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ENJOYING ENGLISH 7

Енглески језик за 7. разред основне школе

Приручник за наставнике

ЗАВОД ЗА УЏБЕНИКЕ – БЕОГРАД



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6. разред основне
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INTRODUCTION



ENJOYING ENGLISH 7 contains the following integrated components: Student's Book (with test booklet and Audio CD), Workbook, and Teacher's Book. It is intended to be used with 7th grade primary school pupils.

As with the first two parts of the series, Enjoying English 7 fosters language learning in an exciting and stimulating way. Communication and giving students the opportunity to use the language they are learning is at the heart of the course. As before, a hands-on approach is used for the presentation of new language matter and revision of grammatical areas encountered previously with students discovering rules, meanings and usage for themselves through the reading and listening texts. Students encounter longer reading and listening passages to develop these skills further, while there is greater focus on lexis and in particular on word formation to expand students' vocabulary. The writing skills developed in EE6 in relation to paragraphing and composition structure are practised and students are given opportunities to apply this knowledge to different types of writing (letters, emails, film reviews, argumentative essays, etc.). Each writing task is designed so that students have the opportunity to use the language they have acquired up to that point. More practice is given in phonetic transcription and functional language is also developed further (on the telephone, stating preferences, inviting, expressing wishes, etc.). A central part of the Enjoying English series is the development of students' cultural awareness and EE7 continues their exposure to the culture of the English-speaking world, but also gives students the opportunity to talk about their own culture in English. Overall, the course provides students with ample restricted and free practice of grammatical and lexical areas within a framework of interesting, student-centred, educational and informative topics.

Topics and themes

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

- School and family: teenagers' relationships with friends and parents; comprehensive schools in Britain; school sports activities; school menus;
- Free time activities: sporting events; socialising with friends; music and films;
- Food: attitude to healthy and unhealthy eating; traditional British and Serbian dishes; how to prepare a meal;
- Tradition and celebrations: Christmas and New Year - traditions and customs in Britain, Australia, America and Serbia;
- Homes: different types of homes in different countries; different types of houses in Britain; advantages and disadvantages of living in a village or in the city;
- Famous people: their contributions in the world of entertainment for the young;
- Travelling and holidays: landmarks and interesting places to visit;

- Fashion: young people and their interest in fashion and jobs connected to fashion; what they like/don't like to wear.

In Enjoying English 7, students learn about how people in Britain got their names, how some places in the USA got their names, and about famous places in the world, in that way broadening their cultural knowledge.

Syllabus

The following areas are covered in Enjoying English 7:

- The present: present simple, present continuous, and present perfect
- The future: future simple (will) for predictions, promises and offers, 'going to', and the present continuous
- The past: past simple and past continuous; *used to* for a past habit
- Comparing tenses: present simple v present continuous, present perfect v past simple, past simple v past continuous
- Verb patterns: the gerund after *enjoy, like, love, don't mind, hate* and *prefer*; the infinitive after *I'd like, I'd prefer, I'd rather*
- Modal verbs: *can/can't* for ability and permission, *must/mustn't/have to/don't have to* for obligation, *should/shouldn't* for advice, *would* for wishes
- The first conditional
- The second conditional
- The present simple passive
- The past simple passive
- Reported commands and requests
- Nouns: countable and uncountable nouns, regular and irregular plurals, compound nouns, nouns formed by adding suffixes to verbs
- Pronouns: relative pronouns, indefinite pronouns with *some, any, every*, and *no, one/ones, another/another one*
- Quantifiers: *some, any, no, much, many, a lot of, a little /little, a few /few, a bit* with countable and uncountable nouns
- Adjectives: comparison of adjectives; adjectives formed by adding suffixes to nouns and verbs; negative adjectives with *un-*
- Adverbs: adverbs of frequency, time, place, and manner; comparison of adverbs; position of adverbs in a sentence; negative adverbs with *un-*
- Articles (*the, a/an*, zero article)
- Prepositions: time, place, movement
- Conjunctions (basic and in a narrative): *because, so, so that, too, for example, like, while, although, either ... or, neither ... nor, however*
- Phrasal verbs: put on, take off, dress up, give up
- Phrases with *get, have* and *take*
- Questions ending in a preposition
- Lexis dealing with school, sports, food, films, music, jobs, and clothes

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

- Giving personal information
- Agreeing and disagreeing
- Expressing likes and dislikes
- Expressing personal opinion
- Expressing ability
- Making suggestions and giving advice
- Expressing obligation
- Making predictions and promises
- Making plans and expressing definite arrangements
- Expressing permission and requests
- Inviting and answering invitation
- Stating preferences
- Telephone conversations
- Expressing wishes
- Commenting on the weather
- Expressing prohibition
- Shopping for clothes

Student's Book

The book is divided into 8 units. Each unit has a different focus and consists of three parts (A, B, and C).

Unit Structure

Parts A and B

Parts A and B introduce the main language areas. Recurring characters include Michael (from York) and Kathy (from Montana). The character of Marko Petrovic from EE6 also appears. These sections provide grammar and lexical foci, as well as additional material, for example, a comparison of different aspects of life in Britain, America and Serbia.

Part C

Part C is optional. The first page is a fun page and contains puzzles, quizzes, games and riddles. These can be done as a class or merely be used as time-fillers for those quicker students who are waiting for others to finish an exercise. The answers to these puzzles are in the Appendix at the back of the Student's Book. The second part of Part C contains an extra reading text, which generally recycles lexical and grammatical areas from the unit, and a 'My Progress' section, which enables students to record information about the unit and to assess their individual progress. In doing so, each student builds up a personal profile of his or her work throughout the year and begins to take some responsibility for learning.

Reading and listening

There is a variety of stimulating texts for reading and listening practice. Reading texts take the form of articles, emails, interviews, stories, etc., while listening practice revolves around dialogues, interviews and narrated stories, some of which are printed in the unit for students to follow, while others are intended as pure listening practice (these are printed in an appendix at the back of the Student's Book). Comprehension focuses on two areas – reading/listening for gist (i.e. for general meaning) and reading/listening for specific information. There is usually a Word Bank following the text, containing new lexical items (with the phonetic transcription and Serbian translation). In order to motivate students, Enjoying English 7 contains a variety of comprehension exercises.

Grammar

There is a logical progression from the reading/listening texts into the grammar presentation with examples of the language focus being taken from the text. Students are encouraged to complete examples and rules within clear grammar boxes and the grammar is practised through exercises that follow. The grammar sections within the textbook are supported by the Grammar Summary at the end of the Student's Book.

Speaking

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

Projects

Projects provide a great way for students to interact naturally in English. The projects are dotted about throughout the book and are designed to elicit recently studied language areas. In order to get the most out of them, they should be done in groups – hence giving students communication practice in speaking and listening. The key to successful projects is forward planning! You will have to prepare the projects in advance, in terms of thinking about what children will need to bring to the lessons. In order to help the children feel included, you could read through the project with them the week before you intend to do it. Tell them to think about it for the next lesson and if they are going to have any problems finding what they need, they can tell you then. Remember the aim of the projects is to recycle the grammar and vocabulary encountered in the book up to that point, so encourage students to do so. Also, find a good place to display projects when they are finished.

Appendix

At the back of the book, there is the Grammar Summary and an appendix, which contains the answers to the fun page in each unit (Part C), the tapescript for the listening comprehension

exercises, a list of irregular verbs, a list of new words, a list of proper nouns encountered in the book, and the phonetic symbols used in the book.

Remember

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

Test booklet

Each student is provided with a pocket test booklet. It contains an initial test covering material from Enjoying English 6, four tests (one after every second unit of the Student's Book), and an end-of-course test.

Workbook

The Workbook contains exercises to support the material from the Student's Book and after every second unit, there is also a revision section, which reminds students of the most important lexical and grammatical areas covered in the preceding two units and also provides practice for the tests in the Test booklet.

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

- Vocabulary – gives practice in the new lexis encountered throughout the unit
- Grammar – gives practice in specific grammatical structures
- Everyday Language – gives practice in lexical phrases and functions, along with a pronunciation focus
- Writing – provides activities designed to encourage students to write longer pieces of English, recycling lexis and structures encountered in the unit
- Extra work – gives students further writing and reading practice.
- Mini quiz – a quick quiz to round off the unit

Audio CD

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

Teacher's Book

The Teacher's Book aims to provide the support teachers need in planning and implementing their lessons. It comprehensively leads teachers through each unit, providing clear suggestions on how to use the various course components and how to integrate the Student's Book and Workbook so they become one entity.

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

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

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

UNIT 1



Overview

This unit deals with giving personal information and discussing daily routines, interests and school life. In Part A, we meet Michael Nicholas and his friends, Nick and Marcia, providing the basis for revision of both the present simple (including adverbs of frequency) and the present continuous tenses. The use of the *-ing* form after verbs of preference is also covered, while there is a vocabulary focus on collocations with *have*. Students also learn some useful telephone phrases and have the chance to make up conversations of their own. In Part B, an American girl, Kathy Kruz, introduces herself, which leads into a focus on the phrase *be good at* and word formation exercises dealing with making adjectives from nouns and making nouns ending in *-ion* from verbs. Students learn and practise phrases for agreeing and disagreeing as part of a discussion on the perfect school. In the Extra Reading section in Part C, students find out about how the British got their surnames. Aside from providing further practice, the Workbook has a pronunciation focus on the third person singular ending of the present simple and gives students the chance to write about their daily routines and find out about their partners.

Test booklet

Students can attempt the pre-test in the test booklet, covering material from EE6.

Introduction

Read through the title pages (pp. 6–7) together and get some students to describe what they can see in the photos. Point out the characters and tell students they will learn who they are shortly.

Photographs and pictures

Remember to make the most of each photograph and picture. They can be used for speaking practice in class – ask students to describe them. Depending on your students' knowledge, elicit individual words, phrases, or whole sentences. At this level, students should be able to use the present continuous to describe what's happening in pictures, there is/there are, say what the weather is like, etc. (all covered in EE 6).

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

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

Part A



Let's talk

1. Closed books. Draw up the circles from p. 8 of the Student's Book on the board and complete them with relevant information about yourself. Ask students to guess what the words/numbers refer to by asking you questions and encouraging them to find out any other related information that interests them. Use this as an opportunity to gauge your students' knowledge and oral skill level.
2. Open books on p. 8. Explain to students that they are going to complete a task similar to the one you have just done on the board. Read through the 'Let's talk' instructions together and check understanding. Monitor and assist with lexis as students complete the circles. Then put them into groups to discuss what they have written:
 - a. Students could guess what the words/numbers refer to in one another's circles (as they did with your circles on the board).
 - b. Students could tell others about the information in their circles and the others could ask questions to extend the discussion.
3. To round off this section, ask students for some feedback: *Did they find out anything interesting/surprising? Who had the most interesting hobby? Which careers were popular?* etc.

Reading

1. Move onto Michael's profile. Tell students that they are going to read about Michael Nicholas – explain that he is one of the characters from pp. 6–7. Focus on exercise 1 and tell students that they have a short time to read the text to find out which of the topics Michael mentions. Try and encourage the students to *skim* the text and not at this stage to read every word or to worry if there is a word that they don't understand. Students could put the letter of the topic next to the place where it is mentioned in the text. After a couple of minutes, check the answers as a class, eliciting where the topic is mentioned in the text.

Answers (ex. 1, p. 8)

Michael talks about: b. school, f. the family business, g. friends

2. Ask the students to look at exercise 2 and to see how much they can remember by trying to answer the questions. Then give them a few minutes to check their answers by looking again at the text, before going through the answers together.

Comprehension exercises

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

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

Answers (ex. 2, p. 9)

1. In York.
2. Michael's father and sometimes Michael and his mother.
3. Students' own answers, including the following information: in England, pupils attend secondary school from the age of 11 up to 18 years old; in England, pupils can leave secondary school at the age of 16; in England, pupils have lunch at school; in England, pupils play cricket and hockey.
4. He can talk to his friends and he doesn't have to wash up.
5. From left to right: Michael, Marcia and Nick.
6. They hang out with other friends, chat and text via mobiles, listen to music, watch films, and practise with their band 'Wonderful Five'.
7. Yes.

3. Ask students to describe the picture of the three friends on page 9 – encourage them to talk about clothes, appearance, the background (scenery, weather, etc.), and what the characters are doing.

4. Go through the 'What do you think?' section as a class, checking understanding. Have a class discussion or let students discuss in pairs/groups before getting some class feedback.

5. Have a student read out the 'Did you know?' section. Ask if students know the other names for schools in English (primary school, college, university, etc.). Discuss students' favourite takeaway food.

6. Go through the words in the Word Bank, drill pronunciation and check meaning. If there's time, students could read out the text at this point and you could round off by asking if students have anything in common with Michael: *Do they have a family business? Are they a member of a band?*, etc.

Workbook

Students can do Vocabulary ex. 1 and 2, p. 4.

Grammar – verb +ing and let

1. Move onto the 'Remember!' box on p. 10. Ask students what Michael doesn't like doing – elicit: *He doesn't like doing his homework*. Write the sentence up on the board and then ask what the friends enjoy doing. Elicit and write up: *They enjoy having a good time*. Use a different colour for the -ing form or underline it. Read through the first part of the 'Remember!' box and check understanding of *don't mind*. Discuss the two questions, encouraging students to produce as many -ing forms as possible.
2. You may want to revise the spelling rules for the -ing form. It will be useful for the revision of the present continuous tense later in the unit. Elicit the rules on the board and have students copy them down.

Spelling rules for -ing

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

Workbook

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

3. Ask someone to read out the 'let' sentence (the second part of the 'Remember!' box). See if students can remember why Michael's father will let him stay out a little longer (because it's Friday). Highlight the construction – point out the bare infinitive and again discuss the questions as a class or with students in pairs/groups and then get some class feedback, encouraging the use of the *let* construction the whole time.

Vocabulary – phrases with have

1. Ask students to close their books and write up the sentence from the text: *We enjoy having fun*. Point out to students that there are many phrases in English involving the word *have*. See how many they can come up with. Write them on the board.

2. Students open their books again and do exercise 3. Drill the phrases and check understanding.

Answers (ex. 3, p. 10)

Wrong phrases: a cricket, ten years

3. Tell students to complete the exercise that follows using some of the *have* phrases. In order to check this exercise, get individual students to read out each sentence.

Answers (*have* phrases, p. 10)

1. have lunch
2. have a shower
3. have an idea
4. have fun
5. have a cup of tea
6. have a party
7. have a holiday/have fun

4. To round up, students could make some similar gap fill sentences in groups using these *have* phrases for other groups to fill in or they could make some sentences (orally) using the unused phrases (*have a relationship*, *have time*, and *have a chat*).

Workbook

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

Listening – a telephone conversation

1. Lead into exercise 4 by asking students how often they talk on the telephone. *Who do they talk to? How long do they chat for? Do their parents complain about the telephone bill? About them talking for too long? What do they talk about on the phone if they ring a friend?*

2. Explain the situation that Nick and Marcia are having a chat on the telephone and then read through the first part of the exercise together (Find out...). Play the conversation and get students to answer the questions. Check as a class.

3. Read through the second part of the exercise. Give students time to see if they can remember any answers (individually). Then play the recording again and check the answers

as a class, referring to the tapescript on p. 138 of the SB. Have some students read out the conversation.

Answers (ex. 4, p. 10)

Find out

- a. He's watching a football match.
- b. Because Marcia's doing Maths.
- c. No, the game is fantastic.

Circle the correct answers.

- 1. A
- 2. A
- 3. B
- 4. C

4. Go through the 'Useful Language' box on p. 11 as a class. Check meaning and drill intonation and pronunciation. Then give students a chance to complete the dialogue in pairs using the phrases. Play the recording to check their answers. Have a couple of students read out the conversation and check pronunciation before giving students chance to practise the dialogue in pairs.

Answers (ex. 5, p. 11)

Peter: Hello, Peter speaking.

Jane: Hi, Peter. It's Jane. How are you?

Peter: Great! And you?

Jane: Don't ask!

Peter: Why? What are you doing?

Jane: I'm helping to clean the house.

Peter: You're what?!

Jane: I'm helping mum.

Peter: Are you having a good time?

Jane: Don't be stupid! It's awful. I'm so bored. What are you doing?

Peter: I'm watching a DVD. Do you want to come round?

Jane: I can't. I have to help here.

Peter: Never mind. See you later.

Jane: OK. Bye.

5. The follow-up gives students freer practice at using the phrases. Go through the activities in the box as a class and check understanding. Explain the exercise and then give students a few minutes to make up and practise their own conversations, following the general format of Peter and Jane's conversation. Have a few act their dialogues out to the class.

Workbook

Students can do Everyday Language, ex. 1 and 2, p. 7.

Grammar – present simple/continuous

The focus now moves onto grammar and revision of the present simple and continuous tenses.

Watch Out!

For the present simple:

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

For the present continuous:

- Confusion with the auxiliary verb – using *do/does* instead of *to be*, particularly in the question form
- Forgetting to add -ing or forgetting the auxiliary verb

e.g. *I am go*
 I going

1. The 'Grammar' box on p. 12 is self-explanatory. Work through the left-hand side and discuss the present simple. Put up a substitution table on the board – eliciting the various parts from the students. Write up the heading *Present Simple* and *Positive*. Start with *I* and elicit *read* and the other parts of the verb. If students are unsure, encourage them to refer to the Grammar Summary. Elicit/Write up the spelling rules under the positive column. Repeat the procedure for the negative and interrogative forms, so you get a final table that looks something like this:

Present Simple		
Positive	Negative	Interrogative
I <i>read</i>	I	<i>Do</i> I
you	you <i>don't</i>	you
he	he	he
she <i>reads</i>	she <i>doesn't</i> read	<i>Does</i> she read...?
it	it	it
we <i>read</i>	we <i>don't</i>	<i>Do</i> we
they	they	they
Spelling <ul style="list-style-type: none"> • usually +s cookS listenS • -ch/-sh/-s/-z/-x/-o +es goES watchES • -consonant +y → -ies study → studIES 		

2. Have students copy the table into their notebooks as it helps them to remember it.

Answers (Grammar box, p. 12)

Sentences 2 and 4 – repeated actions/habits

Sentences 1 and 3 – facts

Time expressions: every (day), always, sometimes, usually, often, rarely, never, etc.

3. At this point, students could do exercise 1 on p. 12, which reinforces the use of the present simple with adverbs of frequency. Remind students of the position of the adverbs before they start:

Position of adverbs of frequency

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

- a. before main verb
sometimes

You ☐ go to the cinema.

BUT

- b. after verb 'to be'
always

Peter is ☐ happy.

Answers (ex. 1, p. 12)

Students' own answers

Workbook

Students can do Grammar, ex. 2, p. 8, Pronunciation 1, p. 8, and Writing, ex. 1 and 2, p. 8.

4. Return to the 'Grammar' box and work through the right-hand side. Elicit the fact that the present continuous is used in the example sentences and then again use a substitution table to revise the tense, eliciting the forms of *to be* and the *-ing* suffix. Use different verbs so as to highlight the spelling rules. Teach them/remind them of the rhyme 'The verb to be plus i-n-g' and use it as a chant. Remind them that the present continuous must always have these two elements. In the future, if they forget the verb to be or the *-ing* ending, just get them to repeat the rhyme.

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

5. Remind students of the spelling of the *-ing* form covered earlier in the unit.

Answers (Grammar box, p. 12)

Sentences 1 and 3 – happening at or around the moment of speaking

Sentence 2 – future arrangement

Time expressions – now, at the moment, this (week, year, etc.), today

6. Students can now do exercise 2 on p. 12, which practises the present continuous tense. Go through the phrases first as a class to check understanding and then students can do the exercise by themselves (written, using the pictures and prompts to write full sentences for Kathy, her brother and her friend) or orally in pairs. Check the answers on the board as a class and make sure students don't swallow the auxiliary verb when reading out their answers.

Answers (ex. 2, p. 12)

Kathy is swimming in the pool/feeding a gold fish/playing tennis.

Her brother is playing the violin/drawing a picture/eating breakfast.

Her friend is dancing/drinking a Coke/buying tickets/reading a book.

7. Have students complete exercise 3 and then check as a class, emphasising the key words for each tense. You could follow up by asking if the first half of any of the sentences is true for the students.

Answers (ex.3, p. 13)

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

8. Exercise 4 should be done individually and then checked as a class. Encourage students to look at their notebooks or the Grammar Summary as they do the exercise.

Answers (ex. 4, p. 13)

1. Do you often help...?
2. I'm reading...
3. My friends don't live...
4. ... does Harry usually get up?
5. Jane isn't dancing now. She is having...
6. Are we playing...?
7. Peter rarely watches...
8. The film is beginning.

Optional Extra!

Before the lesson, write various verbs on separate pieces of paper in their third person singular form – between 10 and 15 should be enough. Make sure you have at least 3 examples of each 'phonetic' ending. Put the students into groups of between three and five and tell them to sort out the verbs into three piles according to the sound of the -s ending (i.e. /s/, /z/ or /iz/). Make it a race with the winners being the first group to complete the exercise correctly. Don't forget you will need the same set of verbs for each group of students.

Workbook

Students can do Grammar, ex. 3-5, p. 6 and Writing, ex. 3, p. 9.

Part B



Lead-in

1. As an introduction, ask students briefly if they have any friends or relatives that live abroad. If anyone does, elicit a little information about the person. Ask them about the person's name, age, where they live, what sort of place it is, what the person's hobbies are, etc. You could get other students to ask some questions as well.

Reading

1. Introduce Kathy Kruz, using the picture and ask students to describe her.
2. Focus on exercise 1, getting students to read the paragraph topics aloud and check that the meaning is clear. Then give students a few minutes to read the text through and to assign a topic to a paragraph. Check as a class, briefly eliciting a few phrases from the text to highlight why each topic relates to each paragraph.

Answers (Gist task, p. 14)

1D, 2A, 3B, 4C

3. Move onto part A of exercise 1 on page 15. Read through the questions and check understanding. Then give students time to re-read the text and to answer the questions. You can decide whether you want one word answers or full sentences (depending on time available). Again, if time allows, students could check their answers in pairs, before you check the answers as a class either orally (one word answers) or on the board (full sentences). Encourage students not only to give the answer, but to tell you the relevant sentence from the text where the answer can be found. When checking question 2, draw students' attention to the British and American equivalents below the exercise and go through the 'Did you know?' box.

Answers (ex. 1, p. 15)

A

1. Lewistown, Montana, U.S.A.
2. Elementary school.
3. Yes – it is an expensive hobby.
4. a. She watches TV or reads books.
b. She goes to a school sporting event, goes for a drive with friends, and talks to boys and girls.
5. 16
6. Hamburgers/cheeseburgers.
7. It's outside and you sit in cars to watch the film.
8. They go bowling.

4. For part B of exercise 1, get students to describe the picture on p. 14.
5. Check vocabulary in exercise 2 (look after, terrible, etc.) before giving students chance to complete the exercise individually. Check as a class, referring to the text.

Answers (ex. 2, p. 15)

1. T (He raises cattle.)
2. F (There's nothing to do during the week. The sporting events are at the weekend.)
3. F (She's good at bowling.)
4. T (She collects them.)
5. F (They can't go into bars until they are 21.)

6. Then go through the Word Bank and if there is time, have students read out the text.

Workbook

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

Vocabulary – *be good at*

1. Draw students' attention to the last sentence in the text and in particular to the phrase *to be good at...*

Watch Out!

- Students will almost certainly muddle the preposition, using *in* instead of *at*.

2. Ask a few students what they are good at and what they are not good at. After a couple of exchanges, draw attention to the words and phrases for expressing degrees of ability beneath exercise 3 on p. 16 (i.e. very good, excellent, etc.) Explain that all these are followed by *at*. Again, elicit some examples using these phrases and then get students to complete the table for themselves in the column marked YOU. They should just put one word next to each activity:

- | | | |
|------|------------------|------------------|
| e.g. | 1. <i>sports</i> | <i>excellent</i> |
| | 2. <i>music</i> | <i>terrible</i> |

3. When students have completed the column marked YOU, put them into pairs and get them to complete the column for their partner by asking questions. You could brainstorm a few questions as an example:

- e.g. *Are you excellent at anything?*
What are you terrible at?
Are you good at cooking?

4. As students work together, walk around and monitor them. Don't interrupt; just make a list of any major or frequent mistakes, which can then be dealt with as a class when the activity has been completed. As feedback, get a few students to tell the class something about their partners (e.g. X is excellent at...).

Workbook

Students can do Writing ex. 4, p. 9.

Word formation

1. Move onto the word formation exercises on p. 16. Elicit the meaning of *noun*, *adjective* and *verb*. Get students to give some examples of these words. Explain the idea of the word formation exercises – e.g. from one verb/noun, you can make related nouns, verbs, adjectives and adverbs. Show the students the example in exercise A of danger → dangerous and then let them find the other adjectives in the text on p. 14. Repeat for exercise B.

Answers (Word Formation, p. 16)

A

expense – expensive; mountain – mountainous; west – western

B

collect – collection; compete – competition

2. Drill pronunciation of the words and then let students do the follow-up gap fill exercise individually. Check as a class.

Answers (Word Formation – follow-up, p. 16)

1. collection
2. expensive
3. dangerous; western/mountainous
4. western
5. translation

3. Round up this section with some questions using these words: *Do students like doing translations? Do they have a collection of anything? Which towns are in the western part of Serbia? Which was the last competition they took part in? How often do they go to mountainous places? What is the most expensive thing they have bought? etc.*

Workbook

Students can do Vocabulary ex. 5, p. 4.

4. Students can attempt exercise 4 by looking back at the texts in Unit 1 or using their own knowledge. Check by getting students to write up the correct spelling on the board.

Answers (ex.4, p. 16)

milkshakes; mountains; basketball; cattle; weather; vegetables; breakfast; bowling

Optional Extra!

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

Grammar – present simple/continuous

1. The 'Grammar' box on p. 17 gives further practice in the present tenses. Give students chance to complete exercise 1, before checking as a class. Then let them complete exercise 2 individually. Check as a class referring to the key words.

Answers (Grammar box, p. 17)**Exercise 1**

The 2nd sentence is wrong in each case.

Exercise 2

1. is raining
2. goes
3. isn't coming
4. do
5. Are you buying

Optional Extra!

Charades

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

Workbook

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

Speaking – agreeing and disagreeing

1. The next section (on agreeing and disagreeing) offers some opportunity for discussion and focuses on school and what changes the students would like to make. Start by asking which students like school (if any!) and what the best and worst things are about school. This only needs to last for a few minutes and is intended as a lead-in to the central discussion.

2. Tell the students that they are going to look at some comments from 13–15-year-old students from across the world. Read through the comments as a class and then focus attention on the Useful Language box. Encourage students to comment on the statements using some of these phrases. Students will find this very unnatural at first, but don't worry. Let them say the phrases sarcastically if they want to – it's important that they get used to hearing them!

3. On the board, brainstorm some aspects of school students would like to change. You can begin with those mentioned in the statements in the textbook:

- relationship between teachers and students
- uniform
- subjects
- computers
- sports

See if students can come up with some more topics, e.g. *breaks, food, school hours, facilities at school, school trips, equipment*. Then in groups, let students discuss what it is exactly that they would like to change about each of these aspects. One member of the group could make notes and feedback at the end of the discussion could be in the form of a group presentation at the front of the classroom or just a brief report from each group's spokesperson. Again, encourage students to use the phrases for agreeing and disagreeing and monitor them as they speak, making a note of any errors. Help with vocabulary as required.

Optional Extra!

You could get students to write a paragraph on their perfect school as homework following the discussion. Give them the first sentence: *The perfect school would...* If necessary, revise *would...*

Workbook

Students can do Mini Quiz 1, p. 9.

Part C



1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, get students to describe the picture and they could answer the following comprehension questions.

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

Extra reading, Unit 1, p. 19

1. Have people always had surnames?
2. What does 'Christian name' mean?
3. Why were surnames necessary?
4. Which is the most popular surname?
5. In what four ways did people get their surnames?

Answers to comprehension questions

(Extra reading, Unit 1, p. 19)

1. No.
2. First name.
3. So people knew which person was in question.
4. Smith.
5. According to their jobs, place names, their fathers, or their appearance.

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

Workbook selected answers – Unit 1

VOCABULARY

Abbreviations

- 1** screen is a noun; collect is a verb; school is a noun; he is a pronoun; with is a preposition; small is an adjective; slowly is an adverb
- 2** 1. relationship 2. fashions 3. strict 4. muscles
5. hang out ... mates 6. comprehensive
- 3** 1. I had a ... 2. – 3. Are you having ... ? 4. ... had a party ... had a good time 5. –
- 4** 1. mountainous 2. cattle 3. drive-in movie, starred
4. bowling, competition, event 5. raises
- 5** 1. translation 2. expensive 3. collection 4. western

GRAMMAR

- 1b** 1. Both of them enjoy talking to friends.
2. Both of them hate getting up early.
3. They don't mind riding a bike.
4. Marcia loves going to museums.
5. Only Michael dislikes washing up.

The present simple and continuous tenses

- 6** 1. It's raining.
2. Is it snowing ...?
3. Mr Taylor likes
4. Yes, I'm writing
5. Why do you never laugh ...?
6. My mother goes
7. Peter isn't swimming
8. Harry doesn't play
9. We live
10. What does Mary do ... ? I don't know.

EVERYDAY LANGUAGE 1

Match

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

2 A phone conversation

A Hello, Nick speaking.

B Hi, Nick. Thomas here.

A Can I speak to Tania, please?

B I'm afraid she isn't in at the moment.

A What time can I reach her?

B Any time after six.

A Fantastic. Goodbye.

B Thanks for calling. Bye.

3

1. Harry and Peter are talking.

2. Derek is drinking tea.

3. Dave and Sue are writing.

4. Helen is playing games on the computer.

5. James is looking out of the window.

UNIT 2



Overview

This unit deals with different types of sport and sporting experiences. In Part A, Roger talks about his experiences of sport at school and this provides the basis for a collocation focus (*do/go/play* + sport) and a grammatical presentation of reported commands and requests. There is also revision of the past simple and an introduction to the *used to* construction for past habits. In part B, students read about marathons and in particular the Belgrade Marathon, which leads into an exercise on expressions with *take* and revision of the past continuous tense. Students also learn and practise phrases for giving advice and making suggestions and there is a project about students' favourite sports stars. In the Extra Reading section in Part C, students read about the annual University boat race (between Cambridge and Oxford Universities). Aside from providing further practice, the Workbook contains a writing focus on linking words, a class sports survey for speaking and writing practice, and a focus on the /id/ pronunciation of the *-ed* ending of past simple regular verbs. There is also a chance for students to write and find out about their partner's sporting habits and a mini-quiz on where different sports are played.

Introduction

Read through the title pages (pp. 20–1) together and get some students to describe what sports they can see in the photos and any other details they can mention. Ask students what sounds interesting, what they already know, etc., in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Books closed. Write the word **SPORTS** on the board. As a class, brainstorm as many sports as you can in two minutes. At first, accept only sports offered in English, but then write up the English translation of any sports shouted out in Serbian.

Optional Extra!

Ladder Game

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

S_1	S_1
S_2	S_2
S_3	S_3
(team 1)	(team 2)
football	cricket
tennis	volleyball

2. Open books. Put students into small groups. Use the list of sports on the board as the basis for the discussion questions under 'Let's talk' exercise A, p. 22. Encourage students to ask 'Why?' (e.g. *Why do students like playing certain sports?*). Ask a member from each group to give a bit of feedback on the opinions of the other group members.

3. Discuss exercises B and C as a class.

Workbook

Students can do Mini Quiz 2, p. 15.

4. Ask students if they play enough sport at school. Again don't go into too much detail as this subject will be discussed after completing the reading comprehension. Just get a few opinions to lead into the topic.

Reading

1. Tell students about Roger – explain that he left school a long time ago, but they are going to read about the sports he played at school. Focus on the title – ask students if they think Roger liked playing sports at school. Then get students to look at the picture on p. 23. See if anyone knows *rowing* in English; if not, write it up on the board.
2. Go through the sentences in exercise 1, checking the meaning of *besides*, *get fit*, *dislike*. Tell students to read through the text quickly and to complete the sentences. Check quickly as a class.

Answers (ex. 1, p. 22)

1. football and cricket
2. football and cricket; rowing
3. ran/went running
4. shouldn't

3. Now get students to read the questions in exercise 2 on p. 23 out loud and check understanding (*most popular*, *really*, *compete*, *still*). Ask students to re-read the text and answer the questions. You don't need to insist on full-sentence answers, although it may be a good way of assessing the extent to which students can produce/use/handle the past simple tense. However, don't correct mistakes with the past simple at this point. Go through the answers as a class, highlighting where they can be found in the text.

Answers (ex. 2, p. 23)

1. No.
2. Those who were good at games.
3. A cricket ball hit him, he started to cry and the teacher was rude to him.
4. He didn't like them./He joined the rowing club.
5. It was the teacher's advice.
6. Yes.
7. They raced against each other when they were running.
8. No.

4. Focus on the 'Useful Language' box and point out that these are more examples of word formation. Ask students which nouns and verbs have the same forms. Get them to find some of the words in the text. Check meaning, drill pronunciation and then ask them a few follow-up questions: *Do you often give your friends advice? Who advises you? How often do you exercise? Do you like racing against your friends? What gives you the most enjoyment in life?* etc.

5. The 'What do you think?' discussion questions can be done either in small groups or as a class. If time allows, you could always extend this discussion by talking about how students would change their P.E. classes.

Workbook

Students can do Vocabulary ex. 1–2, p. 10.

Vocabulary

1. Exercise 4 on page 24 deals with various collocations with *do*, *play* and *go*. Go through the examples as a class and then see how many of the sports in the box the students can put in the right place. This could be done in pairs. Check answers by asking students to produce sentences with *I like/hate/enjoy +ing* (thus recycling this area from the previous unit). Point out the general rules: *play + sport with a ball*, *go + -ing*, *do + other sports*.

Answers (ex. 4, p. 24)

do: gymnastics, aerobics

go: swimming, skiing, cycling, jogging, running

play: basketball, volleyball, hockey, cricket, golf

2. As an extension, see if the students can add any other sports to the lists, e.g. *play rugby*, *play table tennis*, *do yoga*, *go skating*, *go horse riding*.

Workbook

Students can do Vocabulary ex. 3–4, p. 10.

3. As a lead in to ex. 5, elicit the sport in the picture (ice hockey). Ask students if anyone plays it and what they think of the sport. Then ask the following questions:

How many teams play a game of ice hockey? (Two)

How many players are there on each team? (Six)

What equipment do you need to play ice hockey?

(a puck, a stick, heavy protective clothing)

4. Now focus on exercise 5 and the example. Tell students to do the same for football and basketball. Put the students into groups for this. Check the answers on the board.

Sample answers (ex. 5, p. 24)

Football is a game played on grass/a pitch. On each team, there are eleven players. They kick a ball around the pitch and try to score a goal.

Basketball is a game played on a court. On each team, there are five players. They try to score points by throwing a ball into a basket.

Grammar – reported commands and requests

The focus now moves onto the presentation of reported commands and requests.

1. The 'Grammar' box is self-explanatory and should be worked through systematically. Firstly, focus attention on the two mini-cartoons – elicit who the characters are in each and get the students to complete the reported speech below each cartoon. Explain that a command is when someone tells us we must do something, while a request is when someone asks us to do something for them. Have students complete exercise 1 and check together.

Answers (Grammar, ex. 1, p. 25)

Command – tell (told)

Request – ask (asked)

2. Focus attention on the rules in exercise 2 and get students to read them out to you as you write them up on the board. Have them read out the examples as well from the box. Then on the board, below each rule, give more examples of direct speech and ask students what the reported forms would be. Start them off with a direct command and give them the beginning of the reported version:

Come here! *He told me...*

See if any student can finish the sentence. Repeat with other examples, eliciting the reported version and highlighting the *to* and *not to* parts.

Stand up! → He told me... (to stand up.)

Be quiet! → She told him... (to be quiet.)

Don't be late! → I told him... (not to be late.)

Repeat with examples of reported requests:

Can you give me £5, please? → *He asked me... (to give him £5.)*

Will you open the window? → *She asked him... (to open the window.)*

Point out the change of *me* to *him* in the first sentence and read through the section at the bottom of the 'Grammar' box on pronoun changes. Tell students that they must think about this change as well. Give another example to reinforce this:

Listen to us! → They told him to listen to them.

Highlight the changes (*to*, *not to*, pronouns, etc.) in different colours if you can or underline them to draw attention to them. Then get students to copy this down to help them remember it.

3. As a lead into exercise 3, ask students how often they go to the chemist's. *Who do they buy medicine for? Where is the nearest chemist's?* Read out practice exercise 3 as a class. Check students understand the situation and the orders from the doctor (*take tablets, contact, pain*, etc.). Now ask students to complete the sentences individually after doing the first together as an example. Students can check in pairs and then check as a class on the board.

Sample answers (ex. 3, p. 25)

The pharmacist told her to take two tablets three times a day. She also told her to drink a lot of water with the tablets and not to eat anything for half an hour after taking the tablets. She told her not to take the tablets for more than five days and to contact her doctor if the pain doesn't stop after five days.

4. Round off this section with exercise 4 on p. 26. First have students read the sentences and decide which are commands and which are requests. Elicit the appropriate verbs. Then let them complete the sentences individually before checking as a class.

Answers (ex.4, p. 26)

1. Emma asked Dave to open the door.
2. Jane asked me to close all the windows.
3. My mother asked me to help her.
4. She told me not to stay out too late.

Optional Extra!

With the focussing moving onto the past simple, you may want to avoid 'grammar overload' with the following game, providing students with a break from overt grammar presentations and exercises.

Reported Commands

Prepare a pile of commands on separate pieces of paper (between 10–15), e.g. *Run to the board*, *Read a book*, *Touch your nose*, *Don't talk for 30 seconds*, *Count to 100 in 60 seconds*, *Don't stop jumping for 20 seconds*, etc. Put students into groups of three – you need to have enough copies of the commands so that each group has a pile. Make sure you have shuffled each pile well. The commands are placed face-down in front of the students.

The first student (S1) takes a command from the pile, looks at it and whispers the command to the second student (S2). The second student 'reports' the command to the third student (S3) (He told you...). The third student obeys the command. S1 picks another command and the procedure is repeated. Altogether, S1 should pick 3 or 4 commands.

Then the students change so S2 picks a command, whispers it to S3, who reports it to S1, who then carries it out. Again, this is repeated 3 or 4 times.

The students then change one final time, so that S3 picks and whispers to S1, who tells S2, who obeys it. Again, this is repeated 3 or 4 times.

As feedback, the students tell you what they were told to do:

X told me...

Workbook

Students can do Grammar ex. 1, p. 11.

Grammar – past simple

1. The 'Can you remember?' box on p. 26 shifts the focus to revision of the past simple tense. Again, it is self-explanatory and should be worked through systematically.

Watch Out!

- The use of the auxiliary *did* will probably cause students problems and there may well be confusion between *do/does* and *did*. Often students will forget the auxiliary completely.
- Students will use the *-ed* form after *did* and *didn't*.
- There will be a tendency to use *to be* due to L1 translation.
- Problems may also arise from spelling changes resulting from the adding of the *-ed* ending, i.e. *-y* becoming *-i* and doubling of letters.
- The different ways of pronouncing the *-ed* endings of regular verbs is problematical. Students frequently pronounce the ending as /ed/, instead of /t/, /d/ or /id/. The /id/ ending is looked at in the Workbook.

2. After completing exercise 1 with students finding examples of the past simple in the text on pp. 22–3, move onto the forms of the past simple by eliciting the answers to exercise 2. Again, you can summarise this with a substitution table.

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

3. Direct the students to exercise 3 on p. 26 and let them complete the verb forms individually before checking as a class.

Answers (ex. 3, p. 26)

1. rode
2. didn't go
3. did you join
4. won
5. did you bring
6. I didn't miss

Optional Extra!

Noughts and Crosses

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

put	swim	go
hear	catch	get
study	play	eat

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

Workbook

Students can do Grammar ex. 2–5, p. 11–12 and Pronunciation 2, p. 14

4. The Liar! Game (exercise 4, p. 27) provides good practice of the past simple. You should demonstrate by writing up five sentences of your own on the board first. Make up sentences to show a good range of verbs and activities (negative and positive). One sentence should be false (a lie). Students must ask you questions (practising the yes/no question form). Hence, if one of your sentences was *I had breakfast at 8 o'clock yesterday.*, the students would ask *Did you have breakfast at 8 o'clock yesterday?* Then they should be encouraged to ask as many questions related to the sentence as possible so as to have a better chance of telling if you are lying (e.g. *What did you eat?* / *Where did you have breakfast?* / *Who were you with?*, etc.). Once you have answered all their questions, students should tell you which sentence was a lie. See how well you can lie to the class – the essence of being a good teacher!

5. Students should repeat the process in pairs. Give them time to write their five sentences. Monitor and assist with vocabulary. They should write the number of the sentence which is a lie at the back of their notebooks so they cannot later be accused of cheating! Then give

them time to ask each other questions and answer. To round off, ask who managed to guess their partner's lie.

Grammar – *used to*

1. As an introduction to the *used to* construction, ask students to shout out some things that they did when they were younger, but don't do now (or had, but don't have now). If they lack ideas, prompt them with some questions (what about sports, your appearance, etc.?). Write up the infinitive forms of anything they shout out on the right-hand side of the board:

have long hair.
play tennis.
go to bed at 9 o'clock.

2. Repeat underneath for things they didn't do/have when they were younger, but do/have now:

have long hair.
play tennis.
go to bed at 9 o'clock.

smoke.
speak English.
live in Belgrade.

3. Explain that in English there is a way to talk about changed habits/states and that is with using *used to*. Point out that this is nothing to do with the verb *to use*. Add the subjects and the correct forms of *used to* to the board:

USED TO		
I		have long hair.
You		play tennis.
He	used to	go to bed at 9 o'clock.
She	_____	_____
It		work hard.
We	didn't use to	speak English.
You		live in Belgrade
They		

4. Get the students to read out the sentences on the board and each time emphasise that it means that the situation is now the opposite. Ask them to look back at the text about Roger and to find what Roger used to do. Point out that we can use the past simple instead of *used to* but this doesn't have the idea of something being changed – we would have to add '... but I don't anymore/but I do now.' Give students time to copy the table down into their notebooks.

5. Draw students' attention to the 'Grammar' box on p. 27 and read through it as a class. Highlight the fact that we cannot use this construction for activities which only happened once. Also, point out the question form and put some examples on the board (maybe the question forms of those sentences elicited earlier from students (e.g. *Did you use to have long hair? Yes, I did. / No, I didn't.*) Have students copy this down.

6. Students can now work through exercise 1 on p. 27 individually – go through the first two sentences first as examples. Check as a class.

Answers (ex. 1, p. 27)

3. He used to climb trees.
4. He used to collect stamps.
5. He didn't use to enjoy classical music.
6. He used to wear cowboy hats.
7. He didn't use to wear glasses.
8. He used to play with toys.

7. For exercise 2, check students understand the verbs in the bubbles and then give them chance to make some sentences. Monitor and correct any mistakes. Then give students chance to tell their partners their sentences. As feedback, ask some students what their partners used to/didn't used to do. Also, ask if anyone's partner used to do something particularly interesting.

Workbook

Students can do Grammar ex. 9–10, p. 13.

Part B



Let's talk

1. Closed books. Shout out some sports and ask students to name as many famous sports people who do that sport as they can. See if they know which countries they come from.

You may want to find some pictures of famous sports personalities on the Internet (aside from those on p. 28) to show your students and elicit information about. You could ask what qualities people need to be successful at sport. Are they good *role models*?

2. Open books. Work through the 'Let's talk' section on p. 28. The exercises could be done individually or in pairs to provide some speaking practice, while the last two questions could even be a group or a class discussion.

Answers (Let's talk, p. 28)

1. Vlade Divac
2. David Beckham
3. Olivera Jevtić
4. Novak Djoković
5. Michael Phelps

Reading

1. Ask if students know anything else about Olivera Jevtić or any other marathon runners. *Would they like to run a marathon? Why/why not? What do they know about the marathon as an athletic event?*

2. Read through the introduction to the Marathon text as a class – check vocabulary (*athletic discipline*, etc.) and then read through the questions. Give students a minute to try to answer the questions from their general knowledge. Then play the recording for them to check their answers. Refer to the tapescript on p. 138 if necessary. As feedback, see who got all the answers right.

Answers (The Marathon, p. 28)

1. Greece
2. A town
3. The modern Games
4. d. About 42 kilometres

3. Ask students about their experiences of the Belgrade Marathon. *Have they ever watched it? Do they know anyone who has run in it? What route does it take? What other races take place that day? Where do the athletes come from who run in the Marathon? How do they manage to run so far?* (Feed in the underlined words in order to pre-teach them before students encounter them in the text.)

Pre-teaching

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

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

4. Focus on the pictures in exercise 1 on p. 29. Explain that this is John Welch, a marathon runner. Elicit what students can see in each picture, feeding in *exercise, sponge, sunburn*. Then get them to read the text and to number the pictures in the order they are mentioned in the text. Check as a class.

Answers (ex. 1, p. 29)

1. Training – exercising in room
2. Having breakfast
3. Sun burning his face
4. Drinks
5. Sponge
6. Exercise at the finish line
7. Wife kissing him

5. Students can then do exercise 2 on p. 30. Check as a class.

Answers (ex. 2, p. 30)

1. In April.
2. 5 km Fun Run and the half marathon.
3. No – people from all over the world run in it.
4. Yes – you should begin to prepare at least three months ahead.

6. Check vocabulary from the Word Bank and the Useful Language box. Extend by asking questions using the phrases, like *When does the Exit music festival take place? / Do you ever take part in sports competitions? / Can you name someone who is well-known for his musical talent?*, etc.

7. Have students read the text out loud if time allows and then read out the 'Did you know?' box. Ask students why they think the women's marathon started so much later than the men's. Extend by asking if sportswomen should be paid as much as sportsmen.

Workbook

Students can do Vocabulary ex. 5, p. 10.

8. Students will need time to prepare exercise 3 in pairs. You could put all the interviewers together to come up with a list of questions and all the interviewees together to brainstorm experiences, thoughts of Belgrade and the Serbian people. Then pair off the students and give them chance to prepare and practise their interviews. Have some perform to the class as feedback.

Vocabulary – *take*

1. Ask students if they can remember the expressions with *take* from the Useful Language box. Elicit *take place* and *take part*. Explain that there are many phrases involving *take* in English and read through the possible collocations in exercise 4 on p. 30. Give students time to complete the definitions and then check as a class.

Answers (ex. 4, p. 30)

1. take a photo
2. take a chance
3. take your time
4. take place
5. take an exam
6. take down

2. Round this off by asking some questions involving these phrases. Encourage students to use them in their answers. For example, *Do you often take photos? When was the last time you took a chance? Are there any festivals taking place soon? How do you feel when you must take an exam? Do you have a pet to take care of? Do you like taking down notes?*

Workbook

Students can do Vocabulary ex. 6, p. 11.

Optional extra!

A good way of starting a class or revising language/ideas during a class is to have students close their books and then tell you about things covered in the previous lesson/text. In this case, *What can you remember about the Belgrade Marathon?* It will give students valuable speaking practice and will also help in the recycling of vocabulary and grammar. Assist them with prompt questions so as to elicit key things: e.g. *When does it take place? Who is John Welch? When did he start training for the marathon?*

Grammar – past continuous

The focus moves on to revision of the past continuous tense (and a comparison of the past simple and continuous tenses).

1. Again, the 'Grammar' box on page 31 is self-explanatory – work through it with your students. Start by asking them to name the tenses in the example sentences from the Marathon text. Elicit the form of the past continuous and together draw up a substitution table:

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

2. Go through the other examples in the 'Grammar' box and focus on the 'Remember' box to summarise the form of the past continuous. You may at this stage want to have a quick spelling test on the present participle form, giving students infinitives and asking them to write the *-ing* form.

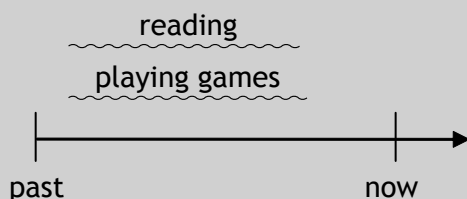
3. Ask if they can find any more examples of the past continuous in the text on p. 29. Check as a class. Then move on to when we use the past continuous. See if any students can remember. Go through the three uses in the 'Grammar' box on p. 31 and use timelines to reinforce this. Alternatively, draw up three timelines and ask students to match them to the uses.

Past continuous

USE

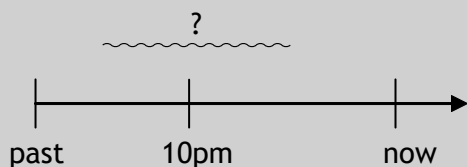
- a. two or more actions happening at the same time in the past

I was reading while my brother was playing computer games.



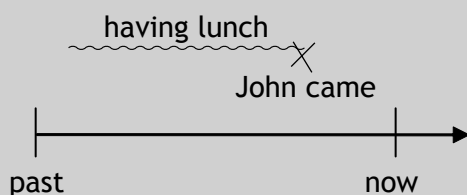
- b. an action in progress at a stated time in the past

What were you doing at 10 o'clock last night.



- c. an interrupted action in the past

We were having lunch when John came to see us.



4. Remind them of the key words *while* and *when*, using the 'Grammar' box. Point out the combination of tenses in the 'Do you remember?' part. Highlight this in the previous examples from the 'Grammar' box.

Optional Extra!

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

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

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

5. Exercise 1 on p. 31 just practises the past continuous form, focussing on the second usage. Ask students to describe the picture – what is happening, what they are wearing, what they think they are talking about, etc. Then explain the situation – re-draw a timeline on the board with 10am to reinforce the point. Let students complete the exercise individually and then check as a class, each time referring to the timeline.

Answers (ex. 1, p. 31)

1. was standing
2. was lying
3. were watching
4. was getting; wasn't feeling

6. Follow up by asking students what they were doing at 10am yesterday. Elicit sentences using the past continuous and *at 10am*.

7. Students can now tackle exercise 2 on p. 32. It contrasts the past simple and continuous forms. Point this out to students and read through the sentences as a class, using 'mmm' instead of the tense! Check vocabulary (*celebrate, cake, pavement, hit, call*, etc.) and then ask students to underline the key words (*when* and *while*). Refer them to the 'Grammar' box for the patterns with these words and let them complete the exercise individually. Check as a class, using timelines if necessary.

Answers (ex. 2, p. 32)

1. was visiting
2. rang
3. was eating
4. Was she walking
5. Came
6. Were you having

Optional Extra!

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

Workbook

Students can do Grammar, ex. 6–8, pp. 12–13.

Advising and suggesting

The next section deals with functional language for advising and suggesting.

1. Give students some situations and ask them what they would do:

You have a headache.

You have a test tomorrow.

You haven't done your homework and your teacher is in a bad mood.

You want to go out with your friends, but your parents say that you can't.

See who can come up with the most interesting suggestions. Write each problem up on the board and next to it some of the suggestions for solving it.

2. Direct students to the Useful Language box and go through the phrases for giving advice and making suggestions. Ask individual students to read out the examples in the 'Study' box. Now, using the suggestions on the board, get the students to make sentences with the phrases from the box.

e.g. *Teacher: I have a headache.*

Student: You should...

3. Ask students to do exercise 1 on p. 32 in pairs and get pairs of students to read out their answers.
4. As an extension, you could put students into pairs to make up their own dialogues – one has a problem, the other asks 'What's the matter/problem?' and gives advice. Have some students act out their dialogues.

Workbook

Students can do Everyday Language 2, ex. 1–2, p. 14.

Listening

1. In the Listening section on p. 33, Marko Petrovic returns. Ask students what they can remember about him – where he lived last year, why he was there, any things that happened to him, etc. Explain that he is talking to his friend, Nick, over the computer. Have them describe the picture – clothes, activities, etc. Ask students why the boys are talking over the computer and not on the telephone (it's cheaper) and if the students ever communicate like this – who with, how often, which countries, etc.
2. Play the recording and elicit the answer to the question in exercise 1.

Answer (ex. 1, p. 33)

Nick's ringing to ask if it OK for him to visit Marko at New Year.

3. Read through exercise 2 together, check understanding and vocabulary. Then give students time to see if they can answer any of the questions from memory before playing the recording again. Check answers together, referring to the tapescript on p. 138 if necessary. Students can act out the conversation in pairs.

Answers (ex.2, p. 33)

1. Novak was losing.
2. No – it rained all day.
3. His father.
4. No – there was no electricity and he went to bed early.

4. Ask students if Serbia is a good place for tourists to visit. Why/why not? Then get some ideas as to what tourists can do in Serbia – write them up on the board and ask students how you would express these ideas as advice. Elicit some of the phrases from p. 32 and make sentences on the board using the advice 'stems' and the students' ideas. Then put students into groups to come up with some more advice – exercise 3. Get feedback as a class.

Optional extras!

As an extension, students could produce a 'tourist brochure' or poster – giving advice for visitors to Serbia on what to visit, customs, etc. They could find pictures for the brochure/poster and use the phrases from p. 32.

Workbook

Students can do Writing and speaking, ex. 1, p. 14.

Project

To round off this part of the Unit, there is a project on p. 33 that students can complete in groups. See the Introduction of this Teacher's Book for advice on project work.

Workbook

Students can do Writing and speaking, ex. 2–3, p. 15. These are class work exercises.

Part C

1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, get students to describe the picture and they could answer the following comprehension questions.

Comprehension questions (to be given orally, written on the board, or photocopied)**Extra reading, Unit 2, p. 35**

1. Which three sporting occasions does the text mention?
2. Do children take part in the Boat Race?
3. Is it popular to watch?
4. Who started the race and when?
5. In which year did Cambridge lose because:
 - a. they couldn't even begin the race
 - b. it wasn't their best team rowing
 - c. the rowers ended up in the water
 - d. someone didn't have any more energy

Answers to comprehension questions

(Extra reading, Unit 2, p. 35)

1. FA Cup final (football); Wimbledon Tennis Championships; the University Boat Race
2. No – it's a University race.
3. Yes – millions watch on TV and 250,000 watch it next to the river.
4. Two friends started it in 1829.
5. a. 1984; b. 2003; c. 1978; d. 2002.

3. To round off the unit, students can complete the My Progress section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the past tenses very well, those who didn't do the expressions with *take* well, etc.

Workbook

Students can now do Revision 1, pp. 16–7 and then Test 1 in their test booklet.

Workbook selected answers – Unit 2

VOCABULARY

- 1 1. advise 2. fit 3. compete 4. take part in 5. race 6. common 7. give up
- 2 1. advise 2. race 3. give up 4. fit 5. taking part in 6. common 7. competing
- 3 gymnastics, football, swimming tennis, skiing, chess, cycling, handball, hokey, sailing, rowing, weight lifting
- 5 1. athlete 2. the news 3. managed 4. sponge 5. soldier 6. burnt 7. took place 8. energy 9. offered
- 6 1. took a train 2. taking an exam 3. takes place 4. take down 5. take a photo 6. taking care 7. take your time

GRAMMAR**Reported requests and commands**

- 1
1. She told me to tell the truth.
 2. He asked me to help him.
 3. My friend told me not to tell anybody.
 4. He told me not to worry about him.
 5. She told me to listen to her.
 6. She asked me to switch off the TV.

The past simple tense

- 3
1. When did she get up when she lived in London?
 2. What did you play at school when you were younger?
 3. When did you go skiing in the mountains?
 4. Where did they spend a wonderful week?
 5. How long did they stay in Canada?
- 5
1. Did Marcia play cricket last Sunday? No, she didn't.
 2. Did Marcia do aerobics? Yes, she did.
 3. Did Marcia go swimming? No, she didn't.
 4. Did Marcia play tennis? Yes, she did.
 5. Did Michael play cricket last Sunday? Yes, he did.
 6. Did Michael do aerobics? No, he didn't.
 7. Did Michael go swimming? Yes, he did.
 8. Did Michael play tennis? No, he didn't.

The past simple and continuous tenses

- 6
1. left
 2. drove
 3. took off
 4. was shining
 5. landed
 6. it was raining
 7. travelled
 8. phoned
 9. gave

The past continuous tense

- 7
1. Nick wasn't having a shower in the bathroom.
 2. Jane was doing her homework in her room.
 3. John was watching TV in the living room.
 4. Michael wasn't taking a photo of his brother.
 5. Vicky and Diana were having dinner with their parents.
 6. We weren't doing gymnastics.

Used to

- 9
1. She used to get up at six o'clock when she lived in London.
 2. We used to play football when we were younger.
- 10
1. When did she use to get up ... ?
 2. What did you use to play ... ?

EVERYDAY LANGUAGE 2

Match A and B.

1 1e 2c 3d 4a 5b

Match a problem and the advice to each picture.

2 1b 2c 3d 4a

WRITING

1

We all went to the tennis match **except** Marcia. She couldn't go to Wimbledon **because of** her cold. **In spite of** the bad weather, a lot of people went to the match. We took a taxi **so that** we arrived on time. We all took our umbrellas **in case** it rained. **While** we were watching the match, it started raining. We had some strawberries **during** the break, and then we decided to go home because it was late.

REVISION 1

VOCABULARY

1 1. mountainous 2. expensive 3. collection 4. western 5. dangerous

- 2
1. Did you enjoy the race?
 2. Can I give you some advice?
 3. There is a maths competition next week.
 4. He does exercise every day.
 5. Watching a DVD is real enjoyment.

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

Have or Take

- 4
1. She *is having* a shower at the moment.
 2. The party *took place* last night.
 3. I hate *having* a headache.
 4. Can you *take* my photo, please?
 5. While Peter *was having* lunch, Dave rang.

GRAMMAR

Present simple and continuous

- 2
1. The sun doesn't often shine in December, but it shines today.
 2. "What does your mother do?" "She works in a bank."

3. I usually stay at home on Saturday, but tonight I'm going to a concert.
4. "What does your sister want to do?" "I don't know."

Reported speech

- 3
1. The teacher told me to think it over.
 2. My mother told me not to be late.
 3. Helen asked me to help her with her homework.

Used to

- 4
1. I used to go to that school.
 2. We didn't use to be very good friends, but now we are.
 3. Did you use to buy her flowers when you were young?

5 Past simple and continuous

Nick: Where did you go on holiday last summer?

Vicky: I went to the Lake District to visit my cousins.

Nick: How long did you stay?

Vicky: I stayed for two weeks. Where did you spend your holidays?

Nick: We spent only one week in Scotland and then my brother broke his leg so the whole family had to return home.

Vicky: What a pity!

6

When I **answered** the phone last night, my neighbour shouted: "Quickly! We need your help!" I **ran** to her house and **stopped**. I was shocked. Her husband **was lying** on the ground in his garden. "While he **was taking** the rubbish out, he **fell** and now he can't get up!" I **didn't know** what to do because he was a large man. In the end, five more neighbours **came** to help and we managed to pick him up!

COMMUNICATION

Giving advice or suggestions

1. You should see a doctor. / You should stay in bed.
2. You should take some medicine.
3. You should take him to the vet.

UNIT 3



Overview

This unit deals with the general topic of food and more specifically eating habits and healthy and unhealthy food. In Part A, students read about two opposing views on eating habits today. This leads into a functional focus on phrases for expressing preference and then a grammatical focus on countable and uncountable nouns and appropriate quantifiers. There is also revision of the indefinite and zero article. In Part B, there is an article about the history of McDonald's and a look at expressions with 'It's...'. Students revise the present perfect tense and compare it to the past simple, while there is listening practise with a conversation about keeping fit. Students also have the chance to prepare a dish of their own through a group project. In the Extra Reading section in Part C, students read about Hershey's Chocolate World in Pennsylvania. Aside from providing further practice, the Workbook contains a pronunciation exercise on contrasting /æ/ and /eɪ/ and a writing focus on what students have done in the past month. They must also devise a brunch menu and give advice on staying healthy.

Introduction

Read through the title pages (pp. 36–7) together and get some students to say what different types of food they can see in the photos. Ask them whether they like or dislike the items shown. You could explain the meaning of the title of the unit – Food for thought (meaning 'something to think about') and then read through the unit contents. Ask students what sounds interesting, what they already know, etc., in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Closed books. Play the alphabet game with your students as a lead-in to the unit (see below) or write up some anagrams of different types of food and let students solve them in groups (e.g. anabnas – bananas, kncheic – chicken, etc.)

Optional Extra!

The Alphabet Game

This is a good game for revising large lexical sets (e.g. clothing, food and drink, countries, jobs, etc.). Write up the letters of the alphabet in a column on the board. Put students into groups and give them five minutes to try to think of one item (in this case, an item of food) beginning with each letter of the alphabet (e.g. A – apple, B – bread, C – cauliflower). A representative from each group can come up to the board and write up their list or just have feedback as a class with you writing their suggestions up on the board. The group which manages to use the most letters wins.

2. Once the food items are on the board, ask students to sort them out into two categories – healthy and unhealthy. This can be done in groups followed by a class discussion comparing opinions. Round up by asking if students care about living a healthy life (exercising, healthy food, etc.) or not.

3. Open books on p. 38. Read through the nine tips as a class, checking vocabulary (*out of habit, choose, instead of, avoid, fried, plenty, stay fit, at least*, etc.). Discuss whether students agree with the tips and then put them into groups to do the rest of the 'Let's talk' section. Ask groups about the order they decided on and additional tips as feedback.

Workbook

Students can do Vocabulary ex. 3–4, pp. 18–9.

Reading

1. Ask students what they can see in the pictures above the reading text. *Do they like this kind of food?* Introduce Henry and Geoff – tell students Henry is 45 and Geoff is 13. See if students can predict what type of food they each like. Don't give any feedback at this stage.

2. Read through exercise 1, p. 38 together. Check vocabulary (*fast food, prepare, pocket money, wrong idea*). Ask students to predict who each opinion refers to. Then let them read the two texts, telling them to ignore the gaps in the texts for now, and write H or G. Check as a class, by referring to the relevant places in the text.

Answers (ex. 1, p. 38)

1. G
2. H
3. G
4. G
5. H

3. Check vocabulary in exercise 2 and then give students chance to put the phrases in the right place. Check by reading the texts as a class. Use this as an opportunity to go through the Word Bank as well.

Answers (ex.2, p. 39)

The phrases appear in the following order:

Henry – I'm a doctor; for lunch; When I was young; cost a lot of money; the relationship

Geoff – For breakfast; are disgusting; In the evening; in front of the TV; boiled vegetables

4. Exercise 3 can be done individually or in groups. Check as a class, highlighting the answers in the text.

Answers (ex. 3, p. 39)

1. She gives Geoff money for lunch. / She says she has no time to cook. / She buys fast food because it is cheap.
2. It has a lot of salt and no vitamins.
3. She is a vegetarian and doesn't eat meat, dairy products and eggs. Geoff prefers meat to vegetables.

5. The 'What do you think?' question can be discussed briefly as a class before moving on to exercise 5. Give students some thinking time on their own to think about what they are going to say. Encourage them to make some notes (but not to write full sentences) – monitor and assist with vocabulary where necessary. Then put students into groups to share their ideas. As feedback, ask the groups if they found out anything interesting about the people in their group.

Workbook

Students can do Vocabulary ex. 1, p. 18, Pronunciation 3, p. 24, and Writing, ex. 1, p. 24.

Expressing preference

1. Ask students what they think about the idea of having lunch at school. *Is it better to have lunch at school or at home?* Ask why pupils in England must have lunch at school (elicit – because they are at school all day from 9am until 3.30pm).
2. Ask students to describe the pictures at the top of p. 40 and then focus attention on the two menus at the top of the page. Check understanding of *mashed potatoes*, *chips* (point out that this does not refer to *crisps*) and then work through the reading/listening exercise without asking students what they think of the menus as this comes later. As a class, discuss which children eat at school.

Answers (ex. 6, p. 40)

The following probably eat at school: Jane, Michael.

The following probably go to the shop: William, Marcia, John.

3. Focus on the phrases the children use to express their preferences. Go through the 'Useful language' box – write the phrases on the board and elicit endings from the students (e.g. *I'd rather have no homework. / I'd like to go to the cinema tonight. / I prefer watching TV to reading.*) Highlight the different forms either with different colours or by underlining (e.g. *'d, to, etc.*)
4. Then ask students for their opinions of the two menus, encouraging them to use the phrases from the 'Useful Language' box.
5. Move on to exercise 7 which gives further practice in the phrases for expressing preference. Students should listen and read and answer the question.

Answer (ex. 7, p. 40)

They will have fish and chips for dinner.

6. Then ask students to find the mistakes in the dialogue. Encourage them to refer to the 'Useful Language' box. Play the recording again to check or refer to the tapescript on p. 138. Have students practise the dialogue in pairs and get some to perform to the class. You could extend this by asking students to compose a similar conversation using different types of food and the phrases for stating preference.

7. Read through the 'Did you know?' section. Ask students if they have ever tried English desserts. Then focus on the 'Over to you' part. Give students some individual thinking time and assist with vocabulary as needed before letting students present their dish to their partner, group or the class. You may want to demonstrate a dish of your own beforehand – you could tell them the ingredients and see if they can guess what dish is in question.

Workbook

Students can do Everyday Language 3, ex. 3–4, p. 23 and Writing, ex. 2, p. 24.

Grammar – countable/uncountable nouns

The focus of the unit now moves on to revision of countable/uncountable nouns.

1. Work through the 'Grammar' box on p. 41. Read through the first half as a class. Remind students that there are certain things you cannot count in English, like milk – T: *You can't say 1 milk, 2 milks, etc.* Point out that uncountable nouns never have an -s at the end and never have a/an in front of them. Put the students into pairs/groups to put the nouns into the right box. Encourage them to look back at the text and to see if the noun has a/an before it or -s, meaning it is countable. Check as a class.

Answers (Grammar, p. 41)

C: child, habit, parent, hamburger, vitamin, sandwich, takeaway, meal, snack, vegetable, egg

U: money, salt, fruit, time, cereal, toast, jam, chocolate

2. Once checked, let students put the remaining nouns into the correct place. Play the recording for them to check their answers – pause after each item to practise pronunciation. Finally, run through the other uncountable nouns at the bottom of the 'Grammar' box. Ask students if they can use them in a sentence.

Optional Extra!

Hand(s) up!

This game can be used to practise all manner of grammatical areas. In this case, tell students to put up one hand if the word you say is countable and two if it is uncountable. Shout out random nouns – students who put up the wrong number of hands are out. After a while, pick a student to call out the nouns.

There are variations on this game: students can make a C shape with their arms if the noun is countable or a U shape if the noun is uncountable; they can stand up if the noun is countable and sit down if it is uncountable; or if space allows (preferably if you can go outside onto the playground), they can run to different spots depending on whether the noun is countable or uncountable.

Workbook

Students can do Grammar ex. 1, p. 19.

3. Introduce the term quantifiers by asking students to look at the sentences at the top of the 'Grammar' box on p. 42. Focus their attention on *How much* and *How many* and say that these words/phrases are called quantifiers because they ask about *quantity (the number of something)*. Explain that *How much* and *How many* mean the same thing, but are used with different types of noun. Get them to complete the rule by referring to the example sentences. Ask someone to read out the rule:

Answer (Grammar, p. 42)

How many + countable noun

How much + uncountable noun

4. Point out that after *how many*, we use a *plural* countable noun. You could repeat the Hands Up game – this time one hand is for *how many*, two hands for *how much*. (Don't forget to use plural countable nouns when calling words out.)

5. Have students draw two columns in their notebooks with the headings: '*...+ uncountable noun*' and '*...+ plural countable noun*'. Get them to write *how much/how many* in the right column to start off a table on quantifiers (see below).

4. Tell students that they already know lots of other quantifiers. Draw their attention to the list within the 'Grammar' box and go through the quantifiers. They can add them to the table in their notebooks that they started for *how much/how many*, but add/elicit some examples of each and details of usage. Check students understand meaning as well:

Quantifiers	
+ Uncountable	+ Countable plural
<ul style="list-style-type: none"> • How much...? <i>How much bread do you have?</i> • much <ul style="list-style-type: none"> • used in -/? <i>I don't have much money.</i> <i>Did you buy much milk?</i> • some <ul style="list-style-type: none"> • used in + <i>I would like some sugar, please.</i> • any <ul style="list-style-type: none"> • used in -/? <i>There isn't any cheese.</i> <i>Have you got any advice?</i> • no <ul style="list-style-type: none"> • used with a positive verb <i>There is no jam.</i> • a little = not much but enough <ul style="list-style-type: none"> • usually used in +/? <i>I have a little money. Let's go shopping.</i> • little = not enough <ul style="list-style-type: none"> • used with a positive verb <i>He doesn't have a job so he has little money.</i> • less <ul style="list-style-type: none"> • used in +/? <i>I have less time than him.</i> <i>Did you have less sugar in your coffee than last time?</i> • a lot of <ul style="list-style-type: none"> • used in +/?-/? <i>I have a lot of information.</i> <i>They aren't having a lot of fun.</i> <i>Did we make a lot of money?</i> 	<ul style="list-style-type: none"> • How many...? <i>How many words do you know in English?</i> • many <ul style="list-style-type: none"> • used in -/? <i>I don't have many pens.</i> <i>Did you see many places?</i> • some <ul style="list-style-type: none"> • used in + <i>He wants some eggs.</i> • any <ul style="list-style-type: none"> • used in -/? <i>We didn't see any birds.</i> <i>Do you have any fruit?</i> • no <ul style="list-style-type: none"> • used with a positive verb <i>There are no chairs.</i> • a few = not many but enough <ul style="list-style-type: none"> • usually used in +/? <i>I have a few minutes. Let's go shopping.</i> • few = not enough <ul style="list-style-type: none"> • used with a positive verb <i>He is rude so he has few friends.</i> • fewer <ul style="list-style-type: none"> • used in +/? <i>I have fewer clothes than her.</i> <i>Do you want 2 children or fewer?</i> • a lot of <ul style="list-style-type: none"> • used in +/?-/? <i>I know a lot of games.</i> <i>He isn't eating a lot of biscuits.</i> <i>Did you see a lot of people?</i>

5. Ask students to underline the quantifiers in the text on p. 38–9. They can do this in pairs and then check as a class.

6. Students can now do exercise 1 on p. 42.

Answers (ex. 1, p. 42)

1. How much
2. How many
3. How many
4. How much
5. How much
6. How many

7. Extend the exercise as suggested in the Student's Book. Maybe demonstrate first by getting students to ask you some of the questions. Monitor as they work together in pairs. Then have some students demonstrate their answers to the class.

8. Students can then do exercise 2. Check together before they rewrite the sentences that don't apply to them. Have them discuss their new sentences in pairs and then get some class feedback.

Answers (ex. 2, p. 42)

1. a little
2. a few
3. a little
4. a little; a little
5. a few; a little

9. Before doing exercise 3, elicit the difference once again between *some* and *any* (some – positive sentences, any – negative and interrogative sentences). Point out that *no* has a negative meaning, but is used with a positive verb. You could do the first sentence together as an example and then let students work through the exercise individually. Check as a class, referring to the rules. Then get students to match the speaker to each sentence – they could do it in pairs.

Answers (ex. 3, p. 43)

1. no (a teacher)
2. any (a doctor)
3. some (a weatherman)
4. some (a customer)
5. no (a mother)
6. any (a girl)

10. As an extension, you could ask what else these people may say in the given situations.

Workbook

Students can do Grammar, ex. 2–4, p. 20 and Everyday Language, ex. 1, p. 22.

Grammar – articles

1. Ask students which word can never go in front of an uncountable noun as a way of leading into the revision of articles (elicit – a/an). Go through the article box on p. 43 as a class or on the board with students copying it down into their notebooks to help them remember. Encourage them to give further examples for each point. Then they can complete the exercise at the bottom of the page. Point out that they need to add *a/an* or */*. Check as a class by asking students to read out the sentences and refer each time to the relevant rule:

Answers (Articles, p. 43)

1. a (expressions with What!)
2. / (meals)
3. an; /; / (singular C/U)
4. / (plural C in general sense)
5. / (U)
6. / (expression with a preposition)
7. /; /; /; a (plural C/U/singular C)
8. a; / (professions/expression with a preposition)

Workbook

Students can do Grammar, ex. 5, p. 20 and Writing, ex. 3, p. 24.

Part B



Let's talk

1. Go through the 'Let's talk' section on p. 44 either as a class or first in groups and then with class feedback. Encourage students to reveal any 'horror stories' they have had at fast food restaurants. Expand the topic to include fast food takeaways as well. Try to pre-teach some of the vocabulary from the text (*Do you mind not eating with cutlery? Have you ever*

been to a drive-in restaurant? Do you like having ketchup and mustard with your burgers? What about gherkins?).

Optional Extra!

Role play

If you feel your class would enjoy it, why not have them role play a customer ordering food in a fast food restaurant. One student could be the customer and the other the counter assistant. They could even have more specific roles – a rude customer, a confused assistant, etc. They should be able to role play this situation with the language they have had in the Enjoying English series up to now, but you could help them with some useful phrases on the board if needs be.

2. Tell students that they are going to read about one particular fast food restaurant. See if they can guess which one from the pictures. Focus on the title and then ask them to read the text and to explain the title. Get feedback as a class.

Answer (ex. 1, p. 44)

The McDonalds opened a restaurant where people ate with their fingers.

3. Go through the statements in exercise 2 and check understanding (*quickly, took a long time, become, serve, different, etc.*). Focus on the 'Remember!' box to explain the 1940s. Ask students which decade they were born in. Give students chance to re-read the text and to correct the false statements. As usual, encourage them to underline the relevant parts of the text. Check as a class, referring to the text.

Answers (ex. 2, p. 45)

1. F – They made hamburgers because people constantly stole their knives and forks.
2. T
3. T
4. F – The restaurants have spread quickly since then.
5. F – They serve exactly the same food.

4. Go through the Word Bank to clear up any tricky words that have not yet been covered and if there is time have students read the text out loud. Wrap up with the 'Over to you' question and ask students if they think the McDonald brothers were clever or just lucky that their restaurants became so successful.

Workbook

Students can do Vocabulary ex. 2, p. 18 and ex. 5, p. 19.

Vocabulary – phrases with *It's*

1. Ask students what the text refers to as 'amazing' – elicit the fact that you will find the same food and drink wherever you go in the world. Write up *It's amazing* on the board and then draw attention to the other expressions with *It* in the 'Useful language' box. Check meaning and then let students complete the exercise either individually or in pairs. Check by getting students to read out the sentences.

Answers (*It's* expressions, p. 45)

1. It's three o'clock.
2. It's cold.
3. It's a pity.
4. It's a lovely day.
5. It's a good idea.
6. It's amazing.

2. To expand this exercise, see if students can provide a response for each sentence. For example:

A: Hurry up! It's three o'clock – the film's starting.

B: OK, I'm coming.

3. Finally, see if students can put the unused expressions into a sentence (*It's late* / *It's hot* / *It's sunny*).

Workbook

Students can do Everyday Language 3, ex. 2, p. 23.

Grammar – present perfect

The focus shifts to revision of the present perfect – one of the trickiest tenses in the English language for Serbian learners due to the lack of comparison with L1. Despite students having been introduced to this tense in the 6th grade, don't expect them to be at all confident in using it or to master it for a long time yet! While the focus remains on the key words, basic usage is also introduced so a comparison with the past simple can be made.

Watch Out!

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

I learn English for two years. x

Did you ever visit Brazil? x

1. Focus on the sentences from the text. Get students to read them out and then focus on the underlined words. Elicit that it is the present perfect tense and see if students can tell you how we form the tense. You could then write a substitution table on the board, asking students to shout out the missing words:

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

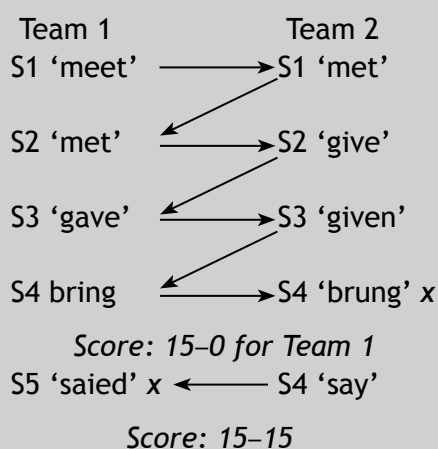
2. Students should now be able to complete exercise 1 individually. Check as a class.

Tennis

The principle parts of verbs can be revised using 'Tennis'. First, you will need to prepare a list of around 40 infinitive forms (a mixture of regular and irregular verbs) – either prepare your own list and make enough copies so each student can see a list, or ask students to use the list of irregular verbs at the back of the Student's Book, telling them to cover up the other two columns.

Then split students into two teams. The first player on one team shouts out one of the infinitives from the list. The first player on the second team shouts out (and spells) the past simple form and the second player on team 1 shouts out (and spells) the past participle. The verb is like a ball bouncing back and forth between the two teams. The second student on team 2 then chooses another infinitive, with the third student on team 1 saying the past simple form and the third student on team 2, the past participle. The game continues in the same way

When a team makes a mistake, with either pronunciation or spelling, the other team is awarded a point, and the person that made the mistake starts the process off again by choosing another infinitive. The scoring system is as in tennis – 15, 30, 40 and game. If the score is tied at 40–40, the next score is A (advantage), just as in a real game of tennis.



3. At this point, students could do exercise 2 on p. 46. Explain the exercise and give them time to do it individually. While checking as a class, elicit the past simple form as well.

4. Students can now do exercise 3. When checking as a class, check the meaning of the sentences, too.

Answers (ex. 3, p. 46)

1. I've been
2. He has just arrived
3. I have already fed
4. Have you finished
5. I haven't seen
6. She has lost
7. He has built
8. They have never left

5. As you check exercise 3, you can go through the 'Remember' box as a class, pointing out that these are the key words which we often use the present perfect with. To highlight the meaning of *ever* and *never*, ask the students questions, e.g. *Have you ever seen a bear?*, *Have you ever visited Greece?*, and elicit some short answers. Then ask individual students to ask similar questions. Follow this up with third person questions, e.g. *Has X ever seen a bear?*, *Has Y ever visited Greece?*. Highlight the position of these adverbs on the board, giving example sentences.

e.g. *I have never been to Egypt.*

Watch Out!

- Remind students that English unlike Serbian uses a positive verb form with *never*.

6. Move on to *just*, *already*, and *yet*. Point out the meaning with example sentences and again highlight the position of the adverbs on the board:

e.g. *He has just left.* (emphasise *just* – positive sentences)

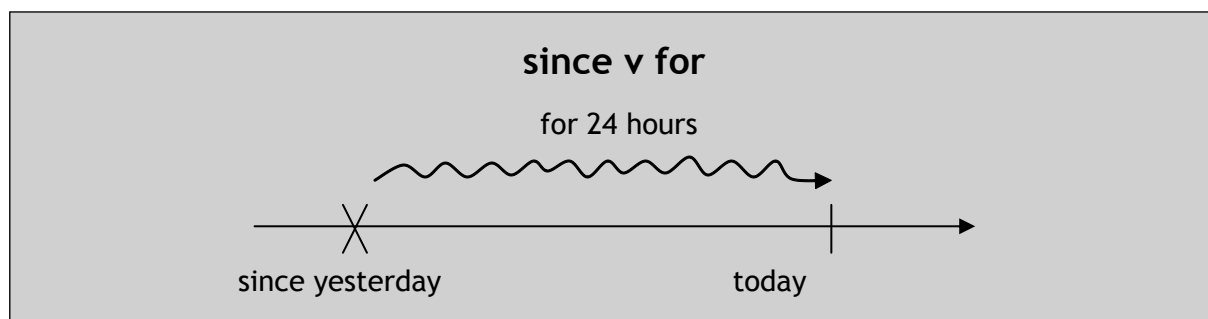
I have already done it. (emphasise *already* – positive sentences)

BUT *Has he arrived yet?*

They haven't finished yet.

(emphasise *yet* – negative and interrogative sentences)

7. Finally, deal with *since* and *for*. The *for* and *since* focus will need a bit of extra explaining. Point out the difference (*for* + time period, *since* + point in time) and use a timeline to illustrate this:



Put a list of time expressions on the board and ask students to arrange them into two columns – expressions with *for* and those with *since*. Here are a few ideas for expressions:

<i>last week</i>	<i>Sunday</i>	<i>two days</i>	<i>three weeks</i>	<i>five hours</i>
<i>my birthday</i>	<i>Christmas</i>	<i>a long time</i>	<i>twelve years</i>	<i>I was born</i>

8. Students can now cover exercise 4 and 5 individually before checking them as a class.

Answers (ex. 4, p. 47)

1. since
2. for
3. since
4. for
5. for

Answers (ex. 5, p. 47)

1. just
2. already
3. since
4. yet
5. for

Workbook

Students can do Grammar, ex. 6–11, pp. 21–2.

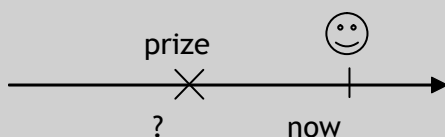
Grammar – present perfect v past simple

So far, the present perfect has been dealt with in terms of key words, but now the focus is on when we actually use the present perfect – what it actually means.

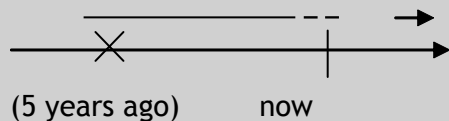
1. Focus on the box under exercise 6 on p. 47 and deal first with the uses of the present perfect. Explain that generally the present perfect connects the past and the present (i.e. it must have some connection to the present). Work through each use, drawing a timeline on the board to make things clearer for the ‘visual’ students:

Present perfect – uses – example timelines

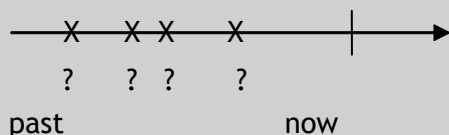
- Present result of past action
(He's happy because he has won a prize.)



- Unfinished activity
(They've worked here for 5 years.)



- At some moment up to now
(Have you ever swum in a river?)



Keep asking: 'Do we know *when*?' so students get the idea that if we know when something happened, we cannot use the present perfect.

Optional Extra!

To reinforce the grammar area, students can ask each other questions using the present perfect. Have a teddy bear handy – give it to one student. This student makes up a question using the present perfect (*Have you ever...?*) and throws the bear to another student. This student answers (Yes, I have. / No, I haven't) and then asks another student a question (again throwing the bear to the student he/she wants to answer).

2. Work through the past simple box in a similar manner using timelines if necessary. For the first example, highlight the fact that the speaker isn't still in Greece so the event is finished, therefore we use the past simple. Go through the key words as a class.

3. Students can now try the exercise related to this. Explain what they should do. If needs be, elicit the past simple and past participle form of each verb to assist the weaker students. Monitor, encouraging students to look for the key words. Check as a class, referring to the key words.

Answers (ex. 6, p. 47)

1. "Look! They have built a new school!"
"Yes, they built it last year."
2. "Has he just got up?"
"No, he got up three hours ago."
3. "When did she buy her new car?"
"Oh, she hasn't bought it yet."
4. "Have you ever talked to Fred?"
"Yes, I talked to him when I was at your party."

Workbook

Students can do Grammar, ex. 12, p. 22 and Writing, ex. 4, p. 25.

4. Exercise 7 can be done orally, though it is probably better done in written form to give everyone a chance to practise. Go through the example together, highlighting to students that they should join the first two boxes with the present perfect as it is about an experience at some point in someone's life (we don't know when), while the second and third boxes should be joined with the past simple because we are talking about a definite experience and we know when. Check answers as a class.

Answers (ex. 7, p. 48)

1. Neil Armstrong has walked on the moon. He walked on the moon in 1969.
2. Ana Ivanovic has played tennis at Wimbledon. She played tennis at Wimbledon when she was 20.
3. David Beckham has lived in Spain. He lived in Spain from 2003 to 2007.
4. Rihanna has visited Belgrade. She visited Belgrade in 2007.

5. You could extend this exercise by asking students to make up some similar sentences of their own – maybe about their own lives.

6. Finally, let students work through exercise 8. Check as a class, referring to the key words for the first few answers and pointing out that for the last three gaps we use the past simple because we are talking about one specific event in the past (the shopping trip on the Saturday).

Answers (ex. 8, p. 48)

M: Have you ever been to the new shopping centre?

D: Yes, I have.

M: When did you go?

D: When they opened it – the first day. I think it was Saturday.

M: I haven't been yet. What did you buy?

D: My sister bought a lot of clothes, but I didn't buy anything.

7. You could round off this grammar section by playing the 'Liar!' game from the previous unit – this time write up five yes/no present perfect questions on the board and students have to lie about the answer to one of them:

e.g. *Have you ever seen a ghost?*

Have you ever been to Greece?

Have you ever failed a test?

Have you ever met anyone famous?

Have you ever eaten rabbit?

Listening

1. Lead in to the listening comprehension section by talking about the 'Discuss' questions. This could be done in pairs or small groups and then get feedback as a class in order to maximise the time students are talking for. Encourage students to look at the Word Bank for any unknown words while discussing these questions. Run through the Word Bank at the end of the discussion as the words will be helpful for the listening comprehension.

2. Read through task A and then play the recording. Check together.

Answers (Listening task A, p. 48)

They talk about the first, third and fourth questions.

3. Read through task B as a class, checking vocabulary as you do so. Students could try answering T or F to see how much they can remember. They could then compare answers in pairs before listening again. Check as a class, referring to the tapescript on p. 139 as you go.

Answers (Listening task B, p. 48)

1. F – Marcia's hungry. Michael's already eaten.
2. F – He goes twice a week.
3. F – They dance to live music.
4. T
5. T
6. T
7. F – There's no competition.
8. T

4. To round this off, have students read through the tapescript in pairs. Ask them if they agree that dancing is the best exercise. Have a general discussion on dancing: *Does anyone go dancing? What sort of dancing? How often do they go? Is dancing more popular with boys or girls in Serbia?* etc.

Workbook

Students can do Vocabulary ex. 6, p. 19 and Mini Quiz 3, p. 25.

Project

1. The project on p. 49 is to be done in groups. See the Introduction of this Teacher's Book for advice on project work. It would be good to go through the 'Useful Language' box as a whole class as these words are useful for the project.
2. The milkshake (p. 49) could be made in class if you are feeling enterprising or go through the recipe together and get students to make it at home. During the following lesson, ask if it was a good recipe. *What other flavour milkshakes do students like? Does anyone have an unusual milkshake recipe?*

Workbook

Students can do Everyday Language 3, ex. 5, p. 23.

Part C

1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, get students to describe the picture and they could answer the following comprehension questions.

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

(Extra reading, Unit 3, p. 51)

1. Why did Melvin go to Harrisburg?
2. Did he have a good time there?
3. Where does chocolate-making begin?
4. What did he like most about the tour of the factory?
5. Do many people visit the factory?

Answers to comprehension questions

(Extra reading, Unit 3, p. 51)

1. To visit his aunt.
2. Yes – he's never been happier.
3. In South America.
4. He got free chocolate at the end.
5. Yes – there are nearly 2 million visitors ever year.

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

Workbook selected answers – Unit 3**VOCABULARY**

1

I have lots of bad **habits**, but my worst one is eating too much. I really like all **dairy** products – milk, cheese, cream, and ice-cream – but my favourite food is **fried** food – hamburgers, chips, bacon. Mmm! I often get a **takeaway** from the local fish and chip shop because I hate **cooking** and it is **inexpensive** – only £3.

Thanks to this, I have to start running and doing some exercise because I am **overweight**. On the other hand, my sister tries to **avoid** unhealthy food – her diet **consists** of lots of fruit and vegetables.

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

2b 1. customer 2. steal 3. leave 4. constantly 5. amount
6. in the eighties 7. cutlery

3 1. fruit 2. vegetables 3. eggs 4. milk 5. cake 6. oranges 7. jam 8. bread

4 1. beans 2. turkey 3. pasta 4. tomatoes 5. peaches 6. fish 7. cabbage
8. rice 9. grapes 10. cherries 11. sausages 12. peppers

5 We can't a. change the sky. / serve a telephone. / spread a ball.

6

At the moment I am trying to lose **weight** because I am very fat. I have started eating **healthy** food instead of takeaways and I have **taken** up dancing. The only problem is that I have no sense of **rhythm** so I find it very hard to dance to the **live** music. My friend goes running to **get fit** and I join him once in a **while** I know it is great **exercise** and it does my body **good**, but it is very boring.

GRAMMAR

Articles

5 1. – 2. – 3. a 4. – 5. An 6. – 7. – 8. a 9. –

The present perfect

6 1. They've been ... 2. ... they haven't spoken ... 3. ... she's collected ...
4. I haven't eaten ... 5. I've written ... 6 ... has she bought ...

12 The present perfect and the past simple tenses

A: I haven't seen you

B: We moved

A: I have just finished

B: I haven't bought

A: Has your brother made ... ?

B: It came out ... and it was

EVERYDAY LANGUAGE

1

1. Take more vitamins.
2. Eat less cake.
3. Smoke fewer cigarettes.
4. Eat less sugar.
5. Eat more carrots.
6. Drink less alcohol.

7. Drink more milk.
8. Eat fewer crisps.
9. Eat more meat.
10. Eat fewer biscuits.
11. Eat more apples.

2 1. It's late! 2. It's a lovely day! 3. It's half past six. 4. It's amazing!
5. It's a pity!

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

4 1. I'd like to travel 2. I'd prefer to go 3. I prefer meat to fish.
4. I'd rather 5. I prefer eating

WRITING

1 carrots especially contain healthy buy expensive

UNIT 4



Overview

This unit deals with celebrations and in particular Christmas and New Year. In Part A, students discuss Christmas traditions both at home and abroad before reading a Christmas story with a twist. This provides the basis for a focus on *either/neither* and a word formation exercise looking at nouns ending in *-tion*. The present simple passive is presented and practised, while there is also a listening comprehension about Christmas shopping. In Part B, the focus moves to parties and New Year. Students will read about how Nick and his friends celebrate New Year, leading into a focus on *-ful* adjectives and the future tenses. Prepositions of time are also studied and there is a group project about organising a party. In the Extra Reading section in Part C, students read two Christmas jokes. Aside from providing further practice, the Workbook gives practice in talking about the weather as well as in inviting and responding to invitations. There is also a pronunciation focus on words containing the letters *-ear-* and an extended piece of writing on how Christmas is celebrated in Serbia.

Introduction

Look at and read through the title pages (pp. 52–3) together and get someone to describe briefly what they can see. Ask students what sounds interesting, what they already know, etc., in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Books closed. Have a brief discussion about presents – *Do students like getting them? Giving them? On what occasions do people give/receive* (feed in this word) *them? What do they usually buy for their friends/family? What would they like to get for their next birthday/New Year? When do they open their presents at New Year? When do the English give presents?* Explain that the English don't give presents for New Year, but for Christmas.
2. Open books. Discuss the 'Let's talk' section in groups or as a class. Try to feed in some of the useful vocabulary at appropriate points (*turkey, stocking, presents, fir tree, decorations*, etc.). Also, see if anyone knows when the English celebrate Christmas Day (25th December).

Reading

1. Highlight the title of the reading text on p. 54 – ask students what they think *them* refers to. Then get them to read the text and to find the answer to exercise 1. Check as a class.

Answer (ex. 1, p. 54)

Jeremy is an adult!

2. Read through exercise 2 (p. 55) as a class and check vocabulary (*under, stockings, excited, wake up, go back, sitting room, before, tired, etc.*). Give students time to try to join the sentences without looking back at the text. Then let them check by looking back at the text before going through the answers as a class.

Answers (ex. 2, p. 55)

1d, 2j, 3b, 4a, 5i, 6h, 7e, 8f, 9c, 10g

3. Go through the Word Bank and have students read the text out if there is time. Ask students whether they think it is a true story. *Do they know any adults who get excited about Christmas/New Year? Who loves getting presents?*

4. Read through the 'Did you know?' section as a class. Feed in that 24th December is called Christmas Eve and Boxing Day is on 26th December. *Would students like to have the English traditions? Are English Christmases similar to Serbian ones? What are the similarities and differences?*

Workbook

Students can do Vocabulary ex. 1, p. 26 and Everyday Language 4, ex. 1–2, pp. 29–30.

5. Draw attention to the 'Useful Language' box. Ask students what they are doing for Christmas this year. *What do they usually do on Christmas Eve?* Encourage them to use the phrases without the definite article in their answers.

Grammar – either ... or / neither ... nor

1. Move on to the 'Remember!' box. Elicit the meaning of *either ... or* and point out that the verb in the sentence is positive. Draw attention to *neither ... nor*, which also takes a positive verb, but has a negative meaning. Read through the example sentences in the box before letting students try exercise 3. Check in pairs and then as a class, emphasising the 'one of them/not one of them' idea.

Answers (ex. 3, p. 56)

- a. neither ... nor ...
- b. either ... or ...
- c. Either ... or ...
- d. neither ... nor ...

2. Ask students if the first or last sentences are true for them. See if students can complete the final sentence so it is true for them (I play neither ... nor ...).

Word formation

1. Work through the Word Formation exercise, first checking the meaning of the verbs. Put students into pairs to find the nouns in the text and check spelling by asking some students to write them on the board. Point out that the -e disappears from the end of the verb.

Answers (Word Formation, p. 56)

decorate → decoration
celebrate → celebration
attract → attraction

2. Students can now do exercise 4 using the words from the word formation boxes. It may help to go through the sentences first as a class and elicit whether a noun or a verb is needed. Point out that students should make sure they use the right form of the verb and if they use a noun, they may need to make it plural. They could check the exercise together before you go through it as a class by writing the words up on the board.

Answers (ex. 4, p. 56)

- 1. decorate; decorations
- 2. celebrating
- 3. attractions
- 4. preparation

3. Extend the exercise by having a discussion on related questions: *Who decorates the tree in your house? How did you celebrate your last birthday? What other tourist attractions are there in your town/this country? Do you have a good Internet connection? How much preparation do you usually do for school tests? Where do you prepare – in your room or*

somewhere else? etc. As students respond, encourage them to use the actual words in their answers. This will help them memorise the words.

Workbook

Students can do Vocabulary ex. 2, p. 26.

Grammar – present simple passive

This next section introduces the present simple passive.

Watch Out!

- Students are bound to have problems with when to use passive and when to use active verb forms, although the emphasis at this point is on familiarisation with the passive structure rather than deciding when to use it.
- In terms of form:
 - students will have problems distinguishing this from the past simple, present perfect or a continuous tense due to the use of the auxiliary *be* and the past participle.
 - students will invariably use *is* after a plural subject
e.g. *Festivals is celebrated all over the world.* X
- Students will think that the present simple passive refers to the past due to the presence of the past participle.
- It needs to be emphasised to students that the same rules apply in terms of when to use the present simple whether passive or active (i.e. regular action in the present, present fact, key words – *usually, always*, etc.).

1. Focus attention on the 'Grammar' box on p. 57 and ask students to rewrite the three sentences as they are written in the text. Check as a class. Then write up the first on the board:

People never allow him to open his presents in advance.

2. Ask students to tell you the sentence's *subject*, *object* and *verb*. Mark them under the relevant word. Tell students that the most important part of an English sentence is the subject – this is the part that we are most interested in (the focus).

3. Ask them if *people* really is the most important thing in this sentence – tell them that it is obvious that it is people who don't allow him – it can't be monkeys, a table, his TV, etc.

Point out that what we are really interested in is the fact that he can't open his presents – this is what is important.

4. Therefore, we need to make *him* the subject of the sentence. Start a new sentence with the word *He*. Write *subject* under it. Now put the ending *to open his presents in advance*, leaving a space for the passive form:

He _____ to open his presents in advance.

5. Explain to students that we can no longer use *allow* because it is not he who allows something. Instead we need to use *the passive* – write it up at the top of the board. Fill in the form *isn't allowed* and put the conclusion:

When we want to make the object of a sentence into the subject, we have to use the passive.

In an active sentence the subject is the 'doer' – izvršilac radnje.

In a passive sentence the subject is not the 'doer'.

6. Ask the students: '*Why do we do this?*' Don't expect an answer – this is just to lead into the next explanation. Write up:

We use the passive when:

i. we are not interested in the person who does the verb (the 'doer' – izvršilac radnje)

People never allow him to open his presents.

Teachers teach English in Serbian schools.

(Say: *The word 'teachers' isn't important; of course, teachers teach English. We are more interested in the fact that pupils learn English in Serbian schools.*)

Write up:

Therefore: English is taught in Serbian schools.

7. Then (as the second use of the passive), write up:

ii. we don't know the person who does the verb (the 'doer')

Someone steals my money every day.

(Say: *Do we know who? No – just someone.*)

Write up:

Therefore: My money is stolen every day.

8. This is all the detail that needs to be gone into for now. You could point out that people often use the passive in English – much more frequently than in Serbian. Elicit the meaning of the two remaining examples in the 'Grammar' box.

9. Now focus on the form of the structure by asking students to answer the two questions below the example sentences. Draw up a table on the board using *give presents every Christmas*, eliciting the form of the auxiliary *be* and the past participle:

Present Simple Passive		
I	_____	
You	_____	
He		
She	_____	_____ presents every Christmas.
It		
We		
You	_____	
They		

10. Repeat the table for the negative and interrogative forms. Finally, write up the formula:

subject + am/is/are/ + past participle (-ed/3rd column)

11. You may want to play Verb Tennis or Noughts and Crosses to revise the past participle form at this stage.

12. Read through the rest of the box and refer to the Grammar Summary if necessary, including the examples of statements, questions and negatives. Check students understand the meaning – emphasise the 'present nature' of the sentences (facts, habits, routines – just like the ordinary present simple).

13. Students can now work through exercise 1 on p. 57. Remind them to look carefully at the brackets and the punctuation to see if the sentence should be positive, negative or

interrogative. Point out that every sentence is present simple passive and not to forget the verb *to be* and the past participle. Check as a class, emphasising the meaning. If you think it would be helpful, write up the active equivalents for some sentences (e.g. *People do not make hamburgers from chicken. / Pupils wear uniforms in some British schools.*, etc.) and point out that the subjects here are unnecessary as they are obvious.

Answers (ex. 1, p. 57)

1. aren't made
2. are ... found
3. is prepared
4. are worn
5. are not offered
6. is eaten
7. Is ... often stolen

14. Round off the section on the passive by asking students to complete exercise 2 on p. 58. Get them to read the text first and ask them some comprehension questions: *Where does the London Christmas tree come from? / When did the British help the Norwegians? / Is the London tree big? / Where does the tree grow? / How does the tree travel to Britain? / Are British decorations used?* Check vocabulary, particularly the missing verbs (*as thanks for, support, forests, with great care, several, square, crane, traditional, fashion, cut, select, put up*). You may also want to elicit the past participle form of the verbs.

Gap fill texts

For such texts, it may be a good idea to ask students to read the whole text without filling in the gaps. Then ask them some comprehension questions so as to check they understand what the text is about. Clear up any tricky vocabulary at this stage, too. In this way, students can concentrate on the grammar form rather than getting answers wrong due to a lack of understanding of the text.

15. Point out that students should think about whether they need *is* or *are* – encourage them to look at whether the subject is singular or plural. Then let them attempt the exercise individually. If you think it will be difficult for them, you could first get them to decide which verb goes where, check it as a class, and only then get them to form the present simple passive forms. Check by reading out loud.

Answers (ex. 2, p. 58)

are given; is selected; is cut; is brought; is put up; is decorated; are used

16. Round off by asking how tall the students' trees are for Christmas/New Year. *Who decorates them?*

Workbook

Students can do Grammar, ex. 1–3, pp. 27–8.

Listening

1. Focus on the picture on the left-hand side of p. 58. Ask students to describe what they can see. *How do they feel when they hear the word 'shopping'?* Try to elicit some adjectives. *Have they ever had any nightmare shopping experiences? Where do they usually go to buy presents for New Year? What did they receive/give last year? Do they find it hard to choose presents for their friends/family? Do they always know what they want to get? Do they know what they will buy for their family before they go shopping or do they decide when they are in the shop? Do they buy presents at the last minute (pre-teach)? What sort of things could you buy for your mother? Your father?* Try to feed in Do It Yourself. *Is your father interested in DIY?* etc. Explain DIY is when someone repairs (pre-teach) or makes something for the house without calling an expert, e.g. making a table from wood, repairing something electrical, making a fence for the garden, etc.

2. Explain that Marcia and Vicky are buying Christmas presents and ask a student to read out the gist question in exercise 1. Play the recording and get an oral answer from students.

Answer (Listening, ex. 1, p. 58)

Yes – 'We've got something for everybody.'

3. Read through exercise 2 and see if students can fill in any of the presents by themselves before listening to it again. Play the recording again for them to complete/check the answers.

Answers (Listening, ex. 2, p. 58)

Michael – history book; Nick – Do It Yourself book; Nick's mother – a gardening book; Marcia's mother – a CD of classical music (Vivaldi's *The Four Seasons*); Vicky's brother – Robbie Williams' latest album on CD.

4. Read through exercise 3 as a class. Give students a minute to make notes on the questions. Play the recording a third time if needs be. The students can check their answers by looking

at the tapescript on p. 139 and then go through the answers and the tapescript as a class. Have students act it out.

Answers (Listening, ex. 3, p. 58)

- a. Michael loves historical battles; Nick likes repairing things; Nick's mum likes growing flowers and vegetables; Marcia's mother has a new CD player and likes classical music; Vicky's brother likes listening to Robbie Williams and he hasn't bought the album yet.
- b. No
- c. Father Christmas

Workbook

Students can do Writing, ex. 1–2, pp. 31–2.

Part B



Let's talk

1. Closed books. Ask a few students to tell the class about the best/worst party they have ever been to. Ask them why it was good/bad, what the occasion was, etc. Ask them if they prefer going to parties or having their own parties.

Watch out!

- Remind students that the collocation is *to have a party/to throw a party/to organise a party* not ~~to make a party~~.

2. Open books. Tell the students they are going to talk about parties in small groups. Run through the 'Let's talk' questions and check that everyone understands them. Give students a minute or so to make some notes on the questions, to think about the answers. Then put them into small groups of 3 or 4 and give them a few minutes to discuss their answers. Ask a few students for their opinions. If students need help with vocabulary, write any useful party-related words up on the board, e.g. *wear smart clothes, casual clothes*, etc.

Workbook

Students can do Everyday Language 4, ex. 7, p. 31.

Reading

1. Explain to students that they are going to read about how Nick, Marko, Susan and Elizabeth are spending the New Year. Can students remember where Nick said he was going to be in Unit 2? (Elicit – *in Serbia with Marko*) Read the introduction together – ask where Susan and Elizabeth have gone for New Year. Ask students if they communicate via text messages on New Year's Eve – why/why not?
2. Focus attention on the pictures of the mobile phones. *Do they look like any of the students' phones? Which phone would they like to have? Why?* Read through the three mobile phone messages as a class – check vocabulary: *huge, gather, fireworks, main square, light clothes*, etc. *Do they have any ideas which message was sent from Belgrade? From Sydney?* Don't check answers at the moment.
3. Explain the task – students should read the first four text messages that the children sent to one another and write the sender's name (Nick, Susan, Elizabeth) in the gaps provided. Give students time to complete the exercise. Then check in pairs and as a class.

Answers (Happy New Year, part A, p. 59)

The first message is from Susan (in Australia, refers to Bess (Elizabeth's nickname from EE5 and EE6)).

The second message is from Nick (refers to Susan's fireworks photo, the weather is cold).

The third message is from Elizabeth (addresses the 'boys' and refers to her cousin, mentioned in first message).

The fourth message is from Nick (responds to Elizabeth's request for pictures, talks about better New Year weather 'here', says they look 'beautiful' – only for females).

4. Read out the messages as a class and check vocabulary and pronunciation. Ask students where they would prefer to be for New Year – Belgrade or Sydney.
5. Move on to part B. Ask students what they can remember about Michael and Kathy Kruz (from Unit 1). Elicit as much information as you can. Then focus on the pictures – ask students to describe what they can see. Elicit that the first picture is of Big Ben in London and the second is Times Square in New York. Ask students which character is celebrating in London and which in New York.

6. Get students to read through the three messages and to write either Michael or Kathy's name. Check as a class. Then ask students to put them in the correct order. Again, check as a class.

Answers (Happy New Year, part B, p. 60)

The first message in the book is from Michael ('I'm going to visit you in America...').

The second is from Michael as well (refers to Big Ben).

The third is from Kathy ('We're going to Times Square tonight...').

The correct order is:

1. Big Ben has just struck 12 times to announce the arrival of the New Year! We're at Trafalgar Square with thousands of people. Some are jumping into the fountain! I hope you have a really successful New Year!
2. Thanks for your New Year wishes! We're going to Times Square tonight! A huge shiny ball descends from a flagpole while the crowd counts backwards from 10. Have you made any New Year's resolutions?
3. Yes. I'm going to visit you in America so we can celebrate New Year together.

The underlined phrases show how the messages link together.

Paragraphing skills

Increasing students' awareness of how paragraphs link together is vital for improving their writing and reading skills. Each time the opportunity presents itself emphasise how paragraphs run into each other (linking words, pronouns, references, etc.).

7. Read out the text messages as a class and check any unknown vocabulary before students work through exercise 1 on p. 61. Explain that it refers to all the messages from the 'Happy New Year' text. Students could do it in pairs and then check as a class, referring to the text.

Answers (ex.1, p. 61)

The numbers should be in the following order: 1, 2, 4, 3, 3, 1, 2.

8. Discuss exercise 2 as a class.

Answers (ex.2, p. 61)

1. Belgrade is 10 hours behind Sydney. London is 5 hours ahead of New York.
2. Michael – to go to America for New Year's Eve.

Workbook

Students can do Vocabulary ex. 3, p. 26, Everyday Language 4, ex. 4–6, pp. 30–1, and Pronunciation 4, p. 31.

Vocabulary

1. Move on to the word formation task. Ask students to read out the nouns and check the meaning. Then ask them to look for the adjectives derived from these nouns in the texts. Students can do this by themselves or in pairs. Check as a class and highlight the suffix and the spelling (-y becomes -i-) and what the adjectives mean.

2. Reinforce meaning by asking: *Who is the most successful person you know? Do you like wearing colourful clothes? Who is the most beautiful actress in the world? What makes you feel wonderful?*

3. You could support this with some gap fill sentences on the board:

- a. *This meal is _____! You're a great cook!*
- b. *It's a _____ day – let's go for a walk!*
- c. *What a _____ skirt you're wearing! You usually just wear black clothes.*
- d. *My father is a very _____ businessman.*

Workbook

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

4. Finally, draw attention to the 'Remember!' box focussing on *each other/one another*. Read through it together and then write up some gap fill sentences to reinforce this area.

- a. Peter and Dave are talking to _____. (each other)
- b. I love my football team. All the players play for _____. (one another)
- c. You three! Why are you copying from _____? (one another)
- d. My mother and father are helping _____. (each other)
- e. Look! Harry and Clare are kissing _____. (each other)

5. Work through the prepositions' explanation as a class, eliciting other examples from students as you go (e.g. in winter, on Wednesday, etc.). It may be good to put a table on the board for them to copy down. Include examples.

Prepositions of time		
<p>in</p> <ul style="list-style-type: none"> • + season • + part of the day • + month • + year 	<p>on</p> <ul style="list-style-type: none"> • + day • + day + part of day • + date • + special day 	<p>at</p> <ul style="list-style-type: none"> • + meal times • + time • specific phrases <ul style="list-style-type: none"> – at night – at the weekend – at midnight • + special periods

6. Then students can work through the exercise at the bottom of p. 61 individually. Check as a class.

Answers (Prepositions, p. 61)

1. on 2. at 3. on 4. at 5. in 6. at

7. Extend by asking students what they were doing at 10am, what they did on Wednesday evening, where they went on New Year's Eve, etc. so they start using the prepositions and hearing them in context.

Workbook

Students can do Grammar, ex. 4, p. 28.

Grammar – the future

The focus now moves on to talking about the future.

Watch Out!

- Students may omit the auxiliary verb *be* before *going to* or the verb afterwards.
- There may be problems in distinguishing when to use the different forms – try to get the difference between a plan and an arrangement clear in students' heads.

1. Explain that there are many ways to talk about the future in English and see if students can remember any. Elicit *present continuous*, *going to*, *future simple*. Then go through the different uses in exercise 1 of the 'Grammar' box. Check the terminology (*predictions*, *sudden decisions*, *promises*, *intentions*, *definite arrangements*, etc.) and then let students work in pairs to copy the example sentences into the right place.

Answers (ex. 1, p. 62)

Will

- a. Predictions – The weather forecasters say it will be cold.
- b. A sudden decision – I know! I'll send you a picture!
- c. Promises – Pictures? No problem. I'll send you an email tomorrow...
- d. Opinions – I think we'll have a better time here!

be going to

- a. Future plans/intentions – We're going to celebrate at the main square tonight.

Present continuous

- a. Definite arrangements – We're going to Times Square tonight.

2. Concentrate on the form. Remind students that the negative form of *will* is *won't*. Go through each example sentence and check understanding. Then cover *going to*, highlighting the example sentence and emphasising that it means 'planning to celebrate'. Write up the construction on the board using some more examples:

I am going to play football on Thursday.

He is going to watch a film tomorrow.

3. Underline the different parts of the construction and write the 'formula' underneath:

subject + verb to be + going to + verb

Point out that these sentences mean *I am planning to play football on Thursday.* and *He is planning to watch a film tomorrow.*

Optional Extra!

At the weekend, I'm going to...

This is a common game and can be used to revise all sorts of vocabulary and grammar areas. It is played as a class.

The first student starts off by saying 'At the weekend, I'm going to...' and finishes the sentence with an activity (e.g. visit my friends). The second student then says the same sentence and adds another activity (e.g. 'At the weekend, I'm going to visit my friends and I'm not going to play football.'). The third student continues the chain ('At the weekend, I'm going to visit my friends, I'm not going to play football and I'm going to watch a film.'). This continues until a student either makes a mistake with the *going to* form or cannot remember one of the previous activities.

This can be adapted, for example, to revise food or sports (*I went to the shops and I bought some apples, some chocolate... or Yesterday I played football, went running...*).

4. Finally, cover future arrangements and direct the students' attention to the example sentence. Tell them that this is more certain than a plan – it's 100% certain that it will happen. Point out that we use the present continuous for this and again ask a few students what they are sure they will do next week. Then ask students to write 5 sentences using this construction and ask for a couple of examples as feedback.

5. Focus on exercise 2. Students should be familiar with the term *New Year's resolutions* as they were discussed in an earlier part of the EE series. Check vocabulary and then give students time to tick their answers. They can compare their answers with a partner – encourage them to use the whole sentence so as to practise the structure. Alternatively, it could be a mingle exercise, whereby students walk around the classroom seeing how many people there are with the same resolutions as them.

Workbook

Students can do Grammar, ex. 5–9, pp. 28–9 and Writing, ex. 3, p. 33.

Project

The project on p. 63 is to be done in groups. See the Introduction of this Teacher's Book for advice on project work. Students can either have an imaginary party or organise a real party. You decide. The final section (giving feedback on the party) is intended to be written, but it could take the form of an oral presentation from each group.

Workbook

Students can do Mini Quiz 4, p. 33.

Part C



1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, get students to describe the pictures and they could answer the following comprehension questions.

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

(Extra reading, Unit 4, p. 65)

1. How often can the monks speak?
2. Can every monk speak at this time?
3. Is Brother Thomas happy with the Christmas food?
4. Who speaks the following year? Does he like the food?
5. Is Brother Paul happy with the other two monks' behaviour?
6. Why didn't Grandpa go shopping at Christmas?
7. What was his present to people?
8. Did he want them to choose their own present?
9. Did he get lots of cards and presents that Christmas?
10. What did he forget to do when he sent the cards?

Answers to comprehension questions

(Extra reading, Unit 4, p. 65)

1. Once a year – at Christmas.
2. No – just one.
3. Yes.
4. Brother Michael, who doesn't like the food.
5. No – he complains that they are always arguing.
6. It was difficult for him.
7. A card containing a cheque.
8. Yes – he wanted them to buy something with the cheque.
9. No.
10. He didn't put the cheques in with the cards – he found them on his desk.

3. To round off the unit, students can complete the My Progress section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who

think they did the present simple passive very well, those who didn't do the prepositions of time well, etc.

Workbook

Students can now do Revision 2, pp. 34–5, and Test 2 from the test booklet.

Workbook selected answers – Unit 4

VOCABULARY

- 1 1.celebrations 2. received 3. wrapped ; tree 4.either 5. turkey
6. stockings 7. religious; custom 8. Neither 9. advance
- 2 1. preparations 2. celebrate 3. decorations 4. attention 5. Congratulations
- 3a 1. resolution 2. strike 3. announce 4. fountain 5. shiny 6. backwards
6. light 8. another
- 3b 1. fountain 2. resolution 3. shiny 4. light 5. backwards 6. another
7. announce 8. strike
- 4 1. translation 2. spoonful 3. healthy 4. attractions 5. beautiful

GRAMMAR

The passive voice

- 2 1. Where are Mercedes cars produced?
Mercedes cars are produced in Germany.
2. When are chocolate eggs eaten?
Chocolate eggs are eaten at Easter.
3. Where is milk kept?
Milk is kept in the refrigerator.
4. Where are Christmas presents put?
Christmas presents are put under the Christmas tree.
5. Where is gold found?
Gold is found in South Africa.
- 4 1. in; in 2.at; at 3. at 4.On; in 5. on 6. at ; on 7. at; in

- 9 1. I'll have a party next week. 2. Peter is flying
 3. I expect he will arrive late. 4. Jane is going to be a doctor.
 5. I won't tell anyone.

EVERYDAY LANGUAGE

Match A and B.

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

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

- 4 1. weather forecast 2. rain 3. wind 4. rainbow 5. breeze
 6. hurricane 7. weatherman

5 Tapescript

"Good evening and here is the weather forecast for tomorrow. Eastern Serbia will be generally dry, but it will be cloudy and very cold. In southern Serbia, it will be a bright, sunny day, but the weather will change during the evening and it will start to snow. In central parts of the country, it may be foggy during the morning, but the afternoon will be clear. There will be a lot of snow in the mountains. In northern Serbia, the cold weather and snow will continue for the next few days."

1. It is for the next day.
 2. No, it won't.
 3. No, it won't. Only in the evening.
 4. It will get better in the afternoon.
 5. No, it won't. The cold weather and snow will continue for the next few days.

6 Englishman; weather; four; sunny; warm; difficult; light; umbrella.

- 7 A Would you like to go to the cinema this evening?
 B *I don't really want to go out tonight.*
 A How about watching a DVD at your place?
 B *I don't know. I'm a bit tired.*
 A Well, what about tomorrow?
 B *I'd love to, but I'm probably going to a concert in Belgrade then.*
 A Let's do something at the weekend? Are you free?
 B *Yes, why not?!*
 A Let's meet outside the cinema at 6pm on Saturday evening.
 B *Right, see you then.*

WRITING

- 1 1. traditions 2. presents 3. tree 4. stocking 5. chimney 6. pie
 7. reindeer 8. toys 9. turkey.

3

Dear Andy,

How are you? I'm still enjoying my stay in Britain.

Last Thursday, I spent the night on the train and woke up in Edinburgh, the capital of Scotland. We went sightseeing in the afternoon and then we went to watch the Edinburgh military tattoo in the evening. It was fantastic. 600 people were marching under floodlights and there was military music. At the end of the night, there were lots of fireworks.

The next day we took a trip to the famous Loch Ness, but we didn't see a monster. Instead I saw a man wearing a coloured skirt. It is the Scottish national dress and it is called a kilt.

Tomorrow, we are going to visit Ireland for 5 days. I'm really looking forward to it. Anyway, I must go now.

Best regards to your parents.

Marco

REVISION 2

VOCABULARY

1 Write F (fruit), V (vegetables), M (meat) or D (dairy product).

butter – D plums – F turkey – M strawberries – F cabbage – V
sausages – M cheese – D peas – V beans – V chicken – M milk – D

2

1. "This meal is terrible." "Yes, *it's awful!*"
2. "Where's the train?" "Oh, *it's late* because of snow."
3. "The sun's shining." "Yes, *it's a lovely day!*"

3

7 overweight

3 prefer

9 crowd

6 amount

4 daily

11 take up

5 avoid

8 receive

1 constantly

2 leave

10 in advance

GRAMMAR

Quantifiers

- 1 1. any; some 2. How much ...? Only a little ... 3. How many ...? There are a few.

The present perfect

- 2 1. She has lived here for 6 years.
2. Nick has had his dog for four years.

The present perfect or the past simple

- 3**
1. I have learnt
 2. Have you been to the theatre recently?
 3. My brother lost
 4. '... her boyfriend has just left her.'
 5. ... I haven't bought him a present yet.
 6. I have never seen
 7. She didn't receive
 8. No, thanks, I have already had dinner.
 9. They stole my bike an hour ago.

The present simple passive

- 4**
1. Football is played
 2. Where are uniforms worn?
 3. This exercise isn't always done well.
 4. Bananas aren't grown
 5. We are often interrupted by my neighbour.
 6. Is the film shown every day?

The future forms

- 6**
1. I'll be
 2. Sarah is meeting
 3. I think we'll spend
 4. Hey! I will help you.
 5. John is taking

UNIT 5



Overview

This unit deals with different places to live and different types of home. In Part A, students read about Eskimos and their way of life, which provides the basis for a word formation exercise on adjectives ending in *-able* and a grammar focus on the past simple passive. Modal verbs of obligation are also revised. In part B, students have a quiz to see where their ideal place to live is and they read about Nick and John's new life in the country. This leads into a discussion on the students' own town/village and an email writing task. The grammar in this part focuses on compound pronouns and adverbs, the use of *one*, and the different uses of *can*. Students also listen to three people talking about their homes and learn vocabulary for describing houses. In the Extra Reading section in Part C, students learn about American place names. Aside from providing further practice, the Workbook gives further practice in writing with an email and a magazine article about the advantages and disadvantages of living in a town/the country.

Introduction

Look at and read through the title pages (pp. 66–7) together and get someone to describe briefly what they can see. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Books closed. Write the word HOME on the board. Put students into groups and see how many different types of *home* they can think of in three minutes. Get them to say who lives in each type of home as well. Start them off with a few suggestions, e.g. *palace – king and queen, nest – bird*. Encourage them to use words they know, but walk around the classroom and give help where absolutely necessary. Write up the best suggestions and any new (useful) vocabulary on the board.
2. Open books. Get students to read out the initial information on homes and then to discuss the 'Let's talk' questions in groups or as a class.

Reading

1. Focus on the picture on p. 68. Get students to describe what they can see and ask them what they know about Eskimos. See if they can come up with any facts or information. Try to feed in words like *hunting, animals, skin, hood, igloo, shelter* as you go as these are words

that appear in the text. Tell them the text is all about Eskimos. Read through exercise 1 (ideas mentioned in the text) with the students, checking that they understand the vocabulary, e.g. *season*, *stay warm*. Then have them read through the text quickly and to write a paragraph letter next to each idea. Go through the answers as a class.

Answers (ex. 1, p. 68)

1.B, 2.A, 3.D, 4.C

2. Now read through exercise 2 as a class and once again check the vocabulary. Give students a few minutes to see how many of the questions they can answer without looking back at the text. Get students to re-read the text to check/complete their answers. Check the answers together as a class, getting individual students to read out their answers to the questions, referring to the text. If there is time, write up the answers on the board (either yourself or get students to do it) so as to avoid spelling mistakes. At this stage, the text could be read out aloud.

Answers (ex. 2, p. 69)

1. Canada and the USA (Alaska)
2. It doesn't rise.
3. The sun never sets.
4. Plants, animals and fish.
5. They had to be warm.
6. No – igloos in winter, tents in summer.
7. Skins, earth, stone, ice (igloos), animal skins (tents).
8. Three from: they live in towns, they wear modern clothing, they live in modern, comfortable houses, they use motorboats and snowmobiles.
9. They learn how to build igloos and how to fish and hunt.

3. As a lead-in to exercise 3, write up on one half of the board the following letters:

N T D F E I R F N T S S E N E T I E H
H T N G S O M R D R E R R O L A Y

Place them randomly using the whole of that half of the board. On the other side, write up the words: *the same*, *old-fashioned*, *often*, *South*, *days*, *rises*. Tell students to use all the letters to make the opposites of these words. Let them do it in groups/pairs. If they are stuck, they could look through the text to try to find the word. Go through the answers as a class, writing up the words on the board with the students spelling each word out.

4. Now, get the students to complete exercise 3 using these words and doing the first sentence together as an example. Check as a class.

Answers (ex. 3, p. 69)

1. I'm sure they live near the North Pole.
2. I think life is different today for the Eskimos.
3. I'm sure the sun never sets there in the summer months.
4. I think the winter nights are long.
5. I believe today Eskimos' houses are modern.
6. Don't you know that Eskimo children were rarely punished?

Word formation

1. Work through the Word Formation exercise with students finding the missing words in the text by themselves. Then check as a class, drill pronunciation and clarify meaning. Highlight that the *-e* from *value* disappears when we add the suffix *-able*. Students can then do the related gap-fill exercise – check understanding beforehand (*expensive, finished, painting, feet, hurt, shoes*). Check as a class by asking students to read out what they have written.

Answers (Word Formation, p. 69)

The missing words are *fashionable* and *comfortable*.

1. fashionable
2. believe
3. valuable
4. comfortable

2. Round up with some questions for discussion: *Do you believe everything you hear in the news? What's your most comfortable item of clothing? Do you have anything that is very valuable? Who is the most fashionable person in the room?, etc.*

Workbook

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

Grammar – past simple passive

The focus now moves on to the past simple passive. The theory should still be familiar from the previous unit.

Watch Out!

Possible problems will include:

- Confusion over when to use the past simple passive and the present simple passive – encourage students that the rules are the same as for active sentences
- Problems with subject/verb agreement:

The chicken were served with salad. X

Our bikes was stolen last night. X

1. Ask students to complete the two sentences from the text – write them up on the board so you can refer to them easily. Ask if they are active or passive. Elicit the fact that they are passive – ask students what the *passive* is to revise what you covered in Unit 4. Elicit the main points:

- Used to make the object of an active sentence the subject
- Used when we don't know who the 'doer' is
- Used when we are more interested in the object than the 'doer'
- Formed using the verb *to be* and the past participle

2. Focus on the two sentences – ask students what tense they are. In order to assist, circle the verb *to be* and ask what tense it is. Elicit *past simple* – explain that this is also the past simple passive. You can explain that, in order to change the tense of the passive, we just change the tense of the auxiliary verb *to be*. Explain that the tense rules remain the same – if we are talking about a present routine or habit, we use the present simple passive, if we are talking about something in the past, we use the past simple passive. Tell them to look out for the key words (*usually, always, ...ago, last..., etc.*)

3. Ask students what the negative form and the question form are. Go through the rest of the 'Grammar' box on p. 70. Write up a chart on the board (similar to that in Unit 4) showing the positive, negative and interrogative past simple passive forms (if you think it necessary).

4. Finally, check students understand what these sentences mean. Write up the active forms of the sentences to reinforce the use of the passive:

Parents rarely punished the children...

... the parents rarely spoiled them because life was hard.

Eskimos made clothing from animal skin.

5. Exercise 1, p. 70, practises the form of the passive. Check the vocabulary and meaning of the sentences and then go through the first (example) sentence as a class. Give students time to work through the other sentences individually before checking as a class, on the board if necessary.

Answers (ex. 1, p. 70)

2. The parcel wasn't sent.../Was the parcel sent...?
3. The Battle of Hastings wasn't fought.../Was the Battle of Hastings fought...?
4. America wasn't discovered.../Was America discovered...?
5. Millions of people weren't killed.../Were millions of people killed...?
6. The berries weren't gathered.../Were the berries gathered...?
7. The food wasn't sold.../Was the food sold...?

6. Exercise 2 could be a race. Check as a class and drill pronunciation. Elicit the past simple forms as well.

Answers (ex. 2, p. 70)

put – put; take – taken; wear – worn; write – written; fight – fought; sell – sold; stop – stopped; steal – stolen; hit – hit; freeze – frozen; hurt – hurt; leave – left; send – sent; try – tried

7. Before students do exercise 3, check vocabulary and remind students to pay attention to whether the sentence is positive, negative or interrogative. If you think it would help, elicit the past participle forms of the verbs in brackets before students complete the full answers. Let them fill in the passive forms individually – monitor and remind them to use *was/were* plus the past participle where necessary. Check on the board as a class.

Answers (ex. 3, p. 71)

1. wasn't cleaned
2. Was the house painted...?
3. weren't put
4. was taken
5. was finished
6. Were the letters written...?

8. To round off this part and to provide some speaking practice expand some of the sentences from exercise 3 into questions for your students:

- e.g. *Was your room cleaned last week?*
When was it last cleaned?
Who cleaned it?
How often do you clean your room?
Was your house painted last year?
When was it last painted? etc.

Workbook

Students can do Grammar, ex. 1–3, p. 37.

Grammar – modals of obligation

The focus shifts to modal verbs of obligation, which the students should be familiar with.

1. Elicit the meaning of *obligation* and draw attention to the ‘Do you remember?’ box to remind students about *must* and *have to*. Elicit the form of these two verbs and point out that they have the same meaning. Use a table on the board if needs be.

MODAL VERBS
for obligation
(something is necessary/important)

<p><u>must + infinitive</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">I</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>you</td> <td></td> <td></td> <td>go ...</td> <td></td> <td></td> </tr> <tr> <td>he/she/it</td> <td>must</td> <td></td> <td>tidy ...</td> <td></td> <td></td> </tr> <tr> <td>we</td> <td></td> <td></td> <td>study ...</td> <td></td> <td></td> </tr> <tr> <td>they</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> he/she/it – no -s after must, we use the infinitive 	I						you			go ...			he/she/it	must		tidy ...			we			study ...			they						<p><u>have to + infinitive</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">I</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>you</td> <td></td> <td>have to</td> <td></td> <td>have a bath.</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>go home.</td> <td></td> </tr> <tr> <td>he/she/it</td> <td>has to</td> <td></td> <td></td> <td>tidy up.</td> <td></td> </tr> <tr> <td>we</td> <td></td> <td>have to</td> <td></td> <td>study more.</td> <td></td> </tr> <tr> <td>they</td> <td></td> <td></td> <td></td> <td>be faster.</td> <td></td> </tr> </table>	I						you		have to		have a bath.						go home.		he/she/it	has to			tidy up.		we		have to		study more.		they				be faster.	
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we		have to		study more.																																																															
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for no obligation
(something isn't necessary/important)

don't/doesn't have to + infinitive

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

etc.

Point out that the interrogative form is usual *Do/Does ... have to?* and present a table for this, too.

2. Ask students to focus on the example sentences in the 'Grammar' box on p. 71. Get someone to read them out and ask whether each sentence refers to the past, the present or the future. Point out that the past form of *must/have to* is *had to* and draw up a table to demonstrate this for the positive, negative and interrogative forms. Repeat for the future forms.

3. Read through the exercise below the 'Grammar' box together. Elicit whether students need to use the present, past or future form of the modal verb. Do the first sentence as a class – eliciting both the positive and negative forms. Then give students time to complete the rest of the sentences so they are true for them. Monitor and then write up both versions of each sentence on the board to check.

Answers (Obligation, p. 71)

1. I will/won't have to get up early next week.
2. I had to/didn't have to do the washing up yesterday.
3. I will/won't have to go to school next July.
4. I have to/don't have to wear warm clothes every winter.
5. I had to/didn't have to work hard last summer.
6. I have to/don't have to clean the house on Sundays.

4. Focus on the 'Pair Work' exercise and give students time to write down the question form of each question in pairs. Check as a class (on the board if necessary). Then get the students to ask you the questions. Answer with short answers. Put the students with different partners and give them time to ask and answer. Encourage them to ask for extra details (*Why will you have to get up early next week? Who cleans the house on Sundays?*, etc.). Tell students to make notes on their partner's answers if they think they may not be able to remember them.

5. Then have students swap partners and tell their new partners about their first partner. In this way, they will practise the third person singular form as well. If necessary, demonstrate this part of the exercise as a class first with students reporting your answers to another student.

Optional Extra!

Vocabulary Definition

This is a good way of revising vocabulary:

Either:

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

Or:

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

Workbook

Students can do Grammar, ex. 4–5, p. 38.

Part B



Lead-in

1. Closed books. *Would they like to move house (pre-teach)? Why/why not? Is their house a good place for them to grow up in? What are their neighbours (pre-teach) like? Do they like going to the countryside?*
2. Ask students whether they would prefer to live in a town or the country. Encourage them to use the preference phrases learnt in Unit 3. Open books on p. 72. Read through the introduction to the quiz and get students to choose either A or B for each question. You could go through the questions as a class if you feel the vocabulary may pose problems. Then get students to read through the interpretation of their results in pairs. Discuss whether they agree with the results and experiences of house moving as a class.

Reading

1. Move on to the reading section. Explain that Nick and John (brothers) have moved house. Ask students to look at the picture surrounding the email on p. 72 and guess whether they have moved to the town or the country. Elicit – country. Then get students to read the two emails and answer the gist task on p. 72. Check as a class – students could give some evidence for their answer.

Answer (What a life!, p. 72)

John likes his new life in the country. Nick doesn't.

2. Focus on the 'Did you know?' section on p. 73. Go through the explanations and then ask students which type of house the brothers now live in. Elicit *detached*. Ask students what type of home they live in – one of these types of houses or a flat?
3. Students can now do exercise 1 on p. 74. Do the first together as a class to make sure students have understood the exercise. Check as a class, referring to the relevant places in the text.

Answers (ex.1, p. 74)

1. John
2. Nick
3. John
4. John
5. Nick
6. John
7. Nick

4. Read through exercise 2 as a class to check understanding. Then give students time to answer the questions individually before checking together, referring again to the text. After this, go through any other new vocabulary from the Word Bank and read out the text if time.

Answers (ex. 2, p. 74)

1. Styles
2. John likes: the space; the fact he can play loud music; the garden/trees; never being bored; swimming in the lake; riding his bike; watching cricket.
Nick likes: the big, comfortable house; having his own room; the beauty.
Nick doesn't like: the fact that there aren't any plays or concerts; there isn't a theatre or cinema; the bad transport links to the town; the choice of shops; knowing everybody; being without his friends.
3. They both want their friends to visit.

Workbook

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

Speaking and writing

1. Exercise 3 gives students speaking practice. Run through the questions as a class and then give students plenty of thinking time to come up with their ideas. Encourage them to make notes rather than to write a 'speech' out in full. Monitor and assist with vocabulary. Then put students together in small groups and have them talk to each other – try to put students from different places/parts of town together. Get some feedback as a class, asking groups for interesting things that were mentioned while they were talking.

2. Ask students whether John and Nick wrote letters or emails. Ask the students if they prefer writing letters or emails. *Why? What are the advantages of emails over letters? How often do they write them? Who do they write to? Who was the last email they received from? What was it about?*

3. Ask students what questions the brothers asked in their emails. Make a list on the board. Tell students that they are going to write a reply to one of the emails (exercise 4). Focus on the 'Remember!' box and the Useful phrases. Then give them time to write a short email. Make sure they do not include information about their own home as this is covered in the Workbook. Have some students read their emails out and make a poster display with all the emails on for the wall.

Workbook

Students can do Writing, ex. 2, pp. 40–1.

Grammar – compound pronouns/adverbs

The focus moves on to compound pronouns and adverbs.

1. Have the students complete exercise 1 on p. 75 in pairs. Encourage them to look back at the emails. Go through the answers as a class.

Answers (ex. 1, p. 75)

- a. There are trees everywhere.
- b. There's always something to do here.
- c. There's nowhere to buy clothes or CDs.
- d. Have you told anyone about your girlfriend yet?
- e. Here you know everybody.

2. Explain that these words are called compound pronouns or adverbs. Work through each explaining its usage. Use a table on the board and give examples. Students could add their own examples. Highlight in particular the spelling of *no-one/no one* (not 'noone').

Compound pronouns

-thing

something – positive verb

I have something to give you.

anything – negative verb or interrogative sentence

He didn't eat anything yesterday.

Did you eat anything yesterday?

everything – positive verb

He knows everything.

nothing – positive verb with negative meaning

I want nothing for dinner.

-one/-body

someone/somebody – positive verb

I need to talk to someone.

anyone/anybody – negative verb or interrogative sentence

I didn't know anyone at the party.

Is there anybody there?

everyone/everybody – positive verb

He likes everyone.

no-one/no one/nobody – positive verb with negative meaning

There is no-one here.

Compound adverbs

-where

somewhere – positive verb

Let's go somewhere!

anywhere – negative verb or interrogative sentence

I don't want to go anywhere.

Is there anywhere to buy a pizza?

everywhere – positive verb

He's travelled everywhere in Europe.

nowhere – positive verb with negative meaning

There's nowhere better than home.

3. Read through exercise 2 as a class and check understanding of the vocabulary. Then give students a chance to complete each sentence. Check in pairs and then as a class.

Answers (ex. 2, p. 75)

1. everything
2. No-one/No one/Nobody
3. anything
4. nothing
5. Everyone/Everybody
6. anyone/anybody
7. anyone/anybody; no-one/no one/nobody
8. anywhere
9. something

4. Ask some follow-up questions, e.g. *When did you last eat everything on your plate? Have you ever been to a party where you knew no-one?*, etc.

Workbook

Students can do Grammar, ex. 7, p. 39.

One(s)

1. Read through the 'one' explanation as a class. Highlight with some more examples on the board. Remind students to look at the original noun to see if it is singular or plural so they know whether to use *one* or *ones*. Remind them also that you cannot translate this as *jedan/jedna/jedno*.

2. Run through exercise 3 as a class to check vocabulary (*much stricter, especially*) before letting students complete the gaps individually. Check as a class eliciting which noun *one(s)* refers to.

Answers (ex. 3, p. 75)

1. one (teacher)
2. ones (books)
3. one (English test)
4. ones (apples)

3. Students can discuss the follow-up exercise beneath the sentences in pairs. Get some feedback on the corrected sentences as a class.

Workbook

Students can do Grammar, ex. 8, p. 39.

Speaking

1. Ask student what secret Nick mentioned in his letter – elicit Michael's secret girlfriend. Then discuss the 'What do you think?' section on p. 76. Ask students if they have ever kept a secret like this. *Why? Who do they tell secrets to? Are they good at keeping secrets?*, etc.
2. Then move on to the Pair Work exercise. Again, you should demonstrate. Tell students you have a secret (make up something fun) and give them two minutes to ask questions to discover it. Encourage them to use Yes/No questions and discover the general topic of the secret initially – *Is it anything to do with school?* etc. Then give students time to come up with their own secrets – if you feel your class lack imagination, you may want to prepare some secrets on pieces of paper to give them. Let partners interview each other to see if they can discover the secret. As feedback, ask what the secrets were and who managed to guess.

Listening

1. Show students the pictures of different houses on p. 76 and ask them which one they would like to live in. Ask for brief reasons for their choice, but don't have them describe them yet as this is covered in exercise 3. Students listen to the recording and draw lines between the names and the pictures. Check as a class.

Answers (ex. 1, p. 76)

Linda – semi-detached (picture 1)
David – detached (picture 3)
Roger – terraced house (picture 2)

2. Read through exercise 2. Play the recording again for students to answer. Check as a class and then go through the tapescript. Clear up any unknown words (*suburb, repairs, row*, etc.) and ask some follow-up questions to reinforce the lexis (e.g. *Does your home often need repairs? Do you live in a suburb or the town centre? Which row do you like to sit in at the cinema/theatre?*, etc.)

Answers (ex. 2, p. 76)

- Two bedrooms upstairs – Birmingham
- Two small gardens – Manchester
- A wonderful view – the Lake District

3. For exercise 3, run through the words in the box. Drill pronunciation and check understanding. Then let the students describe the houses in groups. Have the class describe each house as feedback. Students could bring in a picture of their house the following lesson and describe it for their peers or a poster could be made – Our Homes.
4. Finally, discuss the ‘Over to you’ question. Have students changed their mind about which house they would like to live in now they have heard the descriptions?

Workbook

Students can do Vocabulary, ex. 3, p. 37 and Writing, ex. 1, p. 40.

Grammar – *can*

The final section of Part B deals with the modal verb *can*.

1. Write up the word *can* on the board and give students two minutes in pairs/small groups to come up with as many sentences/questions using *can/can't* as they can. When the time is up, ask them to tell you their sentences and write some of them up on the board in three columns (don't put any headings at this point, but one column should be for ability, one for permission, one for requests. You will probably find that the first column is overflowing with ideas and the last one fairly devoid of them. Ask students if they know why you have grouped the sentences in such a way. Elicit or explain that *can* can be used to explain different ideas. Add the headings and check meaning.

Watch out!

- Problems with pronunciation of /kæn/, /kən/ and /ka:nt/

2. Go through the ‘Grammar’ box on p. 77. It is fairly self-explanatory and write up explanations and further examples where necessary. Emphasise the pronunciation as students read out the examples. When it comes to the students writing sentences, once they have written them, they can mingle and see if they have written the same as anyone else by telling other students their sentences. In this way they repeat the sentences over and over again without realising it. Encourage students to carry out the requests made of them!
3. As a follow up, you could write sentences on the board with *can* and get students to put them into categories. Alternatively, give groups of students sentences on pieces of paper to sort into categories. This will help the visual and kinaesthetic learners.

Workbook

Students can do Grammar, ex. 6, p. 38, Everyday Language 5, ex. 1, p. 39, Pronunciation 5, p. 40 and Mini Quiz 5, p. 41.

Part C



1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, students could answer the following comprehension questions.

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

Extra reading, Unit 5, p. 79

1. Did Europeans give places in America their first names?
2. Where did many of the names first come from?
3. Why were some of these names changed?
4. How many cities have Spanish names?
5. Which other language do many names come from?
6. Is Rome only found in Italy?
7. Which of these is not a place name in the USA – Magazine, Hotwater, or Christmas?

Answers to comprehension questions

(Extra reading, Unit 5, p. 79)

1. No – many already had names.
2. The Indians.
3. Some names were difficult to pronounce.
4. Over 2000.
5. French.
6. No – there is a Rome in the USA.
7. Hotwater.

3. To round off the unit, students can complete the My Progress section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who think they did the modal verbs very well, those who didn't write the email well, etc.

Workbook selected answers – Unit 5

VOCABULARY

1a 1. sets 2. goggles; fashionable 3. long; move; modern 4. animals; plants
5. haven't punished her yet; skin 6. uncomfortable

1b **Nouns** – goggles, animal, plant, skin **adjectives** – fashionable, long,
modern, uncomfortable **Verbs** – set, move, punish

2 1. miss 2. share 3. dark 4. plenty 5. imagine 6. upstairs 7. loud
8. secret 9. detached 10. play

3 1. a terraced house 2. tents 3. skyscrapers 4. igloos 5. chimney 6. fence

GRAMMAR

The passive

2

1. Where was the test done?
2. When were those trees planted?
3. Why was the cat taken to the vet?
4. Where was the money found?
5. How often were Jason and Michael driven to school?

3 The Daily News

The Daily News was started in 1950. At first, it was printed only in English and all the articles were written by only two people. Now, however, it was printed in French, too, and over eighty people were employed. It was read in five different countries and it is becoming more popular.

For this reason, new offices were found in London last month, which are bigger. New computers were also bought, which were used to help Daily News' workers all over the world communicate with one another. Last month, the owner of the Daily News was interviewed on TV and the programme was watched by over one million people.

Obligation

4

- a. 1. Vicky had to go shopping. Marcia and Helen didn't have to go shopping.
 2. Vicky didn't have to do her homework. Marcia and Helen had to do their homework.
- b. 1. Vicky and Helen had to clean the floors. 2. Marcia didn't have to clean the floors.
 2. Vicky and Helen didn't have to tidy their rooms. Marcia had to tidy her room.
 3. Vicky and Helen didn't have to water the flowers. Marcia had to water her flowers.

Compound pronouns and adverbs

- 7 1. something 2. Somebody 3. anybody 4. anywhere 5. Everything
 6. anything 7 something 8. everywhere

EVERYDAY LANGUAGE 5

1

Can I try it on, please? – Yes, the changing rooms are over there.	Can you tell me what time the news starts? – Yes, at seven o'clock.
Can you pass me some bread, please? – Sure, here you are.	Can I borrow your English book? – I'm afraid not. I've got to study.
Can you tell me the way to the National Theatre, please? – I'm sorry, I'm not from round here.	Can I help you? – No, thanks. I'm just looking.

UNIT 6



Overview

This unit deals with pictures and sounds, in other words films and music. In Part A, students talk about the cinema, favourite films and favourite actors, as well as learning about different genres of film. They read about the life of Walt Disney, which leads them into a word formation exercise on nouns ending in *-ment* before they revise the comparison of adjectives. There is also the chance to discuss the last film they saw, read a film review and learn/practise phrases for expressing and asking for opinions. In Part B, students learn terminology for different types of music. They read about a music competition and study verbs that take the preposition *on*. There is a focus on forming negative adjectives and adverbs using the prefix *un-* and a look at relative pronouns. Students listen to Marcia and Michael discussing their band and do a project about a famous singer. In the Extra Reading section in Part C, students read about Disneyland Paris. Aside from providing further practice, the Workbook has a pronunciation focus on /a/, /â/, /ʊ/ and practice in writing a structured film review. They also read and complete a fairy tale.

Introduction

Look at and read through the title pages (pp. 80–1) together and get someone to describe briefly the different pictures. Ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Closed books. Ask students the question '*What's on at the cinema at the moment?*' and elicit a few film titles. Ask '*Who's in it?*' and '*What's it about?*' Then ask how many film titles students know in English – write some up on the board and briefly ask students what they think of these films.
2. Open books on p. 82. Highlight the 'Useful Language' box and run through the phrases which you have discussed under point 1. Get students to ask you the questions briefly just so they hear them a few times.
3. Move on to the 'Let's talk' questions, which are all related to films. Part A can be discussed in groups or as a class. Then give students time to circle the different genres of film in the word snake in pairs. Check as a class, eliciting what each genre is in Serbian. Ask a few

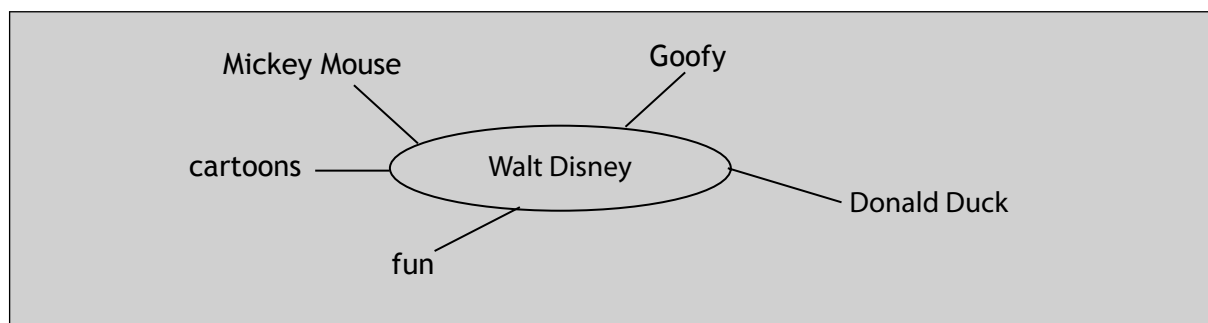
students which type of film they like best, before putting them into pairs to try to think of an example of each type of film (don't insist on English film titles).

Workbook

Students can do Vocabulary, ex. 1, p. 42.

Reading

1. Write *Walt Disney* up on the board and ask students what they first think of. You could make a 'spidergram' with all the connections.



2. Now ask students to read the text and to see if any of these ideas are mentioned in the passage. They could underline any of the ideas they find. Point out the second part of the question (p. 82) – they should decide what the most unusual thing about Walt Disney is whilst reading. Check orally as a class.

Answers (Walt Disney, p. 82)

Students' own answers

The most unusual thing is probably that people say his body was frozen after his death.

3. Now run through the questions in exercise 1 on p. 83 and check that students understand all the vocabulary. Give them a few minutes to answer true or false and to correct the false sentences. See how many of the questions they can answer without looking back at the text. Put them into pairs to compare answers. Encourage students to say why they answered the question in the way they did and then allow them to read through the text again to check/complete the exercise. Check as a class, while reading through the text together, highlighting any new, useful vocabulary, e.g. *fairy tale*, *wicked*, *success*, *without a doubt*, *amusement park*, *elder*, etc. Go through the Word Bank.

Answers (ex. 1, p. 83)

1. F – They were invented over 80 years ago.
2. F – It was a cartoon.
3. T
4. T
5. T
6. F – He wanted it to be a place where adults and children could enjoy themselves.
7. F – Roy was Walt's elder brother.

4. Then focus on the 'Useful Language' box. See if students can remember how these phrases were used in the text. Drill pronunciation and check meaning. Then let students complete exercise 2 individually. Check as a class.

Answers (ex.2, p. 83)

1. come true
2. bring it to life
3. thanks to
4. pay attention
5. as much as

5. As a follow-up, ask them what their dreams are. *How will they make them come true? Who do they pay most attention to – family or friends? Do they know someone who always brings parties/lessons to life? Do they study as much as their best friend?*

Workbook

Students can do Vocabulary ex. 2–3, p. 42.

6. Focus on the Word Formation section on p. 84 and ask students to complete the sentence from the text quickly. Tell them that the verb is *to amuse* and that we form the noun by adding *-ment*. Say that there are many more nouns like this and let them complete the table in pairs. Check on the board – spelling, meaning and pronunciation.

Answers (Word Formation, p. 84)

entertainment; enjoyment; excitement; punishment

7. Students can now work through exercise 3. Check as a class (on the board) and then discuss whether students agree with the ideas.

Answers (ex. 3, p. 84)

1. Going to the cinema is the best entertainment.
2. Correct.
3. I don't have any excitement in my life.
4. Extra homework is a good punishment.

8. Check understanding of the questions in exercise 4 and then let students discuss them in small groups or pairs. Monitor to assist with vocabulary and to listen for common mistakes. Get some class feedback and go through any common mistakes you noticed.

9. Direct students to exercise 5 and the film titles. Ask students if they can tell you what any of the films are about. Again, emphasise the phrase '*What's it about?*' and put it up on the board.

10. Tell students that they are going to read an explanation of what each film is about and that they must match this to the film title. In pairs, the students should read through the descriptions and match each to a film title. To check, ask one student to choose one of the films and to ask '*What is X about?*'. Another student should read out the appropriate definition. As you do this, check students can remember old vocabulary as well, e.g. *What does 'separate' mean?* / *What does 'wild' mean?* / *What does 'wicked' mean?* – particularly important for films is the phrase *to fall in love!*

Answers (ex. 5, p. 84)

1. Pocahontas
2. The Jungle Book
3. The Lion King
4. Bambi
5. Cinderella

11. Discuss the 'Over to you' questions that follow the exercise in order to round off this section on Walt Disney.

Workbook

Students can do Vocabulary ex. 4, p. 43.

Grammar – the comparison of adjectives

This section revises the comparison of adjectives. While the concept isn't difficult, producing and pronouncing the comparative and superlative forms may cause problems.

1. Focus on the four example sentences from the text on Walt Disney by asking a student to read them out. Draw attention to the words in bold and write them up on the board. Elicit that these are adjectives by asking students whether these words are nouns, adjectives or verbs. Make sure students know what an adjective is and give them a few basic examples just to make sure, e.g. *a tall man, a fast car, a popular film, a famous actor*. Write *comparative* and *superlative* on the board and ask students which of the examples on the board is which. Give them an example of a comparative and a superlative in their own language just to reinforce the concept.

2. Work through exercise 1 as a class. This should help students visualise the idea of comparatives and superlatives. Do the same for exercise 2.

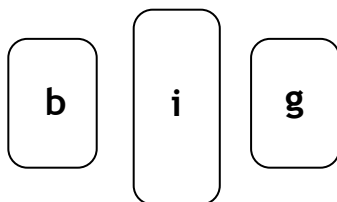
3. Focus on the form in exercise 1 and 2. Ask students if they can remember when we add *-er/-est* and when we use *more* or *most*. Some of them should have a vague recollection. Then work through exercise 3A together. Don't go into a more detailed explanation than is here – students at this level find it hard to grasp the idea of syllables, so stick to the terms *short* and *longer* adjectives. Fill in the table as a class and then write up a few regular adjectives on the board and ask students to provide the comparative form:

e.g. *interesting, new, friendly, happy, beautiful, big*

Relate the answers to the table by asking which of the three categories the adjectives belongs to. Remind the students at this point that the comparative can be followed by *than* and point to the examples from the 'Grammar' box at the top of p. 85.

4. Use the example sentence containing *big* (the second in the 'Grammar' box) to remind students that some adjectives double the final consonant and also that we just add *-r* to short adjectives ending in *-e* (e.g. *late*). Focus on the spelling note near the bottom of the page. Give them the example *thin* and write both *thin* and *thinner* on the board.

5. Remind them of the 'sandwich' rule for doubling letters (consonant – vowel – consonant).



6. Elicit the superlative form of *thin* and write it up next to the base form and comparative. Focus attention on box B showing superlative forms. Complete the rules as a class. Ask the students for the superlative forms of the adjectives you put on the board earlier (*interesting, new, etc.*).

Optional Extra!

You can demonstrate the comparatives and superlatives by asking for volunteers from the class. When you say *cold*, ask one student to come to the front and shiver; for *colder*, ask another student to come to the front and shiver even more; and for *coldest*, find a third student to really shiver, sneeze, etc. For *small*, get three students to crouch down to different levels – then elicit from the class: 'X is ... (*small*), Y is ... (*smaller*), Z is ... (*the smallest*)', etc.

7. Remind them that there are some irregular forms – elicit the form *better/the best* from *good* – and ask students to complete the table in exercise 4 on p. 86 in pairs. Check the meaning, particularly of *far/further/the furthest* (note *farther/the farthest*, while still acceptable, is much less common than *further/the furthest* nowadays.) Also, read through the note on *elder/eldest* as a class.

Answers (ex. 4, p. 86)

good – better – the best
bad – worse – the worst
little – less – the least
much/many – more – the most
far – farther/further – the farthest/furthest
old – older/elder – the oldest/eldest

8. Students should now be able to complete exercise 5. Point out it includes regular and irregular comparisons. Read through the gapped sentences, checking vocabulary before students attempt to fill in the gaps. Let them check their answers in pairs and then go through the exercise as a class, writing the correct form on the board. Translate the sentences just to make sure students are sure about the meaning.

Answers (ex. 5, p. 86)

1. the strongest
2. more simple
3. biggest; the most expensive
4. more careful
5. prettier
6. the best; the most popular
7. more successful
8. further
9. elder
10. less

9. Then discuss exercise 6 either in groups or as a class.

Workbook

Students can do Grammar, ex. 1, p. 44 and Everyday Language 6, ex. 3, p. 46.

Listening – making plans

1. Books closed. See how many types of films students can remember from the start of the unit.

Optional Extra!

Anagrams

A good way of testing vocabulary is to make up anagrams and ask students to sort them out. Write up some anagrams on the board or give each student a list and see who can sort the letters out first:

<i>democy</i>	<i>rorhor</i>	<i>lasimcu</i>	<i>fetcon ciesinci</i>
<i>(comedy)</i>	<i>(horror)</i>	<i>(musical)</i>	<i>(science fiction)</i>

Students can make up their own anagrams and then give them to other students to solve.

2. Students complete the vocabulary exercise (ex. 1, p. 86), which leads in to the listening task. Check as a class, reading out each sentence and emphasising vocabulary such as *drawings*, *to frighten*, *to laugh* and *theatre*.

Answers (ex.1, p. 86)

1. animated
2. comedy
3. horror
4. musical
5. western

3. Ask students when the last time was that they went to the cinema. *Who did they go with?* Then focus on exercise 2 on page 87. Read through the situation as a class. Then let students read the text while they listen. Check the answer to exercise 2 together (Madagascar).

4. Maybe some students will have realised that there are mistakes in the text. Point out that this is deliberate and focus attention on exercise 3. Students can add the words to the text either individually or in pairs. Then check by playing the recording again. Go through the tapescript on p. 140 and have students practise it in pairs.
5. Focus on the boxes that follow the dialogue and ask students how many of the films in box A they have seen. Ask them to decide which type of film each is (choosing from the list in box B). Check together.
6. Now ask two students to read out the dialogue from exercise 2 again and help them when they get to the underlined parts by directing them to boxes A and B below the conversation. Pick another two students to read out the same dialogue in order to check that the class has understood the task. Then students can practise the dialogue in pairs. Once they have read it through once, ask them to change roles.
7. For feedback, ask another pair to read out the dialogue, this time using films of their choice.

A film review

1. Move on to the 'What do you think?' section. You could discuss the first question as a class and then go through the questions under part 2 to check vocabulary. Give students ample time to discuss this in pairs. Monitor and assist with vocabulary as this is an important part of preparing for the film review on the next page. As feedback, have some students tell you about the film their partner saw.
2. Tell students that they are going to read about the last film Andrew saw. Direct them to exercise 3 on p. 88 – elicit that the film is *The Lord of the Rings* and ask the students if they have seen the film. Get them to read the text and to find out whether Andrew liked the film or not (Yes, he did.)
3. Now introduce the idea of a film review by explaining that this is what Andrew has written. Explain that they often appear in magazines to tell people about new films. Ask if the students agree with Andrew's opinion of *Lord of the Rings*. Ask them some comprehension questions. You can use the questions that the students have just been discussing:

- i.e. *Did Andrew enjoy the film? (Yes, it was great.)*
Where did he see it? (At the cinema)
Who were the actors? (Orlando Bloom)
What type of film was it? (Science fiction)
*What was it about? (A boy who must destroy a ring to stop a wicked man ruling the world)**
What was good about it? (The actors, the special effects, the music)
Where there any bad things? (It lasted for nearly four hours, uncomfortable seat)
Would he watch it again? (Yes)

*The students should be able to read this sentence out, but they may need help understanding such a difficult construction.

4. Now focus on the useful vocabulary from the review, i.e. phrases that the students can use in writing their own reviews:

It was great!

The story is about...

There were lots of good things about the film.

special effects

The only bad thing was...

Also, point out the adjectives in the box and encourage students to use the vocabulary describing film types from the beginning of the unit, as well as words like *character* and *without a doubt*.

5. Tell students that they are going to write a review and ask them to look on page 47 of the Workbook. Go through the structure of the review – read through what should be in each paragraph and compare it to Andrew's review. Then ask students to use their notes from the questions on p. 87 to help them write their reviews. Encourage them to use some of the useful phrases you went through in step 4. Set a limit of around 100 words. You could display the reviews on the wall with students adding pictures of the film and actors/actresses.

Workbook

Students can do Writing, p. 47 (in class as outlined above).

Expressing opinions

1. Explain to students that a review is a written way of expressing an opinion. However, when you are speaking there are certain phrases you can use to show how you feel. Go through the 'Useful language' box on p. 88 and drill the phrases as a class.

2. Explain exercise 1 – students should listen to the conversations and tick any of the phrases used from the 'Useful language' box. Play the recording a couple of times and then check as a class. Go through the tapescript on p. 140 together and then have students practise the dialogues.

Answers (ex. 1, p. 88)

The following phrases were mentioned:

A. What's your opinion of...? / I believe...

B. In my opinion... / I wouldn't say that.

C. How do you feel about...? / I'm not very keen on...

D. As far as I can see... / I quite agree.

3. Extend this with exercise 2. You could demonstrate first by getting the students to ask you for your opinion before they do the exercise in pairs. Get some class feedback by asking students for opinions.

Workbook

Students can do Everyday Language 6, ex. 2, p. 46 and Mini Quiz 6, p. 47.

Part B



Let's talk

1. Closed books. Brainstorm types of music on the board (*jazz, pop, disco, hip-hop, rap, classical, etc.*).
2. Open books and go through the musical genres at the top of page 89 to cover any that have not already been mentioned. Ask students to ask their partners for their opinions using the phrases from p. 88 (Let's talk, p. 89). Then ask students to rank the musical genres according to which they like best. Put students into groups to compare their opinions and ask a few students how they ranked the different types of music.

Workbook

Students can do Vocabulary ex. 5, p. 43.

Reading

1. Ask students to describe the picture at the bottom of p. 89. *Are any of your students in a band? What type of band? Do they ever give concerts? Will they become famous one day?*
2. Read through exercise 1 (p. 89) and then ask students to read the text and to answer the question. The text is quite challenging so encourage students to refer to the Word Bank as they go. Elicit from the class how Michael is feeling.
3. Then read through exercise 2 on p. 90 together, checking vocabulary. Give students time to answer the questions, encouraging them to underline the answers in the text. Check as a class, while reading through the text. Then go through the Word Bank in detail.

Answers (ex. 2, p. 90)

1. Yes – the results were in the national newspapers.
2. In London
3. No-one – it was last held thirty years ago.
4. Yes – they performed brilliantly.
5. They were the last winners. The band love Teen Sensation's music and their popularity.
6. No, it will be difficult.
7. He's a music producer.
8. No, they have a Maths test.

4. Read through the definitions in part A of exercise 3 and then give students time to find the underlined words in the text. Check as a class – check meaning and drill pronunciation.

Answers (ex. 3A, p. 90)

1. decade
2. headline
3. enormous
4. to follow in the footsteps of...
5. combine

5. Then let them complete exercise 2B individually, having first checked understanding of the vocabulary (*whole article, rich, etc.*). Check as a class.

Answers (ex. 3B, p. 90)

1. headlines
2. enormous
3. follow in his footsteps
4. combine
5. decade

6. You could follow up by asking students: *Whose footsteps would you like to follow in? Do you read newspaper articles or just the headlines? Do you have an enormous house/flat or a small one? etc.*

Workbook

Students can do Vocabulary ex. 6, p. 43.

7. Go through the 'Useful Language' box at the bottom of the page and see if students can fill in the gaps without looking back. They can check by looking at the text. Then write up the phrases on the board.

Answers (Useful language, p. 90)

congratulate someone on...

have an effect on...

depend on...

8. Follow up with questions like: *Does the weather have an effect on you? Who was the last person to congratulate you on something? Do you depend a lot on your parents? What do good marks depend on?*, etc.

Workbook

Students can do Grammar, ex. 2, p. 44.

9. Finally, go through the 'What do you think?' box either as a class or in groups with class feedback.

Optional Extra!**Pop group interview**

If there is time, ask the students to form small groups (of around five). One of them will be the interviewer and the remaining students are to imagine that they have formed a pop group. They should give themselves (and their group) names and decide who does what in the group. Together, the students devise an interview which can then be acted out in front of the class. Assist with language where required.

Vocabulary – un-

1. Focus on the 'Remember' box on p. 91. Have students complete the two sentences from the text. Go through them and the explanation for adding *un-*. Then have students make the opposite forms of the adjectives/adverbs given. Go through it on the board and check meaning.

Answers (Remember, p. 91)

unhappy; unusually; uncountable; unable; uncomfortable

2. Having checked vocabulary beforehand (*talkative, quiet, remember, armchair, etc.*), students can complete exercise 4 individually. Check in pairs and then as a class.

Answers (ex. 4, p. 91)

1. Unfortunately
2. unusually
3. unhappy
4. uncomfortable
5. uncountable

3. Ask students what they are *unable* to do, what makes them *unhappy*, if their bed is *uncomfortable*, etc. to round this section off.

Workbook

Students can do Vocabulary, ex. 7, p. 44.

Grammar – relative pronouns

This grammar section looks at relative pronouns. At this point, the focus is on choosing the correct relative pronoun rather than producing relative clauses.

1. Ask students to complete the sentences from the text ('Grammar' box, ex. 1, p. 91). Focus attention on the relative pronouns in each sentence and ask students which word each pronoun refers to – explain and translate into Serbian as necessary (*that* – *popularity*; *who* – *Michael*).

2. Now go through the use of relative pronouns. Point out that *that* can be used for either people or things unless there is a comma in front of it and then we can't use *that*. Highlight the point by writing the example sentences on the board:

- The book which I bought is interesting.*
The book that I bought is interesting.
The man who gave me the book was kind.
The man that gave me the book was kind.

3. Go through the example sentences and then ask students to do exercise 2. Check as a class.

4. Students can now complete exercise 3 on page 92. Read through the sentences together, checking vocabulary and understanding. Elicit what the relative pronoun refers to as you go. Complete the first sentence together as a class. Let students check in pairs before checking as a class. Ask students in which sentences they could use *that* as an extension (sentences 1, 2, 4, 5, 6).

Answers (ex. 3, p. 92)

1. which
2. who
3. whose
4. which
5. who
6. which
7. where
8. whose

Workbook

Students can do Grammar, ex. 3–4, pp. 44–5.

Listening

1. Focus on the pictures on p. 92. Ask students to describe them – see if they know who is in the pictures. Then ask students to tell you what they can remember about the Battle of the Bands competition. Elicit as much information as you can.

2. Tell students that they are going to hear Michael and Marcia talking about the event. Let them listen and answer exercise 1 (p. 92). Check together.

Answer (ex. 1, p. 92)

She doesn't feel anything. There was no competition. Michael was dreaming!

3. Run through exercise 2 as a class and give students time to guess answers before listening again. Check as a class either by referring to the tapescript or by listening to the recording and stopping it in the relevant places.

Answers (ex. 2, p. 92)

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

4. Go through the tapescript on p. 140–1 by asking two students to read it out. Check vocabulary and then have students practise it in pairs before getting some to perform it to the class.

5. The 'About you' and 'What do you think?' sections can be discussed in groups or as a class.

Workbook

Students can do Everyday Language 6, ex. 1, p. 45 and Pronunciation 6, p. 46.

Project

1. There is a project on p. 93. Tell students that they are going to see part of an interview with a famous singer. Let students read through the questions and try to match them to the answers. It could be a group race. See which group is most successful and then check by reading out the questions and answers and explaining new vocabulary such as *scholarship*, *greatest screen success*, *playing (as in the acting sense)*. Discuss the follow-up questions.

2. Then students can work on the project (A and B) together in groups. You could display the posters on the wall when done.

Optional Extra!**Quiz writing**

If there is time, students could devise their own interview/quiz at home. They can pick a singer, actor or actress and write similar questions. They will be able to find out lots of information from teen magazines, as well as the Internet, etc.

Decide whether they should provide jumbled up answers or merely see if the other students know the answers without any help.

Part C



1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, get students to describe the pictures and they could answer the following comprehension questions.

Comprehension questions (to be given orally, written on the board, or photocopied)**Extra reading, Unit 6, p. 95**

1. How many amusement parks did Disney open before he opened the one in Europe?
2. How popular is the Park in Europe?
3. Did Marcia see a world from the future or the past when she first entered the Park?
4. How did they travel on their tour of the Park?
5. Which characters did she see?
6. How many lands are there at the Park?
7. Which land is like something from a western?
8. Which land is for very young children?
9. Which land takes you 'out of this world'?
10. Did Marcia have a good time?

Answers to comprehension questions**(Extra reading, Unit 6, p. 95)**

1. Two – California and Florida
2. Very popular – it's the most popular tourist attraction.
3. The past – the early 20th century.
4. By horse-drawn carriage.
5. Mickey, Goofy, Snow White, Cinderella, etc.
6. Three
7. Frontierland
8. Fantasyland
9. Discoveryland
10. Yes – it was the best holiday ever.

3. To round off the unit, students can complete the My Progress section by ticking the appropriate box. Get some general feedback by asking for a show of hands from those who

think they did the comparison of adjectives very well, those who didn't do the film review well, etc.

Workbook

Students can now do Revision 3, pp. 48–9, and Test 3 from the test booklet.

Workbook selected answers – Unit 6

1 1. A detective film 2. A horror film 3. A science fiction film 4. A western
5. Love story/A romantic film 6. A musical 7. A thriller

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

3 1. fairy tale 2. action film 3. character 4. international star 5. amusement park

4 A true story

Are you sitting comfortably? I'm going to tell you a true story. It was a freezing cold day and I was walking through a dark forest. Suddenly, something caught my attention – a little house in the distance. I continued walking and when I reached the house, I saw seven dwarfs outside.

Lying on the ground, there was a beautiful princess, who appeared to be dead. They were trying to bring her back to life. Without a doubt most of them were very pleased to see me. One dwarf who was wearing glasses, Doc, asked me to help, but another one, Grumpy who was in a very bad mood, told me to leave and that I couldn't help them. A wicked queen had killed their princess. I looked at her and kissed her on her lips. She opened her eyes and said, "What a strange dream! I thought I was dead!"

I loved her from that moment and now she is my wife and the queen of my country. Her name – Snow White, of course! So you see, fairy tales really do come true!

5 1. jazz 2. rap 3. heavy metal 4. classical 5. folk 6. reggae

6 1. headlines 2. decade 3. haircut 4. stage 5. enormous
6. unfortunately 7. achieve 8. remind

7 1. inspiration 2. attraction 3. unusual 4. amusement 5. successful
6. unforgettable 7. unfriendly 8. improvement

GRAMMAR

The comparison of adjectives

1 1. the worst 2. the richest 3. the most interesting 4. easier than
5. the prettiest 6. more comfortable than

Prepositions

2 1. on 2. to 3. on 4. for 5. to 6. on 7. to 8. on

Relative pronouns

3 1. which 2. who 3. whose 4. whose 5. who 6. which

4 1. actress whose 2. chef /cook 3. clown ... who 4. climber .. who ...
5. Painters ... 6. Hockey

EVERYDAY LANGUAGE

1

Helen: Hello. This is Helen Harris with the Radio B *Top Show* music programme. In the studio today, we've got *Wonderful Five*. They are Marcia, Vicky, Nick, Michael and John. Welcome to Top Show. Can you tell me who does what in the group? Who plays the piano?

Marcia: That's Vicky. And Nick plays the drums.

Helen: What do you do, Michael?

Michael: I play the guitar.

Helen: And you, John? You play the guitar too, don't you?

John: Yes, that's right.

Helen: What about you, Marcia?

Marcia: I sing.

Helen: What's been your greatest hit?

Vicky: *Wild Roses*.

Opinions

2

A – What do you think about John's singing? (1)

B – Oh, it's wonderful. I really believe he'll be a star one day.

A – I'm not so sure. He'll need to practise more if he wants to be famous.

B – I quite agree. He can be lazy sometimes. What's your opinion of the rest of the band?

A – Well, as far as I can see, John's much better than them.

B – I wouldn't say that. In my opinion, everyone in the band is quite talented.

A – Of course. But they're lazy! Like all teenagers!

B – I disagree. My teenage daughter isn't lazy. She's very hard-working!

A – Your daughter?! She's the laziest girl I know!

REVISION 3**VOCABULARY**

1

1. opinion; animated; science fiction

2. terraced; attic; enormous; setting

- 3. reggae; footsteps
- 4. decade; haircut
- 5. headline
- 6. ones
- 7. miss

- 2 1. unknown 2. unfriendly 3. fashionable
4. valueable 5. punishment 6. excitement

Prepositions

- 3 1. on 2. in 3. on 4. to 5. on 6. on 7. for

GRAMMAR

The passive voice

- 1 1. wasn't opened 2. was frozen 3. is made 4. weren't written 5. is held
- 2 1. When was the mail brought?
2. How many presents were you given for Christmas?
3. How often is the garden watered?
4. Where is coffee grown?

Compound pronouns

- 3 1. nothing 2. somebody 3. anything 4. Everything

The comparison of adjectives

- 4 1. the worst 2. the most boring 3. colder 4. the best
5. the most expensive 6. further

Relative pronouns

- 5 1. There are not many films which/that I really enjoy.
2. It was Michael who told me his secret.
3. This is the dress which I will wear tonight.
4. I met a writer whose book will be a best-seller.
5. Is this the place where you met your girlfriend?

Modal verbs

- 9 1. had to 2. can't 3. can; can't 4. Can

UNIT 7



Overview

This unit deals with travelling and in particular trips to Yellowstone Park and London. In Part A, students read about Kathy Kruz's holiday in Yellowstone Park, which leads into revision of the first conditional and the position of adverbs. There is also a look at rules and regulations (*must/mustn't*). In part B, students talk about the activities they like doing on holiday and read about how Marko and Nick spent their time in London. This provides the basis for a presentation of the second conditional and an expansion of uses of the definite article. Students also listen to Marcia's dream about a visit to America. In the Extra Reading section in Part C, students learn about how to travel around the USA. Aside from providing further practice, the Workbook looks at travel advice and there's a pronunciation focus on /u:/, /ʊ/, /â/, while students have the chance to write a diary while stranded on a desert island.

Introduction

Look at and read through the title pages (pp. 96–7) together and see if students know any of the sights they can see. Ask them what else they can see and to describe things in as much detail. Go through the unit contents and ask students what sounds interesting, what they already know, etc., in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Books closed. If space and logistics allow, play the Ladder Game from Unit 2, asking students to write the name of a country in each space. You can play this a few times with different groups of students, maybe limiting the range of countries each time, for example, only countries in Europe or outside Europe. Correct spelling at the end of each round and students could make a note of any countries that are new to them. (Alternatively, ask students to shout out countries and write them up on the board, or play the Alphabet Game (Unit 3)).
2. Leave the final list of countries up on the board and start a class discussion. Ask if any students have been to these countries. If so, ask for a bit more information – when, with who, where they stayed, what they saw, etc. If not, ask which of the countries they would like to visit and why.
3. Open books. You can now discuss the questions in the 'Let's talk' section on p. 98 as a general introduction to the theme of travel.

Reading

1. Remind students who Kathy Kruz is and tell them that they are going to read about a holiday she went on. Focus on the title and ask students if they know where Yellowstone Park is. Elicit *America*. Then go through the sentences in exercise 1 on p. 98. Check vocabulary and see if students know what Old Faithful is. Draw their attention to the picture at the bottom of the page as an example of a geyser. Elicit that it is a spring of hot water and explain this natural phenomenon in Serbian. Write the word *geyser* on the board.

2. Students can now read the text and complete exercise 1. Encourage them as always to underline where they find the answers in the text. Remind them also to correct the wrong sentences. Check as a class.

Answers (ex. 1, p. 98)

1. F – They usually visit Kathy's grandparents.
2. F – It's in Wyoming.
3. T
4. F – She couldn't wait to see Old Faithful.
5. F – They stayed in an old hotel.

3. Now students can do exercise 2 on p. 99. Read it through as a class and check vocabulary (*first half, is called, shouldn't, high, into the air, apart from, etc.*). Maybe do the first one together as students haven't done this kind of exercise formally before (although they should be used to underlining relevant parts of the text). Check in pairs and then as a class.

Answers (ex. 2, p. 99)

1. I behaved perfectly for the next five months...
2. We got in the car and drove to Yellowstone Park...
3. ... if you look at the rocks in the park, you'll see that they are yellow, which is how the park got its name.
4. ...if visitors don't bother them, the bears won't hurt them.
5. A 30-metre column of hot water shot into the air for about four minutes...
6. We also went boating and fishing...

4. Read through the 'Did you know?' section. *Would students like to visit Yellowstone Park? Have they ever seen a waterfall or a geyser?*

5. At this point, you can check the words in the Word Bank and read out the whole text if time allows. Drill the vocabulary in terms of pronunciation and support with back-up

questions: e.g. *Are dogs the most faithful pets? What are you looking forward to? Which animals are endangered? Who bothers you most often? Would you like to live in a log house? Have you ever seen a bear?*, etc.

6. Students can work through exercise 3 individually or in pairs. They should match the definitions with the words. This won't take long. Check it by asking a student to read out a definition and another to say the word.

Answers (ex. 3, p. 99)

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

7. Students can now complete exercise 4, but warn them that the verbs may need to be put into the right tense. You may want to read through the sentences first to check other vocabulary first (e.g. *downstairs*). Students check their answers in pairs and then read out the sentences as a class.

Answers (ex. 4, p. 99)

1. a noise
2. rose
3. famous
4. a spring
5. died down
6. a geyser

Workbook

Students can do Vocabulary ex. 1–2, p. 50.

8. This exercise requires students to produce the past simple form of *rise* and this may be a good point to revise some irregular past simple forms through Noughts and Crosses (Unit 2) or Verb Tennis (Unit 3) or Double Match (see below).

Optional Extra!

Double Match

This is a good game for revising a whole manner of language areas. In this case, choose 20 irregular verbs and write the infinitives and past simple forms on a small piece of card (i.e. 40 cards). Put students into small groups (2–4 students) and give each group a set of cards. Tell them to spread the cards out face down and then to take it in turns to turn over two cards. They must read out the words on the cards that they turn over. If they happen to be a pair (e.g. rise – rose, steal – stole), then the student keeps the cards. If not, the cards are put back in exactly the same place with each student trying to memorise what was on each card. Then the next student has a turn. Whoever has the most pairs when all the cards have been taken wins! Remember you'll need a set of 40 cards for **each** group.

This can be adapted for many other areas, such as clock faces and times, opposite adjectives, etc.

Grammar – the first conditional

The focus shifts from lexis to grammar with revision of the first conditional.

Watch out!

- Students may put *will* in the if-clause instead of the result clause.

1. Focus on the 'Grammar' box on p. 100 and exercise 1. Ask students to complete the sentences either from memory or by looking back at the text. Ask a student to read them out and then ask students to tell you what the sentences mean.

Answers (ex. 1, p. 100)

- If you're good this year, we'll go somewhere special on holiday.
- If visitors don't bother them, the bears won't hurt them.

2. Remind students that this type of sentence is called the *first conditional*. Briefly, try to explain when we use it – when there is a chance/possibility that something will happen in the future, and if it does happen, then this is what we are going to do. You could ask questions to check understanding:

e.g. *If you are good this year, we will go somewhere special on holiday.*

- Are we sure that she will be good? *No*
- If she is good, will they go somewhere special? *Yes*
- If she is bad, will they go somewhere special? *No*

3. Elicit the answers to the questions about form below the example sentences and read through the rest of the box as a class. Remind students that the 'if' clause can be the first part or second part of the sentence. Point out that the order of the tenses depends on where 'if' is in the sentence. You could rewrite the example sentences from exercise 1, swapping the 'if' clause and main clause round. Point out that the comma disappears when the 'if' clause is the second part of the sentence. Summarise:

The first conditional

If you are good this year, we'll go somewhere special.
 ----- if clause ----- ----- result clause -----
 (present simple) (will/won't)

4. If you feel your students would benefit from more practice of this structure, write up some cues on the board and ask students to make first conditionals:

e.g.

If he _____ (come) to the party, I _____ (be) happy.

If the party _____ (take) place on Saturday, Sarah _____ (not come).

I _____ (go) skiing if it _____ (snow) tomorrow.

What _____ (you/do) if she _____ (not ring) you?

5. Students can now do exercise 2 individually. Then check as a class. Again highlight the lack of a comma in sentences 2 and 3. You may want your students to rewrite the sentences, switching the 'if' and main clauses.

Answers (ex. 2, p. 100)

1c, 2a, 3d, 4b

6. Ask students when they last went for a picnic. *Do they like going for picnics? Where do they go? What do they eat? Who do they go with? What do they do when they're on a picnic? Have they ever had any bad experiences while on a picnic?* Then ask someone to describe the picture next to the Pair Work exercise – explain that this is a typical English picnic. Elicit why it is typical – always raining!

7. Students can now attempt the Pair Work exercise. Read through it together just to check vocabulary. It could also be a group exercise if you'd prefer. Monitor and encourage students to use the complete first conditional structure as they talk (e.g. *If the weather is nice, we'll go to/take...*) rather than just saying 'the park' or 'sandwiches'. Have pairs/groups report back to the whole class about the decisions they have made. Alternatively, have them produce posters for the wall – Our picnic plans. They could bring in photographs and pictures to illustrate their work.

Optional Extra!

Conditional chain game

This can be used for the first or second conditionals.

Give students a chain and get them to make conditionals:

e.g. *be good → get a computer for my birthday → have the Internet → use email → find a penfriend → practise English → not get bad marks → be happy*

S1: If I am good, I will get a computer for my birthday.

S2: If I get a computer for my birthday, I will have the Internet. etc.

Or

Peter not study → not do the test well → get bad marks → have problems with his parents → have to stay at home → not see his friends → have more time → study more → get better marks

With a little imagination, students can continue the chain themselves or start their own without prompts.

For second conditional chains, think of more 'outrageous' situations:

e.g. *win the lottery → be rich → travel all the time → have no friends → be unhappy, etc.*

Workbook

Students can do Grammar, ex. 1–2, p. 51.

Numbers

Focus on the 'Remember' box. Read it through as a class. Then write up some practice gap fill sentences for students to complete:

million

He is very rich – he has _____ of pounds.

Four _____ people watched the programme.

thousand

Seven _____ cars cross the bridge every hour.

I feel sick. I've eaten _____ of sweets today.

hundred

_____ of animals are killed every day.

A _____ children were at the concert.

Grammar – adverbs

The focus shifts to different types of adverbs and their position in a sentence.

1. Focus students' attention on the 'Grammar' box on p. 101 and the two example sentences. Ask students to underline the adverbs. Many of them will probably have difficulties so go through it together – remind students that adverbs describe a verb – how it is done (adverbs of manner), where it is done (adverbs of place), when it is done (adverbs of time).
2. Write these categories on the board in columns and give examples of each type of adverb used in a sentence. For example:

He runs quickly.

They play football in the park.

He got up early yesterday.

See now if they can find the adverbs in the sentences.

Answers (ex. 1, p. 101)

- a. perfectly (manner); for the next five months (time)
- b. slowly (manner)

3. Explain that adverbs can be phrases (like *for the next five months*), but that we can also form adverbs from adjectives (*perfectly, slowly*). Elicit how we form adverbs from adjectives – look at the 'Remember!' box if necessary. Go through the rules on the board:

Adverb formation

- usually +ly to the adjective – beautifully, quickly
- when the adjective ends in consonant +y, drop the -y and +ily – happy – happily
- irregular adverbs – fast – fast, hard – hard, good – well

4. You could write up some adjectives on the board and get students to make the adverbs in pairs:

e.g. *quiet, angry, usual, bad, easy, careful, beautiful, happy, hard, fast, slow*

Answers

1. quietly 2. angrily 3. usually 4. badly 5. easily
6. carefully 7. beautifully 8. happily 9. hard 10. fast 11. slowly

5. Now focus on the position of adverbs. Read through the rules governing position. Remind students that *usually*, *seldom*, *always*, etc. are called *adverbs of frequency* and that they usually go before the verb. Other adverbs usually go after the verb.

6. Read through the Grammar Summary about adverbs at the back of the book as a class to summarise.

7. Students are now ready to try exercise 2. Tell students that they are going to read a letter. Just get them to read it through and tell you who it is to/from (Lisa/Kathy). Ask them some more comprehension questions:

- e.g. *Where is Kathy? (In Yellowstone Park)*
When did they get to the Park? (Last Monday)
What was the weather like on the journey? (It rained.)
Does Kathy like the Inn? (Yes – it's wonderful.)
Has she made any friends? (Yes, she's met a lot of people.)
Was the water in the lake warm? (No)
Is Kathy hungry? (No, she's had lunch.)

8. Now students do not have to worry about not understanding the text, they can concentrate on putting the adverbs in the right place (i.e. thinking about the rules). Go through the list of adverbs, checking meaning. Tell students that the adverbs are missing from the line they are next to. Give them time to put them in the right place. Check by reading the letter out as a class and referring to the rules in each case.

Answers (ex. 2, p. 101)

Hi Lisa,

I'm sorry I haven't written for so long. I've been busy **lately**. At the moment, I'm on holiday with my parents in Yellowstone Park. We have **never** been to the Park before. We arrived **here** last Monday after a long drive. On the way to the Park it rained **hard**, so we drove **slowly**.

We are staying at the Old Faithful Inn, where you **usually** stay. It is wonderful. I have met a lot of young people **from all over the world**.

We drove to Yellowstone Lake **this morning** and had a swim. The water was **terribly** cold. Then we went for a long walk. We've **just** had lunch and now I've found time to write to you.

Anyway, I hope you're well and I'm **really** looking forward to seeing you **next month**.

Speak to you **soon**.

Love,
Kathy

9. Round off with some discussion questions involving adverbs: *How did you feel this morning? Do your parents drive slowly or fast? When did you last do a test terribly? What are you doing next month?* etc.

Workbook

Students can do Grammar, ex. 3, p. 51.

Grammar – *must*

This section focuses on the modal *must* to express obligation and prohibition. To avoid confusion, do not compare it to the modal verbs learnt earlier in the book and particularly the form *don't have to* which expresses a lack of obligation.

1. Closed books. Start by writing the phrase *rules and regulations* up on the board and elicit the meaning. Try to elicit some places where there are rules and regulations (e.g. school, home, sport). Write some of the places up on the board and some rules:

drive carefully	not hit the referee take drugs	not hit other players
in a car	hospital	playing sport
not shout	listen to the doctor's advice	not go too quickly

2. Ask students in pairs to match the rules to the situations. To check, draw lines between the situations and the rules. Give students the example *You must drive carefully* and write the words *You must* next to the relevant cue on the board. Ask students to give you similar examples using *must* for the remaining rules. For each, highlight the meaning in Serbian. Highlight the forms *must* and *must not* and point out the contracted form (*mustn't*). Drill the pronunciation of the contracted form, pointing out the silent *t*. Write up a summary of this on the board:

Rules and regulations		
You	must	+ bare infinitive
	mustn't	

3. Ask students to tell you where Kathy Kruz went (*Yellowstone Park*). Tell them they are going to look at a list of *dos and don'ts* (things visitors to the parks must and mustn't do).
4. Open books on page 102. Ask students to read out the various dos and don'ts and check vocabulary (ex.1). *Which picture relates to which rule?* Now ask students to write the rules and regulations using *must* and *mustn't*. As they do this, walk around and monitor. Check on the board. Remind students again not to use *to* if you notice that they are having problems with this while doing the exercise.

Answers (ex. 2, p. 102)

They must put out their campfires/put rubbish in the rubbish bins/drive carefully/be careful with matches.

They mustn't feed the bears/go near the geysers/cut down the trees/hunt wild animals.

5. This is extended through exercise 3. Put students into small groups and give them three minutes to write as many rules and regulations for school and home as they can think of. Help with vocabulary. Put a student from one group with a student from a different group. Get them to read their rules to each other. *Do they have the same rules? How many are different?* Get some feedback with students reporting back to the class on their partner's rules. Students could even make a chart of rules and regulation to display on the wall.

Workbook

Students can do Grammar, ex. 4, p. 52.

6. Discuss 'About you' as a class and then move on to the Pair Work exercise. If you feel your students will lack imagination for which rule they broke, you could prepare some in advance on pieces of paper to give to those who need assistance. Give plenty of thinking time and assistance for this. You may want to write up some useful phrases on the board (e.g. *Come here! / I can't believe what you have done!*, etc.). Encourage them to use the modals. Have students practise and some perform for the class.

Workbook

Students can do Mini Quiz 7, p. 55.

Part B



Lead-in

1. Closed books. Ask students to tell you something about their last holiday. *How did they spend their time?* Write some of their ideas up on the board and then have students vote for each idea. *Is it a good holiday activity or not?* See which the most popular holiday activity is. Introduce the term *go sightseeing* (as a combination of *seeing monuments, visiting important buildings, etc.*)
2. Open books on p. 103. Ask students to read out the activities mentioned in the balloons. Check understanding and write up any new words on the board for students to copy down. Explain that these are all possible holiday activities. Give students time to circle the activities they like doing on holiday and then let them read the key. Discuss as a class whether it's a true reflection of what they like from a holiday.

Reading

1. Ask if any student has ever been to London. *What do students know about London? Can they name any famous places in London? Would they like to go to London? Why/why not?* If you have any pictures of sights in London, bring them in to show to the students.
2. Tell students that Marko has finally made it to England. Ask students who they think he is staying with (elicit – Nick). Then explain that they are going to read an email he sent to Andy, his American friend (from EE6), while he was in London. Read the task in exercise 1 and point out that students should only underline/make a note of places he has visited (not the ones he hasn't). Alternatively, first get students to scan the text and shout out all the places mentioned in the text. Write them up on the board and then get them to read the text carefully to see which of these places Marko has visited. Check answers in pairs and then as a class, referring to the text.

Answers (ex. 1, p. 103)

Marko has visited: Westminster Abbey, the Houses of Parliament, Big Ben, Buckingham Palace, St James' Park, Baker Street (Sherlock Holmes' house), Selfridges Department Store (Oxford Street), Trafalgar Square.

(He hasn't been to Madame Tussauds (waxwork museum), the London Eye, Tower Bridge, the Tower of London, the British Museum, the National Gallery.)

3. Move on to exercise 2. Read out the questions as a class, checking understanding. Then give students time to answer them individually, before checking as you read through the text together. Refer to the Word Bank.

Answers (ex. 2, p. 104)

1. The trips were too expensive.
2. No, they took the Underground.
3. Yes – the queues were very long.
4. No, just half an hour.
5. No – Nick will go shopping, while Marko goes sightseeing.
6. Yes – he's always wanted to see it.
7. Just one day.
8. No, there isn't enough time for places like the British Museum, the National Gallery, etc.

4. Read through the 'Did you know?' box together. Ask if anyone has seen any pictures of the London Eye on TV. *Would it be good to have a Belgrade Eye?*

Workbook

Students can do Vocabulary, ex. 3–4, pp. 50–1.

Grammar – the second conditional

The focus now moves on to the new grammar area of the second conditional.

Watch out!

Students will be confused due to the use of the past simple in the 'if' clause referring to the present/future.

Also, there may be confusion in form between the first and second conditionals. At this stage, the students do not have to decide whether to use the first or second conditionals so just keep emphasising the form of each.

1. Work through the 'Grammar' box on p. 105. Ask students to complete the sentences from the text in exercise 1. Write up the completed sentences on the board. Ask students if there is anything strange – elicit that the combination of the past simple and *tomorrow* seems strange. Ask what the name is for sentences beginning with *if* – elicit *conditionals* and explain that this type of conditional is called the second conditional.

2. Write the heading on the board above the example sentences. Then below the examples, write up the 'formula' – elicit it from the students (*What tense do we use in the 'if' clause? And what do we use in the main clause?*)

Second conditional

Examples:

If you were here, we could go to all these amazing places together!

If I had tomorrow as well, it still wouldn't be enough!

Form:

If + past simple

Result – would/could + infinitive

3. You may want to tell students that if you have the verb *to be* in the 'if' clause, you can always use *were*. Give some examples:

If I were Brad Pitt, I would be rich!

If he were Mexican, he would know Spanish.

4. Read through the rest of the example sentences in the 'Grammar' box and put up examples showing inversion for questions. Remind students that the 'if' clause can come before or after the main clause and in the latter case there is no comma.

5. Then move on to the usage. Draw attention again to the second sentence in ex. 1 and the 'strange-looking': *If I had tomorrow...* Tell students that even though we use the past simple, this conditional talks about a situation in the present or future – a situation we don't think will happen. The chances are small or the situation is impossible. Add this to the board explanation with some examples. Each time make sure students understand the meaning and that they translate the sentences properly (i.e. not referring to the past!).

Use

- When we talk about the future or the present
- We think the situation won't happen because:
 - the chances are very small
 - it is impossible

It's summer. → If it snowed tomorrow, I'd go skiing.

You are not famous. → If I were famous, I'd have more money.

You don't know French. → If I knew French, I'd go there on holiday.

Peter can't play football. He's unhappy because of that.

→ If Peter played football better, he wouldn't be unhappy.

6. Go through exercise 2 together. Discuss the meaning of each question – (e.g. You don't need money. / Your arm isn't broken. etc.) Elicit the answer 'stems' and write them up on the board: e.g. *If I needed money, I would call...* Maybe the students could ask you the questions so you can demonstrate. Then put them into pairs to ask and answer together. Ask a few students for feedback about their partner (*If X needed money, he/she would call...*, etc.)

7. Exercise 3 gives freer practice. Read the sentence beginnings together and then give students time to write their answers. Monitor and assist with vocabulary. Have students read their answers to a partner and then have some people read them to the class as feedback.

8. Finally, read through exercise 4 together. Check vocabulary and then let students discuss the questions in groups or pairs. Again, get some class feedback. Students could even make a poster entitled 'If I...' with their comments and quotes on.

Workbook

Students can do Grammar, ex. 6, pp. 52–4.

9. The poem on p. 106 gives students further exposure to the second conditional structure. Discuss what they can see in the pictures. Try and feed in/pre-teach the key words for the poem (*forest, lake, hut, stars, path*, etc.) Then let students read through the poem and tick the pictures mentioned. Check as a class referring to the relevant places in the text.

Answer (My Dreams, p. 106)

The picture of the city is the only one not mentioned.

10. The follow-up question could be done for homework, having first been discussed orally and assistance given with vocabulary.

Grammar – the definite article

The following grammar section deals with the definite article.

1. Tell students to read through the table in the 'Remember' box on p. 106 and to pay attention to the categories mentioned. Then ask students to look back at the text on pp. 103–4 and to complete the table (in pairs). Ask them to underline all the places that are mentioned (cities, rivers, seas, countries, squares, bridges, museums, roads).

Watch out!

Articles are problematical for all learners of English no matter what their level (and even native speakers themselves). Hence, only a few basic rules are given for using the definite article with places, which students should be able to grasp. At this stage, it isn't important for students to understand the meaning of the definite article as much as to start getting a feel for when to use it. Therefore, don't go into explanations of why we use *the* and not *a/an*.

2. Check the completed table as a class.

Answers (Remember!, p. 106)			
Articles – the definite article			
Category	takes 'the'	doesn't take 'the'	Examples
Countries		✓	England
Towns		✓	London
Museums/galleries	✓		The British Museum The National Gallery
Streets		✓	Baker Street Oxford Street
Squares		✓	Trafalgar Square
Parks		✓	St. James' Park
Bridges		✓	Tower Bridge
Rivers (+ seas/oceans)	✓		The River Thames

3. Students can now complete exercise 2 on p. 107. As usual, check vocabulary and understanding first and encourage students to refer to the table on p. 106 while completing the exercise. Check as a class. Point out that 'lakes' don't take an article.

Answers (ex. 2, p. 107)

1. –/the
2. –
3. the
4. –
5. –
6. the
7. –

Workbook

Students can do Grammar, ex. 5, p. 52 and Writing, ex. 1, p. 54.

Optional Extra!**Photographs**

Find some photos of cities or places and give them to students to describe. Other students in the class could guess which city or place is in question. You will obviously have to choose your pictures carefully and make sure that there are some famous landmarks on the photos.

Listening

1. Focus on the pictures on p. 107 – elicit in which country the places are. *Have any students visited these places? Would they like to? Why/why not?*
2. Tell students that they are going to listen to Marcia talking about what she'd like to do. Read through exercise 1 and play the recording. Elicit the answer.

Answer (Listening, ex. 1, p. 107)

Her dream is to visit New York.

3. Read through exercise 2 together to check understanding. Then give students a bit of time to see if they can answer any of the questions before playing the recording again. Check as a class, either by playing the recording again and stopping it at the relevant place or by referring to the tapescript on p. 141.

Answers (Listening, ex. 2, p. 107)

1. Spring.
2. With Michael's aunt or in a small hotel in Brooklyn.
3. A week or less/
4. The Statue of Liberty, China Town, Central Park, the Metropolitan Museum, the Empire State Building.
5. At night.

4. The Pair Work exercise continues the idea of a dream holiday. First read through task 'a' together. Give students some thinking time to think about their answers to the questions and to think of extra questions they could ask their partner about their trip. Assist if they need help with vocabulary. Then put students into pairs and give both students a chance to ask and answer the questions. Ask for feedback from each student as to whether their partner's trip sounded interesting or not. Again, a poster could be produced – *My dream trip*.

5. Ask students what advice they would give tourists coming to Serbia. Elicit some answers – encourage students to use *should/shouldn't*. Tell students that another word for *advice* is *tips*. Focus attention on the 'Useful tips' at the bottom of p. 107. Read through them together to check understanding. Then put students into groups to discuss briefly which the most important tip is. Get class feedback. Groups could then add one or two general tips of their own (another poster opportunity!).

Workbook

Students can do Everyday Language 7, ex. 1–2, p. 53, Pronunciation 7, p. 53, and Writing, ex. 2, pp. 54–5.

Part C

1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, students could answer the following comprehension questions.

Comprehension questions (to be given orally, written on the board, or photocopied)**(Extra reading, Unit 7, p. 109)**

1. Are towns close together in America?
2. Are American roads in bad condition?
3. Why is driving in cars comfortable in America?
4. What can an American do in his car?
5. Are American trucks comfortable?
6. Which is a favourite journey for people with caravans?
7. How can you tell where the travellers are from?
8. Do plane tickets cost a lot of money?

Answers to comprehension questions**(Extra reading, Unit 7, p. 109)**

1. No – the distance is greater than in Europe.
2. No – they are good and wide.
3. They have air-conditioning and are automatic.
4. Everything – shop, eat, bank.
5. Yes – they have bed, cookers, and TVs.
6. San Francisco to New York.
7. Their car number plates.
8. No – they aren't very expensive.

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

Workbook selected answers – Unit 7

- 1 1. wildlife 2. species 3. thoroughly 4. endangered 5. mainly
6. shot 7. bother

- 2 Geyser; spring; log cabin; lake; rock; inn; road; bear; column

3

e x t r e m e l y r
 U r s e c
 N i g i f r
 D w p n g r u
 E a i h e i
 m R x z t t s s
 a G a w o s h e
 n R m o u m
 a O a r r e
 g U n e a r b y k n
 e N t
 d D q u e u e s

1. tour; extremely 2. Underground; waxwork 3. skiing; amazing
 4. cruise; sights 5. trip 6. nearby 7. refreshments 8. queue 9. managed

- 4 1. for 2. down 3. on 4. to 5. for 6. on 7. of 8. on 9. into

GRAMMAR

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

The first conditional

- 4 1. ... rains ... will stay ... 2. ... don't leave ... will be ...
 3. ... won't watch ... is ... 4. ... will you do ... doesn't come ...
 5. ... stop ... will feel ...

The position of adverbs

3

1. Helen was born on 3rd September, in the state of Michigan.
2. Tania was sitting quietly at the cafe yesterday.
3. She was driving her car quickly on the highway last night when the accident happened.
4. Put your hands slowly on the table.
5. They walked in a hurry to the theatre last night.
6. My team played football amazingly in Manchester last week.
7. Tests are usually hard at school.

Articles

5 1. the; –; 2. –; –; 3. –; the; 4. the; –; 5. –; 6. –; 7. –; –; 8. the; the;

The second conditional

2 1. ... rained ... I'd be ... 2. ... had ... I'd buy ... 3. He'd help ... knew ...
 4. ... became ... would forget ... 5. ... saw ... wouldn't be ...
 6. would say ... broke 7. ... met ... wouldn't run ... 8. ... moved ...
 wouldn't cry. 9. ... would you do ... didn't pass ... 10. ... bought ...
 wouldn't lend ...

EVERYDAY LANGUAGE 7**1 Match.**

1d 2e 3b 4a 5c

2 Useful travel advice

1. Excuse me. Can you tell me where Gate 2 is?	a. Yes, of course. Go down that long corridor and it's on the left.
2. Can I take this bag as hand luggage?	b. Yes, of course. I'll give you a label for it.
3. Could you tell me where the check-in desk is, please?	c. It's over there by the information desk. Come with me. I'll show you.
4. Do you know where I can change some money?	d. The exchange office is over there.
5. Do you know how to get to the museum?	e. Yes, take the number 32 bus.

UNIT 8

Overview

This unit deals with fashion and in particular teen fashion. In Part A, students study clothes lexis and learn about the history of the trainer. This leads into a focus on compound words and the comparison of adverbs. In part B, there is a discussion on fashion and favourite items of clothing and a focus on describing what people are wearing. Students read about four schoolchildren's opinions on clothing, which provides the basis for a look at 'clothing-related' verbs and the plural of nouns. Students consider different jobs in the fashion industry, which broadens out into a look at different professions. There is also a reminder of expressing wishes with *would*. In the Extra Reading section in Part C, students read about tattooing and body piercing. Aside from providing further practice, the Workbook has a focus on phrases with *get*. Students practise shopping for clothes and work through a pronunciation exercise on /ɒ:/ and /ɔ:/. There is also an extended writing exercise where students write an article about how fashions have changed.

Introduction

Look at and read through the title pages (pp. 110–1) together and ask students to describe briefly what they can see (teach *zip*, *label*, etc.). Go through the unit contents and ask students what sounds interesting, what they already know, etc, in order to get them focussed on the topics/areas to be covered.

Part A



Let's talk

1. Write up the title of the unit *Fashion Crazy* on the board and ask students what they think it means (basically, that people are obsessed by fashion and what clothes they should be wearing). Ask if they think people really are 'fashion crazy' and even if they think that they themselves are 'fashion crazy'.
2. Open books on page 112. Now look at the pictures of various items of clothing. See if students can name any of them. Draw their attention to the box and give them a few seconds to match the pictures and the words. Then check as a class and drill pronunciation, particularly of *trousers* and *gloves*.

Answers (Let's talk, p. 112)

1. trousers; 2. a shirt; 3. a jumper; 4. a dress; 5. a skirt; 6. a jacket

3. Ask students what they normally wear to school and then put them into small groups. Ask them to make a list of the clothes they would wear in the situations given in the second part of 'Let's talk'. Encourage them to use the second conditional now that it has 'officially' been covered in Unit 7.

Watch Out!

- You might need to make the difference clear here between *wear* and *carry* as the word is the same in Serbian:
e.g. *I wear a coat in winter.*
I carry an umbrella when it is raining.

4. As feedback, make a list on the board with each group shouting out items of clothing. Make a column for each situation (*rain, sun, party, snow, home*). This would be a good chance to add some more items of clothing. Ask: *How do you say X in English?* Suggest words like *scarf, shorts, hat, summer jacket* and *winter coat*.

Workbook

Students can do Vocabulary, ex. 1–2, p. 56.

Reading

1. Brainstorm types of footwear on the board. You could make a spidergram on the board with *footwear* and elicit from students (or suggest yourself) words such as *trainers (Br.) / sneakers (Am.), shoes, boots, Wellington boots, sandals, slippers, flip-flops* (sandals for the beach). Ask students what type of footwear they have on at the moment.

2. Tell students that they are going to read an article to do with fashion. Go through the possible titles under exercise 1 (p. 112) and give students chance to read the article and to decide on the best title. Discuss the answer as a class, asking for students' reasoning.

Answer (ex. 1, p. 112)

The best title is: Trainers – past and present

3. Ask students what *brand* of trainer they wear. Write up *brand* on the board and highlight the meaning. Students can then do exercise 2 on p. 113. Check vocabulary first if needs be. Give students time to answer T/F and to correct the false sentences before checking as a class and referring to the text.

Answers (ex. 2, p. 113)

1. F – Some children wear trainers to school.
2. F – The first trainers were made by Converse.
3. F – All-Star trainers are worn by teenagers all over the world. In the beginning, they were made for basketball players.
4. F – Nike and Reebok are the most popular brands.
5. T

Workbook

Students can do Vocabulary, ex. 4, p. 56.

4. Focus back on the article on p. 112 – draw attention to the left-hand side and the questions. Ask a student to read them out. Ask students how many questions the magazine asks (elicit *three*) and ask a student to write them on the board just to focus students' attention for the next task.

5. Direct them to exercise 3 on p. 112. Explain that Nick has written to the magazine to answer their questions. Let them read and see if he has indeed answered all of them. Students can check in pairs and then as a class.

Answers (ex. 3, p. 113)

Yes – he has answered all their questions.

6. Read through exercise 4 together and then give students time to answer. Check as a class by reading out the whole letter and stopping in the relevant places.

Answers (ex. 4, p. 113)

1. B
2. J
3. N
4. J
5. Ne – their parents say that their trainers are expensive. The boys want comfortable trainers (that happen to be expensive).

7. Go through the Word Bank to clear up any remaining unknown or unclear words. Then focus on exercise 5. Read through the words on the label together and check meaning as a class. Tell students that they are going to put these words into the text (but they have two extra words). First, though, ask them to read through the text without adding anything. Then ask them a couple of comprehension questions:

- e.g. *In which room does the boy keep his clothes? (bedroom)*
What type of clothes does he really like? (sports clothes)
Does he prefer Nike or Adidas? (Nike)
And his sister? (Neither – she prefers Reebok.)
Does his father think their clothes are cheap? (No)
Does he wear shoes at school? (No – he wears trainers.)

8. Now students can fill in the gaps. Check as a class by asking someone to read out the text.

Answers (ex. 5, p. 113)

The words appear in the following order:

wardrobe, brand, advertisements, prefers, complains, wear, footwear

Unused words: *buy, admits*

9. Ask students to use the unused words in a sentence. Then ask them some follow-up questions using these words. *What footwear do you wear? Which is the most expensive brand? Is your wardrobe full? Do you like watching advertisements on TV?*

10. Discuss the two questions ('What do you think?' and 'About you') at the top of p. 114 either in groups or as a class. Ask whether students prefer Nike or Adidas (or another brand) and what brands they have in their wardrobes to round off the section.

Workbook

Students can do Vocabulary, ex. 5, p. 57.

Vocabulary – compound words

1. The 'Remember' box on p. 114 focuses on compound words and can be worked through systematically. Have students do exercise 1 in pairs without looking back at the text and then let them check their answers by finding the words in the text. Drill pronunciation and check spelling and meaning.

Answers (ex. 1, p. 114)

footwear, teenager, basketball, All-Star, high-top, best-selling, school uniform

2. Point out the different variations of spelling (one word, hyphenated, or two words) and tell students to be careful. If in doubt, they should look the word up in a dictionary (or in the Word List at the back of the Student's Book – pp. 144–6)

3. Run through the words in exercise 2 and then again let students make compound words in pairs. Check as a class.

Answers (ex. 2, p. 114)

One word: teenager, headache, postcard, bookshelf, tracksuit, sweatshirt, hairstyle

With a hyphen: make-up

Two words: writing paper, pocket money

4. Once checked, they can complete exercise 3. Check as a class by getting students to read out the sentences.

Answers (ex. 3, p. 114)

1. pocket money
2. postcard
3. make-up
4. headache

5. As an extension, put students into groups and see if they can write similar gap-fill sentences for the other groups using the remaining words. You could also discuss: *What gives you a headache? When do you wear a tracksuit? How often do you change your hairstyle?, etc.*

Workbook

Students can do Grammar, ex. 1, p. 58.

Grammar – the comparison of adverbs

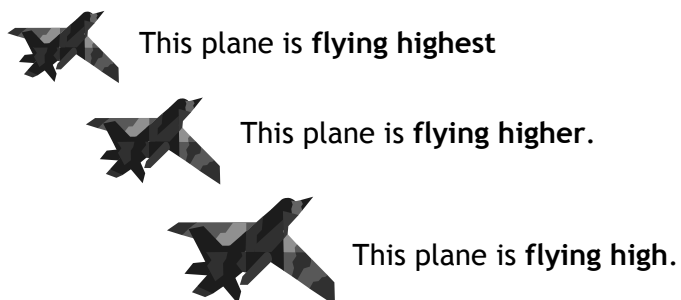
The grammar focus looks at the comparison of adverbs.

Watch Out!

- There may be confusion with the comparison of adjectives covered in Unit 6. Remind students that an adjective describes 'what' a noun is like, while an adverb describes 'how', 'when' or 'where' the verb is done.
- Students may want to add 'the' to the superlative form.

1. Elicit what an adverb is from students – they should be able to tell you having covered this in Unit 7. Then look at the example sentences in the 'Grammar' box on p. 115. Elicit the meaning of the sentences in Serbian.

2. Then draw three planes on the board, one above the other and add the captions. Start with the lowest plane and highlight the fact that *high* describes how the plane is flying:



3. Elicit the endings for the comparative and superlative forms and point to the first row in the table (the part dealing with the *-er* ending) in the 'Grammar' box.

4. Now follow the same procedure by drawing three runners using the captions: *He is running quickly/more quickly/most quickly*. Ask students to tell you the comparative and superlative forms for adverbs ending in *-ly*. Again, refer to the table.

5. Explain that this being English, there have to be some irregular forms! Draw up three certificates on the board – one with the mark B+, one with A and one with A+ and write up the appropriate captions:

<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> Peter Test mark B+ </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> Jane Test mark A </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> Helen Test mark A+ </div>
<p style="text-align: center;">Jane did the test better than Peter.</p> <p>Peter did the test well. Helen did the test best.</p>		

6. You could do the same for three bad tests (marks C, C- and D), using *badly*, *worse* and *worst*. Refer the students to exercise 2 in the 'Grammar' box on p. 115 and read through it together. Finally, read through the section in the Grammar Summary on the comparison of adverbs as a class (p. 135).

7. Students can now complete exercise 3. Remind them that the comparative form can be followed by *than* (but that there is no *the* in front of the superlative form). Go through the answers as a class and on the board to check any spelling problems.

Answers (ex. 3, p. 115)

1. most clearly
2. harder
3. longer
4. more slowly
5. worst
6. more quickly
7. better
8. more carefully

8. Explain the process for exercise 4. Then let students find and correct the mistakes. Check as a class before putting the students in pairs to ask and answer the questions. You could demonstrate first by getting them to ask you the questions. Ask for some feedback from random pairs to round off the task.

Answers (ex. 4, p. 115)

1. Can you run more QUICKLY...?
2. Who plays football BEST...?
3. When did you last stay at your friend's LONGER...?
4. Do you cook MORE OFTEN...?
5. Who dresses MOST fashionably...?

Workbook

Students can do Grammar, ex. 2–4, pp. 58–9.

Part B**Let's talk**

1. Look at the pictures on p. 116. Ask students to have a quick look and to say whose clothes they like most. The boys can give their opinions on who looks the most attractive and the girls can give theirs. Do they agree? Elicit some clothing vocabulary to describe some of the things they are wearing.
2. Run through the 'Let's talk' questions and then let students discuss them in groups. Get some class feedback.

Describing people

1. Move on to the 'Describing People' section. Choose a picture from earlier in the book and ask students what the person is wearing. Elicit some answers and remind students to use the present continuous.
2. Now focus on the pictures in this section. Ask students if they can tell you what these people are wearing. Elicit a few responses and then ask students to read through the descriptions and to write a name next to each. Check as a class. Check useful vocabulary (*fashionable, stripes (striped), top, thick, spotted, etc.*).
3. Put students into pairs and ask them to write a short description of what their partner is wearing ('Over to you'). Encourage them to use colours and adjectives such as *warm, long, short, colourful, fashionable*. Help as necessary with vocabulary. Ask a few students to read out their descriptions.

Workbook

Students can do Vocabulary, ex. 3, p. 56.

Optional Extra!**Descriptions**

In order to make a competition of the previous exercise, there are two methods which could be used:

1. Ask students to get into groups of 10 and tell them to secretly write a description of what one of their group members is wearing. The student then reads out the description and the others must guess who is being described.

2. Cut out some pictures from magazines of people wearing different types of clothes and with a variety of appearances. Try and choose distinctive pictures. Number each picture. You will need enough for each member of the class. Put students into groups of 10 and distribute the pictures – one to each group member.

Tell students to write a description (on a separate piece of paper) of what their person looks like and what he/she is wearing – remind students of words/phrases like *to be tall/short*, *to have fair hair/dark hair/a beard/a moustache*. Students in the same group can help each other, but don't let students from other groups see the pictures. Give each student in the group a letter of the alphabet and ask them to write that letter on their description (A–J).

Now collect in all the pictures and descriptions from each group and spread each group's work and pictures out on separate tables (i.e. all group A's pictures and descriptions on one table, group B's on another, etc.). Ask the students from another group (e.g. group B) to come up to one of the tables (e.g. the table with group A's work on it) and to try to match the pictures with the descriptions. They can record their answers by writing a letter (from a description) next to a number (of a picture), e.g. E5 (description E is of picture 5).

To check, the group whose work it is tells the other group the correct answers.

Reading

1. Closed books. Tell students that they have one minute to write down all the things that they have in their wardrobe. Ask students to get into groups and to compare their lists. See who has the longest list. Read through the 'What's in your wardrobe?' introduction (p. 116).

2. Introduce Jack, David, Kate and Sharon on p. 117. Tell students they are going to read about the way these four teenagers dress. Focus on exercise 1 (p. 117). Ask students to skim through the text and to see how many of them talk about jeans. Ask one student to tell you the answer.

Answer (ex. 1, p. 117)

Three of them mention jeans – all except Sharon.

3. Focus on exercise 2. Give students chance to re-read the text and to answer the question. Check in pairs and then as a class.

Answers (ex. 2, p. 117)

The following items of clothing are mentioned:

Jack: jeans, jumpers

Kate: jeans, tops

Sharon: skirts, boots, sandals

David: jeans, T-shirts

4. Now go through exercise 3 together checking vocabulary, e.g. *fancy*, *impress*, *someone else*, *casual*. Ask students to see if they can remember the answers to the questions. After a minute, tell them to reread the text to check/complete their answers. Check by reading out the text as a class and highlighting where the answers are and any new vocabulary, e.g. *baggy jumper*, *smart*, *a top*, *to hang out*.

Answers (ex. 3, p. 117)

1. Sharon
2. Jack's
3. Kate
4. Kate
5. David
6. Jack's
7. Kate's
8. Sharon
9. David

Workbook

Students can do Everyday Language 8, ex. 1, p. 59 (Pair Work) and Writing, ex. 1, p. 61.

5. Focus on exercise 4 on p. 118. See if students can complete it from memory. Maybe do the first together as an example. Check in pairs and then as a class – write the words up on the board for students to copy into their notebooks.

Answers (ex. 4, p. 118)

1. jeans
2. jumpers
3. appearance
4. tops
5. stuff
6. ability

6. Ask some questions using these adjectives/nouns for the students to respond to for additional oral practice and to reinforce the lexis, e.g. *Do you like wearing baggy clothes? How important is physical appearance? Do you know anyone who has great athletic ability? Which is your favourite top? How often do you wear smart clothes? Do you have any expensive jeans?* etc.

Workbook

Students can do Vocabulary, ex. 6, p. 57 and Pronunciation 8, p. 60.

Vocabulary – clothes verbs

1. Focus on the 'Useful Language' box related to clothes. Read through it together and check comprehension of the phrases by asking some concept questions, e.g.:

When do you get dressed? (in the morning)

Which phrase means the same as to get dressed? (to put clothes on)

When do you normally take clothes off? (before bed, before PE class)

Where do you normally try clothes on? (in a shop)

2. Then get students to use the italic phrases in exercise 5. Run through vocabulary first if there is a need. Check as a class.

Answers (ex. 5, p. 118)

1. put on
2. Take off
3. try ... on
4. Get dressed

3. You could ask some questions to follow this up: *Do you like trying clothes on? Do you get dressed in the bathroom or bedroom? What do you wear when you are relaxing in the evening? How long does it take you to get dressed?*

Workbook

Students can do Vocabulary, ex. 7, p. 57.

4. Explain to students that there are other phrases in English using the words *wear* and *dress*. Elicit some: e.g. *What's the phrase that means to put on fancy clothes? (dress up)* Put up on the board:

wear and dress

wear + clothes = have something on
get dressed = put something on
be dressed smartly = have smart clothes on
dress in red = wear red clothes
dress up = put on smart/fancy clothes

5. Then let students attempt exercise 6 in pairs. Point out that they may have to change the form of the verb. Check as a class and maybe ask some follow up questions. *When was the last time you dressed up? What colour do you normally dress in? What is the person next to you wearing? How am I dressed?* etc.

Answers (ex. 6, p. 118)

1. wear
2. dress
3. wearing
4. dressed
5. dress
6. wear

Speaking

1. Read through the Pair Work questions (exercise 7) together as a class to check understanding. Then give students a minute to think about their own answers. Put them into groups to discuss the questions. Ask a student from each group to report back on what was discussed. They could even write a report on their answers.

2. Ask who likes wearing jeans. Do students think that they are the most popular item of clothing? Recap on answers from question 2 in the Pair Work box. Focus on the 'Did you know?' section and ask students to read about the history of jeans by themselves. Follow up with some comprehension questions. For example:

Where did the inventor of jeans come from? (Bavaria, Germany)

What did he want to do with his material at first? (Use it for tents)

Who told him to make trousers? (A gold miner)

Why did the miners want trousers made from denim? (They needed strong trousers for their work.)

Did Levi make the trousers himself? (No, a tailor made them.)

Did the miners like his trousers? (Yes.)

Grammar – the plural of nouns

The focus now moves on to the plural of nouns.

1. Ask students to underline examples of plural nouns in the 'Did you know?' text. It could be a race. Check as a class.

Plural forms

tents, trousers, miners, goldfields, jeans

2. Ask students what we usually do to make a noun plural – elicit: *add -s*. Remind students that sometimes when we add -s, the spelling is different and also that there are some irregular plurals. Ask if anyone can remember any of these. Don't go into too much detail at this stage.

3. Next, give students a couple of minutes to try to complete the plurals of the list of nouns (exercise 1 in the 'Remember' box on p. 119). Let them see in pairs if they agree. Tell them you are going to help them and go through the rules as a class:

Spelling rules for plural

- usually add -s: tentS, minerS, catS, televisionS, schoolS
- BUT
- after -ch, -sh, -s, -x, -z, add -es: matchES, brushES
- after -ny, -ly, -ry, -ry, -y +ies: balcony – balconIES, family – familIES
- -f – often becomes -ve-: shelf – shelVES, knife – knives
- Irregular nouns – person → people, foot → feet

4. Now ask students to read through their answers to exercise 1 by themselves and to change any that they think they may have got wrong, following the rules. Then check spelling on the board and drill the pronunciation of each word.

Answers (Remember!, ex. 1, p. 119)

- a. teenagers
- b. skirts
- c. uniforms
- d. dresses
- e. potatoes
- f. libraries
- g. companies
- h. leaves
- i. knives
- j. teeth

5. Draw three columns on the board with the headings /s/, /z/ and /iz/. Ask students to work in pairs and to put the regular nouns into the right column according to pronunciation. Drill the words in each column and then put students into pairs and get them to say the words to each other.

Plural pronunciation

/s/ skirts

/z/ teenagers, uniforms, potatoes, libraries, companies, leaves, knives

/iz/ dresses

6. Students can then complete exercise 2. Check in pairs and then as a class.

Answers (Remember!, ex. 2, p. 119)

- 1. dresses
- 2. leaves
- 3. potatoes
- 4. companies
- 5. libraries
- 6. knives
- 7. teeth

7. Return to the plural words from the 'Did you know...?' section on p. 118. Tell students two of the words can never be singular – elicit *jeans* and *trousers*. Draw a pair of trousers on the board and elicit what they are. Write the word underneath the drawing. Do the same for a pair of shorts.

e.g. *Your trousers ____ a lot of pockets.* [explain *pocket*]

His shorts ____ very expensive.

Elicit the verbs (*have* and *are*). Point out that these words always take a plural verb. Give students another example:

His trousers are green – I don't like ____.

Elicit *them*.

8. Then focus on the 'Plural words' box with similar nouns. Read through them as a class and highlight the example sentences with the plural verbs. Extend this by pointing out that you can't say *this glasses* but *these glasses* and that the subject pronoun must be plural – *Do you like my jeans? They are new.* Students can then attempt exercise 3 by finding the mistakes in the sentences. Point out that one sentence has two mistakes. Check in pairs and then as a class, referring back to the box.

Answers (ex. 3, p. 119)

1. My shortS are too small.
2. I've lost my glasses. Have you seen THEM?
3. My jeans ARE dirty.
4. My trousers HAVE a hole in THEM.

9. Ask students to write two or three sentences using these items of clothing.

10. Then ask students some follow-up questions: *Do you have to wear glasses? Do you wear sunglasses in the summer? Do you prefer wearing jeans or shorts in the summer? Do you wear shorts to school? When do you wear tights? Do you prefer wearing winter or summer clothes?*, etc.

Workbook

Students can do Grammar, ex. 5, p. 59.

Speaking – professions

1. Closed books. Write up on the board: *supermodel*. Ask students what they think of when they hear this word. Make a spidergram with their suggestions. Ask about famous supermodels.

2. Open books on page 120 and focus on the three pictures of jobs in the fashion industry. Ask which picture shows a supermodel. Elicit the other jobs as well. Discuss exercise 1 as a class.

Workbook

Students can do Writing, ex. 2, pp. 61–2.

3. Focus on the 'Remember!' box and the use of *would*. Put up a table on the board if needs be although the structure should be familiar:

would like			
	+	–	?
I			
you	(<u>would like</u>)	(to <u>buy</u>)	etc.
he		(to <u>see</u>)	
		(to <u>have</u>)	

4. Then focus on the other three pictures of jobs outside the fashion industry (exercise 2). Elicit the jobs and ask students to use the *would* structure to say a sentence about these jobs. Ask about the good and bad sides to each job.

Optional Extra!

Job A–Z

Put students into small groups and get them to write the letters of the alphabet down the left-hand side of a piece of paper. Give them 10 minutes to try and think of a job title beginning with each letter of the alphabet. See which group can come up with the most jobs.

Actor
Baker
Cook
Driver

etc.

As a follow up ask about the good and bad sides to some of these jobs. Here is a suggested list (though it isn't recommended to teach the students all the jobs listed!)

A-Z of Jobs

Actor	Housewife	Optician	Vet
Baker	Interpreter	Priest	Window cleaner
Chef	Jockey	Quiz master	X-ray technician
Doctor	Kite maker	Racing driver	Yoga teacher
Engineer	Lawyer	Scientist	Zoo keeper
Fire-fighter	Mechanic	Teacher	
Gardener	Nurse	Undertaker	

5. Then focus on exercise 3. Show students the example of 'pilot' which has been done and then give them time to match the jobs and children individually. Check as a class by asking students to read out the children's comments.

Workbook

Students can do Everyday Language 8, ex. 2, pp. 59–60.

6. Go through the 'Useful language' box on p. 123 as a class. Then students can discuss exercise 4 in larger groups. Give them thinking time first to write a job down in secret on a piece of paper before playing the guessing game.

Listening

1. Move on to the listening section. Tell students that they are going to listen to Marcia, Vicky and Michael talking about what jobs they would like to do. Look at the names and wishes in exercise 1 and ask students to predict what the answers will be. Then play the recording and check together.

Answers (ex. 1, p. 121)

Vicky – model
Michael – help people
Marcia – writer

2. Ask students what job would be good for Michael – elicit *doctor* (he wants to help people and he wants to do something with medicine).

3. Move on to exercise 2. Read through the questions together, checking vocabulary (*agree, choice, sound interesting*). Then see if students can answer any before playing the recording

once again. Check as a class either by stopping the recording in appropriate places or by reading through the tapescript on p. 141. Ask students if they'd like to be a writer or an actor/actress. Why/why not?

Answers (ex. 2, p. 122)

1. No.
2. She was a model.
3. Yes – she had a great time.
4. A waiter/chef/manager – to work in the restaurant.
5. Writer, fashion designer, actress.

4. Focus on the 'Useful language' box in exercise 3 on p. 121. Run through the phrases and elicit the meaning. Ask students to look back at the tapescript to see how many of them are mentioned and what they refer to. Then put students into groups to discuss the 'Over to you' questions, which reinforce this language. Get feedback as a class.

Workbook

Students can do Everyday Language, ex. 3, p. 60.

Project

Finally, students can work through the Careers Poster project on p. 121.

Workbook

Students can do Mini Quiz 8, p. 62.

Part C



1. See the introduction on how to use the Fun Page.
2. If doing the 'Extra reading' in class, students could answer the following comprehension questions.

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

(Extra reading, Unit 8, p. 123)

1. According to the text, what are two motivations for teenagers getting tattoos and body piercing?
2. How are tattoos different to hair and make-up?
3. What are the problems of getting rid of a tattoo?
4. What are many people with piercing afraid of?
5. According to the text, what is it important to think about when getting a tattoo or piercing?

Answers to comprehension questions

(Extra reading, Unit 8, p. 123)

1. Annoying their parents and copying their pop idols.
2. They are not easy to get rid of.
3. It can hurt, it is expensive and it can leave a scar.
4. AIDS, needles and pain.
5. How you will feel when you are older.

3. The discussion questions after the Extra Reading could be done in groups or individually.

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

Workbook

Students can do Revision 4, pp. 64–5 and then Test 4 from the test booklet. Once checked, they can do the Final Test in the test booklet.

Workbook selected answers – Unit 8

VOCABULARY

4 1. black 2. basketball 3. colours 4. wear 5. brand 6. advertise 7. prefer

5 1. effectively 2. best-selling 3. at least 4. released 5. admit

6 1. wardrobe 2. Baggy 3. smart 4. Put 5. mirror 6. intelligence 7. take
8. mind 9. expensive 10. weight

7B

My sister got up early on Monday to go shopping in town. She got dressed quickly, putting on her warmest clothes because it was very cold. She got on the bus at 8 o'clock, but then she got off the bus at the wrong corner because she was reading a newspaper. It was raining and she got wet because she didn't have an umbrella. Then she walked around for such a long time that she got very tired. She decided to go back home. The next day, she got a terrible cold and started sneezing. Today her cold has got worse so she is going to the doctor's later.

GRAMMAR

Compound nouns

1 Post office, telephone, shoe shop, newspapers, traffic lights, policeman

The comparison of adverbs

2 1. Linda plays tennis better than Susan.
2. Linda writes more neatly than Susan.
3. Susan gets along with people more easily.

3

1. Helen works hardest.
2. Helen gets to school earliest.
3. Judith gets to school latest.
4. Judith learns quickest of the tree.
5. Bob writes most carefully of the tree.
6. Bob lives closest to the school.
7. Judith lives farthest from the school.

Plural words

5 1. are 2. were 3. these 4. glasses 5. some

EVERYDAY LANGUAGE 8

1 In a shop

Answers to the questions.

- It's in white. It's size 14.
- It costs £18.99.

2

Helen: I wouldn't like to be a writer, I'd like to be a vet.

Dave: I wouldn't like to be a teacher, I'd like to be a police officer.

Lucy: I wouldn't like to be a police officer, I'd like to be a model.

Fiona: I wouldn't like to be a model, I'd like to be a teacher.

Jeremy: I wouldn't like to be a vet, I'd like to be a writer.

- 3 1. It was a waste of time 2. We had a great time 3. I've changed my mind
4. I made up my mind 5. It's a pity

REVISION 4

VOCABULARY

- 1 1. species; endangered 2. baggy; wardrobe 3. noise; admit 4. sights;
cruise; impressive 5. especially; proper
- 2 1. best-selling 2. teenager 3. hair style 4. headache 5. make-up
- 3 1. to 2. on 3. up 4. of 5. up

GRAMMAR

Conditional sentences

- 1 1. If you are late for school, the teacher will be angry.
2. If you eat too much, you'll be fat.
3. If I come home late, my parents will worry.
4. If weather is good, we'll go for a walk
5. If it rains, I'll use my umbrella.
- 2 1. knew 2. buy 3. were 4. go
- 3 1. studied 2. will show 3. wouldn't take 4. will you find
5. would buy 6. didn't have

Articles

Teresa was born in _ New York in _ America. She spends most of her summer sunbathing in
_ Central Park with her friends. She is interested in art and enjoys going to the Guggenheim

Museum on _ Fifth Avenue. Every day she travels across _ Brooklyn Bridge, which goes over the East River, to _ work. One of her favourite places is _ Times Square, where she spends every New Year's Eve.

Adverbs

- 1
1. I worked hard at school last week.
 2. Are they staying here now?
 3. They sang beautifully at the concert last night.
 4. The baby slept very well in her bed last night.
 5. He ran quickly to the shops.
 6. She was extremely disappointed.
- 2
1. harder
 2. most beautifully
 3. fastest
 4. more quietly

Mistakes

1. My shorts are new.
2. Are these jeans yours?
3. Where are my glasses?
4. You mustn't shout in the library.
5. I would like to be an actor.
6. There are two thousand people at the match.

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Jonathan Pendlebury

ENJOYING ENGLISH 7

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