 for children under 14.

Henri Oh, that's good. <sup>6</sup>\_\_\_\_\_ you know what time it opens?

TIO It's open from 9.30 to 5.30.

Henri <sup>7</sup>\_\_\_\_\_ you tell me if there's a bus from the museum to the train station?

TIO Yes, there are lots of buses. The 45A and the 52 go directly from the museum to the station.

Henri OK, and <sup>8</sup>\_\_\_\_\_ much does a bus ticket cost?

TIO It's £1.50 for a single, and £2.20 for a return.

Henri Thank you so much.

## 2 Act out the dialogue in pairs.

3 **SPEAKING** Work in pairs.

**Student A** You are a tourist. You want to visit the castle. Find out:

- where it is.
- how much it costs.
- how to get there.
- if you can have a map.
- what other things you can do in the town.

**Student B** You are the tourist information officer. Think about your answers to Student A's questions. Practise your dialogue and then perform it to the class.

## **6 Functional Language** **Practice: Asking for information**

**Aims:** To practise using language to ask for information.

This draws on the language in Lesson 6G.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout and ask them look quickly at the dialogue. You could elicit the first two answers as examples.

**KEY**

1 wondering 2 like 3 map 4 expensive 5 costs

6 Do 7 Could 8 how

### **Exercise 2**

- Students work in pairs to act out the completed dialogue. Encourage them to use intonation and sentence stress to make their dialogue more interesting.

### **Exercise 3**

- Students work in different pairs to role-play another dialogue between a tourist and a tourist information officer. Give students time to read through their instructions and think about their questions and answers before they start their dialogue. Ask one or two confident pairs of students to perform their dialogues to the class.

## 1 Where can you buy these items? Complete the names of the shops and services.

- |  |           |  |
|--|-----------|--|
| 1 a new house e_____t_____                     | a_____n's | 6 a stamp p_____t o_____e                |
| 2 a loaf of bread b_____r's                    |           | 7 a bottle of tablets c_____m_____t's    |
| 3 a hoodie cl_____s shop                       |           | 8 a necklace j_____w_____e'              |
| 4 a cup of tea and some cake _____f____ee shop |           | 9 a pair of glasses _____p_____c_____n's |
| 5 a pen and a notebook _____t_____i_____s      | 's        | 10 some sausages b_____c_____r's         |

## 2 Circle the correct words.

1

- A Do you like my new jeans? They were £12.  
 B Really? That's a <sup>1</sup>bargain / refund!  
 A I know. There was a <sup>2</sup>sale / receipt at my favourite clothes shop. Everything was half price.  
 And there was a <sup>3</sup>price tag / special offer as well: buy two pairs of jeans and you get a free scarf.

2

- A Excuse me, this bag hasn't got a <sup>4</sup>coupon / price tag. Can you tell me how much it is, please?  
 B Yes, of course. It's €25.

3

- A Do you want to have lunch with me? I've got a <sup>5</sup>coupon / refund from Trend magazine.  
 It gives me a 10% <sup>6</sup>bargain / discount at Café Blanco.

- B Great idea!

4

- A I bought these headphones yesterday, but they don't work.  
 B Oh dear. Have you got the <sup>7</sup>coupon / receipt?  
 A Yes, here it is.  
 B Thank you. We can give you a <sup>8</sup>refund / discount, or we can replace your headphones.

## 3 SPEAKING Work in pairs. Are the sentences true (T) or false (F)?

	The biggest shopping centre in the world is in China. It's got more than 2,300 shops.	<input type="checkbox"/>
	There are 110,000 post offices in England.	<input type="checkbox"/>
	In most butcher's shops in the UK, you can usually buy fish and chips.	<input type="checkbox"/>
	The first launderette opened in 1934 in London.	<input type="checkbox"/>
	The most popular takeaway food in the UK is Chinese food.	<input type="checkbox"/>
	DIY means Do It Yourself.	<input type="checkbox"/>
	The first ever online store was a pizza takeaway shop.	<input type="checkbox"/>
	The first Monday in January is the busiest online shopping day in the UK.	<input type="checkbox"/>

## 7A Spending power

**Aims:** To recycle vocabulary for shops and services and shopping and to discuss some facts about shopping.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to look at the items. Check that they understand the meanings of the words before they try to write the answers. Students then complete the words for shops and services.

**KEY**

- 1 estate agent's
- 2 baker's
- 3 clothes shop
- 4 coffee shop
- 5 stationer's
- 6 post office
- 7 chemist's
- 8 jeweller's
- 9 optician's
- 10 butcher's

### Exercise 2

- Students read through the dialogues and choose the correct options. Check answers by asking different pairs of students to read out the completed dialogues. Encourage them to read aloud expressively and to pay attention to the sentence stresses.

**KEY**

- 1 bargain
- 2 sale
- 3 special offer
- 4 price tag
- 5 coupon
- 6 discount
- 7 receipt
- 8 refund

### Exercise 3

- Explain that this is a true or false quiz and that students might find some of the answers surprising. Read through each sentence with the class, pointing out, if necessary, that there are superlative adjectives in items 1, 5 and 8. Students work in pairs to decide if the sentences are true or false.
- Check answers with the whole class by reading out each sentence and asking students to put their hands up if they think the sentence is true. You could then ask the class to vote for the most surprising fact.

**KEY**

- 1 T
- 2 F – There are 11,500 post offices in England.
- 3 F – Butcher's shops sell meat. You can buy fish and chips from a fish and chip shop, which is a type of takeaway.
- 4 F – The first launderette opened in 1934 in Texas, the US. It was called a 'Washateria'. The first launderette in the UK opened in 1949 in London.
- 5 T
- 6 T
- 7 T
- 8 F – The busiest online shopping day in the UK is the first Monday in December. This is because people like to order gifts in time for delivery by Christmas.

- 1 Complete the second conditional sentences with the correct form of the verbs in brackets.



- 1 If I \_\_\_\_\_ (buy) a new phone, I \_\_\_\_\_ (not have) any money for the next month.
- 2 If I \_\_\_\_\_ (not have) any money, I \_\_\_\_\_ (can't go) out.
- 3 If I \_\_\_\_\_ (can't go) out, I \_\_\_\_\_ (spend) more time on my studies.
- 4 If I \_\_\_\_\_ (spend) more time on my studies, I \_\_\_\_\_ (get) great exam results!
- 5 If I \_\_\_\_\_ (get) great exam results, you \_\_\_\_\_ (be) very happy!

**But Katie ...**

- 6 If you \_\_\_\_\_ (stay) at home every night, you \_\_\_\_\_ (get) very bored.
- 7 If you \_\_\_\_\_ (get) very bored, you \_\_\_\_\_ (spend) a lot of time on your new phone.
- 8 If you \_\_\_\_\_ (spend) a lot of time on your new phone, you \_\_\_\_\_ (not have) time to study.
- 9 If you \_\_\_\_\_ (not have) time to study, you \_\_\_\_\_ (not pass) your next exam.
- 10 If you \_\_\_\_\_ (not pass) your next exam, I \_\_\_\_\_ (be) really cross!

- 2 **SPEAKING** Work in groups. Do the quiz and then read the results below. Do you agree with them?

- 1 If I had a job interview tomorrow, I would
  - a go shopping and buy some new clothes.
  - b stay at home and prepare for the interview.
  - c go out with my friends and talk about interview techniques.
- 2 If I lost my friend's favourite jacket, I would
  - a buy a new and more fashionable jacket for my friend.
  - b write a letter of apology to my friend.
  - c take my friend to the cinema and hope that he/she forgot about the jacket.
- 3 If I won £1,000 in a competition, I would
  - a run to the shops and spend, spend, spend!
  - b start my own small business.
  - c share it with my friends.
- 4 If my best friend came to my house for lunch, I would
  - a go to the supermarket and buy some delicious food.
  - b make something unusual from the food in my kitchen.
  - c call my other friends and invite them to come too.
- 5 If I needed to buy a new phone, I would
  - a go to the nearest phone store and buy the best phone there.
  - b read some reviews and think for a while.
  - c ask my friends for their advice.

**Mostly c:** You are friendly and you have a good social life. You prefer spending time with friends to spending money.

**Mostly b:** You are independent and hard-working. You probably enjoy being on your own.

**Mostly a:** You are fashionable and stylish. You like having beautiful things in your life.

**SCORE**

## 7B Second conditional

**Aims:** To review the second conditional.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

- Before students look at the handout, elicit quickly the formation of the second conditional (*If* + past simple, *would* + infinitive without *to*) and remind them that we use this to talk about unreal or impossible situations.

### Exercise 1

- Look at the exercise together with students and do the first sentence with the whole class. Students then continue to complete the other sentences working individually.

#### KEY

- 1 bought, wouldn't have
- 2 didn't have, couldn't go
- 3 couldn't go, 'd spend
- 4 spent, 'd get
- 5 got, 'd be
- 6 stayed, 'd get
- 7 got, 'd spend
- 8 spent, wouldn't have
- 9 didn't have, wouldn't pass
- 10 didn't pass, would be

### Exercise 2

- This is a fun quiz activity for students to complete in groups. Go through the questions and answers first with the whole class and check that they understand the meaning of some of the trickier vocabulary (*interview techniques, fashionable, apology, reviews*). Students then discuss their own answers in groups.
- Ask students if they agree or disagree with the results of the quiz. Fast finishers could write two or three more quiz questions and possible answers.

**1** Complete the sentences with the past perfect form of the verbs in brackets.

- 1 When I opened the door, the boy \_\_\_\_\_ (disappear).
- 2 She bought some new glasses after she \_\_\_\_\_ (go) to the optician's.
- 3 We \_\_\_\_\_ (already / pay) for the clothes before we collected them from the shop.
- 4 We were late for college because we \_\_\_\_\_ (miss) our bus.
- 5 Before I read this article, I \_\_\_\_\_ (never / hear) of bitcoins.
- 6 They \_\_\_\_\_ (keep) the receipt when they bought their computer.
- 7 After we \_\_\_\_\_ (visit) our cousins, we played football in the park.
- 8 They realised they \_\_\_\_\_ (never / watch) the film before.

**2** Read the sequence of events carefully. Then use *after*, the past simple and the past perfect to write sentences from the prompts.

### Jade's day:

- ★ have breakfast
- ★ phone her friend
- ★ put her umbrella in her bag
- ★ leave the house
- ★ buy a newspaper
- ★ return some books to the library
- ★ eat a sandwich at the coffee shop
- ★ meet her friend Teresa
- ★ play tennis
- ★ watch a film
- ★ drink some coffee
- ★ go home
- ★ listen to the radio
- ★ make supper
- ★ send a text to her uncle
- ★ check her emails

**1** Jade / have breakfast / she / phoned her friend

After Jade had had breakfast, she phoned her friend.

**2** Jade / put her umbrella in her bag / she / leave the house

\_\_\_\_\_

\_\_\_\_\_

**3** she / buy a newspaper / she / return some books to the library

\_\_\_\_\_

\_\_\_\_\_

**4** she / meet her friend Teresa / she / eat a sandwich at the coffee shop

\_\_\_\_\_

\_\_\_\_\_

**5** they / play tennis / they / watch a film

\_\_\_\_\_

\_\_\_\_\_

**6** they / go home / they / drink some coffee

\_\_\_\_\_

\_\_\_\_\_

**7** she / listen to the radio / she / make supper

\_\_\_\_\_

\_\_\_\_\_

**8** she / check her emails / she / send a text to her uncle

\_\_\_\_\_

\_\_\_\_\_

**3** **SPEAKING** Complete the sentences with true information about yourself. Compare your ideas in pairs.

- 1 By nine o'clock yesterday morning, I had woken up, but I hadn't eaten breakfast.
- 2 By five o'clock yesterday afternoon, I had \_\_\_\_\_, but I hadn't \_\_\_\_\_.
- 3 By the end of the last summer holiday, I had \_\_\_\_\_, but I hadn't \_\_\_\_\_.
- 4 By the time I was ten years old, I had \_\_\_\_\_, but I hadn't \_\_\_\_\_.
- 5 By Saturday night, I had \_\_\_\_\_, but I hadn't \_\_\_\_\_.

## 7D Past perfect

**Aims:** To review the past perfect.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise, either individually or with a partner.
- Check answers with the whole class.

**KEY**

- 1 had disappeared
- 2 had been
- 3 had already paid
- 4 had missed
- 5 had never heard
- 6 had kept
- 7 had visited
- 8 had never watched

### Exercise 2

- Students read about a sequence of events and then complete past perfect sentences about these events. Remind them, if necessary, that they have learned the following structure in the Student's Book:  
*After + past perfect, past simple*
- Check answers with the whole class. You could then elicit another sequence of events, asking students to suggest different activities, and write it on the board with arrows. Students can then write their own sentences with the past perfect and past simple.

**KEY**

- 2 After Jade had put her umbrella in her bag, she left the house.
- 3 After she had bought a newspaper, she returned some books to the library.
- 4 After she had eaten a sandwich at the coffee shop, she met her friend Teresa.
- 5 After they had played tennis, they watched a film.
- 6 After they had drunk some coffee, they went home.
- 7 After she had listened to the radio, she made supper.
- 8 After she had sent a text to her uncle, she checked her emails.

### Exercise 3

- Students complete sentences with true facts about themselves. Ask different students to read out their completed sentences.

Play the game in groups of three or four. Throw the dice and move your counter. Complete the second conditional or past perfect sentences with your own ideas. If you get the answer wrong, go back three squares.

<b>START</b>	<b>1</b> ... I would be very surprised!	<b>2</b> ... I had already finished my homework.	<b>3</b> If I won the lottery, ...	<b>4</b> After we had seen the film, ...
	<b>9</b>  GO BACK TO SQUARE 4	<b>8</b> When the police arrived, ...	<b>7</b> If they saw us now, ...	<b>6</b> ... after I had finished the book. ... we wouldn't be late.
<b>10</b> If we moved to another country, ...	<b>11</b> I felt very tired because I had ...	<b>12</b> ... my teacher would be very happy.	<b>13</b> When I opened my eyes, ...	<b>14</b> If I could go anywhere in the world, ...
<b>19</b> If I couldn't complete this sentence, ...	<b>18</b> By the time the noise stopped, ...	<b>17</b> ... I would run away very fast.	<b>16</b>  GO FORWARD TO SQUARE 19	<b>15</b> After they had eaten the chocolate, ...
<b>20</b> After I'd got your letter, ...	<b>21</b> If I had enough time, ...	<b>22</b> ... she had already gone home.	<b>23</b> ... I wouldn't be scared.	<b>FINISH!</b>

## 7 Grammar Review

**Aims:** To review and practise the second conditional and past perfect. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 handout for each group of three or four students. You will also need a dice and counters.

- Divide students into groups of three or four. Give them a copy of the board game, a dice and counters. Tell them to place the counters on START.
- The first student throws the dice, moves their counter and completes the sentence. If they can't complete the sentence or make a mistake, they go back three spaces.
- The winner is the first person to the FINISH! square, or the person on the highest number when you stop the game.

**Student A**

Explain the words in the crossword for your partner to guess. Don't say the word, but give clues. Then listen to your partner's clues and write the missing words into your crossword.

One Down is a verb. It means to ...

Eight Across starts with the letter ...

Twelve Across is the opposite of ...

One Down rhymes with ...

**Student B**

Explain the words in the crossword for your partner to guess. Don't say the word, but give clues. Then listen to your partner's clues and write the missing words into your crossword.

Two Across is a noun. It means ...

Ten Down is the opposite of ...

Eleven Down starts with the letter ...

Three Across rhymes with ...



## 7 Vocabulary Review

**Aims:** To review the vocabulary from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** Student A handouts for half the class and Student B handouts for the rest

- Divide students into A/B pairs and give each student the correct half of the handout. They must not show each other their sheet.
- Students need first to check they understand all the vocabulary in their crossword and then take it in turns to mime or explain the words to each other. Draw their attention to the examples given. As they guess their partner's words, they write them into their grid.
- Finally, students compare their completed crosswords and check their answers.

## 1 Complete the descriptions with the words below.

arsonist burglar looter mugger murderer shoplifter smuggler vandal

- 1 A person who kills another person is a(n) \_\_\_\_\_.
- 2 A person who steals something from a shop is a(n) \_\_\_\_\_.
- 3 A person who sets fire to a building is a(n) \_\_\_\_\_.
- 4 A person who breaks into your house and steals something is a(n) \_\_\_\_\_.
- 5 A person who secretly brings something into a country is a(n) \_\_\_\_\_.
- 6 A person who attacks another person in the street and steals something from them is a(n) \_\_\_\_\_.
- 7 A person who destroys someone else's property is a \_\_\_\_\_.
- 8 A person who steals things from a shop after a fire or another disaster is a(n) \_\_\_\_\_.

## 2 Choose the correct words.

*Wednesday 12 August*

### Redhampton Post Office Fire

Police are launching <sup>1</sup>**an investigation / a house** today after a fire at Redhampton Post Office yesterday afternoon. ‘We are studying <sup>2</sup>**CCTV footage / a suspect** carefully,’ announced Inspector Denton, ‘and we would also like to appeal for <sup>3</sup>**culprits / witnesses** to the crime.’

*Friday 14 August*

### Redhampton Post Office Fire: latest news

After searching <sup>4</sup>**a house / CCTV footage** in the Bradford area last night, police today made <sup>5</sup>**an investigation / an arrest**. ‘We are interviewing <sup>6</sup>**the area / a suspect** at the moment,’ said Inspector Denton.

*Sunday 16 August*

### Redhampton Post Office Fire: action needed

Residents of Redhampton are demanding that more police officers patrol <sup>7</sup>**the area / a suspect** after the post office fire last week. ‘We know that police have now identified <sup>8</sup>**the culprit / the witnesses** responsible for the fire,’ said resident Paul Baker. ‘However, we want to be sure that we will be safe in the future.’

3 **SPEAKING** Work in groups. Read the descriptions of three criminals and their crimes. You can release one of these criminals from prison. Which criminal will you release? Why?

I think we should release Sandra because she wanted to help her children.

I agree / disagree ...

I want to release Peter because ...

Peter Regan is sixteen. He started a fire in an old factory. Nobody was in the factory at the time. Peter has a lot of problems at home. His father worked at the factory many years ago, but then lost his job. It is Peter’s first offence.

Sandra Burman is 25. She is a single mother with two children. She hasn’t got a job. She stole a loaf of bread and some fruit from the supermarket for her children because they were hungry.

Richard Piper is 28. He broke into his neighbour’s house and stole his television. Richard’s neighbour watches TV for 18 hours a day and the volume is always very loud.

## 8A Crimes and criminals

**Aims:** To recycle nouns and phrases for crimes, criminals and police work and then to use this language in a discussion about different crimes.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to complete the exercise.

**KEY**

1 murderer 2 shoplifter 3 arsonist 4 burglar  
5 smuggler 6 mugger 7 vandal 8 looter

### Exercise 2

- Ask students to look at the texts. Explain or elicit that these are all newspaper articles following the progress of a police investigation into a crime. Check that students have noticed the different dates on the articles. You could ask a few quick comprehension questions: *What was the crime?* (arson) *When did it happen?* (Tuesday 11 August); *Where did it happen?* (Redhampton Post Office in the Bradford area); *Who is investigating the crime?* (Inspector Denton); *Who is Paul Baker?* (a resident in the Redhampton area).
- Students then choose the correct options to complete the articles.

**KEY**

1 an investigation  
2 CCTV footage  
3 witnesses  
4 a house  
5 an arrest  
6 a suspect  
7 the area  
8 the culprit

### Exercise 3

- Students work in small groups. They read the three descriptions and then discuss which of the criminals they want to release from prison. Refer students back to Student's Book page 38 for supporting language to help them reach an agreement. Ask one or two groups to tell the rest of the class about their decision and the reasons for it.

## 8B

## Reported speech (1)

## 1 Write the direct speech from these reported speech sentences.

- 1 He said that he had seen a burglary the day before. 'I saw a burglary yesterday.' \_\_\_\_\_ he said.
- 2 She said that she heard about terrible crimes every day. \_\_\_\_\_ she said.
- 3 He said his uncle was calling the police. \_\_\_\_\_ he said.
- 4 She said that I had stolen her brother's phone. \_\_\_\_\_ she said.
- 5 He said that our cousins weren't vandals. \_\_\_\_\_ he said.
- 6 She said that Richard didn't know about the problems with crime there. \_\_\_\_\_ she said.
- 7 He said they were looting the jewellery shop. \_\_\_\_\_ he said.
- 8 She said that the police hadn't interviewed the suspect. \_\_\_\_\_ she said.

## 2 Read the direct speech and then complete the police report.

3 a **SPEAKING** Work in pairs. Ask your partner these questions and make a note of his/her answers.

- Where do you live?
- What have you got in your bag at the moment?
- What are you studying this term? Do you like it? Why? / Why not?
- What did you do yesterday evening?

## b Swap partners. Tell your new partner what you found out about your first partner.

Anna said that she lived in a small apartment in Prague. She said that she ...

**Police Report:**

The suspect said that <sup>1</sup> \_\_\_\_\_  
 a mistake. He said that <sup>2</sup> \_\_\_\_\_  
 that house, but that he <sup>3</sup> \_\_\_\_\_.  
 He said that <sup>4</sup> \_\_\_\_\_ shopping,  
 but he <sup>5</sup> \_\_\_\_\_ keys with  
<sup>6</sup> \_\_\_\_\_. He <sup>7</sup> \_\_\_\_\_  
 neighbour, but she <sup>8</sup> \_\_\_\_\_ at  
 home <sup>9</sup> \_\_\_\_\_. So he said that  
 he <sup>10</sup> \_\_\_\_\_ to break the back  
 door. He said that <sup>11</sup> \_\_\_\_\_ the axe  
 from <sup>12</sup> \_\_\_\_\_ garden shed.

## 8B Reported speech (1)

**Aims:** To review reported speech.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout. Before students begin exercise 1, remind them that to convert reported speech to direct speech, they will have to change the tense. Go through the example sentence with students and elicit the tense change from past perfect in the reported speech sentence to past simple in the direct speech sentence. Point out the pronoun change and the time expression change too.

**KEY**

- 2 'I hear about terrible crimes every day.'
- 3 'My uncle is calling the police.'
- 4 'You stole my brother's phone.'
- 5 'Our / Your cousins aren't vandals.'
- 6 'Richard doesn't know about the problems with crime here / there.'
- 7 'They are looting the jewellery shop.'
- 8 'The police didn't interview the suspect.'

### Exercise 2

- Students convert sentences from direct speech to reported speech. Tell them to look at the picture first and ask for ideas about what is happening. Use the picture to explain the meaning of *axe*. Students then read the text quickly to check their ideas.
- Check answers with the whole class.

**KEY**

- 1 we were making
- 2 he wasn't burgling
- 3 lived there
- 4 he had gone
- 5 hadn't taken his
- 6 him
- 7 had tried to call his
- 8 wasn't
- 9 that day
- 10 had decided
- 11 he had used
- 12 his neighbour's

### Exercise 3

- In exercise 3a, students work in pairs to ask and answer the questions and make a note of what their partner tells them. In exercise 3b, they swap partners and report on their original partner's information.

## 1 Put these sentences into reported speech.



- 1 'I can see something strange in my garden.'  
The woman said that \_\_\_\_\_ garden.
- 2 'I didn't steal your bag!'  
She said that \_\_\_\_\_.
- 3 'He's already spent six years in prison.'  
She said that \_\_\_\_\_ in prison.
- 4 'We're looking for witnesses to the crime.'  
They said that \_\_\_\_\_ to the crime.
- 5 'CCTV footage will probably give us some more clues.'  
The police said that \_\_\_\_\_ some more clues.
- 6 'We won't forget to lock our front door again!'  
They said that \_\_\_\_\_ again.
- 7 'We will continue our search until we find the culprit.'  
They said that \_\_\_\_\_ the culprit.
- 8 'They can't search my house without permission.'  
He said that \_\_\_\_\_ permission.

## 2 Circle the correct words. Then complete the dialogue.

Henry <sup>1</sup>said / told the police officer that someone had stolen his bike. The police officer <sup>2</sup>said / told that they would search the area. Henry <sup>3</sup>said / told that he had left his bike outside the post office. The police officer <sup>4</sup>said / told him that they would study CCTV footage of the street. Henry <sup>5</sup>said / told that he had bought his bike the weekend before. The police officer <sup>6</sup>said / told to Henry that there had been a lot of bike thefts recently. Henry <sup>7</sup>said / told them that his bike had been very expensive. The police officer <sup>8</sup>said / told Henry that expensive bikes were very popular with thieves.

**Henry** Help! Someone's stolen my bike.

**Police Officer** Oh no! We <sup>9</sup>\_\_\_\_\_.

**Henry** Thank you. I <sup>10</sup>\_\_\_\_\_ post office.

**Police Officer** We <sup>11</sup>\_\_\_\_\_ of the street.

**Henry** I <sup>12</sup>\_\_\_\_\_ last weekend.

**Police Officer** There <sup>13</sup>\_\_\_\_\_ recently.

**Henry** My <sup>14</sup>\_\_\_\_\_ expensive.

**Police Officer** Yes, well, expensive bikes  
<sup>15</sup>\_\_\_\_\_ with thieves.

**3 SPEAKING** Work in pairs. Complete the sentences with your own ideas. Read out the sentence endings to your partner. Can your partner guess the sentence beginnings?

The police officer told the burglar that ...

The head teacher told the student that ...

The old lady told the child that ...

The child told the old lady that ...

The bank manager told the customer that ...

The author told the audience that ...

... he was making too much noise.

The old lady told the child that he was making too much noise.

No. The head teacher told the student that he was making too much noise.

## 8D Reported speech (2)

**Aims:** To review reported speech with a wider range of tenses, and also *say* and *tell*.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to do the exercise. If necessary, refer them to the Grammar Reference on page 138 to check the tense changes required.

**KEY**

- 1 she could see something strange in her
- 2 she hadn't stolen my bag
- 3 he had already spent six years
- 4 they were looking for witnesses
- 5 CCTV footage would probably give them
- 6 they wouldn't forget to lock their front door
- 7 they would continue their search until they found
- 8 they couldn't search his house without

### Exercise 2

- Remind students that we always use a personal object with *tell*, but we do not need a personal object with *say*. Students can do the first part of this activity individually and then work in pairs to check each other's answers before going on to complete the dialogue.
- Invite two students to perform the completed dialogue to the class. Ask the rest of the class to listen carefully and call out or raise their hands if they think they hear a mistake.

**KEY**

- 1 told
- 2 said
- 3 said
- 4 told
- 5 said
- 6 said
- 7 told
- 8 told
- 9 'll search the area
- 10 left my bike outside the
- 11 'll study CCTV footage
- 12 bought my bike
- 13 have been a lot of bike thefts
- 14 bike was very
- 15 are very popular

### Exercise 3

- Students look at the sentences and make up possible endings with their own ideas. Encourage them to be creative and to think of some unusual or funny endings. They then work in pairs, reading out the sentence ending for their partner to guess the beginning.

**Work in two teams.**

Students in Team A Find the person in Team B with the matching reported speech version of your sentence.

Students in Team B Find the person in Team A with the matching direct speech version of your sentence.

**Team A**

I often watch crime programmes on TV.

I never watch crime programmes on TV.

I watched a crime programme on TV last night.

I'll probably watch a crime programme on TV tonight.

I can't watch crime programmes on TV because I get too scared.

Someone has stolen my friend's phone.

My friend has stolen my phone.

Someone is stealing my friend's phone.

My friend can't find her phone.

My friend sometimes steals phones.

><sub>6</sub>  
Y  
S<sub>b</sub>

**Team B**

He said that he often watched crime programmes on TV.

She said that she never watched crime programmes on TV.

He said that he had watched a crime programme on TV the night before.

She said that she would probably watch a crime programme on TV that night.

He said that he couldn't watch crime programmes on TV because he got too scared.

She said that someone had stolen her friend's phone.

He said that his friend had stolen his phone.

She said that someone was stealing her friend's phone.

He said that his friend couldn't find her phone.

She said that her friend sometimes stole phones.

><sub>6</sub>  
Y  
S<sub>b</sub>

## 8 Grammar Review

**Aims:** To review and practise reported speech. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 set of Team A cards cut up for one team of ten students. 1 set of Team B cards cut up for one team of ten students. For additional students, divide into A/B teams and make sure they have corresponding cards.

- Divide students into A/B teams. Give each student in Team A one card from the Team A set. Give each student in Team B one card from the Team B set.
- Students read the sentence on their card and then try to find the person on the other team with the matching direct / reported speech sentence.
- Tell students to read their sentences very carefully as many of the sentences are very similar, but there is only one matching sentence.
- Set a time limit of ten minutes for students to go around the classroom and find their partner with the matching sentence. Once students think they have found their partner, tell them to sit down together. When two thirds of the class is sitting down, get pairs of students to read out their sentences and ask the rest of the class to listen and check if they have correctly identified the matching sentences.

### KEY

I often watch crime programmes on TV. – He said that he often watched crime programmes on TV.

I never watch crime programmes on TV. – She said that she never watched crime programmes on TV.

I watched a crime programme on TV last night. – He said that he had watched a crime programme on TV the night before.

I'll probably watch a crime programme on TV tonight. – She said that she would probably watch a crime programme on TV that night.

I can't watch crime programmes on TV. I get too scared. – He said that he couldn't watch crime programmes on TV because he got too scared.

Someone has stolen my friend's phone. – She said that someone had stolen her friend's phone.

My friend has stolen my phone. – He said that his friend had stolen his phone.

Someone is stealing my friend's phone. – She said that someone was stealing her friend's phone.

My friend can't find her phone. – He said that his friend couldn't find her phone.

My friend sometimes steals phones. – She said that her friend sometimes stole phones.

Work in groups of three or four. Pick four cards. Make a story from the words on the cards.

arson	careless	interview a suspect	burglar	foolish
steal	make an arrest	dangerous	mugger	hopeful
shoplifting	identify a culprit	friendly	looter	helpful
mug	thief	furious	launch an investigation	lucky
murder	mysterious	peaceful	vandalism	appeal for witnesses
robbery	search a house	smuggling	affordable	drug dealer
painful	patrol an area	cowardly	robber	selfish



## 8 Vocabulary Review

**Aims:** To review and practise vocabulary from the unit. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 set of cards cut up for each group of students

- Divide students into groups of three or four. Give each group a set of cards, which they place face down in the middle of them. One student takes four cards from the top of the pile, reads the words on the cards and then makes up a short story incorporating the words on the cards.
- The next person should then pick up the next four cards from the pile and make up another short story. The game continues until all the cards have been used. Students can then shuffle the cards and play again.
- Invite one or two students to tell their stories to the rest of the class.

# 9A

## Gadgets

- 1 Find twelve words for materials in the wordsearch.

T	C	O	P	P	E	R	H	E	R
W	O	O	D	R	R	E	G	A	L
O	N	P	T	O	U	F	L	M	A
T	C	A	R	D	B	O	A	R	D
E	R	P	R	I	B	S	S	S	A
L	E	E	S	I	E	T	S	T	N
T	T	R	H	I	R	O	N	E	I
S	E	G	O	L	D	N	G	E	R
I	N	Y	L	O	N	E	D	L	D

- 2 Circle the correct materials.

1 This belt  is made of leather / aluminium and rubber / steel.

2 This chair  is made of paper / wood and glass / plastic.

3 This cup  is made of iron / ceramic.

4 This bicycle wheel  is made of stone / aluminium and rubber / nylon.

5 This book  is made of glass / paper and concrete / cardboard.

6 This mouse  is made of nylon / plastic.

7 This bridge  is made of concrete / copper.

8 This necklace  is made of rubber / gold and paper / glass.

- 3 SPEAKING Work in pairs. Read the descriptions. Then guess the object. Check your ideas on the right.

**1** This is battery powered, but the batteries are often rechargeable.  
It's small and rectangular. It's made of plastic and it's got lots of small buttons on it.

**2** This is usually made of aluminium and plastic. It's powered by electricity.  
It's rectangular and it's usually got two, or sometimes four, long thin holes at the top.

**3** This isn't mains powered or battery powered. It's circular with a big hole in the middle. It's made mostly of cardboard and plastic.

**4** This has got a long, thin, straight stick, sometimes with a curved part at one end.  
At the other end, it's got big circular nylon cover.

Answers  
1 remote control 2 toaster 3 sticky tape 4 umbrella

## 9A Gadgets

**Aims:** To recycle words for materials and language for describing technology.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout face-down and tell them not to turn over the paper. Explain that when you say *Go!* they must turn over the sheet and do exercise 1. The winner is the first person to find the words and shout *Stop!* Words can go either horizontal (from left to right) or vertical (from top to bottom).
- Check answers and focus on the correct pronunciation for each word.

KEY

T	C	O	P	P	E	R	H	E	R
W	O	O	D	R	R	E	G	A	L
O	N	P	T	O	U	F	L	M	A
T	C	A	R	D	B	O	A	R	D
E	R	P	R	I	B	S	S	S	A
L	E	E	S	I	E	T	S	T	N
T	T	R	H	I	R	O	N	E	I
S	E	G	O	L	D	N	G	E	R
I	N	Y	L	O	N	E	D	L	D

### Exercise 2

- Students look at the pictures and choose the correct materials. You could ask students to think of other materials that are also sometimes used to make these objects. For example, a chair can be made of steel, or a cup can be made of plastic.

KEY

- leather, steel
- wood, plastic
- ceramic
- aluminium, rubber
- paper, cardboard
- plastic
- concrete
- gold, glass

### Exercise 3

- Students work in pairs to read the descriptions and try to guess the object. Ask different pairs of students for their suggestions and then get the class to vote for which they think is most likely, before students check their answers at the side of the page. Then ask students to complete the sentence: *It is used for ...* for each object.

## 9B

## The passive (present simple and past simple)

- 1 Complete the article with the correct present or past passive form of the verbs in brackets.

One of the first music players, the phonograph, <sup>1</sup> \_\_\_\_\_ (invent) by Thomas Edison in 1877. This <sup>2</sup> \_\_\_\_\_ (follow) by the gramophone a few years later.



The gramophone used flat records which <sup>3</sup> \_\_\_\_\_ (make) of glass at first, and then of plastic.

In 1906, the record player <sup>4</sup> \_\_\_\_\_ (introduce) by RCA Victor. In the 1940s, the composer and inventor Les Paul started to experiment with multitrack recorders. By the 1960s, most popular music <sup>5</sup> \_\_\_\_\_ (record) on these machines. Cassette players became popular in the 1970s. Cassettes <sup>6</sup> \_\_\_\_\_ (use) by many people to record their favourite songs from the radio or from records.

Today, smartphones <sup>7</sup> \_\_\_\_\_ (use) as music players and songs <sup>8</sup> \_\_\_\_\_ (buy) online.

The popular song *Happy* by Pharrell Williams <sup>9</sup> \_\_\_\_\_ (download) more than 1.6 million times in 2014.

- 2 Put the words in the correct order to make present or past passive sentences.

Remember that we usually put adverbs before the past participle in passive sentences.

1 in 2001 / was / iPod / first / The / introduced

\_\_\_\_\_

2 stolen / My / was / yesterday / laptop

\_\_\_\_\_

3 radio / by / invented / was / The / Marconi

\_\_\_\_\_

4 often / classroom / Tablets / our / used / in / are

\_\_\_\_\_

5 always / This / phone / charged / at night / is

\_\_\_\_\_

6 produced / Toshiba / are / in Japan / computers

\_\_\_\_\_

7 are / of / Phones / plastic / usually / made

\_\_\_\_\_

8 before / Our / never / switched / 9 p.m. / is / on / dishwasher

\_\_\_\_\_

- 3 **SPEAKING** Work in pairs. Play 'Guess the country'.

**Student A** Think of a country. Make three sentences about the country, using the passive. You can use the ideas below or your own ideas.

- ... are / is produced here.
- ... was / were invented by someone from this country.
- ... are / is grown here.
- ... was born here.
- ... is spoken here.

**Student B** Try to guess Student A's country.

## 9B The passive (present simple and past simple)

**Aims:** To review the present simple passive and the past simple passive.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Tell students to read through the article first and ask them what it is about (a brief history of music players). You could then ask students how they listen to music (for example, on their mobiles, on an MP3 player or on their computers). Students then complete the article using the present or past passive form.

**KEY**

- 1 was invented
- 2 was followed
- 3 were made
- 4 was introduced
- 5 was recorded
- 6 were used
- 7 are used
- 8 are bought
- 9 was downloaded

### Exercise 2

- Point out the reminder in the rubric. Ask them to find four sentences with adverbs in them (4, 5, 7 & 8). Students then put the words into the correct order.

**KEY**

- 1 The iPod was first introduced in 2001. / The first iPod was introduced in 2001.
- 2 My laptop was stolen yesterday.
- 3 The radio was invented by Marconi.
- 4 Tablets are often used in our classroom.
- 5 This phone is always charged at night.
- 6 Toshiba computers are produced in Japan.
- 7 Phones are usually made of plastic.
- 8 Our dishwasher is never switched on before 9 p.m.

### Exercise 3

- If students have access to a library or to the internet, they could do some research. Alternatively, this activity could be set as homework. You could also get students, in groups, to pick a country and work together to write sentences about that country. They then get into pairs with a student from another group, read out their sentences and try to guess each other's country.

## 9D

## The passive (present perfect and future)

## 1 Rewrite the active sentences as passive sentences.

1 We have invested a lot of money in new technology.

A lot of money \_\_\_\_\_ in new technology.

2 Has the invention of the internet changed society?

\_\_\_\_\_ by the invention of the internet?

3 Will computers rule our lives in the future?

\_\_\_\_\_ by computers in the future?

4 Solar-powered cars will replace today's cars.

Today's cars \_\_\_\_\_ by solar-powered cars.

5 They haven't discovered life on other planets yet.

Life on other planets \_\_\_\_\_ yet.

6 We won't use paper and pens in the future.

In the future, paper and pens \_\_\_\_\_.

7 Someone has bought five laptops online using my credit card.

Five laptops \_\_\_\_\_ online using my credit card.

8 Have faster cars made the roads more dangerous?

\_\_\_\_\_ more dangerous by faster cars?

## 2 Match the sentence halves to make passive sentences and questions.

- 1 My computer has been
- 2 Has this email been
- 3 The new smartwatch technology hasn't been
- 4 Will educational computer games be
- 5 The new camera won't be
- 6 Waiters in restaurants will be

- a used in the classroom in the future?
- b replaced by robots in the future.
- c sent to everyone in your contacts list?
- d sold in shops; it will only be available online.
- e fixed, but it's still very slow.
- f perfected yet.

3 **SPEAKING** Work in groups. Imagine that you are a team of scientists and you are making a presentation about an exciting new gadget. Think about the details below, then make your presentation to the rest of the class.

- When and where was it invented?
- Who was it invented by?
- How will our lives be changed by the gadget?
- How is it made?
- What is it made of?
- Where will it be sold?

I would like to tell you about our exciting new gadget, the time travel machine. This was invented in Geneva in 2012 by a Swiss engineer, Professor Jean-Luc Bricard. It is made of ...

## Notes

## 9D The passive (present perfect and future)

**Aims:** To review present perfect and future passive forms.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to look at the exercise. Go through the first question together with the class, eliciting the passive form. Students then continue working individually to complete the task.

**KEY**

- 1 has been invested
- 2 Has society been changed
- 3 Will our lives be ruled
- 4 will be replaced
- 5 hasn't been discovered
- 6 won't be used
- 7 have been bought
- 8 Have the roads been made

### Exercise 2

- Students match the sentence halves. Point out, if necessary, that sentences which begin with the verb *Will* or *Have / Has* are questions, and so students can look for the question marks at the end of the matching halves.

**KEY**

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

### Exercise 3

- Students work in groups to create and then make a presentation about an imaginary new gadget. You could brainstorm ideas for gadgets on the board first and then tell students to use one of those ideas or one of their own. Encourage students to work together as a team – every member of the team should say something in the presentation. Finally, ask the class to vote for their favourite gadget.

Work in groups to play scrabble.

My phone	has	been	stolen.	The telephone	was	invented	
by Alexander Graham Bell.	Facebook	was	started	by Mark Zuckerberg.	Cars	are	
made	in factories.	400 million	texts	are	sent	every day.	
Silent cars	will	be	developed	in the future.	The parcel	won't	
be	delivered	before the weekend.	The research	hasn't	been	completed	
yet.	Your laptop	wasn't	switched on	yesterday.	These speakers	aren't	
connected	to your computer.	150 million	iPhones	were	sold	in 2013.	X

## 9 Grammar Review

**Aims:** To review and practise the present simple, past simple, present perfect and future forms of the passive. This can be completed when students have finished the unit.

**Time:** 15–20 minutes

**Materials:** 1 set of cards cut up for each group of four students

- Divide students into groups of four and give each group a set of cards. Tell them to shuffle the cards and then each take eight cards from the set. The remaining cards should be placed face down in the middle. Students try to make as many logical sentences as possible using the words on their cards. Each student takes it in turns to lay down one card. If a student doesn't have a word that logically follows, he/she can exchange one card in their hand for one in the pile in the middle. Remind students that the starting word for each sentence must begin with a capital letter. Challenge students to work together to make as many sentences as possible within a time limit of ten minutes.
- When the time limit is up, go round the class, asking different groups of students to read out their sentences.

**1** Complete the dialogue with the words and phrases below.

broken give refunds going to write have my money  
not happy receipt there's a problem what's wrong

Sales Assistant Hello, can I help you?

Customer Yes, I bought this games console yesterday and  
<sup>1</sup> \_\_\_\_\_ with it.

Sales Assistant Oh dear, <sup>2</sup> \_\_\_\_\_ with it?

Customer The on/off button is <sup>3</sup> \_\_\_\_\_.

Sales Assistant Ah yes, I can see that.

Customer Can I <sup>4</sup> \_\_\_\_\_ back, please?

Sales Assistant Have you got the <sup>5</sup> \_\_\_\_\_?

Customer No, I haven't. I threw it away.

Sales Assistant Well, I'm afraid we don't <sup>6</sup> \_\_\_\_\_ without  
a receipt.

Customer I'm <sup>7</sup> \_\_\_\_\_ about that. This console cost me  
£250 and now it doesn't work.

Sales Assistant I'm sorry, but that's our policy.

Customer I'm <sup>8</sup> \_\_\_\_\_ to your head office. I think this  
is terrible!

**2** Act out the dialogue in pairs.**3** **SPEAKING** Work in pairs. Practise a dialogue in a shop and then perform it to the class.

**Student A** You are the customer. Choose one of the problems below or use your own ideas and complain to the sales assistant.

- A smartphone – the charger doesn't work
- A laptop – the USB drive is broken
- A pair of jeans – they shrank (got smaller) after the first wash
- A camera – the lens is scratched
- A bag – the zip is broken
- An e-book reader – the screen is broken

**Student B** You are the sales assistant. Find out when the item was bought. Ask if the customer has got a receipt. Offer to refund / exchange / repair the item.

## 9 Functional Language Practice: Making a complaint

**Aims:** To practise making and dealing with complaints. This draws on the language in Lesson 9G.

**Time:** 15–20 minutes

**Materials:** 1 handout for each student

### Exercise 1

- Give each student a handout and ask them to look at the exercise. Ask a few quick comprehension questions: *What did the customer buy?* (a games console); *How much did it cost?* (£250); *Is the customer happy at the end of the conversation?* (no). Then tell students to choose the correct words and phrases to complete the dialogue.

KEY

- 1 there's a problem
- 2 what's wrong
- 3 broken
- 4 have my money
- 5 receipt
- 6 give refunds
- 7 not happy
- 8 going to write

### Exercise 2

- Students work in pairs to act out the dialogue. Ask one or two pairs of students to perform the dialogue to the rest of the class.

### Exercise 3

- Students work in pairs to choose one of the problems and role-play a dialogue between a customer and a sales assistant. Alternatively, they could use their own ideas. Read out all the problems to the class first and check that they understand the meaning of *lens* and *zip*. Students can act out their dialogues to the whole class or to another pair of students.