



step
by
step

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step by step

приручник за наставнике

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INTRODUCTION

INTRODUCTION

This is the eight book in the eight-part series for primary school. This course was written for 8th grade students who have already had seven years of English in primary school (CEF A2 – B1). It offers sufficient material for one school year with 2 teaching periods per week. The teaching set consists of a Student's Book, a Workbook, a CD and a Teacher's Book.

The Student's Book comprises 8 units with a total number of 24 lessons. It also contains 6 Culture Spots (England, Scotland, Wales, Northern Ireland, Australia and New Zealand). At the back of the book is a Word List.

Each lesson has a clear structure: a lead-in activity, a reading text, a listening exercise, a vocabulary spot, a grammar spot, a language-in-action section, a speaking task, a writing task, and a number of follow-up activities. It also contains 8 Selfchecks, one at the end of each unit, which can be used for grammar and vocabulary revision. They can be done individually (offering the opportunity for self-evaluation) or as a group activity.

The Workbook provides further vocabulary and grammar practice that can be incorporated into the lesson or assigned as homework. It summarizes main grammar points and provides additional practice.

The CD contains recorded material from the Student's Book.

The Teacher's Book contains detailed lesson plans with additional teaching ideas, short background notes, topics and texts and answer keys to the Workbook and Student's Book.

BASIC BELIEFS

Teaching teenagers of this particular age is a very challenging task. Teachers have to deal with young people who have already acquired certain knowledge of the world, have partly formed their beliefs and attitudes, and are in the process of developing their own learning strategies. Teaching

a foreign language has to take into account all these elements and make use of them.

This course is based on the idea that students should not only learn the language and about the language, but should also learn **IN** the language. Therefore, the course has a strong educational element which aims at providing a basis for further personal development.

BASIC OBJECTIVES OF THE COURSE

- to introduce and teach structures and topics planned in the curriculum
- to develop systematically the 4 language skills: listening, speaking, reading and writing
- to build up motivation and maintain interest by providing interesting and educational content
- to encourage students to express their opinion on topics and issues presented in the book (personalisation)
- to motivate students to use their knowledge of other subjects in the process of learning a foreign language
- to raise awareness of how the language functions
- to raise awareness of their own progress in language learning (self-evaluation)
- to create activities that encourage students to work in pairs and groups in order to develop co-operation and tolerance

KEY ELEMENTS

GRAMMAR

The teaching of grammar grows naturally out of the work on reading and listening texts, so that students see how grammar structures function in a real context. The **Grammar Spot** highlights the forms and use of key grammatical structures.

INTRODUCTION

VOCABULARY

Students are encouraged to memorise and use chunks of the target language. For this purpose they are exposed to common collocations, phrasal verbs and fixed phrases in English.

READING

The texts provide opportunities to practise different reading skills (for example scanning and skimming). They serve as a ground for vocabulary development and provide a natural context for grammar exercises. Lead-in, while-reading and post-reading activities are clearly structured in each lesson.

LISTENING

Listening materials vary from descriptive and narrative texts to situational dialogues and conversations. They are aimed at developing different listening skills, ranging from listening for gist to listening for details. Listening comprehension exercises include: true-false sentences, comprehension questions, fill-in exercises, matching, multiple choice, and putting information in the right order.

Listening is always preceded by a preparatory discussion of the topic or by a relevant vocabulary input.

SPEAKING

The topics covered in the texts provide opportunity for speaking practise, such as retelling, summarizing, discussing and expressing personal opinion.

WRITING

Writing is guided, but always motivating and interesting. Students are encouraged to express their views and describe their experiences. Writing tasks include: a description of a place, an informal letter, a postcard, a personal story or experience, a book or a film review, a summary of an article and expressing opinion.

PROJECT WORK

Project work gives students the chance to show their creativity and imagination.

The work is not focused on a specific language structure, but on integrating all the skills around a certain topic.

LEARNING SKILLS

Students are encouraged to work out grammar rules for themselves.

They are also encouraged to study independently by using a mini dictionary (Word List) at the back of the book.

Students can check their progress in the Selfcheck sections provided in the Student's Book.

CULTURE

The Student's Book contains 6 Culture Spots that differ from the other lessons. They should be used as a basis for independent study. Students can look up pronunciation and meaning in the dictionary at the back of the Student's Book. They can also create their own tasks:

- * true / false statements
- * quiz questions
- * comprehension questions
- * fill-in tasks
- * project work or short reports

LESSON PLANS

UNIT 1: BACK TO SCHOOL

LESSON 1

MY HOLIDAYS

Suggested time: 2 periods

Objectives:

- * to talk about holidays
- * to revise and practise the present simple and past simple
- * to practise reading comprehension
- * to practise speaking, reading and writing skills
- * to write an e-mail / guided writing task

Step 1

Lead-in: Speaking: Back to School

- 1 The teacher introduces the topic by asking students to look at the holiday pictures in the SB, p. 2 and, in pairs/small groups, to brainstorm the vocabulary connected to the topic *HOLIDAYS* (*Things you can do / Things you need / Places you can visit.*)
- 2 Students do the quiz in the SB, p. 1.
- 3 Draw the students' attention to the vocabulary in *Words*. Students read the quiz again and do exercise 2 in the SB, p. 1.
- 4 Ask students to predict (guess) the content of the e-mails based on the pictures in the SB, p. 2.

Reading: My Holidays

- 5 Students individually read the e-mails that the children wrote on their holidays and check their guesses. *Variation: Do it as a whole class activity.*
- 6 Ask students to do a comprehension check (True/False statements), SB. p. 3/ex. 4/1.
- 7 In pairs/individually students write the unscrambled questions in the SB, p. 3/ex. 5 and then answer them.

Suggested homework: *Students think of 3 more questions to ask about the e-mails and write*

them in their notebooks. Next time they exchange notebooks and write the answers to the questions.

Optional: *Students do the mind maps for Sarah, Louise and Jonathan's holidays. They can later use them to help them retell their holiday stories.*

Step 2

Speaking, Reading & Writing

Lead-in: Retelling stories

- 1 Students use their own mind maps (if given for homework) for retelling the holiday stories (e-mails), or they use the mind maps the teacher prepared on the OHT.

Reading comprehension:

Stephen - Workbook

- 2 Students read the text about Stephen and do the multiple choice exercise in the WB, p.1/ex. 2.
- 3 Revises the vocabulary with students; WB, p. 1/ ex. 1 and WB, p. 1/ex. 3.
- 4 Reminds students of the steps in guided writing.
- 5 Students do a guided writing task; they write about their holidays by answering the questions in the SB, p. 3/ ex. 6.
- 6 Students read their e-mails to the rest of the class.

Student's Book answer key:

Unit 1: BACK TO SCHOOL

Lesson 1: MY HOLIDAYS

- 2 **Words:** 1 outdoors; 2 indoors; 3 chores; 4 abroad
- 4 **Reading:** 1 T; 2 F (stayed at home); 3 T; 4 T; 5 F (went rock climbing and hiking); 6 F (with her friends); 7 T; 8 T
- 5 **Speaking & Writing**
 - 1 Where did you go for the holidays?
 - 2 Did you have a nice time?
 - 3 What did you do on your holidays?
 - 4 Did you do something new?
 - 5 Who did you spend your holidays with?
 - 6 How long are the summer holidays in your country?
 - 7 When do the summer holidays start?
 - 8 When do the summer holidays end?

Workbook answer key:

MY IDEAL HOLIDAY

- 1) inside, abroad, chores, outside
- 2) 1b, 2c, 3a, 4b, 5c

LESSON 2

MY SCHOOL

Suggested time: 1 period

Objectives:

- * to practise reading and speaking
- * to practise reading comprehension
- * to talk about boarding schools
- * to revise the present simple
- * to fill in a form
- * to prepare a 2-minute talk

Step 1

Lead-in: Speaking

- 1 Asks students to prepare a 2-minute talk based on the question in the SB, p.5 /ex.1. *Variation: Do it as a whole class activity.*
- 2 Introduce the vocabulary, SB, p. 5/ ex. 2.
- 3 Students predict what the text (they are about to read) is about, SB, p. 5/ ex. 3/1.

Reading: Seven Oaks Boarding School for Boys and Girls

- 4 Students check if their guesses were true or not.
- 5 Ask students to read the text more carefully in order to answer more detailed questions (T/F statements) in the SB, p. 7/ ex. 3/2.
- 6 Ask students to read the text again in order to match the paraphrase with the words used in the text read, SB, p. 7/ ex. 5.
- 7 To round off the lesson, students fill in the table in the SB, p. 7/ ex. 6/1 and then use the prompts to report back on Seven Oaks Boarding School, SB, p. 7/ ex. 6/2.

Suggested homework: WB, p. 1/ ex. 3.

Student's Book answer key:

Unit 1: BACK TO SCHOOL

Lesson 2: MY SCHOOL

- 2 **WORDS:** 1 1d; 2g; 3f; 4c; 5b; 6h; 7e; 8a
- 3 **SPEAKING:** 1c; b
- 4 **READING:** 1 T; 2 F - up to 20 students; 3 F; 4 T; 5 T; 6 F; 7 F (commuter bus)
- 5 **WORDS**
 - 1 first-rate
 - 2 well-equipped
 - 3 dormitory
 - 4 wing
 - 5 accommodate
 - 6 playing field
 - 7 single room
 - 8 double room

Workbook answer key:

MY SCHOOL

- 3) 1 writing group, 2 practical experience outside the classroom, 3 after-school activities, 4 field trips, 5 music group, 6 summer/winter camps
drama group = a group where students learn how to act on stage
weekend trips = going to different places over the weekend

LESSON 3

BOARDING SCHOOLS

Suggested time: 1 period

Objectives:

- * to practice listening comprehension
- * to talk about someone – revision of the present simple

Step 1

Lead-in: Speaking:

Do children like boarding schools?

- 1 Introduce the topic by asking students if they think children like boarding schools or not; SB, p. 8/ ex. 1.

LESSON PLANS

Variation: Students can be put into 2 groups, Pro & Con, and this can lead to a class debate.

- 2 Mark students' answers on the blackboard in 2 columns: + & -.
- 3 Introduce the new vocabulary; students match the words with their paraphrases, SB, p. 8/ ex. 2.

Listening: Sarah, Louise, Marcus and Jonathan talk about their boarding school

- 4 Students listen and check the vocabulary exercise (SB, p. 8/ ex. 2).
- 5 During the second listening, students tick (✓) the correct sentences and put a cross (X) next to the incorrect ones; SB, p. 8/ ex. 2. They also (orally) correct the incorrect sentences.

Speaking & Writing

- 6 Ask students to individually read the statements in the SB, p. 9/ ex. 3/A and to circle what is true for them.
- 7 In pairs, students report to their partners.
- 8 Finally, students write about their partners; SB, p. 9/ ex. 3/B.

Suggested homework: WB, p. 2/ ex. 4 and 5.

Workbook answer key:

BOARDING SCHOOLS

- 4) 1 marks, 2 lighthouse, 3 roommate, 4 strict, 5 classmates, 6 absent, 7 homesick

Student's Book answer key:

Unit 1: BACK TO SCHOOL

Lesson 3: BOARDING SCHOOLS

- 2 LISTENING: 1, 1e; 2h; 3a; 4c; 5g; 6i; 7f; 8b; 9d
- 2 LISTENING: 2, 1 ✓ x x; 2 ✓ x x; 3 x ✓ x; 4 x x x

Tapescript

1 Marcus

I am at a boarding school because my parents work abroad, in Australia, and they are never home for very long. I went to a regular school, but I often travelled with them, so I always got bad marks because I was absent from school a lot and I also never made many friends.

Now, it's great! I have lots of friends, I like my school – the teachers are great and the subjects are really interesting. I sometimes go home for weekends, but I like going back to school.

3 Sarah

I always wanted to stay at a boarding school. I watched films and read all the books about Harry Potter who went to school at a special boarding school and I thought it was exciting. That is why my parents finally sent me.

I think boarding school is fantastic – no parents and lots of children; even the teachers and classes are OK. But I like seeing my parents when they sometimes visit on the weekends.

2 Jonathan

My parents put me in a boarding school because they work as lighthouse keepers on an island and the weather can be really bad in the winter. My mum did home schooling because, well, there are no schools on lighthouses!

Now I'm a boarder. I didn't like it at first, I felt really lonely, lonelier than on a lighthouse. But now I have friends and I love sports and the activities on the weekend. The staff and my classmates are really friendly and helpful, especially when I feel homesick.

4 Louise

I hate boarding school but my parents think it's good for me. I miss home a lot. I have to share a room with another girl, and at home I have a room of my own. My roommate doesn't like the same subjects as me, so we have nothing to talk about. The classes are boring and the teachers are strict. I don't have many friends. I miss home because I usually go to bed at 11pm – at boarding school you have to go to bed at 9pm!

LESSON 4

SCHOOL SUBJECTS AND TIMETABLES

Suggested time: 1 period

Objectives:

- * to revise timetables and school subjects
- * to revise the present simple and the present continuous
- * to describe routines, habits and momentary actions
- * to practice listening comprehension

Step 1

Lead-in

- 1 Introduce the topic by asking students what a timetable is and why we need one.
- 2 Class discussion based on the pictures in the SB, p. 10; the teacher makes a connection between the school timetable and school subjects in order to introduce the vocabulary revision in SB, p. 10/ ex. 2/1.
- 3 Students match the words with their paraphrases in the SB, p. 10/ex. 2/2.

Pre-listening activity

- 4 Talk with students about the subjects they have at school, about their favourite/ least favourite subjects, SB, p. 10/ ex. 3.

Listening: **Timetable**

- 5 During the first listening students tick (✓) the subjects the teacher mentioned and put a cross (X) next to the subjects the teacher didn't mention; SB, p. 11/ ex. 4/1.
- 6 During the second listening students fill in the timetable with the missing information, SB, p. 11/ ex. 4/2.

Speaking & Writing

- 7 Ask students to look at the pictures in the SB, p. 12 and to describe the situations in them by using the questions in ex. 5/1.
- 8 While students are describing the situations, write their sentences on the blackboard in order

to introduce the present simple and the present continuous revision; SB, p. 13.

Present Simple vs. Present Continuous

- 9 Students study the table in the SB, p. 13/ Routines and Habits in order to finish the sentences in the SB, p. 13/ ex. 5/2.
- 10 Then do ex. 6 in the WB, p. 3, and ex. 11 and 12 in the WB, p. 5.
- 11 After students have described what they are doing at the moment of speaking, revise the usage of the present continuous, SB, p. 14/ ex. 5/3.
- 12 In order to practice the use of the present continuous, students do ex. 16 and 17 in the WB, p. 7.
- 13 Finally, to emphasise the contrast between the two tenses, students do ex. 18 in the WB, p. 7.

Suggested homework: WB, p. 6/ ex. 13, 14, 15.

Student's Book answer key:

Unit 1: BACK TO SCHOOL

Lesson 4: SCHOOL SUBJECTS AND TIMETABLES

- 2 **WORDS:** 1, 1 English; 2 Geography; 3 Music; 4 Latin; 5 History; 6 Art; 7 Greek; 8 Maths
- 2 **WORDS:** 2, 1f; 2d; 3h; 4g; 5a; 6b; 7j; 8c; 9e; 10i
- 4 **LISTENING:** 1, Not mentioned – Spanish, Music, Art, Drama, Design and Technology.
- 4 **LISTENING:** 2, 9.00 Wednesday-Science, 9.45 Monday

Workbook answer key:

ROUTINES AND HABITS

- 6) 1. I go to school by bus **every day**. / **Every day** I go to school by bus.
2. They **always** have cornflakes for breakfast.
3. We practise football **three times a week**. / **Three times a week** we practise football.
4. My neighbour **often** walks her dog.
5. Do you go windsurfing **in the summer**?
6. He **never** forgets to send Christmas cards to his friends.
- 7) 1. They **often** go to the cinema.
2. We practise basketball **twice a week**. / **Twice a week** we practise basketball.
3. Do you go skiing **every winter**?

LESSON PLANS

4. Joan and Bob are **rarely** angry at their children.

5. I **never** wear shorts in winter.

- 8) a Mathematics, b Croatian, c Design and Technology, d Physics e Chemistry, f Science g Geography, h Physical Education, i Music j Art k History, l Information and Communication Technology

Timetables and School Subjects

10) 1 to, 2 in, 3 at, 4 of, 5 with, 6 off, 7 on, 8 at, 9 for

The Present Simple Tense

- 11) 1 catches, does, watches 2 flies, studies, tries, 3 buys, walks, stops, 4 practises (AmE practices), phones, writes
- 12) a, a, b, b, a, b, a, b, a, a, b, a, a, b, b
- 13) 1 What does Zoe often do? 2 What does Joan think? 3 Does Zoe share her secrets with her friends/anybody? 4 Does she get on well with her parents? 5 What do her parents think?
- 14) 1 No, she doesn't. She never knows what's for homework.
2 No, she isn't. She is a good student.
3 Yes, they do. They often argue about her friends.
4 No, she doesn't. She thinks they are too permissive.
5 Yes, she does. She loves them.
- 15) 1 are, 2 keep, 3 help, 4 am, 5 bring, 6 forget, 7 have, 8 comes, 9 plays, 10 chats

The Present Continuous Tense

16)

talk + -ing	come + ing	run + -ing	cry + -ing
talking	coming	running	crying
listening	writing	swimming	studying
doing	making	putting	playing
walking	moving	digging	trying

- 17) 1. are...doing, 2. is preparing, 3. are...crying, 4. is playing, 5. Are...writing, 6. are...trying, 7. are sitting, 8. is....going, 9. Are...getting, 10. is not/isn't lying
- 18) 1 washes, 2 is washing, 3 is, 4 is, 5 wears, 6 is ironing, 7 have, 8 are performing, 9 is getting, 10 is preparing, 11 is looking, 12 puts, 13 find, 14 are helping, 15 are, 16 is playing, 17 plays, 18 is putting, 19 waiting, 20 is rushing

19) 1e, 2d, 3a, 4f, 5c, 6b

get out, get on with, look at, look out, put out – Individual sentences?



Tapescript

OK, settle down. Now, I'm going to give you your timetable for this year. Marcus, stop talking to Sarah and listen.

Right, on Monday your classes start at 9am and you have a **double lesson of English** first, then at 10.30 you have a 15 minute break. History starts at 10.45, and then Information and Communication Technology. Lunch break starts at 12.30 and you need to be back in the classroom by 1.30 pm.

In the afternoon you have a **double lesson of Maths** and then the group activity you chose for this term. After that you can go home or back to your rooms or do your homework in the library.

Breakfast is every morning from 7.30 – 8.45, lunch is served between 12.15 and 1.30 and dinner is in the hall from 6 to 8. Lights out is at 9.

Right, on Tuesday you start with a double lesson of PE and after the break you have **Geography** and then Science. In the afternoon, you have a double lesson of Art and Design, then a Modern Language, French, German or Italian, depending which language you have chosen, and a class visit to a gallery or exhibition. Your class teacher will tell you which. The class visit is optional, so if you are not a boarder, you can go home at 3.45pm. No homework on Tuesday.

Wednesday starts with **Science** and then Latin or Greek, again depending on which language you have chosen. After the break you have Maths and then English and after lunch you have a field trip planned. Again, your class teacher will tell you where. And again, the field trip is compulsory for all of you.

SPEAKING & WRITING

- 1 1 is getting, gets up; 2 are having, eat; 3 is entering, is; 4 are chatting, stay; 5 are leaving, are going, have; 6 are talking, hand in; 7 are writing their homework, don't have; 8 are visiting, don't like; 9 is phoning, is emailing his parents, calls, sends

Selfcheck 1 answer key:

- 1) 1. plays, 2. go, 3. do you have, 4. is crying, 5. is watching, 6. go, am walking, 7. are you talking, 8. spends, 9. Do they drink, 10. is coming
- 2) 1 has, is having 2 is listening, 3 don't like, watch 4 are...doing, 5 studies 6 is digging 7 writes, is writing
- 3) 1. My friends never gossip about me.
2. Does Peter go to school by bus every day?
3. I usually have cornflakes for breakfast.
4. Is she sometimes late for school?
5. They always play computer games after school. / After school they always play computer games.
- 4) Present simple: every day, usually, sometimes, rarely, every summer
Present continuous: today, currently, nowadays, now, this week
6. studying, 7. writing
- 5) primary, classmates, strict, marks, subjects, abroad
- 6) 1f, 2e, 3d, 4b, 5g, 6h, 7a, 8c
- 7) Across - 1. abroad, 2. education, 3. primary, 4. maximum, 5. chores, 6. staffroom, 7. boarder
Down - 8. language, 9. dormitory, 10. oral
- 8) At, at, for, of, of, on, by, at, in, by

Suggested marks:

0 – 35 = F, 36 – 42 = D, 43 – 52 = C, 53 – 62 = B, 63 – 70 = A

UNIT 2: BLAST FROM THE PAST

LESSON 1

FAMOUS PEOPLE FROM THE PAST

Suggested time: 2 periods

Objectives:

- * to talk about past events
- * to revise and practice the past simple of regular and irregular verbs
- * to revise WH questions in the past simple
- * to practise subject and object questions in the past simple
- * to activate the students' pre-knowledge – key grammatical meta-language to talk about past events, legends, etc.
- * to practise reading comprehension

Step 1

Lead-in: Speaking:

Famous people from the past

- 1 Ask students to match the pictures of the famous people from the past, SB, p. 17, with the corresponding names.
- 2 Ask students to say something about the famous people using the questions in the SB, p.17/ex. 1 as guidelines.

Pre-reading activity

- 3 In order to revise the past simple forms of some irregular verbs, ask students to do exercise 1 in the WB, p. 9.
- 4 Students revise the simple past negative and interrogative forms of the verbs in exercise 2 in the WB, p. 9.

LESSON PLANS

- 5 Students match some of the people mentioned with their short biographies in the SB, p.17/ex. 2.

Speaking & Writing

- 6 Put students into groups. Each group follows the steps in the SB, p. 18/ex. 3 a, b, c, d. *Variation: There are 4 groups of questions in the Student's Book answer key section ready to be cut out and given to the groups. The cut out questions can be used for step d in ex. 3/SB, p. 18, too.*
- 7 Groups give reports on their work.
- 8 Students match the words with their paraphrases in the SB, p. 19/ex. 1 and use them in sentences of their own, SB. p.19/ex. 2.
- 9 Put students in pairs, and ask them to talk to each other, using the prompts in the SB, p. 20/ex. 5.
- 10 To wrap up, revise past simple WH questions, as well as subject and object questions in the past simple, using Grammar Spot in SB, p.23.
- 11 Students write three questions (a WH question, a subject and an object question) in their notebooks and quiz someone in the class, SB, p. 23.

Suggested homework: WB, p. 9/ex. 3, 4.

Optional: Ask students to prepare a 2-minute talk about one of the four famous people.

Step 2

Lead-in:

Who did it? - Word formation

- 1 Start with a revision of the vocabulary; students do exercise 5 in the WB, p. 10.
- 2 Display the chart from the SB, p. 20/ex. 6 in order to introduce the topic of word formation. *Variation: You can check the homework as an introduction to the topic.*
- 3 Ask students to use the prompts in the chart in the SB, p. 20/ex. 6 a in order to give sentences using the corresponding noun, ending in -or/-er.
- 4 Students do the quiz in the SB, p. 20/ex. 6 b, fill in the missing word, and answer the questions.
- 5 Finally, students write 3 more quiz questions in their notebooks and quiz a partner, SB, p. 20/ex. 6 c, and do exercise 6 in the WB, p. 10. *Optional: You can also ask students to practice the words*

written in the first part of exercise 6 in the WB, p. 10 as pair work.*

Pre-reading activity: Predicting

- 6 Start a discussion about the legend of King Arthur and King Arthur himself, using the questions in the SB, p. 21/ex. 7 a.
- 7 Ask students to brainstorm everything related to people connected with the legend of King Arthur in the SB, p. 21/ex. 7 a.

Reading: A blog on King Arthur

- 8 Students read the blog on King Arthur in the SB, p. 21/ex. 7 b and check their guesses.
- 9 After that, students complete the blog, using the correct simple past form of the verbs in brackets, SB. p. 21/ex. 7 b.

Writing: Writing a comment

- 10 To round off the lesson, ask students to write back and post a comment in the SB, p. 22/ex. 7 c.
- 11 Students read their comments out loud.

Suggested homework: WB, p. 10/ex. 7 and WB, p. 11/ex. 8.

Workbook answer key: FAMOUS PEOPLE FROM THE PAST

- 1) saw, did, went, had, was/were, came, spent, kept, wrote, gave, became, made, won, sang, sold
- 2) 1. My friend wasn't at home yesterday.
Was my friend at home yesterday?
2. We didn't believe in ghosts when we were kids.
Did we/you believe in ghosts when we/you were kids?
3. They didn't win the football match last week.
Did they win the football match last week?
- 3) 1 was, 2 spent, 3 Had, 4 had, 5 woke up, 6 fed, 7 rode, 8 danced, 9 read, 10 were, 11 fell, 12 was
- 4) 1 kept, 2 lived, 3 did...decide, 4 did...appear, 5 happened, 6 were, 7 did...study, 8 did...write, 9 did... win, 10 wanted
- 5) 1 anatomy, 2 went solo, 3 throne, 4 decades, 5 monarchy, 6 reigned, 7 screenplay, 8 engineer, 9 dynasty, 10 bestsellers

- 6) painter, inventor, writer, instructor, ruler, singer, conductor, dancer, actor, performer, composer
// A ruler
- 7) 1 castle, 2 sword, 3 knee, 4 writer, 5 knight, 6 reign, 7 half, 8 wheel, 9 island, 10 bomb
- 8) 1 drama, 2 amazed, 3 probably, 4 member, 5 pharaoh, 6 refused, 7 languages, 8 married, 9 and, 10 poisonous

Student's Book answer key:

UNIT 2: BLAST FROM THE PAST

Lesson 1: FAMOUS PEOPLE FROM THE PAST

- 1 **Lead-in:** 1h; 2c; 3e; 4a; 5b; 6g; 7f; 8d
- 2 **Reading:** 1 Leonardo da Vinci; 2 Michael Jackson; 3 Queen Elizabeth I; 4 Agatha Christie
1 Leonardo da Vinci; 2 Michael Jackson; 3 Queen Elizabeth I; 4 Agatha Christie.
- 3 **Speaking & Writing: Comprehension:**

- 1 Where did Leonardo live and work?
- 2 Which famous work did he paint in Milan?
- 3 How did Leonardo da Vinci like to write?
- 4 When and where did he paint the Mona Lisa?
- 5 What other things was he good at?

- 1 Where did Michael Jackson live and work?
- 2 When did he start singing?
- 3 How did Michael Jackson help the world?
- 4 What was Michael Jackson's nickname?
- 5 When did he die?

- 1 What was her mother's name?
- 2 Where did Elizabeth I rule?
- 3 When did she rule?
- 4 Why did people call her Good Queen Bess?
- 5 Which famous writers lived during her rule?

- 1 Where was she from?
- 2 Which instrument did she play?
- 3 When did Agatha Christie's first book appear?
- 4 How many books did she write?
- 5 What was the name of her first detective?

4 Words:

- 1 1g; 2i; 3j; 4f; 5h; 6c; 7a; 8b; 9d; 10e
- 2 Leonardo - 1 engineering, 2 anatomy; Michael Jackson - 3 to go solo, 4 decade; Elizabeth I - 6 throne, 7 reign over, 8 monarch, 9 dynasty; Agatha Christie - 5 best-selling 10 screenplay

6 Speaking & Writing – Who did it? - Word formation:

- b) 1 inventor b; 2 actor a; 3 writer c; 4 ruler c; 5 composer c; 6 painter b

7 Reading & Writing:

- 1 b) 1 was; 2 existed; 3 was; 4 defended; 5 ruled; 6 had; 7 wasn't; 8 added; 9 did he exist; 10 was; 11 looked; 12 was; 13 could remove; 14 used; 15 threw; 16 died; 17 Did he love; 18 Did she fall; 19 was; 20 was; 21 stood; 22 made; 23 was; 24 was; 25 was; 26 did he kill; 27 did they bury; 28 became

LESSON PLANS

LESSON 2

LUCKY DISCOVERIES

Suggested time: 2 periods

Objectives:

- * to talk about past events
- * to talk about discoveries, inventions and inventors
- * to revise and practise the past continuous
- * to practise listening and reading comprehension
- * to revise and practise the interrupted past
- * to express your opinion and show surprise when talking about something

Step 1

Lead-in

- 1 In order to introduce the topic, write on the blackboard: *Luck and I think I am/ I am not lucky because...* and ask students to finish off the sentence for themselves.
- 2 Display pictures on the blackboard (see SB, p. 24) / Students look at the pictures in the SB while the teacher introduces the new vocabulary. Write the following on the blackboard: *rubber, rubber tyres, penicillin, the wheel, Superglue, Velcro, gravity.*

Pre-listening task:

Predicting & Matching inventors and their inventions

- 3 Ask students to predict how the inventions were invented.
- 4 Ask them to match the person and the discovery in the SB, p. 24/ex. 2.
- 5 Ask students to guess the correct answer in the SB, p. 24/ex. 3.

Listening: Comprehension

- 6 Ask students to listen and check their guesses in the SB, p. 24/ex. 3.
- 7 During the second listening, students underline the action that was going on for some time in the past; SB, p. 25/ex. 3 c.
- 8 Revise the past simple and the past continuous with students, using *Remember box*, SB, p. 26.

- 9 Students then do exercise 9 in the WB, p. 11 and exercise 14 in the WB, p. 13.

Reading: Who said it? - Past simple vs. past continuous (revision)

- 10 Ask students to read the statements and match them with the people who said them, SB, p. 25/ex. 4 a.
- 11 Students fill in the sentences with the past continuous of the verbs in brackets, SB, p. 25/ex. 4 b.
- 12 Ask students to do exercise 10 in the WB, p. 12.
- 13 Ask students to finish off the sentences in the SB, p. 26/ex. 4 c orally.

Suggested homework: WB, p. 12/ex. 11 and WB, p. 13/ex. 15.

Step 2

Lead-in: Speaking

- 1 Ask students to work in pairs/small groups and to prepare a short talk on the topics given in the SB, p. 26/ex. 5.
- 2 Draw attention to the vocabulary used for expressing surprise about something and display the words on the blackboard/students read them in the SB, p. 27/ex. 6. Then ask students to use them in sentences of their own, as in the example given in the SB, p. 27/ex. 6 a.
- 3 Put students in pairs and ask them to discuss and write down three things that really surprise them, SB, p. 27/ex. 6 b.
- 4 Finally, students write about the most incredible invention ever invented, SB, p. 27/ex. 7.

Vocabulary practice

- 5 Ask students to do exercise 12 in the WB, p. 12, in order to revise the vocabulary taught.
- 6 Explain the spelling rule about double letters (see WB, p. 14/ex. 16) and then ask students to do the exercise.

Project work: Workbook

Pre-listening activity

- 7 Tell the story about Nat King Cole and his daughter.

- 8 Students read the questions in the WB, p. 14/*Project work.
- 9 Play Natalie Cole's (Nat King Cole's) song: *Orange Colored Sky*. Ask students to listen to it and to answer the questions.
- 10 Round off the lesson using the 2 questions in the WB, p. 14: *Do you know any other famous families in the music business? Do you know any other songs with colours in their titles?*

Workbook answer key:

LUCKY DISCOVERIES

- 9) 1 Were...listening, 2 were staring, 3 was running, 4 were you hiding, 5 was not/wasn't raining, 6 was...doing, was practising, 7 was swimming, 8 were shopping, 9 was... sleeping
- 10) 1. My friend was sleeping three days ago when somebody stole the money from the safe.
2. While they were going home from school yesterday evening, they saw a lost kitten.
3. As we were making a snowman last winter, my neighbour threw a big snowball in my eye.
- 11) Individual answers
- 12) admire, gravity, autumn, suddenly, ground, because
- 13) 1 legendary, 2 robbed, 3 heroines, 4 finally, 5 (un)believable, 6 imaginary, 7 inventions, 8 discovery, 9 furious, 10 performance(s)
- 14) b, b, a, a, a, b, a, b, b, a, a, a, b
- 15) 1. were rollerblading, tripped, broke
2. was, were doing
3. fell off, was picking
4. was raining, were, were playing, were arguing
5. was traveling, saw, asked
- 16) 1 swimming, 2 robber, 3 finally, 4 shopper, 5 hotter

Student's Book answer key:

Unit 2: BLAST FROM THE PAST

Lesson 2: LUCKY DISCOVERIES

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



Tapescript

1

The person I admire most from the past is Isaac Newton, you know, the man who discovered gravity. He was sitting under an apple tree one autumn and he was eating an apple when suddenly an apple fell from the tree to the ground and it made him think. You know, why apples fall...anyway, he realized this was because of gravity.

2

The greatest discovery, I think, is the wheel. I know, nobody knows exactly who discovered it, but I like to think that once upon a time there was a caveman or woman, you know, like the Flintstones, and they were standing and rolling rocks down a hill one day. The round rocks went faster than the others and then POW! That's how they discovered the wheel!

3


Hmmm, well, there are many, but I think Alexander Fleming. One day, he was working in his lab and trying to find a cure for the flu and he left a dish by the window and forgot about it. When he found it again, it had green stuff in it, a substance that killed many of the bacteria that cause infections in humans and other animals – penicillin.

4

I think a strange, great discovery was Superglue, or Crazy Glue. Dr. Harry Coover accidentally discovered it twice, the first time in 1942 and a second time nine years later. His new product was too sticky but in 1958 he marketed his super sticking glue as Superglue.

5

I think rubber is the most useful invention. Christopher Columbus first brought it back from the West Indies in 1496. But it smelled terrible and got too sticky when it was too warm. In the end, people didn't know what to do with it. BUT. About three hundred years later Charles Goodyear tried to find a use for it again. In 1839 while he was boiling it with sulphur, he accidentally dropped the mixture onto



a hot stove. Today, we know that this is the process of vulcanization. In a matter of seconds its strength improved, its stickiness vanished and it stopped smelling! Today it has many uses.

6

Well, I think Velcro. In the 1940's, the Swiss inventor George de Mestral was walking his dog. When he got home, he noticed his dog and his trousers were full of spiky little plants. When he took a closer look under the microscope, he discovered that they had little hooks. He imitated nature and discovered Velcro! I think this discovery is amazing!

There are so many things that we take for granted today. We don't really think about how they were discovered or invented anymore. I think this is a shame.

3 Comprehension: 1b; 2b; 3c; 4b; 5a; 6a

4 Who said it?

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

b) 1 was rolling, was thinking; 2 was watching, were not watching, was happening; 3 were picking, was looking, (was) throwing

5, 6, 7: Various possibilities

LESSON 3

CAN YOU TELL ME WHAT HAPPENED?

Suggested time: 1 period

Objectives:

- * to talk about past events
- * to revise and practice the past simple vs. the past continuous
- * to practise reading comprehension
- * to practise skimming and scanning while reading
- * phrasal verbs (*hand over, hang around, take over, back away, look on, hand yourself in, pull something off*)

Step 1

Lead-in

- 1 Write the title *Teenage heroines save the day* on the blackboard.
- 2 Put students in pairs and ask them to predict what the story is about; SB, p. 28/ex. 1.

Pre-reading activity/ Predicting

- 3 Students look at the pictures in the SB, p. 28/2 a, and describe what happened when Marcus, Jonathan, Susan and Louise went shopping last week.
- 4 Ask students to read the text in the SB, p. 28 and to check their predictions.
- 5 During the second reading, students find the answers for the comprehension questions in the SB, p. 28/ex. 2 b.

Words

- 6 Students reread the text and this time they find the corresponding words for the given paraphrases in the SB, p. 29/ex. 3 a.
- 7 Ask students to write down 3 more words from the text they would like to remember, SB, p. 29/ex. 3 b.
- 8 Introduce the phrasal verbs: *hand over, hang around, take over, back away, look on, hand yourself in, pull something off*. Students do exercise 4 in the SB, p. 30.

Matching: Past continuous vs. past simple

- 1 In order to revise the text once again, but also to revise the past continuous vs. past simple, students match the beginnings and endings of the sentences taken from the text in the SB, p. 30/ex. 5.
- 2 Remind students of the usage of *while/as* when using the past continuous by using the Grammar Spot in the SB, p. 31.
- 3 To round off the lesson, ask students to do exercise 6 a in the SB, p. 31 and then exercise 6 b on the same page in the SB.

Suggested homework: WB, p. 14/ex. 17.

Optional: SB, p. 31/ex. 6 b.

Student's Book answer key:

Unit 2: BLAST FROM THE PAST

Lesson 3: CAN YOU TELL ME WHAT HAPPENED?

- 2 **Reading: b)** 1 in a shopping mall; 2 money; 3 gave them the money; 4 took the robbers to the police station; 5 four
- 3 **Words: a)** 1 heroine; 2 shopping mall; 3 getaway; 4 eye witness; 5 half a dozen; 6 panic button; 7 prevent; 8 rack
- 4 **Phrasal verbs:** 1 over; 2 around; 3 over; 4 away; 5 on; 6 in; 7 off
- 5 **Matching: Past continuous vs. past simple:** 1d; 2f; 3e; 4g; 5h; 6c; 7b; 8a
- 6 **Past simple or past continuous:** 1 was walking, was whispering, Gollum – Lord of the Rings; 2 was lying, came, Goldilocks (and the Three Bears); 3 was practising, came, Harry Potter; 4 was huffing and puffing, were laughing, the Wolf (The Three Little Pigs); 5 was spinning, pricked, Sleeping Beauty; 6 was climbing, heard, Jack (and the Beanstalk); 7 was going, met, Shrek

Selfcheck 2 answer key:

- 1) b, a, a, b, a, a, b, b, a, b, a, a
- 2) 1 were riding, fell, broke 2 was swimming, saw 3 were...doing 4 were dancing, stepped 5 happened, were studying
- 3) 1 Were 2 were 3 wasn't 4 was 5 didn't 6 were 7 did 8 was 9 did 10 was
- 4) 1 Who did you travel to London with last month?
2 What happened on the train?
3 Who found it?
4 What did you do then?
- 5) 1 invented, 2 discovered, 3 believe, threatened, 4 founded, 5 wrote, 6 surprise
- 6) 1 in reverse, 2 charities, 3 environment, 4 translate, 5 attention, 6 knight, 7 robbery, 8 button
- 7) 1 award, 2 educated, 3 incredible, 4 gravity, 5 attack, 6 castle, 7 believe, 8 threaten, 9 penicillin, 10 arrest
- 8) 1 shopper, 2 swimmer, 3 putting
- 9) 1 in reverse, 2 charities, 3 environment, 4 eye-witnesses, 5 dozen, 6 curious, 7 decisions, 8 laboratory, 9 prevent
- 10) 1d, 2a, 3b, 4f, 5c, 6e; hand over

Suggested marks: 0 – 40 = F, 41 – 48 = D, 49 – 60 = C, 61 – 72 = B, 73 – 80 = A

UNIT 3: TRAVEL BROADENS THE MIND

LESSON 1

PLACES I HAVE BEEN TO

Suggested time: 2 periods

Objectives:

- * to talk about places someone has visited/ been to
- * to develop vocabulary skills needed for talking about travelling
- * to revise the present perfect simple
- * to talk about experiences using the present perfect simple

Step 1

Lead-in: Places I have been to...

- 1 Bring different visual materials (postcards, cut-outs from magazines representing e.g. travelling by plane/train/bus/car, different continents, mountains, etc) in order to introduce the topic.
- 2 Ask students to do exercise 1 in the SB, p. 35 on their own and to guess about their partner(s).
- 3 Students check their guesses by asking their partners questions in the SB, p. 35/ ex. 1 b.
- 4 Finally, students correct their guesses in the SB, p. 35/ ex. 1 c.

Pre-reading

- 5 Discuss the dictionary entry in the SB, p. 35 with students and introduce the story about the Globetrotter they are about to read.
- 6 Before reading, students guess the answers to the pre-reading questions in the SB, p. 35/ ex. 1a.

Reading

- 7 Students read the story in the editorial and check their guesses, SB, p. 35/ ex. 1 b.

- 8 Ask students to read the editorial again but, this time, ask them to match the words and their paraphrases in the SB, p. 36/ ex. 3.

Reading & Writing

- 9 Ask students to read the interview with the Globetrotter in the SB, p. 37 and to fill in the missing questions by choosing from questions a – g.
- 10 Students then read the interview out loud in order to check if they have done it correctly.
- 11 Ask students to read the text/interview once again and to correct the statements in the SB, p. 38/ ex. 2.
- 12 To round off the lesson (and to introduce the next lesson – the present perfect simple) ask students to read the poem in the SB, p. 38 *Places I have been*.

Suggested homework: WB, p. 16/ ex. 4.

Step 2

Lead-in: Poems

- 1 Check homework and after reading the students' poems, they choose the best ones and display them on the pin board in the classroom.
- 2 In order to revise the vocabulary in context, pupils, do exercise 7 in the WB, p.17.
- 3 Ask students to fill in the crossword puzzle in the WB, p. 17/ ex. 6. *Optional:* * part of the exercise.

Reading & Grammar practice

- 4 Pair students off and asks them to scan the text for sentences in the present perfect simple, SB, p. 38/ ex. 1.
- 5 Students read the sentences out loud and revise the formation and the usage of the present perfect simple, SB, p. 38/ ex. 2.
- 6 Ask students to make questions (on their own) using the prompts provided in the WB, p. 15/ ex. 1, to fill in the table by noting their own and their friends' answers and finally to ask and answer each other's questions in small groups of three or four.
- 7 Finally, students write a report about their friends in the WB, p. 15/ ex. 2.
- 8 Draw the students' attention to the usage of *already, just, yet* in the SB, p. 38/ Grammar Spot and ask them to do exercise 3 in the WB, p. 16.

Speaking & Writing

9 In pairs, students talk to each other about places – towns, cities, sights, they have seen in their lives, using questions in the SB, p. 39/ ex. 1 a. Then they give a report (orally), SB, p. 39/ ex. 1 b.

10 Teacher asks students to write a report (SB, p. 39/ ex. 1 c) about the places (towns, cities, sights) they have visited/seen, using questions in exercise 1 a) in the SB, p. 39.

Suggested homework: WB, p. 16/ ex. 4 and WB, p. 17/ ex. 8.

Student's Book answer key:

Unit 3: TRAVEL BROADENS THE MIND

Lesson 1: PLACES I HAVE BEEN TO

- 1 **Lead-in:** 1 a) 1 He/she has/hasn't travelled, 2 ...has/hasn't flown, 3 ...has/hasn't been, 4 ...has/hasn't climbed, 5...has/hasn't written, 6 ...has/hasn't won
- 2 **Pre-reading:** 1 a) 1 The editorial is written by the editor of a newspaper or magazine. 2 The boy is 18 years old. 3 He has travelled the world and the 7 seas.
- 3 **Words:** 1g, 2h, 3e, 4a, 5b, 6d, 7c, 8f
- 4 **Reading & Writing:** 1 1c, 2g, 3b, 4e, 5d, 6f, 7a; 2 1 Seven Oaks Gazette offered to tell his story. 2 His mum and dad told him he had relatives all over the world. 3 Other countries are sometimes/often different to home. 4 He is going to write a book about his travels. 5 He has visited parts of Australia. 6 He always plans his trips, and never improvises. 7 He has been planning his trip to New Zealand since he was 7 years old, for the last 3 years. 8 He wants to visit New Zealand because it's a land of extremes/ because he watched Lord of the Rings which was filmed there.

Workbook answer key:

PLACES I HAVE BEEN TO

Up close and personal

1) 1 talked, 2 eaten, 3 flown, 4 seen, 5 been, 6 swum, 7 slept, 8 stayed up, 9 tried, 10 ridden

2) Individual answers

3) Marcus has already made a cake, but he hasn't tidied up the living room yet.

He has already taken some photos of the sights, but he hasn't shown them to his friends yet.

He has already bought some souvenirs, but he hasn't wrapped them up yet.

He has already sent an email to his relatives, but he hasn't talked to them on Skype.

He has already read a book about Australia, but he hasn't written a report about his trip yet.

4) 1 Have...been, haven't, 2 Has...visited, has...travelled, 3 have...seen, have watched, 4 Have...washed, have...returned, 5 has...written, have published, 6 Have...hurt, have broken

5) Example poem:

Strange Poet

I've been to China, France and Spain

I've seen a lot of snow and rain

I haven't been to the Netherlands

But I'd like to travel there some day.

I've never flown an airplane

Or jumped out of a speeding train

I've only written this refrain

And I hope you won't complain!

6) Across: 1 issue, 2 editorial, 3 contribute, 4 travel, 5 experience, 6 definitely, 7 hitchhike, 8 broaden

Down: 1 souvenir

7) 1 contribute, 2 broadens, 3 experience, 4 Travelling, 5 hitchhiked

8) a) end, world b) sail, Seas c) good, heart d) pick, up e) give, ride f) touch, with

LESSON PLANS

LESSON 2

AUSTRALIA

Suggested time: 1 period

Objectives:

- * to talk about Australia
- * to develop listening and speaking skills
- * to develop vocabulary skills needed for talking about Australia
- * to revise the present perfect simple with *already* and *yet*
- * to revise the present perfect simple vs. the past simple
- * to talk about experiences using the present perfect simple

Step 1

Lead-in: The Quiz

- 1 Discussion based on pictures in the SB, p. 40.
- 2 Check the students' pre-knowledge by doing the quiz in the SB, p. 40/ ex. 1 a; use it as a pre-listening activity.

Listening: Marcus's presentation on Australia

- 3 Students listen to Marcus's presentation and check their guesses.
- 4 During the second listening, students write down two questions he **does not** answer, SB, p. 40/ ex. 1 b.
- 5 Ask students to listen to the presentation for a third time. They write down the questions Marcus asks the class, SB, p. 41/ ex. 2.

Grammar practice: Present perfect simple vs. past simple

- 6 Introduce the revision of the present perfect simple and the past simple by asking the students to complete the sentences in the SB, p. 41/ Grammar Spot.
- 7 Students copy the corresponding time expression under the correct tense in the SB, p. 42/ ex. 3 and then decide on the correct sentence in the WB, p. 18/ ex. 12.
- 8 Ask students to put the words in the correct order to make sentences in the WB, p. 18/ ex. 11.

- 9 Students revise the vocabulary by connecting the word parts to get meaningful words in exercise 14, WB, p. 19, and preposition usage in exercise 15, WB, p. 19.

Speaking: A presentation on Australia

- 10 Put students in pairs/groups. They talk about and write down things they know about Australia from the factfile that Marcus mentioned and other things he did not mention, SB, p. 42/ ex. 1.
- 11 Pairs/small groups prepare to give a short presentation on Australia, using the factfile in the SB, p. 42/ ex. 2.

Suggested homework: WB, p. 18/ ex. 9 and 11.

Optional: *Students do the project work – WB, p.18/ * The Beatles: Yesterday, or you can use the song in class in order to practise the past simple.*

Student's Book answer key: ...

Unit 3: TRAVEL BROADENS THE MIND

Lesson 2: AUSTRALIA

- 1 **Lead-in:** 1b; 2 all of them; 3b; 4b; 5d, on New Zealand; 6d; 7 Mt Cook, on New Zealand; Uluru is the Aborigine name for Ayers Rock.
- 2 **Listening 1:** 1 Who discovered Australia? 2 Which of the following animals cannot be seen in Australia? 3 What are the names of the two Australian cities the Olympics were held in 1956 and 2000?
Listening 2: 1 Has anybody been to Australia? 2 Has anybody met any Aborigines? 3 Have any of you met any Australians? 4 Have you seen any documentaries about Australia, or about Australian art or wildlife? 5 Have you ever watched any sports that are played in Australia?
- 3 **Grammar practice:** Present perfect simple: for three years, recently, since I was 8, yet, already, ever, never, so far, just; Past simple: in 2011, last week/year, in December, when I was 8, at 4 o'clock, yesterday, ago
- 4 **Speaking: 1** Australia is famous for sheep and wool, Sydney Opera House and the Olympics - Melbourne in 1956 and Sydney in 2000, Ayers Rock (sacred Aborigine burial ground), the Great Barrier Reef.
"the bush" = the wilderness, wild uncultivated land, Aborigines, literally go off and walk about through the outback = "walkabout", and "down under" is the nickname for Australia

4 Speaking 2:

- Nickname: Down Under
- Population: 18 million people
- First inhabitants: Aborigines
- Capital: Canberra
- Big cities: Sydney, Melbourne, Perth
- Language: Australian English
- Popular activities: Australian football, Australian cricket, surfing, swimming, sailing
- Special animals: kangaroos, koala bears
- Sights worth seeing: Great Barrier Reef
- Other interesting facts:
special accent, a bloke = a man, a sheila = a girl,
the bush = the country away from the city



Tapescript

Marcus: Good morning. Well, I think you know what I am going to talk about, but... Anyway, to start off with, the topic that I have chosen to present to the class is Australia. Has anybody been to Australia? Have any of you met any Australians?

Pupil 1: I have been to Australia. I went last year with my parents. We stayed for a month. First of all, we visited Canberra, that's the capital, and then Sydney and we also saw lots of the sights. Next, we went to see Uluru and, in the end, just before we left, we heard native Australians, Aborigines, playing the didgeridoo in Sydney Opera House. I thought it was amazing. Oh, and I forgot to say that I also went swimming on the Great Barrier Reef, and...

Marcus: OK. Has anybody met any Aborigines?

Pupil 2: ...I haven't met any Aborigines, but I've met some Australians. I met them accidentally last summer during the holidays. At first, I didn't understand a word they said because their English is different. But they were really nice and friendly people. They told me a lot about Australia. And, after that, they even invited me to visit them!

Louise: Well, first of all, I haven't been to Australia and I haven't met any Australians, but I have seen them on TV and at the cinema...you know, Mel Gibson, Russell Crowe, Nicole Kidman, Cate Blanchett, Geoffrey Rush. I saw a film last week with Cate Blanchett and it was about ...

Workbook answer key:

AUSTRALIA

9)

Present Perfect	Past Simple
just	yesterday
already	last...
n/ever	...ago
yet	in
for/since...	when ...

10) Individual answers – key words: day, month, season, year

11) 1. I have never been abroad.

2. Has she stopped playing that song yet?

3. This is the best film I have ever seen.

4. The police have already arrested the robber.

5. Have you ever flown in a balloon?

12) 1a, 2b, 3a, 4b, 5b

13) 1 have never had, 2 Did ... kiss...yesterday,

3 did...last dream, 4 have not/haven't shaved...

yet, 5 have just painted, 6 Last Saturday..

Marcus: Ok, got it. Movie stars. Have you seen any documentaries about Australia, or about Australian art or wildlife?

Pupil 2: I watched a documentary last year about Australian Aboriginal art and music. Their paintings are really beautiful. They usually paint on stone or wood or ... and it's a part of their culture, and...

Marcus: ...OK. And what about sports? Have you ever watched any sports that are played in Australia?

Pupil 1: I once watched an Australian cricket match on TV but I didn't really understand all the rules, and last Saturday night I watched a game of Australian football with my dad, which is a bit like rugby, only they really play a rough game.

Marcus: OK. So some of you know a bit about Australia.

Anyway, finally, I'd like to ask you some questions.

Let's see how much you really know about Australia, OK?

(murmur of assent)

Maybe, you want to write down the questions first, OK? Right.

LESSON PLANS

bought, 7 Have...corrected...yet, 8 were not/weren't, 9 went...ten days ago, haven't arrived...yet, 10 Did...rewind...when

14) 1 personal, 2 gazette, 3 globetrotter, 4 extremes, 5 nickname, 6 wildlife, 7 documentary, 8 inhabitant, 9 accidentally, 10 kangaroo

15) in, of, of, in, over, of, by, with, at, up, of, about, from, in, with, about

LESSON 3

IT'S GREAT BEING A KIWI

Suggested time: 2 periods

Objectives:

- * to talk about adventure sports and activities
- * to develop vocabulary skills needed for talking about adventure sports
- * to practice reading comprehension
- * to use the reading techniques *skimming* and *scanning*
- * to revise the present perfect simple
- * to talk about experiences using the present perfect simple vs. the present perfect continuous

Step 1

Lead-in: Sports

- 1 Ask students to look at the pictures in the SB, p. 44 and to describe what the people in the pictures are doing.
- 2 Draw the students' attention to dictionary-entry-like vocabulary in the SB, p. 45 and ask them to guess and write the names of the adventure sports in the SB, p. 44/ ex. 1.

Reading: Living in New Zealand

- 3 Ask students to read the dictionary entries in the SB, p. 45/ ex. 1 quickly (skim them) and find explanations for what the people are doing.
- 4 Ask students to read the text quickly (skim) and choose the correct answer.
- 5 During a second reading, ask students to read the text carefully (scan the text) and circle the correct answer in the SB, p. 45/ comprehension ex. 3.
- 6 Students read the text for a third time, this time in order to decide about the meanings of the words given in the SB, p. 46/ ex. 4.

Vocabulary practice

- 7 Ask students to do the vocabulary exercises in the WB, p. 20/ ex. 18 and ex. 20.

Suggested homework: WB, p. 20/ ex. 19.

Step 2

Lead-in: Australia & New Zealand

- 1 Ask students to put the words under the appropriate heading in the WB, p. 21/ ex. 21.
- 2 Students use the factfile information in order to prepare a 2 min. talk on Australia and New Zealand.

Grammar practice

- 3 Ask students to study the sentences in the SB, p. 47/ Grammar Spot and to complete the rule.
- 4 Students practice the usage of the present perfect continuous in the WB, p. 20/ ex. 16.

Who said it?

- 5 Ask students to look at the pictures again and to decide who said the statements given in the SB, p. 47/ ex. 1 b.
- 6 Pair off students and ask them to talk to each other using the prompts in the SB, p. 48/ ex. 1 a.
- 7 Students report back on what they have found out about their partners in the SB, p. 48/ ex. 1 b.

Suggested homework: WB, p. 20/ ex. 17.

Student's Book answer key: ...

Unit 3: TRAVEL BROADENS THE MIND

Lesson 3: IT'S GREAT BEING A KIWI

- 1 **Lead-in:** 1 rappelling/abseiling 2 zip-lining; 3 bungee jumping; 4 base jumping; 5 white water rafting; 6 free climbing; 7 big game fishing; 8 whale watching
- 2 **Comprehension:** 1b, 2c, 3b, 4c, 5b, 6b
- 3 **Words:** 1c, 2b, 3c, 4a, 5b
- 4 **Who said it?**
 - 1 have been taking – white water rafter
 - 2 have been climbing – free climber
 - 3 have been jumping – base jumper
 - 4 have been doing – zip-liner
 - 5 haven't been doing – big game fisherman (woman though)
 - 6 have been diving – whale watcher
 - 7 have been bungee jumping – bungee jumper
 - 8 have been walking – rappeller/abseiler

Workbook answer key:

IT'S GREAT BEING A KIWI

- 16) 1. He has been playing basketball.
2. She has been crying.
3. They have been studying History.
4. We have been running.
5. She has been writing a report.
- 17) 1 have...been learning, 2 has...been living,
3 have...been training, 4 have...been driving,
5 have... been doing
- 18) 1c working hours, 2d whale watching, 3a game fishing, 4e tourist boat, 5b adventure holidays
- 19) make friends, fit in, pay a visit, saving up, money, don't mind, work like crazy
- 20) 1a, 2b, 3a, 4b, 5b, 6b, 7a, 8b, 9a, 10a
- 21)

Australia	New Zealand
Aussie	Kiwi
Canberra	Wellington
Down Under	Aotearoa
Aborigines	Polynesians & Maori
22 million	4.3 million

Selfcheck 3 answer key:

- 1) 1 ...she has lost her keys.
2 ...he has seen it.
3 ...we haven't saved enough money.
4 ...I have broken my leg. 5...they have finished their homework.
- 2) 1 But I have (I've) already invited him (to my birthday party)!
2 ...but you haven't done it yet.
3 ...but she hasn't found it yet.
4 But I've already taken it out!
5 But I've already turned it down!
- 3) 1 Has...thought, 2 have/'ve...finished, 3 wrote,
4 have not/haven't seen, 5 sent, hasn't received, 6 has lived, 7 came, 8 have...eaten,
9 Did...like
- 4) 1 since, 2 since, 3 for, 4 since, 5 for
- 5) 1. Jason has been playing the violin for ten years.
2. I have been waiting for the bus for half an hour.
3. They have been travelling around the world since January.

4. I have been ballroom dancing since last year.
5. My daughter has been playing computer games for three hours.
- 6) 1 c) population, 2 a) sights, 3 b) experiences, 4 d) memories, 5 b) Hitchhiking
- 7) 1d, 2e, 3b, 4c, 5a
- 8) 1 off, 2 of, 3 At, in, 4 about, 5 to, 6 on, 7 at, with, about, 8 of, to, 9 down, for
- 9) 1 travel, 2 broadens, 3 experiences, 4 hitchhiking, 5 amazing, 6 gazette

Suggested marks: 0 – 30 = F, 31 – 36 = D, 37 – 45 = C, 46 – 54 = B, 55 – 60 = A

10)

Song genre	1
Year	2
Album	3
Number of recorded versions	4
Times performed in 20 th cent.	5
Lost the No1 single title to	6
Voted <i>the best song of the</i>	7
Topic	8
Performed by	9
Accompanied by a	10

"Yesterday" is a **pop** song originally recorded by The Beatles for their **1965** album **Help!**. According to the *Guinness Book of Records*, "Yesterday" has the most cover versions of any song ever written. The song remains popular today with **more than 3,000** recorded cover versions, by an eclectic mix of artists including Joan Baez, Liberace, Frank Sinatra, Elvis Presley, Ray Charles, Plácido Domingo, En Vogue and Boyz II Men. Broadcast Music Incorporated (BMI) asserts that it was performed **over seven million times** in the 20th century alone. Despite never being a UK number one single (it lost out to another McCartney composition, "**Michelle**"), "Yesterday" was voted the best song of the **20th century** in a 1999 BBC Radio 2 poll of music experts and listeners.

"Yesterday" takes the form of a melancholic acoustic ballad about a **break-up**. It was the first official recording by The Beatles that relied upon a performance by a single member of the band — Paul McCartney was accompanied solely by a string quartet. The final recording differed so greatly from other works by The

LESSON PLANS

Beatles that the other three members of the band vetoed the release of the song as a single in the United Kingdom. Although credited to "Lennon/McCartney", the song was written solely by McCartney.

- 9) 1 pop, 2 1965, 3 Help!, 4 (more than) 3,000, 5 (over) 7 million, 6 20th century, 7 'Michelle', 8 break-up, 9 Paul McCartney, 10 string quartet

Suggested marks: 0 – 5 = F, 6 = D, 7, 8 = C, 9 = B, 10 = A

Accept incorrect spelling/punctuation of names/titles, but let the students correct their mistakes!

UNIT 4: SPORTS

LESSON 1

SPORTS AROUND THE WORLD

Suggested time: 2 periods

Objectives:

- * to talk about sports
- * to introduce vocabulary related to scoring, winning and losing
- * to revise vocabulary and verbs related to sports equipment, venues, people
- * to develop reading skills (skimming and scanning)
- * to introduce the passive voice (the present simple passive, the past simple passive, the present perfect simple passive)

Step 1

Lead-in

- 1 Introduce the topic by bringing in some visual material to the class (newspaper cut-outs, posters representing different sports, etc) and have a discussion with students about different sports. Ask students to do the matching in the SB, p. 52/ ex. 1.
- 2 Ask students to read the descriptions of the 4 sports in the SB, p. 53, to match them with the pictures in the lead-in part and to write the names of the sports on the appropriate line(s) in exercise 1.

Reading: Comprehension & Words

- 3 Students have to read the text more thoroughly this time and, in pairs, they fill in the missing information in the factfiles in the SB, p. 54/ ex. 3.
- 4 Ask students to find the words (the key vocabulary in the text) for the paraphrases provided in the SB, p. 55/ ex. 2 in the text.

Vocabulary practice

- 5 Students look at the groups of words in the SB, p. 55/ ex. 1 and decide which sport they belong to.
- 6 Introduce new vocabulary related to winning, losing and scoring in the SB, p. 56/ ex. 3 a) and in the SB, p. 57/ ex. 4.
- 7 To practise the introduced vocabulary, students do exercise 4 in WB, p. 23.

Suggested homework: WB, p. 22/ ex. 1.

Step 2

Lead-in

- 1 Check homework with students in order to revise the vocabulary from the previous lesson.
- 2 Ask students to do exercises 4 and 5 in the WB, p. 23.

Passive voice introduction

- 3 Introduce the passive voice, SB, p. 57 – 58, and explain the (trans)formation of the active sentence into a passive one.
- 4 Students practise the passive voice in exercises 1, 2 and 3 in the SB, p. 58.
- 5 Remind students of the importance of the irregular verb forms for some verbs in the past participle. Ask students to do exercise 2 in the WB, p. 22.

Speaking

- 6 Students describe one of the sports they have learnt about using the passive and others have to guess the sport, SB, Speaking, ex. 1. Then, they prepare a short talk about their favourite sport(s) using the questions in the SB, Speaking, ex 2.
- 7 To round off the lesson, ask students to do exercise 6 in the WB, p. 24.

Writing

- 8 Ask students to correct the short texts on sports, SB Writing, ex 1 and then to write about their favourite sport, SB, Writing, ex. 2.

Suggested homework: SB, p. 59/ ex. 8, 1 and 2.

Optional: Students do project work "Fans vs. Football Gangs/Hooligans".

Suggestion: The teacher can prepare the Liverpool anthem "You'll never walk alone". The teacher can also ask students to prepare an interview with a famous sportsperson.

Student's Book answer key:

Unit 4: SPORTS

Lesson 1: SPORTS AROUND THE WORLD

- 1 **Lead-in:** 1 football, 2 swimming, 3 ice-skating, 4 golf, 5 tennis, 6 athletics, 7 basketball, 8 ice-skating, 9 handball, 10 volleyball
- 2 **Reading:** 1 (association) football, soccer; 2 handball; 3 tennis; 4 basketball
- 3 **Comprehension:**

<p>Name of sport: association football</p> <p>Nicknames: footie, footys</p> <p>First played: 19th century</p> <p>CHARACTERISTICS</p> <p>Team members: 11</p> <p>Category: team sport, ball sport</p> <p>Equipment: ball, goal</p> <p>Venue: field/pitch</p> <p>Olympic sport: yes, since 1900</p>	<p>Name of sport: handball</p> <p>Nicknames:</p> <p>First played: Denmark (?)</p> <p>CHARACTERISTICS</p> <p>Team members: 7</p> <p>Category: indoor</p> <p>Equipment: ball</p> <p>Venue: field</p> <p>Olympic sport: yes, since 1936</p>
<p>Name of sport: tennis</p> <p>Nicknames: the White Sport</p> <p>First played: 16th century</p> <p>CHARACTERISTICS</p> <p>Team members: singles or doubles</p> <p>Category: racquet sport</p> <p>Equipment: ball, racquet</p> <p>Venue: indoor/outdoor court</p> <p>Olympic sport: 1896-1924, 1988-present</p>	<p>Name of sport: basketball</p> <p>Nicknames:</p> <p>First played: 1891, Springfield, Massachusetts</p> <p>CHARACTERISTICS</p> <p>Team members: 13-15 with 5 players</p> <p>Category: indoor or outdoor</p> <p>Equipment: ball and hoop</p> <p>Venue: court</p> <p>Olympic sport: Yes, 1936</p>

4 Words:

- 1 1 water polo; 2 football; 3 ice hockey; 4 tennis; 5 basketball; 6 volleyball; 7 golf; 8 ice skating; 9 athletics; 10 swimming
- 2 1 judge, umpire, referee; 2 shoot, score; 3 opponent; 4 set/break a record; 5 spectators; 6 passing, bouncing, dribbling, kicking; 7 court, field, pool

LESSON PLANS

3 Winning, losing, scoring:

- a) beat, lost to, won, lost, defeated, winners, losers, a draw, score
b) 1 nil-nil, two-one, five all; 2 fifteen-love, forty-three, deuce

6 Grammar practice: 1 1 P, 2 A, 3 P, 4 P, 5 A, 6 A

2 Individual answers. Allow mistakes and help students if necessary!

8 Writing:

- 1 Yesterday I went to see a basketball game. I really got mad because my **team** was winning and then the players made silly mistakes. The other **team** shot **basket after basket**. In the end we lost the **game**.
- 2 I was watching the football **game/match** last night with my dad. Our **team** was playing really badly and the **goalkeeper** was also terrible. He was having a bad day because the other **team scored** five **goals** in the first half and another two in the second. The **referee** gave two of our players a yellow card.
- 3 The other day I watched a mixed doubles tennis **match** which was played on an indoor **court** somewhere in France. The **umpire** kept telling the players not to be rude because they were swearing at each other in French and throwing their tennis **racquets** at the **net**. In the end, they stopped the **match** and then the players had a real fight.

G	N	I	T	A	K	S	E	C	I
---	---	---	---	---	---	---	---	---	---

volleyball, ice hockey, football, basketball, swimming, athletics, ice skating, golf, tennis, handball, baseball, karate, skiing, judo // FIELD – football, athletics

2)

INF.	S.P.T.	P.P.	INF.	S.P.T.	P.P.
drink	drank	drunk	see	saw	seen
hear	heard	heard	stop	stopped	stopped
star	starred	starred	spend	spent	spent
leave	left	left	bring	brought	brought
put	put	put	cry	cried	cried
do	did	done	swim	swam	swum
be	was, were	been	begin	began	begun
run	ran	run	catch	caught	caught
speak	spoke	spoken	come	came	come

- 3) 1 are welcomed, is celebrated, 2 are worn, 3 are held, 4 is eaten, 5 are...made

4)

VENUE	EQUIPMENT	PEOPLE	VERBS
pool	ball	teammate	kick
stadium	goggles	opponent	bounce
rink	helmet	trainer	throw
hall	boots	referee	score

- 5) 1 ball, 2 stadiums, 3 rinks, 4 pools, 5 halls, 6 kick/throw, 7 score, 8 throw/kick, 9 teammate(s), 10 bounces, 11 opponent(s), 12 trainer, 13 referee, 14 boots, 15 goggles, 16 helmet // into sports
- 6) 1 aim, 2 worldwide, 3 artificial, 4 recommend, 5 competitions, 6 rectangular, 7 sacrifice, 8 net, 9 goalkeeper, 10 styles

Workbook answer key:

SPORTS AROUND THE WORLD

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

LESSON 2

ATHLETES AND THEIR ACHIEVEMENTS

Suggested time: 2 periods

Objectives:

- * to talk about sports
- * to introduce vocabulary related to scoring, winning and losing
- * to revise vocabulary and verbs related to sports equipment, venues, people
- * to develop reading skills (skimming and scanning)
- * to practice the passive voice (the present simple passive, the past simple passive)
- * to introduce and practise the passive voice (the present perfect simple passive)

Step 1

Lead-in

- 1 Play **Hangman** with students in order to get to the topic – Sports achievements.
- 2 Ask students to look at the pictures and to ask questions to find out who the people in the pictures are. Only accept wh-questions. Answer their questions with yes/no. Limit the number of questions (10) before giving them the answer. N.B. Students may recognize some of the sportspeople.
- 3 Ask students to do the quiz in the SB, p. 61/ ex. 1 and to find out how much they know about the sports achievements.
- 4 Ask students to go back to the quiz and underline all the examples of the past passive – SB, p. 62/ ex. 2.
- 5 Students make sentences using the past passive in the SB, p. 62/ ex. 3.

Pre-reading task: My top 10 sports

- 6 Ask students to say what they think the Top 10 sports in the world are, as in SB, p. 63/ ex. 1 and students then rank them in the WB, p. 24/ ex. 7.
- 7 Students look at the pictures of equipment and venues in exercise 2, SB, p. 63 and decide which sports they refer to.

- 8 Students then look at the groups of words (equipment) listed. They guess the sports and rank them 1 to 10.
- 9 While reading the text, students compare their ranking with that in the text “Do we all like the same sports?” in the SB, p. 63/ ex. 3.

Reading:

Do We All Like the Same Sports?

- 10 Ask students to read the text more carefully and to circle the correct answer in the SB, p. 65/ ex. 4.
- 11 During a third reading, students find the words in the text described in exercise 1, SB, p. 66.
- 12 To round off the lesson, ask students to do exercise 2 in the SB, p. 66 and exercises 11 and 12 in the WB, p. 25.

Suggested homework: WB, p. 24/ ex. 8.

Step 2

Lead-in

- 1 Revise the present simple passive and the past simple passive with students.
- 2 Check homework with students.

Grammar: The present perfect simple passive

- 3 Draw the students’ attention to the sentences in the SB, p. 67/ Grammar Spot.
- 4 Ask students to read the text “Do We All Like the Same Sports?” and to underline all the sentences in the present perfect simple tense, SB, p. 67/ ex. 1.

Grammar practice: Speaking & Writing

- 5 Ask students to do exercises 9 and 10 in the WB, p. 25.
- 6 Pair off students and ask them to talk together and do exercise 1 in the SB, p. 68 using some of the given phrases.
- 7 Pairs report back to the class about what they remember about each other in the SB, p. 68/ ex. 2.
- 8 Finally, ask students to fill in the summary on swimming and to use the correct form of the passive in the SB.

Writing

- 9 Writing can be done in class or set for homework.

LESSON PLANS

Student's Book answer key:

Unit 4: SPORTS

Lesson 2: ATHLETES AND THEIR ACHIEVEMENTS

1 **Lead-in:** a LANCE ARMSTRONG; b ARNOLD SCHWARZENEGGER; c TIGER WOODS; d PELE; e MICHAEL PHELPS; f SERENA WILLIAMS

2 **Reading:** 1 ice hockey; 2 volleyball; 3 baseball; 4 boxing; 5 golf; 6 athletics; 7 tennis; 8 car racing; 9 basketball; 10 football

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

3 **Words:** 1 1 survey; 2 choice; 3 questionnaire; 4 rank or rate; 5 ranking or rating; 6 amateur; 7 ban

1 tennis; 2 basketball; 3 football; 4 tennis; 5 basketball; 6 football; 7 tennis; 8 basketball; 9 football; 10 basketball

2 1 tennis, 2 basketball, 3 football, 4 tennis, 5 basketball, 6 football, 7 tennis, 8 basketball, 9 football, 10 basketball

4 Speaking

1 a) 1 is called, 2 is awarded, 3 is given, 4 is nicknamed, 5 is given, 6 is nicknamed

1 b) 1 was played, 2 was introduced, 3 was written, 4 was included, 5 was fought, 6 were held

1 is classified, 2 have been swum, 3 are included, 4 are worn, 5 are now forbidden, 6 is trained, 7 have only been allowed, 8 are categorized, 9 are set and (are) broken

5 Writing

1 1 has been nicknamed; 2 has been awarded; 3 was chosen

2 1 is loved; 2 has been chosen; 3 has been given

3 1 has been voted; 2 has been nicknamed

- 10) 1. Snakes are hunted for their skin.
2. TV sets have been used for decades.
3. J. F. Kennedy was assassinated in Dallas.
4. Golf is played on a golf course.
5. America was discovered by Columbus in 1492.

11) 1c, 2a, 3a, 4b, 5a, 6c, 7a, 8b, 9c, 10b

12) 1c, 2e, 3f, 4b, 5g, 6a, 7d

LESSON 3

WHAT IT TAKES TO BE A PROFESSIONAL

Suggested time: 1 period

Objectives:

- * to talk about professional athletes
- * to introduce modal verbs *must/have to*, *mustn't/doesn't have to*
- * to introduce and practise the gerund
- * to introduce the vocabulary and phrases related to professional athletes

Step 1

Lead-in

- 1 Ask students to put the phrases in the SB, p. 69/ ex. 1 into 2 categories: positive and negative.
- 2 Discuss the importance of the qualities that professional athletes need to have noted in ex. 1 with students.
- 3 Students sort the phrases and decide in which box they would put them: *must/have to*, *mustn't/doesn't have to* in the SB, p. 69/ ex. 1.
- 4 Teacher explains modal verbs, as in SB, p. 69/ Grammar Spot.
- 5 Explain and practise modal verbs usage in the WB, p. 26/ ex. 13.

Pre-listening task

- 6 Talk to students by asking them the questions in the SB, p. 70.
- 7 Students look at the factfile in the SB, p. 70/ ex. 1 and take a guess.

Listening

- 8 Ask students to listen and check their guesses, SB, p. 70/ ex. 2.

Workbook answer key

ATHLETES AND THEIR ACHIEVEMENTS

7) Individual answers.

8) 1 was invented, 2 were designed, was discovered, was made, were composed

9) 1 are used, 2 was sold, 3 have been carried out, 4 aren't made, 5 were...built, 6 was invented, 7 is called, 8 has been sung, 9 was woken up, 10 are worn

- 9 During a second listening, students correct the statements in the SB, p. 70/ ex. 3.

Words

- 10 Students do the vocabulary in the SB, p. 71/ ex. 1 and then match some useful phrases in the SB, p. 71/ ex. 2.
- 11 Students practise vocabulary usage and the phrases in context in the WB, p. 26/ ex. 14, 15 and 18.
- 12 In pairs, students do exercise 1 in the Speaking ex. SB, p. 72.

Grammar: The Gerund

Speaking & Writing

- 13 Introduce the gerund – SB, p. 72/ Grammar Spot.
- 14 Students talk in pairs and fill in the sports interview sheet in the SB, p. 72/ ex. 2.
- Suggested homework:** WB, p. 26/ ex. 16 and 17.

Student's Book answer key:

Unit 4: SPORTS

Lesson 3: WHAT IT TAKES TO BE A PROFESSIONAL

- 1 **Lead-in:** MUST/ HAVE TO: go to trainings regularly, support of the family, be optimistic, have a good trainer, be healthy, be able to organise their life, have friends, do special exercises, love the sport, sacrifice a lot, eat a special diet, like travelling
- MUSTN'T: drink energy drinks, smoke
- DOESN'T HAVE TO: take part in every competition, focus only on swimming, speak a foreign language, have a good education, advertise sports equipment, take vitamins and minerals
- 2 **Listening:**
- 1 Name of sport: swimming
- Styles: backstroke, breaststroke, butterfly, freestyle
- First competitions held: Ancient Greece
- Olympic sport since: 1896
- Women started competing: 1964
- CHARACTERISTICS**
- Category: water sport
- Equipment: pool (indoor or outdoor) swimwear, swim cap, goggles

Venue: meets and competitions are held in indoor or outdoor pools

Number of swimming events: 35

3 Comprehension:

3 1 Swimming is recommended; 2 since 1896; 3 by women since 1964; 4 Olympic/ Some pools; 5 no special swimsuits are worn; 6 Records are set and broken every day; 7 you have to make sacrifices

4 Words: 1 1 starting blocks; 2 lanes; 3 goggles;

4 venue; 5 swimsuit and swim cap

2 1g; 2h; 3b; 4c; 5a

TAPESCRIPT

Louise: How did you decide to take up swimming?

John: Well, I decided to take up swimming because I had problems with my back and swimming is recommended as being the best sport for people with back problems by doctors. So my parents took me to the local pool. I loved it and that was that!

Marcus: How long have you been training swimming and which styles are you good at?

John: I have been training for 5 years now and I'm best at the butterfly stroke. I am also good at freestyle, but there are also backstroke and breaststroke.

Louise: Do you know anything about the history of swimming?

John: I know a bit, like, competitions were held in Ancient Greece and the same styles have been swum since 1896 when it became an Olympic sport.

And did you know that women only took part in competitions after 1964? The first woman to take part in a competition was Lillian Bonnell. Now it's a sport that is trained all over the world by both men and women.

Marcus: What's important for competitive swimming?

John: Well, practice, practice and then even more practice. Sometimes I have trainings twice a day, every day, including weekends. You really have to love the sport to do that. There is a lot of sacrifice.

Marcus: What about the pool and equipment?

John: Well, an Olympic pool is 50 metres long and 25 metres wide, but they can be smaller. Venues that are used are indoor and outdoor



LESSON PLANS



pools. And there are 8 lanes. These are the separate areas in the pool for each swimmer, so 8 swimmers compete at any one time. Equipment? Well, there are starting blocks - this is what you jump off when you start the race. You need a swimsuit, a swim cap and goggles. Goggles are worn to protect your eyes, because the pool is full of chlorine and if you don't wear goggles, then your eyes are constantly red and irritated.

Louise: How many swimming events are there?

John: Well, there are about 35 different events for both men and women. Competitions, are classified by age, sex, distance and stroke. The best go on to the semi-finals and finals.

Marcus: What about records? Have you broken any records?

John: Not yet. I'm not that good. But actually records are set and broken almost every day.

Louise: You said you practised a lot. Don't you ever get tired? I mean, do you have any time for other things? Going out? How do you manage to train and go to school and still have some free time for yourself?

John: Well, if you want to be a good sportsman, you have to make sacrifices. It's not easy, but I have a good trainer and my family's support and I love the water. When you're into sports, then you learn to be organised. It's amazing how much you can do in one day if you're well-organised.

Marcus: So, are you training tonight or are you coming to the cinema with us?

John: I'm going to the cinema with you, of course. I told you I'm totally organised!

5. hoop

NOT a verb (connected to sports)

17) 1 watching, 2 wearing, 3 bullying, 4 winning, 5 travelling – **Gerunds**

18) 1 butterfly, 2 records, 3 lane, 4 competitors, 5 goggles

Selfcheck 4 answer key:

- 1) 1A, 2P, 3P, 4A, 5P, 6A
- 2) 1 are shot, 2 are used, 3 are written, 4 Is... made, 5 isn't sold
- 3) 1 has...been hurt, 2 was...played, 3 were held, 4 has been nicknamed, 5 has been improved
- 4) 1b, 2c, 3b, 4a, 5a, 6c, 7a, 8b
- 5) 1. You mustn't smoke here.
2. You must/have to wear a swimming cap in the pool.
3. You mustn't cheat in tests.
4. You don't have to take off your shoes.
5. You don't have to finish your report until Friday.
6. You must/have to wear a jacket and a tie in this restaurant.
- 6) 1d, 2g, 3h, 4f, 5i, 6j, 7e, 8a, 9c, 10b
- 7) 1 opponent, 2 spectators, 3 venue, 4 achievement, 5 knockout, 6 survey, 7 equipment, 8 martial arts, 9 surprise, 10 prohibition
- 8) 1 surveys, 2 worldwide, 3 both, 4 questionnaire, 5 rank, 6 countries, 7 reasons, 8 expensive, 9 attractive, 10 rules
- 9) 1F, 2F, 3T, 4F, 5T
- 10) 1 defend, 2 periods, 3 foul, 4 teammate, 5 (swimming) trunks

Workbook answer key:

WHAT IT TAKES TO BE A PROFESSIONAL

- 13) 1 must, 2 doesn't have to, 3 mustn't, 4 don't have to, 5 must
- 14) 1 take...up, 2 are into, 3 take part in, 4 good at, best at
- 15) Individual answers
- 16) 1. swimming NOT a ball sport
2. trainer NOT a sports venue
3. rank NOT a piece of equipment
4. breaststroke NOT a person (connected to sports)

Suggested marks: 0 – 30 = F, 31 – 36 = D, 37 – 45 = C, 46 – 54 = B, 55 – 60 = A

Reading comprehension 0 – 5 = F, 6 = D, 7–8 = C, 9 = B, 10 = A

UNIT 5 IT'S NOT EASY BEING A TEENAGER

LESSON 1

CHILDREN AND PARENTS

Suggested time: 2 periods

Objectives:

- * to talk about children and parents' relationship
- * to introduce vocabulary related to the language of "parents and children"
- * to revise vocabulary related to teenagers and their life
- * to introduce the verbs *make, have, take, get* in idiomatic phrases
- * to develop reading skills (skimming and scanning)
- * to introduce modal verbs (*can/cannot, may, have to, should/shouldn't*)

Step 1

Lead-in

- 1 Introduce the topic by asking pupils to decide if the statements in the SB, p. 78/ ex. 1 belong to children or to parents.
- 2 Pupils decide which of the statements in the SB, p. 78/ ex. 2 they agree/disagree most.
- 3 Ask pupils to do the questionnaire in the WB, p. 27/ ex. 1. First they do it on their own, then they ask each other in pairs. Finally they report back about their partners.

Reading

- 1 Students try to predict, SB, p. 78/ ex. 2 a), what the text in the SB, p. 79 is about, based on the title of the article.
- 2 In order to check their guesses pupils read the text in the SB, p. 79.

- 3 During a second (detailed reading), pupils decide which heading they would give to each paragraph, SB, p. 78/ ex. 3).

Comprehension

- 4 Ask pupils to read the text for a third time and to decide whether the statements in the SB, p. 80/ ex. 3/ 1 a) are true or false.
- 5 Students correct the false statements in the SB, p. 80/ comprehension ex. 1.

Words & Vocabulary practice

- 6 Introduce the vocabulary listed in the SB, p. 80/ ex. 1.
- 7 Students match the words from the two columns in the SB, p. 80/ ex. 1.
- 8 Prepare a memory game with the words listed in the WB, p. 28/ ex. 5. After having found all the pairs (expressions), pupils do exercise 5 in the WB, p. 28.
- 9 Pupils use three expressions of their choice from exercise 5 in sentences of their own in the WB, p. 28/ ex. 6.

Word formation: Noun suffixes

- 10 Introduce the noun formation: verbs and adjectives to nouns and explain.
Verb + suffix (-ment, -ion, -ation, -ing) and
Adjective + suffix (-ness, -ity).
- 11 Students do exercise 7 in the WB, p. 28.

Suggested homework: WB, p. 27/ ex. 3 and WB, p. 28/ ex. 8.

Step 2

Lead-in

- 1 Ask pupils to do exercise 2 in the SB, p. 80 where they match expressions with *make, take, have, get*.
- 2 Pupils fill in the missing verbs in exercise 3 in the SB, p. 81.
- 3 Check homework with the pupils and ask them to do exercise 9 in the WB, p. 28, where they think of other expressions with the verbs *have and make* and use them in their own sentences.
- 4 Pair pupils off and have them ask and answer questions in the SB, p. 81/ ex. 4).

LESSON PLANS

- 5 In the next step, put the pairs into small groups to compare their answers. Each group nominates the person who will report on their group to the class.

Grammar: Modals

- 6 Introduce modal verbs *can/cannot, may, have to, must, should/shouldn't*, SB, p. 81.
7 Pupils use the modals in ex. 1, SB, p. 82.

Speaking

- 8 Pupils look back at the conversation and make lists of things that parents say to their teenagers and add things their parents say to the list, SB, 82/ ex. 1.
9 Finally, pupils pair off and write a dialogue between a child and a parent, SB, p. 83/ ex. 2.

Suggested homework: WB, p. 27/ ex. 4.

Student's Book answer key:

Unit 5: IT'S NOT EASY BEING A TEENAGER

Lesson 1: CHILDREN AND PARENTS

- 2 **Reading:** a) c); b) 1c, 2e, 3a, 4f, 5d, 6b.
3 **Comprehension:** 1 a, b 1 T; 2 F It is good that parents dictate what a kid should or shouldn't do, eat, wear; 3 T; 4 T; 5 F Teens get angry because they feel parents don't respect them, don't give them space to do what they like, and don't take them seriously, and parents get angry because they aren't used to their teenagers taking their lives into their own hands or they disagree with their decisions; 6 F fighting with your parents is good; the more you argue with your parents, the more they realize that you have a right to your opinions and an identity that can be different from theirs.
4 **Words:** 1 1 hang out with; 2 have in common; 3 mature; 4 left out; 5 common; 6 take their lives into their own hands; 7 conflicts; 8 issues; 9 respect
2 MAKE/TAKE 1 make; 2 take; 3 make; 4 take; 5 take; 6 make; 7 take; 8 take
HAVE/GET 1get; 2 have; 3 have; 4 get; 5 have; 6 get; 7 have; 8 get; 9 get
3 a 1 makes; 2 have; 3 have; 4 get; 5 take; 6 have; 7 take; 8 have; 9 take; 10 make
5 **Grammar:** 1 1 Can; 2 can't; 3. should/have to; 4 can; 5 can; 6 have to; 7 should; 8 shouldn't;

9 can; 10 can't; 11 shouldn't/don't have to; 12 shouldn't/don't have to; 13 can

Workbook answer key:

IT'S NOT EASY BEING A TEENAGER

- 1) Individual answers
2) Can/May, have to, can't, shouldn't, should, doesn't have to, can
3) hangs out with, respect, conflict, immature, issues, have... in common
4) 1 have, 2 make, 3 Make, 4 get, 5 take, 6 have, 7 take, 8 have, 9 get, 10 make, have, 11 take, 12 have
5) 1h, 2d, 3j, 4f, 5b, 6i, 7a, 8e, 9c, 10g
6) Individual answers
7) 1 decision, 2 protection, 3 imagination, 4 control, 5 (dis)agreement, 6 argument, 7 choice, 8 separation, 9 maturity, 10 adulthood
8) 1 have – protection, imagination, control, a/an (dis)agreement, an argument, a separation make – a decision, a choice // reach/show maturity, reach adulthood
9) Individual answers. Example phrases: have breakfast/lunch/dinner, have a nap, have a bath/shower, make your bed, make a mistake, make a cake, make fun of...

LESSON 2

TEEN PROBLEMS AND TEEN SOLUTIONS

Suggested time: 2 periods

Objectives:

- * to talk about parents – children relationship
- * to revise vocabulary related to the topic
- * to develop listening comprehension
- * to introduce phrases with *call, beat, gain, make, give, get*
- * to revise, introduce and practise Conditionals 0, I, II

Step 1

Lead-in

- 1 Discuss the statement in the SB, p. 84 “*Parents aren’t used to the new you yet – they only know you as their kid.*”
- 2 Ask pupils to brainstorm the problems teenagers usually have and write them on the blackboard.

Listening

- 3 During the first listening pupils tick the problems that appear in the phone call and that they have brainstormed.
- 4 During the second listening students match the teen and the problem in the SB, p. 84/ ex. 2/ 1.
- 5 While listening for a third time, pupils match who said what in the SB, p. 84/ ex. 2/ 2.

Words

- 6 Explain the difference between the pairs of confusing words in the SB, p. 84/ ex. 3/ 1, using the Remember box in the SB, p. 85, and the students do the exercise.
- 7 Pupils do the phrases in the SB, p. 85/ ex. 2 a) and then use them in sentences of their own in exercise 2 b).
- 8 Ask pupils to do exercise 10 in the WB, p. 29.

Step 2

Lead-in

- 1 Prepare If clauses from the Grammar Spot in the SB, p. 86 on slips of paper, cut them in halves and put them in envelopes.

- 2 Put pupils in small groups and give each group an envelope; their task is to put the sentences together. Groups read the sentences aloud.
- 3 Ask groups to sort the conditionals into different types of Conditionals – 0, I and II. (Pupils look at the Grammar Spot for help).
- 4 Optional: If you have already done Conditionals 0 and I, give each group an additional set of mixed conditionals.

1 If I do housework...	...my parents always give me pocket money.
2 If I leave a mess in my room...	...I have to clean it up.
3 If I have a fight with my sister...	...I have to say I’m sorry.
4 If I have time today...	...I will visit my cousins in the country.
5 If I don’t have any homework today...	...I will go out and play with my friends.
6 If I get an A on my Maths test...	...I will be the happiest person in the world.
7 If I got a bad mark...	...I would(n’t) tell my parents.
8 If I had problems...	...I would talk to my friends about them.
9 If I didn’t know the answer in a test...	...I would copy it off my neighbour.
10 If I couldn’t go out to the cinema...	...I’d call my friends over.

Grammar

- 5 Ask pupils to draw a conclusion about the formation of Conditionals 0, I, and II and about the tense usage in conditional sentences.
- 6 Pupils do the matching in exercise 1 a) in the SB, p. 87.
- 7 Ask pupils to do exercise 11, WB, p. 29.
- 8 Ask to name the conditional used in the previous sentences, SB, p. 87/ ex. 1 b).
- 9 Pupils read the questions in the SB, p. 87/ ex. 2 a) and underline all the Conditionals and write 0, I or II next to the sentences, exercise 2 b).

Speaking

- 10 Ask pupils to read the answers Agony Aunt gave the teenagers and to decide who it was for. They also have to agree/disagree with them and use the phrases in the SB, p. 87/ ex 5/ 1 in order to give advice.
- 11 Remind pupils of the Remember box in the SB,

LESSON PLANS

p. 88 and the expressions one should use when giving advice.

- 12** Pair off pupils and ask them to talk about the other problems from the listening, giving advice as Agony Aunts, SB, p. 88/ 5/ 2.

Writing

- 13** Finally, pupils write answers to the other 3 problems using the phrases, SB, p. 88/ ex. 6/ 1.

Suggested homework: WB, p. 29/ ex. 12 and WB, p. 30/ ex. 14.



TAPESCRIPT

TEEN HOTLINE PHONE-IN

(sound of phone ringing)

Teen hotline. Please leave your message after the beep.

(beep)

1 BULLYING

Teenager 1: Well, I've got this major problem...

There's this group of boys in class and they keep giving me a hard time. They don't like me because I wear glasses and I always do my homework. They keep making fun of me and calling me names. That's not so bad... but they said they would be waiting for me after school today. They said they wanted to *talk* to me...I think they want to beat me up. What should I do? Do I go to school? If I tell my parents or teachers, then they will only make even more fun of me and maybe beat me up anyway!

(beep)

2 BORED AND LONELY

Teenager 2: I feel silly...but I am very lonely and bored. I don't have any friends at school because my classmates think I'm boring. How can I stop being boring? What can I do to stop feeling bored all the time? Nothing interests me. I don't like watching TV or playing computers games, I hate all the subjects at school and I can't think of a hobby I want to take up. Please help. (beep)

Student's Book answer key:

Unit 5: IT'S NOT EASY BEING A TEENAGER

Lesson 2: TEEN PROBLEMS AND TEEN SOLUTIONS

- 2 Listening:** 1 1b; 2a; 3e; 4d; 5c; 6d; 2 1 a, b, h; 2 d, e; 3 c, j, k; 4 l; 5 f, h; 6 h
- 3 Words:** 1 1 boring; 2 bored; 3 boring; 4 interested; 5 interesting; 6 confusing; 7 exciting; 8 exciting; 9 surprised; 10 surprised; 11 excited; 12 frightened; 13 frightening
- 2 a)** 1 give; 2 make; 3 get; 4 call; 5 beat; 6 gain
- 3 Grammar:** 1 a) 1h; 2d; 3i; 4b; 5g; 6e; 7c; 8a; 9f; 1 b) Only zero and second conditional appear.; 2 a), b) Zero conditional – 2, 3, 5, 7, 8, 12; II conditional – 1, 4, 6, 9, 10, 11, 13

3 SMOKING

Teenager 3: Please help because I don't know what to do. My best friends all smoke and I don't. They keep offering me cigarettes and I don't want to smoke, but if I don't, then they call me a sissy. Should I start smoking? Should I stop going out with my friends? (beep)

4 DRINKING

Teenager 4: Well, the problem is my parents think I'm drinkingalcohol...I'm not, but my friends came over on the weekend and they drank my dad's whiskey. They got really drunk. It was horrible. But my parents think I did it! I haven't told them about my friends. Should I tell them the truth? If I tell them the truth, my friends will get into trouble because my parents will phone their parents.... Do you understand what I'm saying? I'm really confused....help!

(beep)

5 PHYSICAL

Teenager 5: OK. This is going to sound...I don't know...but I'm a freak! That's what everybody in class says and thinks. Why? I'm very tall and thin, my nose is enormous, my teeth are too big and my ears stick out. All my classmates call me Frankenstein. I'm used to it but it still hurts. What should I do? I eat a lot but I can't gain weight and I keep growing taller and taller... It's really getting me down. Please help.

(beep)

Workbook answer key: TEEN PROBLEMS AND TEEN SOLUTIONS

- 10) 1 get, 2 make, 3 giving, 4 made, 5 gaining, 6 making, 7 beat, 8 get, 9 get, 10 gain, 11 give, 12 beat, 13 give, 14 gained, 15 call, 16 call, 17 beat, 18 got, 19 call
- 11) I If he invites me, I will come to his birthday party. – likely to happen in the future
II If he invited me, I would come to his birthday party. – unfulfilled now, unlikely to happen in the future.
- 12) 1 rains, don't go, 2 won't get, don't study, 3 went, would see, 4 have, travel, 5 Will...help, ask, 6 would, had
- 13) 1d, 2c, 3e, 4b, 5a
- 14) Individual answers. Examples of advice:
0 You could borrow it from your next-door neighbour.
1 Why don't you ask her to go to the cinema with you?
2 If I were you, I would work part-time to save some money.
3 You'd better ask dad to drive you there.
4 You should convince them that you'd take good care of it.

6 PHYSICAL

Teenager 6: I feel fat. No, I am fat. Everybody calls me Fattie. I used to be very thin but in the last year I have put on 10 kilos and now I look like a ball on two legs. I'm also short so sometimes they call me Shortie. I've tried talking to my parents but they think there's nothing wrong with me. They think I look normal. But this just makes me angry. What should I do? Should I go on a diet? (beep)

LESSON 3

TEENS AND THEIR LIFESTYLES

Suggested time: 2 periods

Objectives:

- * to talk about teens and their lifestyles
- * to revise vocabulary related to the topic
- * to develop reading comprehension
- * to introduce idiomatic expressions related to shopping
- * to revise linking words *and*, *but*, *because*

Step 1

Lead-in

- 1 In order to introduce the topic, ask pupils to do exercise 15 in the WB, p. 30.
- 2 Students read the statements in the SB, p. 89/ ex. 1 and discuss them in pairs.

Reading

- 3 Ask pupils to read what 6 teenagers say and to decide whether the speaker is a boy or a girl and to justify their opinion, SB, p. 89/ ex. 2/ 1.

Words

- 4 Pupils now read the text more carefully and choose the best answer in exercise 3/ 1 in the SB, p. 90.
- 5 During a third reading, pupils write down all the words and phrases related to fashion, SB, p. 91/ ex. 4/ 1.
- 6 Pupils match the parts of the sentences related to fashion in the SB, p. 91/ ex. 4/ 2.

Speaking

- 7 Divide the class into 5 groups. Each group is allocated 1 question in exercise 3, WORDS in the SB, p. 91. Their task is to find as many people as they can who are into fashion/trendy, etc. and to write down their names. Set a time limit (3 min's). The groups collect the findings and report back to the class.
- 8 To round off the lesson, ask pupils to do WORDS, exercise 4 in the SB, p. 92.

LESSON PLANS

Step 2

Lead-in

- 1 Introduce idiomatic expressions related to shops and shopping in the SB, p. 92, IDIOMS, ex. 1.
- 2 Pupils use the idioms in ex. 2 in the SB, p. 92.

Grammar

- 3 Remind pupils of the linking words *and*, *but*, *because* which are used to join two sentences, SB, p. 93.
- 4 Pupils go back to the texts in the SB, p. 89 and 90 and underline the linking words.
- 5 Pupils join the two sentences by using a linking word in GRAMMAR, SB, p. 93/ ex. 2.
- 6 Teacher introduces the expression *I'd rather + Infinitive without to* in the SB, p. 94 and the students use it in the conversation between 2 teenagers in the SB, p. 94/ ex. 6/ 3.

Speaking & Writing

- 7 Ask pupils to read what teens have to say about fashion in the SB, p. 94, SPEAKING ex. 1 and to explain which statement they agree with most and why.
- 8 Finally, pupils write a paragraph on what they think about fashion in the SB, p. 95/ ex. 8.

Suggested homework: WB, p. 31/ ex. 16 and 17.

Optional: WB, p. 31/ *Why Is Fashion So Important To Teens? It can be done as a project or as a reading comprehension practice or a test.*

Student's Book answer key:

Unit 5: IT'S NOT EASY BEING A TEENAGER

Lesson 3: TEENS AND THEIR LIFESTYLES

- 2 **Reading:** 1 boy/girl; 2 girl/boy; 3 girl/boy; 4 boy/girl; 5 girl (boy); 6 boy/girl
- 3 **Comprehension:** 1c; 2a; 3b; 4c; 5a; 6a
- 4 **Words:** 1 be into fashion; a fashion freak; trendy; a passion for fashion; a designer; street fashion; designer clothes; a follower of fashion; a fashion designer; trends; fashion magazines; brands; be fashion conscious
2 1c; 2h; 3b; 4a; 5g; 6f; 7e; 8d
4 1 b, c; 2 a, f; 3 e, c; 4 b, c; 5 a, f; 6 b, c d
- 5 **Idioms:** 1 1 window shopping, 2 shop around, 3 shopping therapy, 4 talk shop, 5 shop till you drop, 6 a shopping spree
2 1 shopping therapy, 2 will/'ll shop till you drop, 3 window shopping, 4 shopping around, 5 talking shop, 6 shopping spree
- 6 **Grammar:** 2 1 because; 2 so; 3 so/because; 4 because, and; 5 but, although; 6 so/and; 7 and, but
3 1 go; 2 see/watch; 3 stay; 4 be; 5 do

Workbook answer key:

TEENS AND THEIR LIFESTYLES

- 15) Across: 1 comfortable, 2 waste, 3 second-hand, 4 rather, 5 designer, 6 pocket money, 7 brand, 8 make fun of, 9 uniform, 10 energy, 11 haircut, 12 weekend
Down: 1 fashion freak
- 16) 1 but, 2 so, 3 although, 4 because, 5 and
- 17) Individual answers
- 18) 1 Statement, 2 Identity, 3 Attraction, 4 Rebellion, 5 Peer Pressure, 6 Celebrities
- 19) 1 T, 2 T, 3 F, 4 F, 5 F, 6 T, 7 F
1 component, 2 huge, 3 signal, 4 peer pressure, 5 desire

Selfcheck 5 answer key:

- 1) 1 mustn't, 2 should, 3 has to, 4 doesn't have to, 5 couldn't
- 2) 1 don't have to, 2 should, 3 Can/May/Could, 4 must, 5 mustn't, 6 shouldn't, 7 could
- 3) 1 studies, will pass, 2 would go, weren't, 3 earns, spends, 4 came, would make, 5 don't stop, won't fit in, 6 goes, catches
- 4) 1 and, 2 because, 3 but, 4 although, 5 so
- 5) 1 make, 2 got, 3 had, 4 taking, 5 get, 6 have, 7 makes
- 6) 1 adulthood, 2 argument, 3 partying, 4 choice, 5 maturity
- 7) 1 accepting, 2 protect, 3 decisions, 4 control, 5 identity, 6 arguments, 7 have to, 8 opinions
- 8) 1b, 2a, 3c, 4a, 5c, 6b
- 9) 1 bored, exciting/interesting, 2 frightened, 3 excited, 4 surprising
- 10) 1d, 2f, 3a, 4e, 5c, 6b

Suggested marks: 0 – 30 = F, 31 – 36 = D, 37 – 45 = C, 46 – 54 = B, 55 – 60 = A

UNIT 6: IN THE NEWS

LESSON 1

NATURAL MYSTERIES

Suggested time: 2 periods

Objectives:

- * to talk about mysteries
- * to introduce cultural and geographical elements
- * to revise vocabulary related to mysteries
- * to develop reading skills (skimming and scanning)
- * to introduce and practise definite and zero article

Step 1

Lead-in

- 1 The teacher introduces the topic by asking students to try to guess the pairs (pictures and places) in the SB, p. 98/ ex. 1.

Reading

- 2 After checking the pairs from the previous exercise, students do the pre-reading task, SB, p. 98/ ex. 2, where they use their knowledge of the places.
- 3 Students read the texts and answer the questions in the SB, p. 99/ ex. 1.
- 4 After that, students do the matching of the pictures and mysteries, SB, p. 100/ ex. 2.
- 5 Finally, students in pairs retell one mystery of their choice, SB, p.100/ ex. 3.

Words

- 6 The teacher asks the students to read the texts again and to write the words from the texts next to their definitions, SB, p. 100/ ex. 1.
- 7 Students complete orally the sentences with their own ideas in the SB, p. 100/ ex. 2.

LESSON PLANS

- 8 The students do the vocabulary exercise in the WB, p. 33/ ex. 1 and 3.

Suggested homework: SB, p. 100/ ex. 2.

Step 2

Lead-in

- 1 The teacher checks homework with the students in order to revise the last lesson.

Grammar

- 2 The teacher introduces the definite and zero article in the SB, p. 101-102.
- 3 Students first do the matching of the given beginnings and endings in the SB, p. 102/ ex. 1 and then use the definite article *the* or the zero (\emptyset) article in the sentences.

Speaking

- 4 The teacher puts the students into pairs and they do exercise 1 in the SB, p. 103; they talk about natural monuments/ historical monuments/ countries they have seen and would like to see.

Writing

- 5 Finally, students write a short paragraph on a monument they have seen/ would like to see, SB, p. 103/ ex. 1.

Workbook answer key

NATURAL MYSTERIES

- 1) 1 trunks, 2 creatures, human-like, 3 Statue, 4 freshwater, 5 sacred, 6 ancient, 7 souvenirs, 8 legends, 9 respect
- 2) 1 the, the 2 The, the 3 The, \emptyset 4 The, \emptyset 5 the, the 6 \emptyset , \emptyset 7 the, the, \emptyset 8 \emptyset , the 9 the, 10 The, the 11 The, the 12 \emptyset , the 13 the, the, \emptyset 14 \emptyset , \emptyset 15 the
- 3) 1) 89% 2) 3,452 m 3) 9,061,000 sq km 4) 3.5% 5) 1,708 m

Student's Book answer key:

Unit 6: IN THE NEWS

Lesson 1: NATURAL MYSTERIES

- 1 **Lead-in:** a sailing stones, California; b Moai statues, Easter Island; c part of the Giant's Causeway, Northern Ireland; d Stonehenge, South England; e the Bimini Road, the Bahamas; f Uluru/Ayers Rock, Australia; g forest circles, Canada

- 2 **Reading:** 1 1b; 2b; 3c; 2 1b; 2a; 3a; 3 1c; 2a; 3b; 4 1c; 2c; 3c; 5 1c; 2b; 3c

2 1 missing; 2a; 3f; 4b; 5d

Missing pictures: Loch Ness

Other pictures: (c) the Giant's Causeway in Northern Ireland – legend has it that there was a road that joined Ireland and Scotland built by the Irish warrior Fionn mac Cumhaill (Finn McCool) so that he could walk to Scotland to fight his Scottish counterpart Benandonner. One version of the legend says that Fionn fell asleep before he got to Scotland. When he did not arrive, the much larger Benandonner crossed the bridge looking for him. To protect Fionn, his wife Oonagh laid a blanket over him so he could pretend that he was actually their baby son.

(e) the Bimini Road, the Bahamas; (g) forest circles, Ontario, Canada

- 3 **Words:** 1 trunk; 2 freshwater lake; 3 bit by bit; 4 track; 5 sacred; 6 legend; 7 souvenir; 8 human-like figures; 9 ancient monument; 10 magical place

- 4 **Grammar:** 1 1f; 2a; 3c; 4h; 5e; 6d; 7g; 8b; 2 1 the; 2 \emptyset , the; 3 the, \emptyset ; 4 the, the; 5 the, \emptyset ; 6 the, \emptyset , \emptyset ; 7 the, \emptyset , \emptyset ; 8 the, the, the; 3 Sixth; forty seven; 7; five thousand two hundred and sixty seven m; nine million nine hundred and thirty eight thousand sq km; four thousand eight hundred and ten m; forty thousand km; seventy percent, thirty percent; five thousand six hundred and forty two m; two percent, six point eight percent

LESSON 2

STRANGE AND UNEXPLAINED

Suggested time: 2 periods

Objectives:

- * to talk about strange situations
- * to revise vocabulary related to the topic
- * to develop reading comprehension
- * to develop speaking and writing
- * to practise Reported Speech – Commands & Statements

Step 1

Lead-in

- 1 The teacher introduces the topic using the questions and the saying in the SB, p. 104/ ex. 1.

Reading

- 2 As a pre-reading activity, students (in pairs) predict what Jonathan's story is going to be about, according to the pictures given in the SB, p. 104/ ex. 2, 1.
- 3 Students read the text in the SB, p. 105/ ex. 2, 2 and check how similar/ different their prediction was.

Comprehension

- 4 The teacher asks the students to decide whether the statements in the SB, p. 105/ ex. 3, 1 are true or false.
- 5 In pairs, students read the story once again and find a solution for Jonathan's mysterious experience – SB, p. 105/ ex. 3, 2.

Words

- 6 In the SB, p. 106/ ex. 4, 1, students match the words with their paraphrases.

Suggested homework: WB, p. 34/ ex. 4.

Step 2

Lead-in

- 1 The teacher asks the students to do exercise 2 in the SB, p. 106 in which they revise the usage of the words and phrases that appeared in Jonathan's story.

- 2 The teacher revises Reported Speech – Commands with the students - SB, p. 106 and asks them to do exercise 5 in WB, p. 34.

Speaking & Writing

- 3 To introduce Reported Speech – Statements, students look at the warning signs in the SB, p. 108 and do the matching in exercise 2, p. 107.

Grammar

- 4 Students find and name all the changes that occur in reported statements in the SB, p. 109 and after that they do exercise 1 in the SB, p. 109 – 110.

Speaking

- 5 The teacher writes the title *Computer games save little girl's life* and draws the students' attention to the warning sign in the SB, p. 111/ ex. 2. Students predict what the story is going to be about. In pairs/small groups, students are given 2 or 3 minutes to do the task.
- 6 In pairs/small groups, they report on what they have come up with.

Reading

- 7 Students are asked to read the story in the SB, p. 111/ ex. 3 and to compare it with their ideas. Then, they correct the reported sentences in the SB, p. 112/ ex. 4, 1-3 & ex. 5.

Writing

- 8 Finally, in pairs, students use the signs in the SB, p. 112/ ex. 8, 1 in order to tell and later write a story.

Suggested homework: WB, p. 24/ ex. 6.

Student's Book answer key:

Unit 6: IN THE NEWS

Lesson 2: STRANGE AND UNEXPLAINED

- 3 **Comprehension:** 1 1 F, his first time; 2 T; 3 at 8 pm, at home he stays up till midnight; 4 T; 5 F, his grandparents called; 6 F, the could; 7 F
- 4 **Words:** 1 1f; 2h; 3d; 4a; 5g; 6c; 7e; 8b
2 1 tired/exhausted; 2 shocked; 3; 4 wealthy; 5 fire brigade/firemen; 6 Good night.
- 6 **Speaking & Writing:** 2 1g; 2h; 3j; 4b; 5a; 6c, d, e, f; 7i

LESSON PLANS

7 Grammar:

- 1
- 2 ...he was staying with his grandparents who live on a farm.; 3 ...he helped around the farm; 4 remains the same; 5 ...he was totally exhausted; 6 ...he stays up until midnight if his parents...; 7 He says he woke up in...; 8 ...he thought he heard someone or something calling him by his name; 9 He says he quickly woke up his grandparents...; 10 remains the same; 11 ... His grandparents don't understand how he managed...; 12 Neither does he.
- 4 1 they will let him play games; 2 the moose wasn't happy, it started running towards his sister, the moose sniffed him first then walked off, they ran home when the moose left; 3 she was scared.
- 5 See text.

Workbook answer key:

STRANGE AND UNEXPLAINED

- 4) 1 eyes, 2 days, 3 wealthy, 4 barn, 5 breaks out, spreads, fire brigade, put out, 6 exhausted, 7 prevent
- 5) 1 Pick up after your dog.
2 Don't park here.
3 Put plastic bottles into the container.
4 Don't drive in that direction.
5 Turn on the loudspeakers.
- 6) ...she knew what was happening. At first, she was not too scared, but then she couldn't breathe. She had something in her throat and she couldn't get it out.

...it was a little scary, but he just did it. And when the teacher started breathing again, he was really happy. He's lucky his mum's a nurse and she taught him the maneuver.

LESSON 3

WHAT DO YOU THINK?

Suggested time: 2 periods

Objectives:

- * to talk about unsolved mysteries
- * to revise vocabulary related to the topic
- * to develop listening comprehension
- * to develop speaking and writing
- * to practise Word formation – Adjectives – prefixes and suffixes

Step 1

Lead-in

- 1 In order to introduce the topic, the teacher talks with the students about different unsolved mysteries; the teacher writes *Unsolved mysteries* on the blackboard and students are asked to brainstorm associations.

Listening

- 2 In pairs (A and B), students are asked to tick the words they hear in the SB, p. 114/ ex. 2, 1.
- 3 During the second listening, students match and write the places/ countries with the name of the mysteries in the SB, p. 114/ ex. 2, 2.
- 4 During a third listening, students check their answers, tick the true sentences in exercise 4, SB, p. 115 and correct the false ones.

Words – Word formation – Adjectives – prefixes and suffixes

- 5 The teacher prepares word cards with prefixes and suffixes un-, dis-, il-, in-, im-, ir-, -ful and -less, as well as the adjectives from the SB, p. 115, and writes NOT, WITH and WITHOUT on the blackboard. The students are first asked to put corresponding adjective next to the corresponding prefix or suffix and after that to put them under the corresponding title on the blackboard (NOT, WITH, WITHOUT).
- 6 Students do exercises 1, 2 and 3 in the SB, p. 116.

Suggested homework: WB, p. 35/ ex. 7.

Step 2

Lead-in

- 1 The teacher prepares an OHT with examples of reported questions from the SB, p. 117 and 118 and asks the students to draw conclusions.
- 2 Students do exercise 8 in WB, p. 35.

Speaking & Writing

- 3 Students are put in groups. They have 5 questions to ask the teacher in the SB, p. 118/ ex. 5, 1 and are supposed to prepare 5 more and later interview the teacher.
- 4 They write the answers in their notebooks and after that report their questions and what the teacher told them in exercise 3, SB, p. 119.

Reading & Writing

- 5 In pairs, students read the background information about the riddle(s) of the Sphinx and try to solve the riddles in the SB, p. 120/ ex. 4, 1.
- 6 After listening to the students' solutions, the teacher reads the true solutions to the riddles.

Suggested homework: SB, p. 120/ ex. 4, 2.

Student's Book answer key:

Unit 6: IN THE NEWS

Lesson 3: WHAT DO YOU THINK?

- 2 **Listening:** 1 A all the words are mentioned except Bigfoot and Atlantis; B all the words are mentioned except Wales.
2 2e; 3c; 4j; 5b; 6g; 7h; 8d; 9k; 10f
Note: Atlantis and Bigfoot are not mentioned. Peter Jones is Welsh, but Wales is not mentioned.
- 4 1 T; 2 T; 3 F yes and no – some people believed him; 4 F – in primary school; 5 T; 6 T; 7 F – he hasn't been to Easter Island and the Bahamas; 8 F – the Moai statues on Easter Island, the Pyramids in Egypt and South America and Stonehenge; 9 T
- 3 **Words – Word formation:** 1 un; 2 im; 3 in; 4 ir; 5 dis; 6 il
2 1 unforgettable; 2 illegal; 3 independent; 4 unhealthy, irregular; 5 dishonest; 6 impossible; 7 disappeared; 8 irrational, illogical
3 1 beautiful; 2 wonderful; 3 breathless;

4 speechless; 5 peaceful; 6 endless;
7 colourful; 8 powerless; 9 helpless

Northern lights (aurora borealis)

- 5 **Speaking & Writing:** 1 1 Have you ever seen something strange? 2 What did you see? 3 When did you see it? 4 What happened next? 5 Did anyone see it with you?
3 1 if he/she has ever seen something strange; 2 what he/she saw 3 when he/she saw it; 4 what happened next; 5 if anyone saw it with him/her.
4 Students' questions for the teacher.

The Riddle of the Sphinx

Oedipus solved the riddle by answering: Man—who crawls on all fours as a baby, then walks on two feet as an adult, and then walks with a cane in old age. By some accounts (but much more rarely), there was the second riddle: "There are two sisters: one gives birth to the other and she, in turn, gives birth to the first." The answer is "day and night" (both words are feminine in Greek).

TAPESCRIPT



- I: Good evening and welcome to MYSTERY LOVERS. Today we will be talking to Peter Jones about some of the mysteries he has seen and visited.
Good evening Mr Jones. And welcome to the show.
- P: Good evening to you, too. And thank you for inviting me.
- I: Let's get started. Our listeners have sent in questions for you, so I'll start by asking... (shuffles papers). Let me just put these questions in order.
OK. One of our listeners asks:
Why are you interested in mysteries?
- P: Well, as a young boy I often saw ghosts...
- I: Ghosts?
- P: Yes. And later I saw other things...
- I: Other things?
- P: Yes, I also saw Colours. Shapes. I often heard voices nobody could hear.
- I: **Did anyone believe you?**
- P: Yes and no. But that's how I became really interested in unsolved mysteries.
- I: Here's another question. **When did you start**

LESSON PLANS



collecting mysteries? What kinds of mysteries do you collect?

- P: I started collecting in primary school. We had a great history teacher who used to tell us all these stories. Then, in secondary school I did a project on famous unsolved mysteries and started collecting more and more information on mysteries in nature. Finally, I started visiting these mysterious places.
- I: So, **where have you been? What have you seen? Have you seen all the mysteries on your list?**
- P: No, I haven't seen all the mysteries on my list, but I have been to lots of unforgettable places – Loch Ness in Scotland to see Nessie, the Loch Ness monster, to the south of England to see Stonehenge and to Northern Ireland to see the Giant's Causeway. I have been to the USA to see the sailing stones in California, to Canada to see the forest rings, and to Australia to see Uluru, or Ayers Rock. But I still haven't seen some interesting places. I'd really like to visit Easter Island to see the Moai statues and the Bahamas to see the Bimini Road.
- I: The question a number of listeners have sent in is: **Do you have a favourite mystery?**
- P: That's a very difficult question. Each mystery is special. But if I had to choose, I'd say... the Moai statues on Easter Island, the Pyramids in Egypt and South America and Stonehenge.
- I: **Are they still mysteries?**
- P: Yes, they are. The mystery is how people managed to build them and move them.
- I: This is our final question since we're running out of time: **Are you writing a book? And where can listeners buy your book?**
- P: Yes, and it's my second book. It will appear in all bookshops in a couple of weeks.
- I: Well, I wish you the best of luck in your search for mysteries and I hope your book will be as successful as your first. Thank you for being with us today, Peter.
- P: Thank you for having me.

Workbook answer key: WHAT DO YOU THINK?

- 7) **unhappy, irregular, illogical, impossible, helpless, irresponsible, immature, careful, useless, unsuccessful**
- 8) 1 ...why Peter (he) is interested in mysteries.
2 ...if anyone believed him.
3 ...when he started collecting mysteries.
4 ...what kinds of mysteries he collects.
5 ... where he has been and what he has seen.
6 ... if he has seen all the mysteries on his list.
7 ... if he has a favourite mystery.
8 ... if they are still mysteries.
9 ... if he is writing a book.
10 ... where listeners can buy his book.

Selfcheck 6 answer key:

- 1) 1 Ø, 2 Ø, 3 the, 4 the, 5 the, 6 the, 7 the, 8 Ø, 9 the, 10 the, 11 the, 12 Ø, 13 Ø, 14 the, 15 the
- 2) 1 she, 2 She, 3 him, 4 She, 5 he, 6 she, 7 she, 8 he, 9 he, 10 she, 11 him, 12 they, 13 her, 14 she, 15 he
- 3) 1 ...**she** never buys anything in second-hand shops.
2 ... not to play with **that** dog.
3 ... if **he** will help **her** lift **that** suitcase up.
4 ... when the concert starts.
5 ... **they** always invite **their** neighbours to parties.
- 4) 1 **immature**, 2 **unhappy**, 3 **impossible**, 4 **irregular**, 5 **illiterate**, 6 **independent**, 7 **dishonest**, 8 **irrational**, 9 **unforgettable**, 10 **disagreeable**, 11 **unexpected**, 12 **insensitive**
- 5) 1 respect, 2 pretended, 3 sneezes, 4 remember, 5 believe, 6 mentioned, 7 survive, 8 attack, 9 manage, 10 prevent, 11 improve, 12 solve
- 6) 1 triangle – not a type of story, 2 unsolved – does not describe people, 3 creature – not connected to war, 4 park – not a body of water, 5 trunk – not a natural phenomenon / noun, 6 island – not on a farm. **Accept any logical explanation.**
- 7) 1b, 2c, 3a, 4b, 5c
- Suggested marks:** 0 – 35 = F, 36 – 42 = D, 43 – 52 = C, 53 – 62 = B, 63 – 70 = A

UNIT 7: TOMORROW

LESSON 1

THE FUTURE NOW

Suggested time: 2 periods

Objectives:

- * to talk about future actions
- * to introduce different possibilities for expressing the future
- * to revise vocabulary related to the topic
- * to develop reading skills (skimming and scanning)
- * to develop speaking and writing skills

Step 1

Lead-in

- 1 The teacher introduces/discusses the topic of the future with students using the ideas suggested in the SB, p. 124/ ex. 1.
- 2 Students make their own predictions in the WB, p. 36/ ex. 1.

Reading & Comprehension

- 3 The teacher asks students to look at the pictures in the SB, p. 124 – 125 and the titles in exercise 2, 1 and to predict what the texts are going to be about.
- 4 Students read the texts in the SB, p. 124 – 125 and check their guesses.
- 5 After a second reading, they answer the questions in exercise 3 in the SB, p. 125.

Words

- 6 Students match the words with their paraphrases in the SB, p. 126/ 4, 1.
- 7 The teacher asks students to do exercise 3 in the WB, p. 36 in order to use the vocabulary within a context.

Word formation - Adjective Suffixes:

-able, -ible, -y

- 8 The teacher introduces the noun/verb – adjective transformation with the help of the table in the SB, p. 126/ ex. 2.
- 9 Students draw conclusions about the word formation and do exercise 3 in the SB, p. 127 and exercise 5 in the WB, p. 37.
- 10 Students decide about the positive and negative adjectives in exercise 4, SB, p. 127.
- 11 In pairs, students compare their lists from the previous exercise and use some of the words in their own sentences in the SB, p. 127/ ex. 6.

Suggested homework: WB, p. 36/ ex. 2.

Step 2

Lead-in

- 1 The teacher asks students to choose 6 adjectives from those given in exercise 6, WB, p. 37 and to use them in their own sentences.

Grammar

- 2 The teacher introduces ways to express the future by using the table in the SB, p. 128/ ex. 5.
- 3 In pairs, students, make predictions about the future, using the ideas in exercise 1 in the SB, p. 128.

Speaking

- 4 In small groups, students make predictions about the future using the ideas and the pictures in exercise 6, 1 in the SB, p. 129.
- 5 Groups present their predictions.

Writing

- 6 Students choose three predictions and write them down in the SB, p. 129/ ex.

Student's Book answer key:

Unit 7: TOMORROW

Lesson 1: THE FUTURE NOW

- 1 **Lead-in:** 1 not robots, but computers and robotics; 2 not yet; 3 they still exist but things like Kindle, computers, distance learning, etc. do exist; 4 yes; 5 not in space and on the moon yet, there are plans for underwater cities; 6 helicopters yes, flying cars also called roadable cars yes; 7 we're getting there

3 Comprehension: 1 examples of modern technology that is produced to make our lives easier (but may be difficult to operate); 2 a home that does everything for you; 3 you can see everything that's happening in the home, you can see who's at the front door, it switches/turns things on and off, warns you if you didn't do something; 4 same as 3, you can have your favourite music playing everywhere, watch your favourite TV programmes all over the home, it will tell you if you need to buy something, it will warn you about danger (e.g. fires), etc.; 5 sets off alarm, calls fire department, lights the way to safety; 6 programmed and remote controlled; 7 some people find it difficult to operate; 8 a bit like Big Brother; parents can see what their teenagers are doing all the time; 9 Big Brother is a fictional character in George Orwell's novel *Nineteen Eighty-Four*. He is the dictator of Oceania, a totalitarian state. In the society that Orwell describes, everyone is under complete surveillance by the authorities, mainly by telescreens. The people are constantly reminded of this by the phrase "Big Brother is watching you". The TV reality show "Big Brother" is based on the idea in Orwell's book.

4 Words: 1 1d; 2g; 3e; 4h; 5c; 6a; 7f; 8b; 3 1 foggy, 2 famous, 3 dangerous, 4 reliable, 5 industrial, 6 undrinkable

4 POSITIVE: pretty, shiny, happy, healthy, lucky, sunny, funny, friendly

NEGATIVE: dirty, lazy, crazy, smelly skinny, noisy, naughty, clumsy, rainy, nasty, trendy

BOTH: sleepy, salty, trendy, rainy

Workbook answer key:

THE FUTURE NOW

- 1) Individual answers
- 2) 1 with, 2 to, 3 to, 4 on/off, 5 up/down, 6 in, 7 of, 8 about, 9 to, 10 of, 11 at, 12 for, 13 by, 14 in
- 3) 1a, 2b, 3b, 4a, 5a, 6b
- 4) 1 dangerous, 2 musical, 3 sunny, foggy, 4 reliable, 5 creative, unreadable, 6 comfortable, 7 trendy, attractive
- 5) 1 unbearable, 2 messy, 3 terrible, 4 stormy, 5 countable, uncountable
- 6) Individual answers

LESSON 2

THE FUTURE OF OUR PLANET

Suggested time: 2 periods

Objectives:

- * to talk about future actions
- * to revise vocabulary related to the topic
- * to develop listening skills
- * to develop speaking and writing skills
- * to practise expressing the future

Step 1

Lead-in

- 1 The teacher introduces the topic by asking students to connect the colours given in exercise 1, SB, p. 130 with things in nature.
- 2 Students work in pairs and try to explain what the signs in exercise 2, SB, p. 130 are trying to say.

Vocabulary revision

- 3 Students match the words and their definitions, SB, p. 130/ ex. 3.

Listening

- 4 Students listen to Jonathan, Louise, Marcus and Sarah talking about environmental problems in the town where they go to school and tick the things they mention in the SB, p. 131/ ex. 2, 1.
- 5 During a second listening, students first predict the missing words and then check by listening and fill in the missing words/phrases, SB, p. 131/ ex. 2, 2.

Words

- 6 The teacher draws the students' attention to word formation: verb – noun – adjective and they fill in the missing forms in exercise 3, 1, SB, p. 132.
- 7 Students try to figure out what the people and things in exercise 3, 2, SB, p. 132 have in common. The teacher may help if necessary.
- 8 Students do exercise 7 in the WB, p. 37.

Step 2

Lead-in – Grammar

- 1 The teacher introduces different ways of expressing the future, using the table in the SB, p. 133. *Optional: Put students in groups and give them sentences from the table – SB, p. 133 written on slips of paper. The teacher writes the following on the blackboard: Timetabled/programmed things; Near future; Planned action/prediction for the future. Groups decide to which heading the given sentences belong.*
- 2 Students practise expressing the future using the correct tense in exercise 1, SB, p. 133 – individual work.

Speaking

- 3 In order to revise the vocabulary and the environmental problems from the previous class, the teacher prepares Bingo with the words used in the texts and plays it with the students.

Writing

- 4 In small groups, students work on preparing the 'green party' next Saturday, as suggested in the SB, p. 134/ ex. 5, 1. Students write 3 sentences in their groups.
- 5 The teacher asks students to do exercises 8 and 9 in the WB, p. 38.

Speaking

- 6 Finally, students prepare a 2-minute talk based on the questions in the SB, p. 134/ ex. 6.

Student's Book answer key:

Unit 7: TOMORROW

Lesson 2: THE FUTURE OF OUR PLANET

- 1 **Lead-in:** 1 red – fire, hot; orange – sun; yellow – sun; blue – sky, sea, cool; brown – earth; green – grass, trees; 2 The planet needs our help to survive; we have to protect our planet; Greenpeace sign – organisation that helps the environment, the planet we live on; peace sign; SOS sign (save our souls); 3 1i; 2f; 3g; 4e; 5j; 6h; 7c; 8d; 9k; 10a; 11b
- 2 **Listening:** 1 MENTIONED: 2, 3, 5, 6, 8, 10, 11, 12, 13; NOT MENTIONED: 1, 4, 7, 9
2 (M) global, environment.; (L) rubbish, pollute,

extinct; (J) rubbish, rubbish environment, environmental; (M) clean up, are going to plant, waste, rubbish, pollute, drinkable; (S) green party, children and adults

TAPESCRIPT

- I: Good morning! And welcome to the show. Our guests today are Jonathan, Louise, Marcus and Sarah and they come from a local school. They are going to tell us something about the work they do. So, is it just the four of you or are there more members?
- S: Well, our whole class is taking part in what we do, but the four of us started it.
- I: So, what exactly are you doing?
- M: Well, we think global and act local. There are many problems on our planet, but we cannot solve them all, so we are trying to do what we can as teenagers for the environment in which we live.
- I: So, what kind of problems do you see?
- L: Well, towns and cities are becoming bigger and bigger. There is more and more waste and pollution. There are more and more cars and industries that pollute the air and the water. Many plants and animals are disappearing every day, they're becoming extinct.
- I: So, how do you think you can help?
- J: Well, as we said, we think global and act local. People often don't care where they throw their rubbish, they don't sort their rubbish, they don't return bottles, batteries, glass, etc. They are destroying the environment they live in. We have made posters and put them up around town to make people aware of these problems. And we have put special containers beneath the posters, so people can sort and throw their rubbish away in the proper container. We have given talks in our school to make other children aware of environmental problems because they will be our problems when we grow up.
- I: Do you think people listen? Do people care?
- L: Some do and some don't. Some people care and some don't. But we are not going to give up.
- I: So, what are your plans?
- M: Well, we are cleaning up the local park and the woods around our school next week and then we are going to plant new trees and flowers. There is a lot of waste in the river close to



LESSON PLANS



our school, so next week the fire brigade is helping us to get the rubbish out. People don't understand that if they pollute the water, then they won't have any drinkable water. And we have noticed that there aren't enough rubbish bins in town, so the local rubbish dump is helping us to introduce more rubbish bins and containers. We collected money by returning plastic and glass bottles to buy the bins and containers, but they are giving us the bins and the containers for free.

S: So we are using the money for a green party.

I: What's a green party?

S: Everything will be green. Come and find out! We're organising it at our school. It starts at 9 am on Saturday and there are lots of events, prizes, food and drinks for children and adults. And the money is going to be used for Why don't you come and find out?

I: Well, I think you're doing a great job and I hope some of our listeners join us this Saturday at Seven Oaks Primary School for the green party. So, all of you who are interested, come to Seven Oaks Primary School where the fun begins at 9 am on Saturday. And bring your friends and children!

3 Words: 1

VERB	NOUN	ADJECTIVE
pollute	pollution	polluted
/	environment	environmental
activate	activist	active
be/become extinct	extinction	extinct
/	ecology, ecologist	ecological
globalize	globe	global
endanger	endangerment	endangered
energize	energy	energetic

2 1 endangered species/animals; 2 extinct species/animals; 3 they can all be polluted; 4 environmental problems; 5 they are thrown away; waste, rubbish but can be reused; 6 all green

4 **Grammar:** 1 1 are organising; 2 are inviting; 3 starts; 4 goes on; 5 are going to be; 6 are going to be; 7 are having; 8 will find out

Workbook answer key:

THE FUTURE OF OUR PLANET

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

8) 1 pollution, 2 extinct, 3 ecological, 4 Rainforests, 5 environmentally

9) 1. I'm going to invite Joe to my birthday party.

2. She'll buy that blue dress.

3. It's going to rain tomorrow.

4. We/You/They are going on a field trip at the weekend.

5. They have an English lesson at 10.40 tomorrow.

LESSON 3

WELCOME TO THE FUTURE

Suggested time: 1 period

Objectives:

- * to talk about future actions & spacecrafts
- * to revise vocabulary related to the topic
- * to develop reading comprehension skills
- * to develop speaking and writing skills

Step 1

Lead-in

1 Students look at the pictures in the SB, p. 135/ ex. 1 and try to guess who the person is and what he does. Option: The teacher might also prepare 5 x jigsaw puzzle of Sir Branson's photo from the SB, p. 135 and put them in envelopes. Students are put into groups of 5 – 6 students and their task is to put the jigsaw puzzle parts together in order to get a photo of Mr Branson. They also 'prepare' the story behind the photo. It might be good to set a time limit as well.

2 Groups report back to the class by telling their stories behind the photo.

3 Students read the text in the SB, p. 135/ ex. 2 and check their guesses.

Reading & Comprehension

4 The teacher asks students to read the text in the SB, p. 135/ ex. 2, 1 and to answer the comprehension questions in exercise 3, 1.

Words

- 5 Students read the text once again and find the words in the text in the SB, p. 136/ ex. 4, 1.

Speaking

- 6 The teacher asks students to prepare a 2-minute talk on a trip into space, using and following the questions in the SB, p. 136/ ex. 5.
- 7 Students look at the predictions in the SB, p. 137/ ex. 1 and discuss how possible/ impossible it is that they come true.
- 8 The teacher asks students to predict some other things as well, e.g. their life in 10 years' time, etc. in the SB, p. 137/ ex. 2 and 3.

Writing

- 9 Students do exercise 1 in the SB, p. 137.

Optional: Students do exercise 2 in the SB, p. 138.

- 10 Students do the vocabulary exercise in the WB, p. 38/ ex. 10. **Suggestion:** Translation can be given for homework!

- 11 In the WB, p. 38/ ex. 11, students practise expressing the future and using the words within a context.

Homework: WB, p. 39/ Project.

Student's Book answer key:

Unit 7: TOMORROW

Lesson 3: WELCOME TO THE FUTURE

1 Lead-in:

- 3 **Comprehension:** 1 may not be possible right now, but it will be; 2 regular people, passengers like you and me; 3 T; 4 T; 5 T; 6 no, only astronauts after special training; 7 also educational; 8 T

- 4 **Words:** 1 spacecraft, spaceship; 2 astronaut; 3 passenger; 4 zero gravity; 5 pre-flight; 6 check-up; 7 fragile

Billionaire Branson plans deep sea trips

It seems that space is far from the final frontier. Richard Branson has turned his attention to the sea, and plans to take a mini single person submarine to the deepest point of each of the five oceans of the world. The deepest point in all the seas, according to research, is believed to be the Mariana Trench in the Pacific Ocean. This is the first time anyone will try to do this,

and Branson says he hopes to set around 30 world records.

"The submarine will travel to the deepest trenches in our oceans and will allow its pilot not only to reach these depths but to explore for 10 kilometres on each of the dives," said Branson.

The expedition of five dives will take two years. The submarine Virgin Oceanic will research and record all the expeditions on video. This will be exciting for everyone since 94% of Earth's life is believed to be aquatic and buried in the depths of dark Oceans.

The expedition will also be filmed by the BBC.

Workbook answer key

WELCOME TO THE FUTURE

- 10) 1 astronaut, 2 back, 3 check-up, 4 during, 5 experience, 6 fragile, 7 gravity, 8 holiday, 9 impossible, 10 just, 11 like, 12 medical, 13 new, 14 only, 15 project, 16 read, 17 spacecraft, 18 tourism, 19 until, 20 vehicle, 21 with, 22 you, 23 zero

Missing letters: **k, q, x** (key, question, xylophone)

- 11) Example sentences: I'll **study Maths** tomorrow. My friends **will play football** next week. We are doing a **Biology** test **on Friday**. The weather is going to be **sunny** next month. I'm going to go to **Ireland** in 5 years. My cousin arrives from **Sydney on December 22nd**.

Selfcheck 7 answer key:

- 1) 1c, 2e, 3a, 4d, 5b
2) 1c, 2a, 3b, 4c, 5b
3) 1 will meet, 2 will be, 3 is going to snow, 4 are visiting, 5 leaves, 6 am going to, 7 will send, 8 is going to record, 9 are travelling, 10 will not /won't return

Accept short forms.

- 4) 1C, 2B, 3A, 4C, 5D
5)

-ous	-al	-y	-ive	-able	-ible
dangerous	industrial	messy	attractive	comfortable	visible
famous	economical	sunny	creative	reliable	terrible

- 6) 1 environment, 2 nature, 3 containers, 4 waste, 5 endangered, 6 local

LESSON PLANS

7) 1 ALTERNATIVE ENERGY, 2 ECOLOGY,
3 ENVIRONMENTAL PROBLEMS, 4 EXTINCTION,
5 GLOBAL WARMING, 5 POLLUTION,
7 RECYCLABLE WASTE

Suggested marks: 0 – 25 = F, 26 – 30 = D,
31 – 38 = C, 39 – 45 = B, 46 – 50 = A

UNIT 8: IFS AND MAYBES

LESSON 1

BEFORE AND AFTER

Suggested time: 1 period

Objectives:

- * to talk about 'past-before-past' actions
- * to recognize the past perfect tense
- * to revise vocabulary related to the topic
- * to develop reading skills (skimming and scanning)
- * to develop speaking and writing skills

Step 1

Lead-in

Pre-reading activity

- 1 The teacher introduces the topic by showing the pictures in the SB, p. 141/ ex. 1 and asking students to look at the pictures and getting them to put together what Marcus did yesterday.

Reading

- 2 Students read the text in the SB, p. 142/ ex. 2, 1 and check their guesses. They put the pictures in the correct order.
- 3 Students are asked to give their opinions about reasons why Marcus panicked, SB, p. 142/ ex. 2, 1.

Grammar

- 4 The teacher asks the students to say in which order it happened, to look at the text, to underline the verbs and to try to guess why the tenses are different, SB, p. 142/ ex. 2, 2.
- 5 Students check their guesses in the Grammar Spot, SB, p. 142.

Speaking

- 6 The teacher asks the students to tell a class story. The teacher tells them a story they all know (a fairy tale or the plot of a film they have all seen) and asks them to help him/her tell it, making mistakes so that students have to correct him/her. Another option is to bring in pictures or other visual material, or simply write sentences on slips of paper. The teacher starts the story by saying: *Yesterday/ Last week/ Last summer I read, I watched...* If it is a fairy tale, the teacher starts with: *Once upon a time...* SB, p. 143/ ex. 4, 1.
- 7 Students do exercises 1 and 2 in the WB, p. 40.
- 8 Students look at the pictures in the SB, p. 143/ ex. 4, 2 and try to retell the story and guess the moral of the story.
- 9 Finally, students put the mixed up bits in the correct order, SB, p. 143/ ex. 4, 3. *Optional: Each student gets a sentence from the story written on a piece of paper and then the students put the story in the correct order.*

Grammar

- 10 Students practise the usage of the correct tenses in exercise 5, SB, p. 144.

Speaking & Writing

- 11 Students talk about the similarities between Marcus and the story about the Grasshopper and the Ants.

Suggested homework: *Students write about the similarities in their notebooks and do exercise 3 in the WB, p. 40.*

Workbook answer key:

IFS AND MAYBES

- 1) 1 Lord of the Rings (Frodo), 2 Alice in Wonderland, 3 Hansel and Gretel, 4 The Three Little Pigs, 5 The Legend of King Arthur, 6 Snow White and the Seven Dwarfs, 7 Cinderella, 8 Harry Potter, 9 Shrek, 10 Jack and the Beanstalk
- 2) 1a, 2b
- 3) 1 did...do, 2 finished, 3 talked, 4 made, 5 looked, 6 reached, spent

Student's Book answer key:

Unit 8: IFS AND MAYBES

Lesson 1: BEFORE AND AFTER

- 2 **Reading:** 1 (Pics: 4, 1, 7, 2, 5, 3, 6, 8)

1 chatted to friends; 2 played football; 3 took a nap; 4 went to the cinema; 5 read a magazine; 6 played computer games; 7 dreamt about summer holidays; 8 panicked

2 Marcus panicked because he hadn't studied for his history exam.

- 4 **Speaking:** 3

The Grasshopper and the Ant

In a field one summer's day a grasshopper was hopping, chirping and singing happily.

A group of ants walked by, working hard and struggling to carry food.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill.

We are carrying food for the winter."

"Why not come and sing with me," sang grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and we think you should do the same."

"Winter is far away and it is a beautiful day to play," sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold and it snowed.

The field was covered in snow, so the grasshopper could not find any food.

Soon the grasshopper found itself dying of hunger.

He went to the ants' hill and saw them giving out food from the stores they had collected in the summer.

He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter?"

What in the world were you doing all last summer?"

MORAL: DON'T FORGET -- THERE IS A TIME FOR WORK AND A TIME FOR PLAY!

- 5 **Grammar:** 1 was; 2 were not; 3 were not; 4 didn't find; 5 came; 6 arrived; 7 fell; 8 covered

LESSON PLANS

LESSON 2

I WISH I COULD TURN BACK TIME!

Suggested time: 2 periods

Objectives:

- * to talk about regretting things
- * to introduce the Third Conditional
- * to revise vocabulary related to the topic
- * to develop listening comprehension
- * to develop speaking and writing skills
- * to practise If Clauses

Step 1

Lead-in

- 1 The teacher writes *turn back time* on the board and discusses the meaning of it with the students.
- 2 Students predict what the text is about.

Reading & Comprehension

- 3 Students read the diary entry, check their predictions, and discuss Marcus' problem, SB, p. 146/ ex. 2.
- 4 After that they read the text again and do exercise 3 in SB, p. 147.

Words

- 5 Students match the words with their paraphrases in exercise 4, SB, p. 147.
- 6 The teacher draws the students' attention to the difference in meaning between *on time* and *in time*, SB, p. 147.
- 7 Students do exercise 4 in the WB, p. 40.

Speaking

- 8 Finally, students ask and answer the questions in the SB, p. 147/ ex. 5, 1.

Step 2

Lead in

- 1 The teacher introduces Third Conditional, SB, p. 148.

- 2 In pairs, students look at the situations in exercise 6, 1 in the SB, p. 149 and choose the best answer.

Grammar

- 3 Students do exercise 5 in the WB, p. 41 and match the beginnings and the endings of the given sentences.
- 4 The teacher asks the students to decide whether the statements in exercise 6, WB, p. 41 are true or false.

Reading

- 5 Students read the posted letter in exercise 7, SB, p. 150 and decide which of the replies is the closest to the students' studying habits.

Speaking

- 6 In groups, students talk about their studying habits. They use the questions in the SB, p. 151/ ex. 8.

Vocabulary

- 7 The teacher asks the students to practise vocabulary in exercises 7, 8 and 9 in the WB, p. 41 – 42.

Writing

- 8 Students write a short paragraph about themselves in the WB, p. 42.

Optional: Project – WB, p. 43.

Suggested homework: WB, p. 42/ ex. 10.

Student's Book answer key:

Unit 9: IFS AND MAYBES

Lesson 2: I WISH I COULD TURN BACK TIME!

- 2 **Reading:** 1 Marcus wants to turn back the clock, he's left everything to the last minute.
- 3 **Comprehension:** 2 1b; 2b; 3a; 4b; 5b; 6a
- 4 **Words:** 1b; 2d; 3f; 4a; 5c; 6e
- 5 **Speaking:** Pupils' individual answers.

Workbook answer key:

I WISH I COULD TURN BACK TIME!

- 1) 1 Lord of the Rings (Frodo), 2 Alice in Wonderland, 3 Hansel and Gretel, 4 The Three Little Pigs, 5 The Legend of King Arthur, 6 Snow White and the Seven Dwarfs, 7 Cinderella, 8 Harry Potter, 9 Shrek, 10 Jack and the Beanstalk
- 2) 1a, 2b
- 3) 1 did...do, 2 finished, 3 talked, 4 made, 5 looked, 6 reached, spent
- 4) 1 could, 2 tomorrow, 3 pass, 4 won't, 5 last, 6 pretending, 7 at, 8 earlier, 9 swotting, 10 out, 11 studying, 12 cram, 13 everybody, 14 ready, 15 asleep
- 5) 1d, 2e, 3f, 4c, 5a, 6b
- 6) 1 F, 2 T, 3 T, 4 T, 5 F, 6 F
- 7) 1 make, 2 organise, 3 avoid, 4 manage, 5 borrow, 6 spend
- 8) 1e, 2d, 3f, 4a, 5c, 6b
- 9) SWOT, NOTEBOOK, EXCELLENT, STUDY, TIMETABLE, SUBJECTS, CLASSROOM, HOMEWORK, TESTING, STAFFROOM
- 10) Individual answers.

**Project – to get her partner/lover back
(because her words had hurt him)**

Selfcheck 8 answer key:

- 1) 1 started, had bought 2 had invited, started 3 had tidied up, put 4 had handed in, got 5 did...do, had left
- 2) 1 had studied, wouldn't have failed 2 would have caught, had run 3 had known, wouldn't have made
- 3) 1 at, 2 about, 3 to, 4 to, 5 on, at, 6 of, 7 in, 8 in, 9 for
- 4) a) 1 make, 2 take, 3 get, b) 4 time, 5 mistake, 6 test
- 5) 1d, 2c, 3f, 4e, 5b, 6a
- 6) 1 swatting, 2 maybes, 3 immediately, 4 unavoidable, 5 pretend, 6 aquarium
- 7) 1 timetable, 2 schedule, 3 mistake, 4 phrase, picture, prediction, promise (3,4,2,1), 5 1b, 2c, 3a; 6 excellent

Suggested marks: 0 – 25 = F, 26 – 30 = D,
31 – 38 = C, 39 – 45 = B, 46 – 50 = A

LESSON PLANS

LESSON PLANS

STEP BY STEP 8

приручник за наставнике енглеског језика за осми разред основне школе

ИЗДАВАЧ

БИГЗ школство д.о.о.

Београд, Булевар војводе Мишића 17/III

ЗА ИЗДАВАЧА

Мирјана Милорадовић

ЛЕКТУРА И КОРЕКТУРА

Валентин Томас

ЛИКОВНО-ГРАФИЧКО ОБЛИКОВАЊЕ

Ликовно-графичка редакција БИГЗ школства

ИЛУСТРАЦИЈЕ

Архива БИГЗ школства

ФОТОГРАФИЈЕ

Архива БИГЗ школства