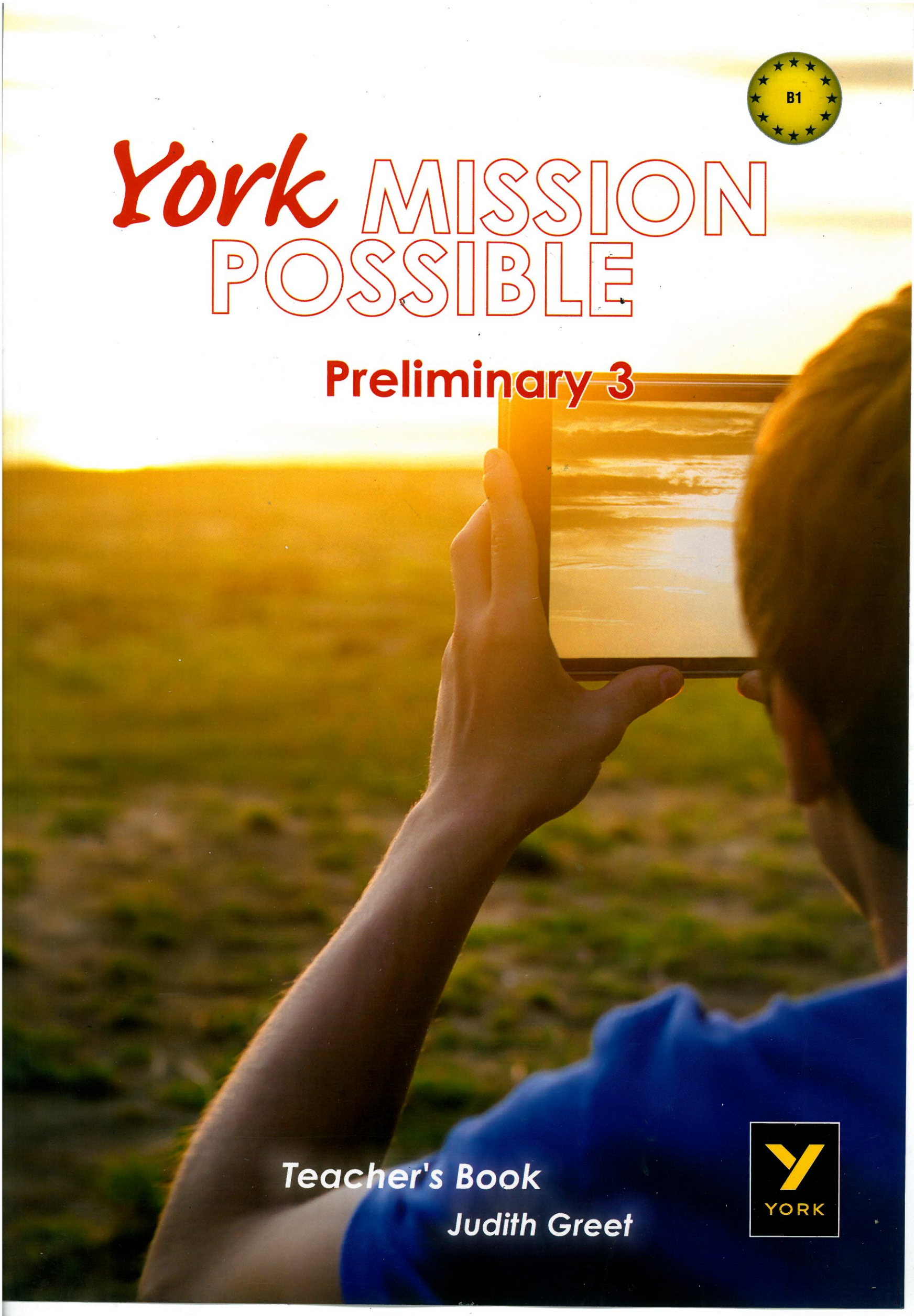
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York MISSION POSSIBLE

Preliminary 3



Teacher's Book

Judith Greet

YORK

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Student's Book scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1 Health *page 5*		
1 Helping others *page 6*	**Grammar:** the simple present and the present progressive **Vocabulary:** health **Functions:** expressing routines; describing present activities; persuading	**Reading:** a hospital in Ethiopia; the snake milkers; send an animal and change a life **Listening:** World Blood Donor Day **Speaking:** talking about what people are doing; talking about snake milkers; explaining how you and your classmates can help people in Africa **Writing:** an e-mail about donating blood; a leaflet about helping others
2 Staying healthy *page 12*	**Grammar:** modal verbs *should, shouldn't, ought to* and *must* **Vocabulary:** injuries and illnesses **Functions:** giving advice; describing a state of health or illness	**Reading:** first aid; being fit and healthy; why we should vaccinate; problems and advice **Listening:** how to prevent the spread of germs **Speaking:** giving advice; talking about being fit and healthy; talking about vaccinations **Writing:** a paragraph about an illness or an injury; an e-mail giving advice
Project: Write a leaflet about healthy living.		
Module 2 Heroes *page 19*		
3 Ordinary heroes *page 20*	**Grammar:** the simple past **Vocabulary:** newspapers **Pronunciation:** simple present and past forms **Functions:** talking about the past; giving facts; expressing admiration	**Reading:** seven-year-old hero; a man saving a little girl; people's heroes **Listening:** Jane and Sally's story **Speaking:** telling stories; talking about someone you admire **Writing:** a letter to a newspaper; a story about saving someone
4 Heroes in literature *page 26*	**Grammar:** the simple past and the past progressive; *when* and *while* **Vocabulary:** stories and heroes; word types **Pronunciation:** /k/, /tʃ/ and /ʃ/ **Functions:** describing past events; describing heroes; telling stories	**Reading:** Rostam and Sohrab; the farmer and the tourist; the hero in literature **Listening:** Shapur I **Speaking:** talking about what people were doing; talking about heroes; telling stories **Writing:** a story about a hero
Project: Write about a hero.		
Review A *page 33*		
Module 3 Ancient cities *page 35*		
5 Ancient civilizations *page 36*	**Grammar:** the present perfect with *ever* and *never*; the simple past **Vocabulary:** history; ancient monuments **Functions:** recounting past experiences; describing places	**Reading:** Angkor Wat; The City of the Forty Columns; Malaysia **Listening:** Copan **Speaking:** talking about activities you have done; talking about ancient places you have visited **Writing:** about a World Heritage Site; a postcard about a trip
6 Ancient peoples *page 42*	**Grammar:** the present perfect with *for* and *since*; *How long ...?* **Vocabulary:** geographical features; animals **Functions:** inquiring about possessions; recounting past experiences; giving facts	**Reading:** Machu Picchu; the Nazca Lines; the Olympic Stadium in Amsterdam **Listening:** an archeologist's daily routine **Speaking:** talking about possessions; talking about animals; talking about an ancient civilization **Writing:** about a mystery; a presentation about a building
Project: Write about an ancient civilization.		
Module 4 Design and homes *page 49*		
7 Buildings old and new *page 50*	**Grammar:** defining relative clauses with *that* and *who*; relative pronouns *where*, *which*, *who*, and *whose* **Vocabulary:** shapes; buildings; word types **Functions:** making descriptions; expressing opinions	**Reading:** the design and construction of the pyramids; Burj Khalifa; the Milad Tower **Listening:** Taipei 101 **Speaking:** explaining why items/people are important to you; talking about skyscrapers and modern buildings **Writing:** an advertisement for a building
8 Home life *page 56*	**Grammar:** comparative adjectives; *as ... as, not as ... as* **Vocabulary:** homes **Functions:** making comparisons; describing places; stating advantages and disadvantages	**Reading:** megacities; skyscrapers and towers; living in a rural area **Listening:** living in a high-rise apartment **Speaking:** describing your home; talking about cities **Writing:** three paragraphs about your home; an essay describing your town or city
Project: Design and describe your ideal home.		
Review B *page 63*		

Lessons 5 and 6 These pages often contain a reading passage, which is not recorded and so tests the students' reading skills. This reading passage extends what the students have learned in the unit so far and offers an opportunity for further communicative work through the other skills.

Lessons 7 and 8 These lessons prepare students for the writing activity which appears on the final page of each **Workbook** unit. Writing is the most difficult skill for most students, and so time taken in preparing students for the activity is vital.

Lesson 9 – Project The integration of the skills is further promoted in the project work, which comes at the end of each module. Before they do the projects, students have read material relating to the topic, they have studied the vocabulary and the grammar required, and they have discussed their ideas in pairs, in groups, and as a class.

Each project has a *Your task* box, which explains the project to the students. There is also a box of questions or further guidelines to help the students organize their work. Sometimes, models are included. You should discuss the project with the class before the students start work on it, making sure they understand fully what they have to do. The projects may need extra materials, and involve research and other preparation, some of which may be done as homework. Access to reference books and the Internet is useful, either in class or at home.

The students should present their final projects to the class. They will spend time and effort creating their projects, so make a class display of their work and try to encourage other students in the school or teachers to come and see it.

Lesson 10 – Review and testing After every two modules (four units), there are two pages of review. These check the grammar and vocabulary learned in the previous units through a variety of activities. During this time, monitor the students and check if they are unsure about a particular language point. If they are, use exercises in the **Student's Book** and **Workbook** to review the point before giving them the progress test.

The progress tests are in the **Workbook**. They contain exercises in grammar and vocabulary that should be completed individually by each student. These will give you and your students an indication of any language that needs to be reviewed before moving on to the next module. Each test should take between thirty and forty minutes.

There is an initial test at the beginning of the **Workbook** that you can use to assess your students. Note any areas they are weak in and pay special attention to them when they arise during the course. There is also a final test, which covers language learned during the whole year.

Special features of *York Mission Possible*

Strategy boxes

Throughout the units, there are strategy boxes that give students advice on how to tackle the different skills. For example, in reading, the box might cover *reading for information*, *reading for main idea, multiple-choice questions*, etc. Each time these boxes appear, read them with the students and encourage them to follow the advice. In this way, students will become more effective learners and will be able to deal competently with more difficult language when they come across it.

Research boxes

Throughout the units, there are research boxes, marked by a red circle with a question mark. These are fun questions connected to the theme of the module. Give students time to find the answers before telling them. They can do this at home by using any books they have, by using the Internet, or by asking their family.

Quotation boxes

There are also quotations from famous people that are connected to the different themes. You may have to help the students understand some of the quotations. Try to use the quotations as a discussion point (*Do the students agree with the quotation? Why / Why not?*) and as a thought for the students to take away with them.

Extra reading

Reading for enjoyment increases a student's vocabulary and improves the skill of reading and the understanding of grammar. To this end, ***York Mission Possible*** includes abridged stories by famous authors. There is a biography of the author as well as follow-up activities. It is hoped that by introducing the students to such stories, they may be motivated to read for enjoyment and so improve their English.

York Mission Possible and the Common European Framework of Reference (CEFR)

York Mission Possible covers all the descriptors of the CEFR from A1 to C2, as follows:

York Mission Possible	CEFR
Preliminary 1	A1–A2
Preliminary 2	A2–B1
Preliminary 3	B1
Mastery 1	B2
Mastery 2	B2–C1
Mastery 3	C1–C2

Teaching tips

Teaching grammar

Grammar exercises and the grammar points are clearly indicated in the **Student's Book**. They are practiced further in the **Workbook**.

- ***York Mission Possible*** teaches grammar in context and uses a variety of text types to do this. Encourage students to figure out the grammar for themselves. This will lead to a better understanding of each point.
- The grammar and vocabulary are practiced together in the speaking and writing activities. In this way, the skills are integrated into each unit and students will see how the language they have learned can be used in a communicative way.
- Let students compare and discuss their answers to the grammar exercises. By doing this, students are taking more responsibility for their learning.
- Students can always refer to the *Student grammar review* pages to help them consolidate their knowledge.

Teaching vocabulary

Vocabulary is an important feature of ***York Mission Possible***. It is presented in lexical sets and practiced in the **Student's Book** and in the **Workbook**.

- Encourage students to record vocabulary in special notebooks. At the beginning of the year, discuss with students how they can record the vocabulary. Sometimes they might draw a picture to remind them of a meaning (e.g., a tennis racket), or sometimes they can write a sentence using the word (e.g., *kitchen – We cook food in our kitchen.*).

Teaching reading

The passages in each module provide useful controlled reading practice. Help students read as effectively as possible:

- Explain that the reading texts might contain words that students are not familiar with. They should not turn to a dictionary immediately. Instead, teach them to read around the word, i.e., the complete sentence and, if necessary, the sentences before or after. Students should use their knowledge of the context to establish the meaning of new words.
- The first reading passage is always recorded. Play it for the students so that they have a model for pronunciation and intonation. Students can practice reading the passages out loud.
- Use the strategy boxes to help the students do the reading activities.

Teaching listening

York Mission Possible provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model, and follow some simple rules:

- Speak slowly and clearly, and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- Do not allow students to speak while you are speaking.
- Encourage students to listen to one another when they are speaking and reading out loud.
- Use the strategy boxes to help the students do the listening activities.

Teaching speaking

York Mission Possible provides plenty of opportunity for practicing this skill.

- Encourage students to use English in their classroom exchanges to make them feel confident. Speak to them in English as much as possible and give instructions in English as much as possible.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Note any students who are not taking part and encourage them in class discussions.
- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such as *Work with the person sitting next to you/behind you/in front of you*, etc.
- Use the strategy boxes to help the students do the speaking activities.

Teaching writing

- Encourage good spelling by encouraging students to read the vocabulary lists and learn the spelling of each word. Remember, spelling in English is not easy, so it needs to be memorized!
- When students are asked to create a paragraph of writing, make sure they understand what they have to do. Give models where possible and remind the students of the grammar and vocabulary they have to use. Discuss the task with the students and write any useful vocabulary on the board.
- Monitor as they are writing, pointing out any errors. Make sure you ask students to try to correct their work before you make any corrections to it.
- Take advantage of students' enthusiasm and artistic skills. Whenever possible, display their work on the classroom walls.
- Use the strategy boxes to help the students do the writing activities.

Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they work better, they become more involved, more interested, and more responsible for their learning process. As a result, the class works better, and the better a class functions as a whole, the more the students will progress. Here are some classroom management suggestions:

- Have a positive attitude: students react more effectively to praise than to punishment.
- Encourage students to cooperate and work together, to listen, and to respect one another.
- Help students develop thinking skills and basic study skills.

Student's Book, page 5

OPENER

At the beginning of the lesson, tell the students a little bit about the book they are going to use this year. Explain that it is similar in format to the previous book but that the topics are completely new. Tell them they are going to be talking about health, money, animals in danger, and many more interesting topics. Tell them what you expect of them, e.g., how much homework they will get, what they must and must not do in class, etc. Because vocabulary is an important part of the course, discuss with them how to keep a vocabulary notebook.

Once you have discussed the course, ask students to open their books to page 5 and look at the pictures. Ask them to discuss the pictures with a partner. Point out to the students that the theme of the first module is health and that the pictures on the page are all connected to that theme (*a mother having her baby inoculated, a man giving blood in a blood-donor center, and a boy suffering from a nosebleed*). They should try to answer the three questions related to the pictures and add as much information as they can. Monitor as they are speaking. Then invite some students to give their opinions. Write any new vocabulary on the board and practice it with the students. Explain that they will find the answers to the questions as they go over the module.

Read the *Outcomes* with the students and point out that they will do a project at the end of the module. They could start looking for pictures in magazines that might be useful for their leaflets.



Outcomes

- To read about a hospital in Ethiopia, snake milkers, helping poor families in Africa, first aid, being fit and healthy, why we should vaccinate, and problems and advice
- To listen to a speech about World Blood Donor Day and an expert giving advice about preventing the spread of germs
- To use vocabulary related to health, injuries, and illnesses
- To talk about what people are doing, snake milkers, helping poor people in Africa, advice in certain situations, being fit and healthy, and vaccinations
- To use the simple present and the present progressive, and the modal verbs *should*, *shouldn't*, *ought to*, and *must*
- To write an e-mail about donating blood, a leaflet about helping others, a paragraph about an illness or an injury, and an e-mail giving advice

Unit 1 Helping others

LESSONS 1 AND 2

Overview

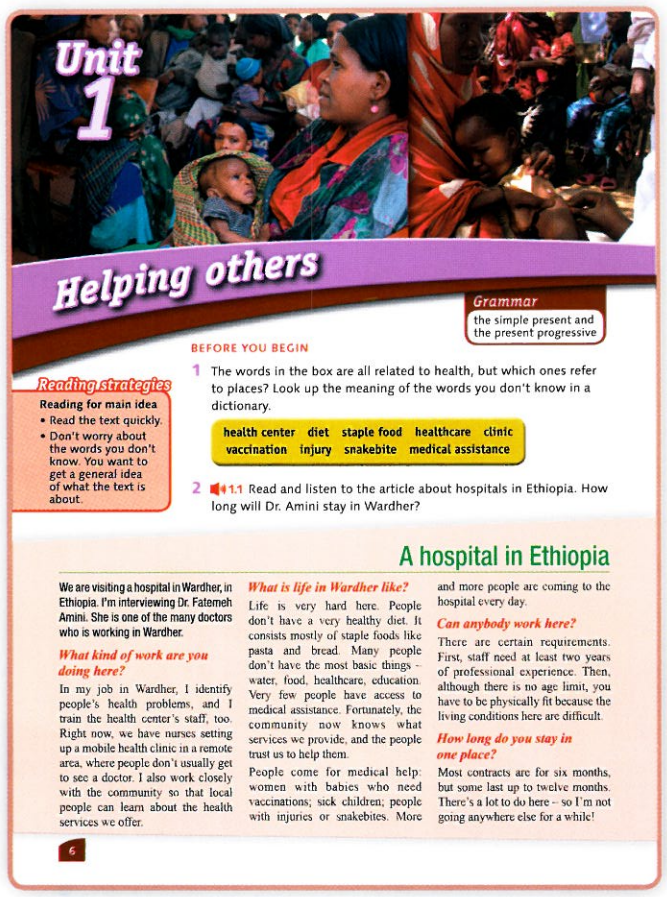
Outcomes
- to listen and read an article about a hospital in Ethiopia
- to talk about what people do and are doing
- to talk about what one does every day and is doing right now

Functions
- expressing routines
- describing present activities

Language focus
- the simple present and the present progressive

Vocabulary
- health

Materials
- Student's Book pages 6–7, Workbook page W4, CD


Unit 1

Helping others

Grammar
the simple present and the present progressive

BEFORE YOU BEGIN

1 The words in the box are all related to health, but which ones refer to places? Look up the meaning of the words you don't know in a dictionary.

health center diet staple food healthcare clinic vaccination injury snakebite medical assistance

2 1.1 Read and listen to the article about hospitals in Ethiopia. How long will Dr. Amini stay in Wardher?

Reading strategies
Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.

A hospital in Ethiopia

We are visiting a hospital in Wardher, in Ethiopia. I'm interviewing Dr. Fatemeh Amini. She is one of the many doctors who is working in Wardher.

What kind of work are you doing here?

In my job in Wardher, I identify people's health problems, and I train the health center's staff, too. Right now, we have nurses setting up a mobile health clinic in a remote area, where people don't usually get to see a doctor. I also work closely with the community so that local people can learn about the health services we offer.

What is life in Wardher like?

Life is very hard here. People don't have a very healthy diet. It consists mostly of staple foods like pasta and bread. Many people don't have the most basic things – water, food, healthcare, education. Very few people have access to medical assistance. Fortunately, the community now knows what services we provide, and the people trust us to help them.

People come for medical help: women with babies who need vaccinations; sick children; people with injuries or snakebites. More and more people are coming to the hospital every day.

Can anybody work here?

There are certain requirements. First, staff need at least two years of professional experience. Then, although there is no age limit, you have to be physically fit because the living conditions here are difficult.

How long do you stay in one place?

Most contracts are for six months, but some last up to twelve months. There's a lot to do here – so I'm not going anywhere else for a while!

6

Student's Book, pages 6 and 7

BEFORE YOU BEGIN

1 Ask the students to work in pairs to answer the question and find out the meanings of unknown words. Check answers as a class.

Answers
health center, clinic

2 Ask students to read the *Reading strategies* box. Ask *Why are you reading the text quickly the first time? (because we want to get a general understanding of the text – we don't need to understand it all at this point).*
Play the audio while students read the text. Students answer the question. Check answers as a class.

Audioscript 1.1 – see page 123

Answer
It is likely that Dr. Amini will be in Wardher for six to twelve months, though right now she doesn't know how long she will stay.

COMPREHENSION

3 Students read the *Reading strategies* box. Ask *How can you guess the meaning of words you don't know? (You read the complete sentence to understand the general meaning. You might need to read the sentence(s) before and after to help in understanding.)*
Ask a student to read the first statement. Ask *Which are the words we need to match to the words in the text? (only doctor)*. Ask students to read the opening two sentences. Can they find these words? They should be able to match them to one of the many doctors. Ask *So, is she the only doctor? (No, there are many doctors, so the answer is false).*
Ask students to silently read the questions and underline important words. Play the audio again while students read and find the answers. Check answers as a class. Ask students to explain their answers by telling the class the part of the text where they found the answer.

Audioscript 1.1 – see page 123

Answers
1 *False. There are many doctors working there.* **2** False. Life in Wardher is very hard. **3** False. They eat mostly staple foods like pasta and bread. **4** False. Staff need at least two years of professional experience and must be physically fit. **5** True

GRAMMAR: The simple present and the present progressive

4 Tell students, *On Saturday morning, I go to the market. This morning, I am teaching.* Ask *What verbs did I use in the sentences?* Repeat the sentences if necessary. Students reply *go* and *am teaching*. Ask *Why do we use these verbs? (The first one shows what we do every day or regularly; the second shows what we are doing now.)*
Ask students to work in pairs to complete the exercise. Check answers as a class. Discuss any problems they may have and refer them to the *Student grammar review* on page W43.

Answers
1 *am interviewing* **2** is working **3** don't have **4** do you stay **5** 'm not going

5 Ask students to read the whole dialogue, ignoring the blanks. Ask *What does Michael want to be? (a doctor).* Students complete the dialogue individually. Monitor and help where necessary. When students have finished, ask them to compare answers with a partner.

Answers
Students' own answers

6 Play the audio while students check their answers. Check answers as a class.

Audioscript 1.2 – see page 123

Answers
1 *are you watching* **2** Do you want **3** am trying **4** begins **5** am working **6** wash **7** put **8** go **9** are waiting **10** are not feeling **11** examine **12** write

Workbook, page W4, Exercises 1, 2, and 3

SPEAKING

7 Give your answers to the questions as a model. Students work in pairs to ask and answer the questions. Monitor as they are working. Do not interrupt them, but note any errors with the verbs and go over them at the end of the exercise. Choose some students to answer the questions.

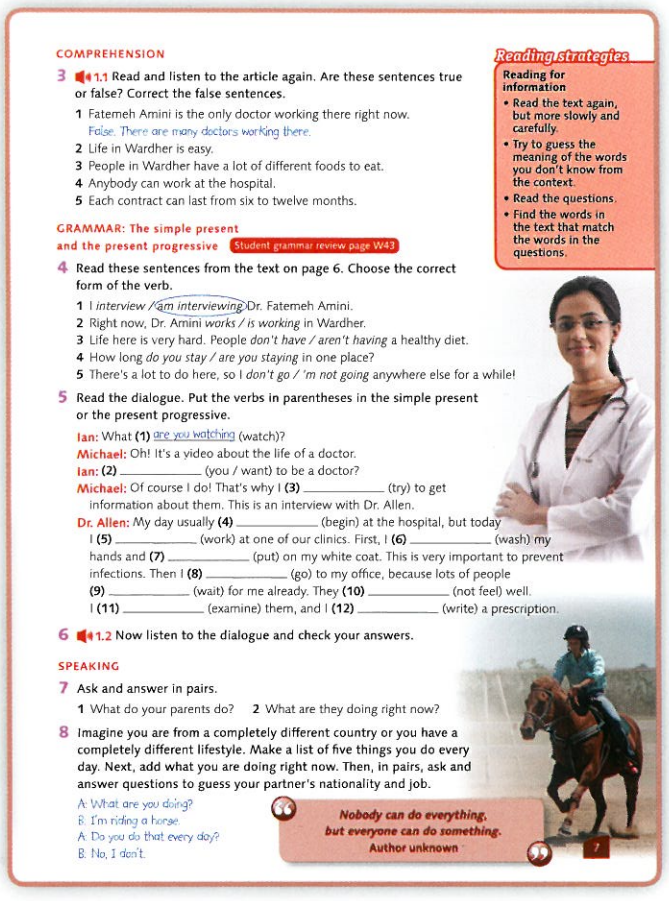
Answers
Students' own answers

8 Read the instructions with the class. Choose two students to read the questions and answers. Explain that they can ask as many questions as necessary to find the answer. Monitor as they are speaking and again note down any mistakes to review when they have finished the exercise. Ask students to tell the class where their partner was from and what job they did.

Suggested answers
A: *What are you doing?* ***B:*** *I'm riding a horse.*
A: *Do you do that every day?* ***B:*** *No, I don't.*
A: What do you do every day? **B:** I fly planes.
A: Are you a pilot? **B:** Yes, I am.

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Workbook, page W4, Exercise 4



COMPREHENSION

3 1.1 Read and listen to the article again. Are these sentences true or false? Correct the false sentences.

1 Fatemeh Amini is the only doctor working there right now.
False. There are many doctors working there.
2 Life in Wardher is easy.
3 People in Wardher have a lot of different foods to eat.
4 Anybody can work at the hospital.
5 Each contract can last from six to twelve months.

GRAMMAR: The simple present and the present progressive — Student grammar review page W43

4 Read these sentences from the text on page 6. Choose the correct form of the verb.

1 I *interview / am interviewing* Dr. Fatemeh Amini.
2 Right now, Dr. Amini *works / is working* in Wardher.
3 Life here is very hard. People *don't have / aren't having* a healthy diet.
4 How long *do you stay / are you staying* in one place?
5 There's a lot to do here, so I *don't go / 'm not going* anywhere else for a while!

5 Read the dialogue. Put the verbs in parentheses in the simple present or the present progressive.

Ian: What **(1)** are you watching (watch)?
Michael: Oh! It's a video about the life of a doctor.
Ian: **(2)** _____ (you / want) to be a doctor?
Michael: Of course I do! That's why I **(3)** _____ (try) to get information about them. This is an interview with Dr. Allen.
Dr. Allen: My day usually **(4)** _____ (begin) at the hospital, but today I **(5)** _____ (work) at one of our clinics. First, I **(6)** _____ (wash) my hands and **(7)** _____ (put) on my white coat. This is very important to prevent infections. Then I **(8)** _____ (go) to my office, because lots of people **(9)** _____ (wait) for me already. They **(10)** _____ (not feel) well. I **(11)** _____ (examine) them, and I **(12)** _____ (write) a prescription.

6 1.2 Now listen to the dialogue and check your answers.

SPEAKING

7 Ask and answer in pairs.

1 What do your parents do? 2 What are they doing right now?

8 Imagine you are from a completely different country or you have a completely different lifestyle. Make a list of five things you do every day. Next, add what you are doing right now. Then, in pairs, ask and answer questions to guess your partner's nationality and job.

A: What are you doing?
B: I'm riding a horse.
A: Do you do that every day?
B: No, I don't.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

Nobody can do everything, but everyone can do something.
Author unknown

LESSONS 3 AND 4

Overview

Outcomes
- to talk about health issues
- to read a text about snake milkers
- to talk about being a snake milker in Irula

Functions
- expressing opinions
- expressing likes and dislikes

Language focus
- health

Vocabulary
- health

Materials
- Student's Book pages 8–9, Workbook page W5

Student's Book, pages 8 and 9

VOCABULARY: Health

1 Read the words in the box. Ask students to repeat them after you. Ask them if they know any of the words or can match them to the pictures on the page.
Choose a student to read the example. Let the students work in pairs or groups of three to complete the exercise. Check answers as a class.

Answers
1 *injury* **2** operation **3** first aid **4** wound
5 prescription **6** examination **7** X-ray
8 vaccination

2 Choose a student to read the example sentence. Ask the student to point to his knee. Ask *Do you have a knee injury?* Students can work in the same pairs or groups to complete the exercise. Check answers as a class.

Answers
1 *injury* **2** vaccination **3** examination
4 wound **5** prescription **6** operation
7 first aid **8** X-ray

Talk together

3 First of all, write *Why* and *What* questions on the board, and ask students to think about how they might answer these types of questions. Students should be able to figure out that the word *because* will occur in the answer to a *Why* question. In addition, they should know that *What* expects a factual answer. Ask which questions in the exercise expect which kinds of answers, and get the students to read the three questions. Ask the class if they can explain what an *X-ray* is, and then ask them if they have any other questions about vocabulary before they begin the exercise. Allow them to work with a different partner from usual, and tell them to ask and answer the questions in as much detail as they can. Monitor their conversations, noting any common errors. Write a few of these on the board at the end and get students to correct them.

Answers
1 People have X-rays to find out what is wrong inside the body; they have operations to repair the damage. **2** Students' own answers
3 You should clean it and put a bandage on it.



VOCABULARY: Health

1 Match the words in the box with their meanings.

examination first aid ~~injury~~ operation prescription vaccination wound X-ray

1 physical damage to a part of the body injury
2 a procedure to open up and repair a damaged part of the body
3 immediate medical treatment before a doctor sees a patient
4 a cut or tear in the skin or an organ of the body
5 written details of medicine or tablets the doctor recommends
6 the doctor's detailed investigation of a patient
7 a picture of the inside of the body
8 an injection to prevent a serious illness

2 Complete the sentences with the words in the box in Exercise 1.

1 One of the best players on our soccer team can't play for six months because he has a serious knee injury. He hurt it in last week's game.
2 If we give all children a _____ against dangerous diseases, they won't ever catch them.
3 After an _____ the doctor said she was fine, and there was nothing wrong with her.
4 I was running when I fell and cut my hand. I have a bandage on the _____ now to stop it from bleeding.
5 "I think you have the flu," said the doctor. "I've written you a _____ for some medicine."
6 The baby is having an _____ to repair a small hole in his heart.
7 It's very important to know about basic _____ – what to do when someone cuts himself/herself by accident or has a nosebleed.
8 Hassan fell off his bike and hurt his ankle. He had an _____ at the hospital, and it showed that a bone was broken.

Talk together

3 In pairs, ask and answer the questions.

1 Why do people have X-rays or operations?
2 What do you know about first aid?
3 What should you do to a bleeding wound?

READING

4 Read the instructions with the class and then read the *Reading strategies* box. Give students three or four minutes to read the text. Ask *What is the text about? (People in India who catch snakes to get their venom. This venom is used to help people who have snakebites, which are very dangerous).* Students follow the instructions in the box. Monitor to make sure they are underlining words in the text. Then they match the headings and paragraphs. When students have finished, ask them to compare answers with a partner. Check answers as a class.

Answers
1 *d* **2** e **3** a **4** c **5** b

COMPREHENSION

5 Choose two students to read the example question and answer. In pairs, students answer the remaining questions. Check answers as a class.

Answers
1 *They catch snakes and milk them for their venom.* **2** The Irula co-operative produces pure venom powder. **3** The Irula keep the snakes for three to four weeks. **4** The Irula set the snakes free in the forest after they have milked them. **5** The Irula use the money they make to help their community. The venom they produce also saves the lives of millions of people.

Workbook, page W5, Exercises 5 and 6

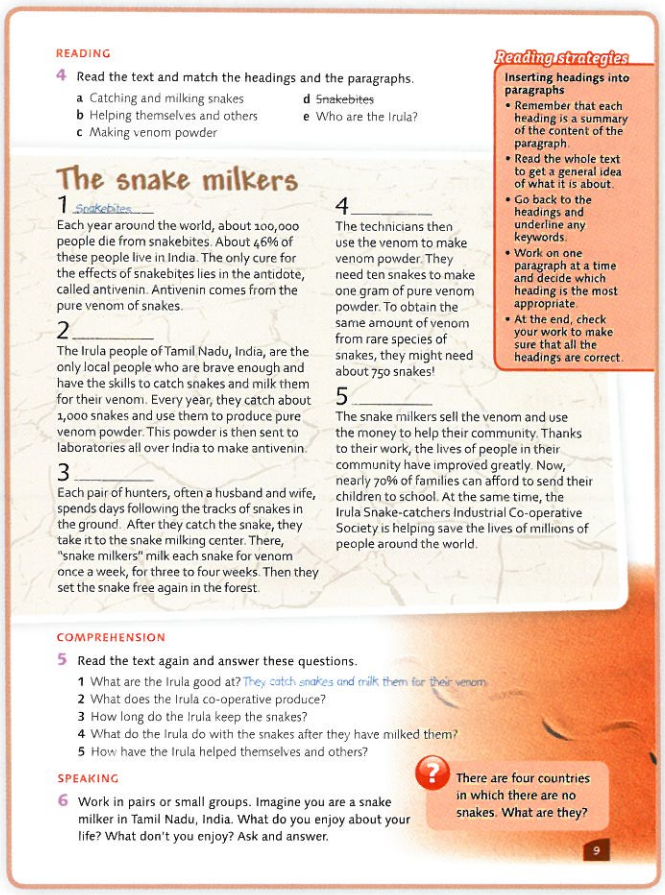
SPEAKING

6 If you wish, choose different students to read each paragraph out loud. Ask a few students for some answers to the questions. Then let them work in pairs or groups to discuss. Monitor as they are talking. Choose some groups that had the best ideas to tell the whole class.

Suggested answers
A: What do you enjoy about your life? **B:** I enjoy following the tracks of the snakes. It's very exciting. **A:** What don't you enjoy? **B:** I don't enjoy catching the snakes. I don't want to get bitten!

Research box
Ask the students to discuss the question in pairs. Point out that the question means native snakes.

Answer
The four countries with no snakes are Ireland, New Zealand, Iceland, and Greenland.



READING

4 Read the text and match the headings and the paragraphs.

a Catching and milking snakes
b Helping themselves and others
c Making venom powder
d ~~Snakebites~~
e Who are the Irula?

Reading strategies
Inserting headings into paragraphs
- Remember that each heading is a summary of the content of the paragraph.
- Read the whole text to get a general idea of what it is about.
- Go back to the headings and underline any keywords.
- Work on one paragraph at a time and decide which heading is the most appropriate.
- At the end, check your work to make sure that all the headings are correct.

The snake milkers

1 ~~Snakebites~~
Each year around the world, about 100,000 people die from snakebites. About 46% of these people live in India. The only cure for the effects of snakebites lies in the antidote, called antivenin. Antivenin comes from the pure venom of snakes.

2 _____
The Irula people of Tamil Nadu, India, are the only local people who are brave enough and have the skills to catch snakes and milk them for their venom. Every year, they catch about 1,000 snakes and use them to produce pure venom powder. This powder is then sent to laboratories all over India to make antivenin.

3 _____
Each pair of hunters, often a husband and wife, spends days following the tracks of snakes in the ground. After they catch the snake, they take it to the snake milking center. There, "snake milkers" milk each snake for venom once a week, for three to four weeks. Then they set the snake free again in the forest.

4 _____
The technicians then use the venom to make venom powder. They need ten snakes to make one gram of pure venom powder. To obtain the same amount of venom from rare species of snakes, they might need about 750 snakes!

5 _____
The snake milkers sell the venom and use the money to help their community. Thanks to their work, the lives of people in their community have improved greatly. Now, nearly 70% of families can afford to send their children to school. At the same time, the Irula Snake-catchers Industrial Co-operative Society is helping save the lives of millions of people around the world.

COMPREHENSION

5 Read the text again and answer these questions.

1 What are the Irula good at? *They catch snakes and milk them for their venom.*
2 What does the Irula co-operative produce?
3 How long do the Irula keep the snakes?
4 What do the Irula do with the snakes after they have milked them?
5 How have the Irula helped themselves and others?

SPEAKING

6 Work in pairs or small groups. Imagine you are a snake milker in Tamil Nadu, India. What do you enjoy about your life? What don't you enjoy? Ask and answer.

? There are four countries in which there are no snakes. What are they?

9

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a speech about World Blood Donor Day
- to write an e-mail about donating blood
- to talk about a project to help poor people
- to read a leaflet about a project to help poor families in Africa
- to write a leaflet to convince people to help others

Functions
- describing pictures
- giving reasons
- persuading

Language focus
- persuasive language

Vocabulary
- blood donation

Materials
- Student's Book pages 10–11, Workbook page W6, CD



Listening strategies

Completing a text
- Read the text first so you know what it is about.
- Look at each blank. What type of word do you need? Is it a noun, adjective, verb, or adverb?
- Try to guess what the missing word might be.

LISTENING

1 Before you listen, look at the pictures. What do you think is happening?

2 1.3 Read the text. When is World Blood Donor Day? Now listen to the speech and complete the text as you listen. Then listen one more time to check your answers.

organs oxygen banks waste transportation blood replaced one hundred volunteer transfusion

World Blood Donor Day

Do you want to save a life?

Do you realize that you have something of great value within you? It's your (1) blood! This is the substance that works as the body's (2) _____ system. As it circulates throughout your body, it delivers (3) _____ and nutrients to all the places that need them. Blood also collects (4) _____ products, such as carbon dioxide, and carries them to the (5) _____ that make sure they leave the body.

Blood can be (6) _____, too. We can take it from one person and give it to another, by a process called (7) _____. Every day, this process saves millions of lives. That's why hospitals need to collect blood. The blood that people donate is kept in blood (8) _____.

To help encourage more people to give blood, a World Blood Donor Day has been declared. Now, annually, on June 14, groups all over the world organize events where people (9) _____ to donate blood. Every year, more than (10) _____ million people take part in blood donation. Why don't you become one of them?



COMPREHENSION

3 1.3 Listen again and answer the questions.
1 Why does the speaker call blood "something of great value within you"?
2 What happens during a transfusion?
3 What do hospitals do with blood that people donate?
4 What is the purpose of the speech?

WRITING

4 Imagine that you have decided to donate blood. Write a short e-mail to a friend explaining why you are giving blood.

10

Student's Book, pages 10 and 11

LISTENING

1 Discuss the question as a class. Ask *Do your parents donate blood? Why do we need people to donate blood?* Don't confirm their answers to this question yet because they will learn more in the reading text.

Answer
The man is donating blood and the blood is being stored in blood banks.

2 Ask students to read the text ignoring the blanks and answering the question (*June 14*).
Read the *Listening strategies* box with the class. Let them practice the pronunciation of the words in the yellow box. Then play the audio while students complete the text. Play the audio again for students to check their answers. Check answers as a class.

Audioscript 1.3 – see page 123

Answers
1 *blood* **2** transportation **3** oxygen **4** waste **5** organs **6** replaced **7** transfusion **8** banks **9** volunteer **10** one hundred

COMPREHENSION

3 Students work in pairs to answer the questions. Check answers as a class. Discuss with the class how hospitals need blood, for example, during major operations or if someone has been in a very bad accident and is losing a lot of blood. Explain to the students that not everyone's blood is the same and the donor's blood needs to be matched to the person who needs it. Blood can be kept for five to six weeks in a blood bank. Try to answer any questions or ask the students to try to find out the answers at home because they might use this information in Exercise 4. Play the audio again while the students answer the questions.

Audioscript 1.3 – see page 123

Answers
1 The speaker calls it that because it can be used to save lives if we donate it. **2** Blood is taken from one person and given to another. **3** Hospitals collect the blood and keep it in blood banks. **4** The purpose of the speech is to encourage the reader to donate blood.

WRITING

4 Discuss the writing activity with the class. Students write their answers while you monitor, helping if necessary. Choose some students to read their e-mails out loud.

Suggested answer
Hi Hassan, I've decided to donate blood. It's a really good thing to do because it can save lives. Sometimes people need blood transfusions when they are sick. That means their blood needs to be replaced with blood from someone else. Then they can get well again. Why don't you donate blood, too?

Workbook, page W6, Exercises 7, 8, and 9

SPEAKING

5 Have a quick discussion with the class about the possible projects. Students work in groups of three to five to have their own discussion about a possible project. They choose one member of the group to report back to the class.

Suggested answer
Poor people in Africa need clean water. We can help them by raising money to build wells and then helping build them. They also need more food. We can help by sending packages of food.

READING

6 Remind students that they are going to read the leaflet just to answer the question. They will look at the text in more detail shortly. Help students explain how the project works.

Answer
They raise money to buy animals for poor families in Africa. They give these families a cow, a goat, or some chickens and teach them how to care for their animals, how to help other people in the community, how to sell their produce, and how to improve their farm and community.

COMPREHENSION

7 Give students time to read the leaflet again and then work in pairs to answer the questions. Check answers as a class.

Answers
1 Send an animal and change a life **2** It is big and bold. The words are simple. **3** The reader wonders how an animal can change someone's life and wants to read the leaflet to find out more. **4** Yes **5** Yes. The organization wants volunteers to help raise money to buy an animal, to talk to people about the organization, and to help organize events. **6** Yes. The reader has to send an e-mail to the website for an information pack.

WRITING

8 Read the *Writing strategies* box with the class. Put the students in the same groups they were in when doing Exercise 5. Ask them to discuss what they will write before they create their own leaflet.

Answers
Students' own answers



SPEAKING

5 Work together in small groups. Think of a project to help poor people in Africa. What do they need? How can you and your classmates help them?

READING

6 Read this leaflet. How does the project work?

Send an animal and change a life

"Send an animal" works with poor families in Africa. We provide them with an animal – a cow, a goat, or a few chickens. But we don't stop there. We also help people by teaching them:

- the skills they need to care for their animals;
- how to help other people in the community;
- how to sell any produce they don't need (milk, eggs, meat);
- how to use the money to improve their farm and community.

We sent a cow to Abasi and Habiba in Africa. They say, "Our cow is changing our family life. She provides milk for our children, which we could not afford before. We have extra milk to sell, so now we can pay for school and family healthcare. Our cow also helps us fertilize our land, so we can grow more vegetables to eat, share with neighbors, and sell."

We are looking for volunteers to help us raise money to buy an animal. We also need you to talk to people about our organization and to help organize events. If you decide to volunteer, you'll get plenty of help and training, and you'll make some new friends, too!

Please send an e-mail to the website for your free information pack.

COMPREHENSION

7 Read the leaflet again and answer the questions.

1 What is the main heading of the leaflet?
2 How does it catch the reader's attention?
3 Does it make the reader want to read on? How?
4 Now look at the text. Are the sentences short and easy to read?
5 Does the reader know what the organization wants?
6 Does the reader know what to do to help?

WRITING

8 Now write your own leaflet to convince people to support those who need help.

Writing strategies

Writing a leaflet

- Think about who your reader is.
- Think about what you want the reader to do.
- Write a list of the topics you want to mention.
- Take notes.
- Think about pictures as well as words.

11

LESSONS 7 AND 8

Workbook, page W7, Exercises 10, 11, and 12

Unit 2 Staying healthy

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about first aid
- to talk about how to help an injured person
- to talk about what to do when injured
- to write a paragraph about an incident of injury or illness

Functions
- giving advice
- describing a state of injury or illness

Language focus
- modal verbs *should*, *shouldn't*, *ought to*, and *must*

Vocabulary
- first aid
- injury and illness

Materials
- Student's Book pages 12–13, Workbook page W8, CD

Student's Book, pages 12 and 13

BEFORE YOU BEGIN

1 Students discuss the questions in pairs or small groups. Discuss as a class and write their suggestions on the board. Don't say if they are right or wrong at this stage.

Answers
Students' own answers

2 Ask students to read the *Reading strategies* box and then to read the text to find the answers to the questions in Exercise 1. Play the audio while the students read.

Audioscript 2.1 – see pages 123 and 124

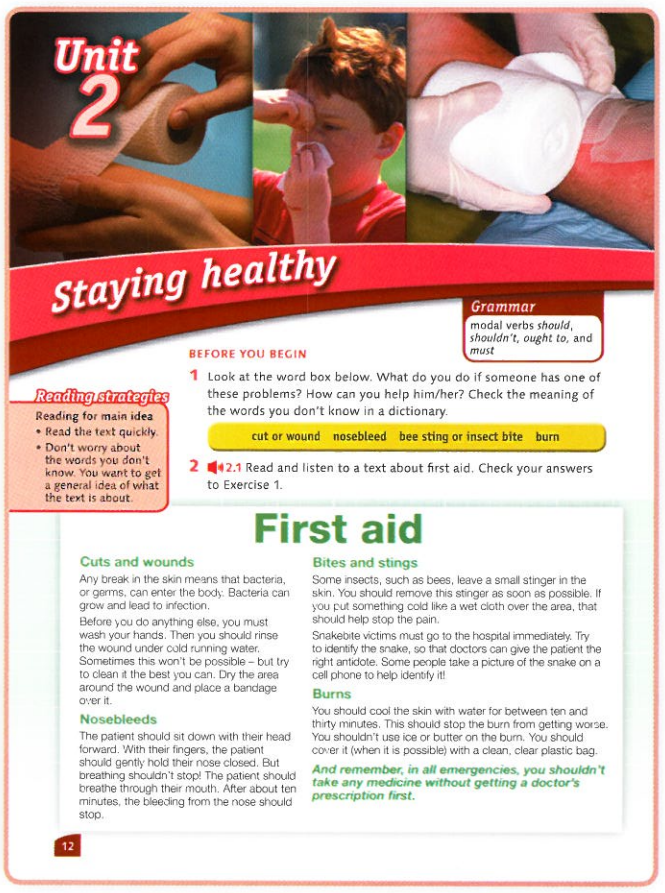
Answers
cut or wound: first wash your hands, then clean the wound with cold water, make sure it is dry, cover it with a bandage
nosebleed: tilt the head forward, hold the nose closed **bee sting or insect bite:** remove the stinger, put a wet cloth over the area, go to a hospital if it is serious **burn:** cool the area under water, cover it with a clean, clear plastic bag

COMPREHENSION

3 Read the *Reading strategies* box with the class. Choose a student to read the first sentence. Ask *So will you put ice on a burn? (No, you shouldn't do that).* Play the audio again while the students do the exercise. Students complete the exercise individually and then check their answers with a partner. Check answers as a class.

Audioscript 2.1 – see pages 123 and 124

Answers
1 *a* 2 c 3 b 4 e 5 d


Unit 2
Staying healthy
Grammar
modal verbs *should*, *shouldn't*, *ought to*, and *must*
BEFORE YOU BEGIN
1 Look at the word box below. What do you do if someone has one of these problems? How can you help him/her? Check the meaning of the words you don't know in a dictionary.
cut or wound nosebleed bee sting or insect bite burn
2 2.1 Read and listen to a text about first aid. Check your answers to Exercise 1.
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
First aid
Cuts and wounds
Any break in the skin means that bacteria, or germs, can enter the body. Bacteria can grow and lead to infection.
Before you do anything else, you must wash your hands. Then you should rinse the wound under cold running water. Sometimes this won't be possible – but try to clean it the best you can. Dry the area around the wound and place a bandage over it.
Nosebleeds
The patient should sit down with their head forward. With their fingers, the patient should gently hold their nose closed. But breathing shouldn't stop! The patient should breathe through their mouth. After about ten minutes, the bleeding from the nose should stop.
Bites and stings
Some insects, such as bees, leave a small stinger in the skin. You should remove this stinger as soon as possible. If you put something cold like a wet cloth over the area, that should help stop the pain.
Snakebite victims must go to the hospital immediately. Try to identify the snake, so that doctors can give the patient the right antidote. Some people take a picture of the snake on a cell phone to help identify it!
Burns
You should cool the skin with water for between ten and thirty minutes. This should stop the burn from getting worse. You shouldn't use ice or butter on the burn. You should cover it (when it is possible) with a clean, clear plastic bag.
And remember, in all emergencies, you shouldn't take any medicine without getting a doctor's prescription first.
12

SPEAKING

4 Choose two students to read the example question and answer. In pairs, students practice asking and answering the questions. Monitor as they are speaking, helping where necessary.

Suggested answers

A: *What should you do when you have a cut or a wound?* ***B:*** *You must wash your hands. You should rinse the wound under cold running water, and then put a bandage over it.* **A:** What should you do when you have a burn? **B:** You should cool the skin with water and cover it with a clear, clean plastic bag.

GRAMMAR: Modal verbs *should, shouldn't, ought to,* and *must*

5 Give students some example sentences with the four modals to show them how they are used and to clarify the meaning. Say *My friend is not very well. I think she should go to the doctor, but she doesn't want to.* Ask *Does my friend have to go to the doctor? (No, she can if she wants.) Do I want my friend to go to the doctor? (Yes, I think she should go.)* Tell students that you can also say *My friend ought to go to the doctor.* It is a little stronger than *should.* Continue by saying *My friend shouldn't go to work. Is she going to work? (We don't know.) Is it a good idea? (No, it isn't.)* Then say *A doctor wants to operate on a patient. His hands are dirty. Is that OK? (No, he must wash his hands.) Can he wash his hands if he wants to? (No, he must wash them.)*

Choose a student to read the example sentence. Let students explain the answer. Students complete the rest of the exercise. Check answers as a class. Direct the students to *Student grammar review* page W43.

Answers

1 *ought to* **2** must **3** must **4** must
5 ought to

Workbook, page W8, Exercises 1 and 2

SPEAKING

6 Choose students to read the list of injuries and illnesses in the box. Choose two other students to read the example conversation. Let students work in pairs. Monitor as they are speaking, helping where necessary.

Suggested answers

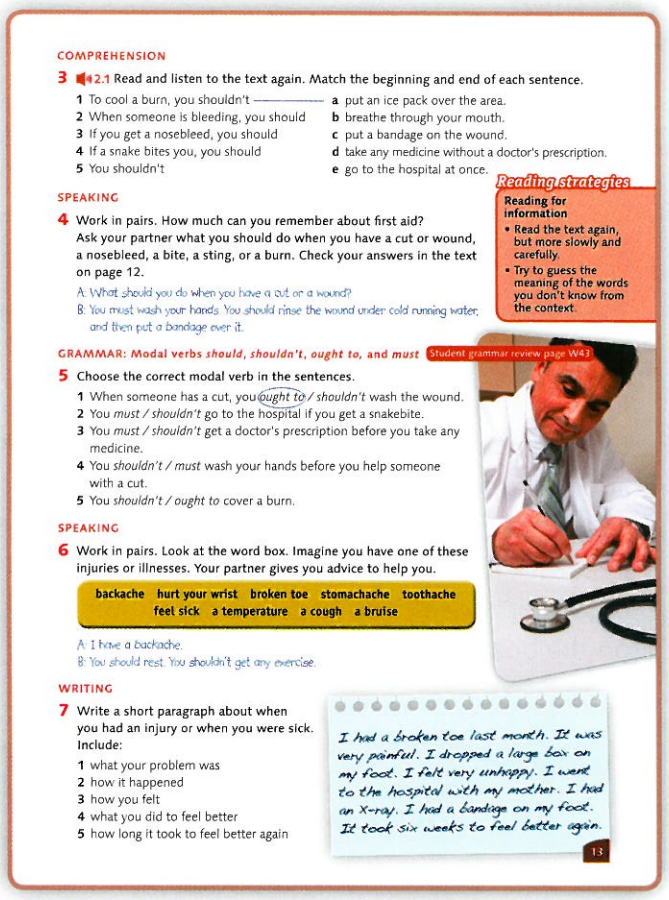
A: *I have a backache.* ***B:*** *You should rest. You shouldn't get any exercise.* **A:** I feel sick.
B: You should lie down and drink some water.
A: I have a cough. **B:** You ought to drink some water. You shouldn't take any medicine without a doctor's prescription.

WRITING

7 Read the instructions with the class. Choose a student to read the example answer. Ask *Does the answer have all the points in it? (yes)* Students write their own paragraphs. Then they exchange paragraphs with a partner and check each other's work. Choose some students to read their paragraphs out loud.

Suggested answer

I had a broken toe last month. It was very painful. I dropped a large box on my foot. I felt very unhappy. I went to the hospital with my mother. I had an X-ray. I had a bandage on my foot. It took six weeks to feel better again.



COMPREHENSION

3 2.1 Read and listen to the text again. Match the beginning and end of each sentence.

1 To cool a burn, you shouldn't ——— a put an ice pack over the area.
2 When someone is bleeding, you should b breathe through your mouth.
3 If you get a nosebleed, you should c put a bandage on the wound.
4 If a snake bites you, you should d take any medicine without a doctor's prescription.
5 You shouldn't e go to the hospital at once.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.

SPEAKING

4 Work in pairs. How much can you remember about first aid? Ask your partner what you should do when you have a cut or wound, a nosebleed, a bite, a sting, or a burn. Check your answers in the text on page 12.

A: What should you do when you have a cut or a wound?
B: You must wash your hands. You should rinse the wound under cold running water, and then put a bandage over it.

GRAMMAR: Modal verbs *should, shouldn't, ought to,* and *must* Student grammar review page W43

5 Choose the correct modal verb in the sentences.

1 When someone has a cut, you *ought to* / *shouldn't* wash the wound.
2 You *must* / *shouldn't* go to the hospital if you get a snakebite.
3 You *must* / *shouldn't* get a doctor's prescription before you take any medicine.
4 You *shouldn't* / *must* wash your hands before you help someone with a cut.
5 You *shouldn't* / *ought to* cover a burn.

SPEAKING

6 Work in pairs. Look at the word box. Imagine you have one of these injuries or illnesses. Your partner gives you advice to help you.

backache hurt your wrist broken toe stomachache toothache feel sick a temperature a cough a bruise

A: I have a backache.
B: You should rest. You shouldn't get any exercise.

WRITING

7 Write a short paragraph about when you had an injury or when you were sick. Include:

1 what your problem was
2 how it happened
3 how you felt
4 what you did to feel better
5 how long it took to feel better again

I had a broken toe last month. It was very painful. I dropped a large box on my foot. I felt very unhappy. I went to the hospital with my mother. I had an X-ray. I had a bandage on my foot. It took six weeks to feel better again.

13

Workbook, page W8, Exercises 3 and 4

LESSONS 3 AND 4

Overview

Outcomes
- to talk about preventing the spread of germs
- to listen to advice about preventing the spread of germs
- to read a text about being fit and healthy
- to talk about what to do in situations

Functions
- expressing opinions
- giving advice

Language focus
- modal verbs *should, shouldn't, ought to,* and *must*

Vocabulary
- spreading germs
- being fit and healthy

Materials
- Student's Book pages 14–15, Workbook page W9, CD

Student's Book, pages 14 and 15

LISTENING

1 Students discuss the question in pairs. Ask pairs to share their ideas with the class. Write notes on the board. They will check their ideas in the next activity.

Answers
Students' own answers

2 Read the *Listening strategies* box with the class. Remind students that they have to listen for what they *should* and *shouldn't* do in each case. Play the audio. Students complete the chart. Play it again if necessary or ask students to discuss their answers in pairs. Check answers as a class. Discuss with the class which ideas they had, referring to the notes on the board.

Audioscript 2.2 – see page 124

Answers

	You should ...	You shouldn't ...
Cleanliness	• *wash your hands frequently.* • wash your hands thoroughly with soap and water after using the bathroom and before eating.	• bite your fingernails. • use your hands when eating.
Food	• cook food thoroughly. • be careful when eating meat. • cook meat well.	• eat raw fruits and vegetables without washing them first.
Water		• drink from rivers or lakes unless you are sure that the water is safe for drinking.
Animals	• wash your hands thoroughly after touching animals.	



LISTENING

1 An expert is giving advice about how to prevent the spread of germs. What do you think she will say? Work in pairs and discuss your ideas.

2 2.2 Listen and complete the chart. Did you have any of the same advice?

	You should ...	You shouldn't ...
Cleanliness	wash your hands frequently	
Food		
Water		
Animals		

COMPREHENSION

3 2.2 Listen again and answer the questions.
1 Why shouldn't people bite their fingernails?
2 Which two food types are usually healthier to eat when they are not cooked?
3 When can cooked food be dangerous?
4 Why shouldn't you drink from rivers or lakes?
5 How can animals spread germs?

SPEAKING

4 Work in pairs. What are the best ways to be fit and healthy? Look at this list and decide if the sentences are true or false. Why do you think the sentences are true or false?
1 Sleep for over ten hours a night.
2 Have a good breakfast.
3 Have a lot of sweet food for breakfast.
4 Eat a lot of fruits and vegetables.
5 Travel to school by car.
6 Do a lot of exercise.

Listening strategies
Listening to organize information
- Look at the words in the chart before you listen.
- Identify the keywords.
- Listen carefully for the keywords.

14

COMPREHENSION

3 Students discuss the questions in pairs. Play the audio again if necessary. Check answers as a class.

Audioscript 2.2 – see page 124

Answers

1 They shouldn't because dirty hands will carry germs into the body. **2** Fruit and vegetables are usually healthier when they are not cooked. **3** Meat can be dangerous if it is not well cooked. **4** You shouldn't because when animals swim in or drink from rivers they spread germs to the water. **5** Germs can spread when you touch animals. (Students may also refer to the same answer as for question 4 above.)

SPEAKING

4 Choose students to read the statements out loud. Don't ask them for their opinions at this stage. Students work in pairs to discuss, and then discuss as a class. If they disagree with each other, explain that the next text will confirm the correct answer.

Answers

Students' own answers

READING

5 Students read the text, ignoring the blanks and check their answers to the previous exercise.

Answers

1 False. You should sleep for at least eight hours a day. **2** True. Breakfast is a very important meal. **3** False. A lot of sweet food and sugar is bad for you and your teeth. **4** True. These foods are good for you. **5** False. Traveling by car is not a good way to get fit. **6** True. Doing a lot of exercise is very good for your body.

GRAMMAR: Modal verbs *should*, *shouldn't*, *ought to*, and *must*

6 Students complete the text. Check answers as a class.

Answers

1 *ought to* **2** ought to/should **3** must
4 shouldn't **5** shouldn't **6** ought to/should
7 ought to/should **8** shouldn't

Workbook, page W9, Exercises 5 and 6

Talk together

7 Read the first situation to the class and ask them for advice using the grammar in the yellow box. Choose different students to give you a sentence. Then ask them to work in pairs to discuss the other situations. Monitor as they are talking, helping when necessary. Ask different pairs to give their ideas to the class.

Suggested answers

A: I want to be in better shape. **B:** You ought to do more exercise. You should walk to school and play more sports. You shouldn't watch so much television. **A:** I'm always tired in the morning. **B:** You ought to go to bed earlier. You should get more sleep. You should also have a good breakfast. That will wake you up!

Research box

Ask students to discuss the questions in pairs.

Suggested answers

Five healthiest: raw green vegetables; raw fruit and berries; natural yogurt; fish; seeds and grains such as chick peas, soy beans, rice, and couscous; water

Five unhealthiest: fast foods; snack foods like chips and candy; sugary foods such as cake and pastries; deep-fried foods such as chips and doughnuts; soda

Quotation

Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Workbook, page W9, Exercise 7



READING

5 Read the text about being fit and healthy. Check your answers to Exercise 4.

Do you want to be fit and healthy?

Here are our top ten tips!

The first thing you (1) ought to do is get enough sleep! You (2) _____ get at least eight hours of sleep a day. And you (3) _____ have breakfast – it's essential. It's the most important meal of the day. You (4) _____ go to school without eating a good breakfast because you need energy to get through the day. But you (5) _____ have too many sugary cereals or drinks. You (6) _____ have fruits and vegetables. Regular exercise is also important. You (7) _____ walk to school, or ride your bike. You (8) _____ use the elevator – it's better to walk up the stairs instead! Remember, every little bit of exercise helps.

GRAMMAR: Modal verbs *should*, *shouldn't*, *ought to*, and *must* Student grammar review page W43

6 Read the text again and fill in the blanks with *should*, *shouldn't*, *ought to*, or *must*.

Talk together

7 Work in pairs. Choose a situation from the list, or use your own ideas. Take turns giving advice, using words from the box.

You should / You shouldn't / You ought to / You must

I want to have a healthier diet.
I want to do well in school.
I want to be in better shape.
I want to improve my English.
I can't go to sleep at night.
I'm always tired in the morning.

What are the five healthiest foods? And what are the five unhealthiest foods?

The greatest wealth is health.
Virgil, Roman poet (70 BCE–19 BCE)

15

LESSONS 5 AND 6

Overview

Outcomes
- to read an article about vaccination
- to talk about vaccination
- to read e-mails about a worried friend
- to write an e-mail giving advice

Functions
- describing pictures
- expressing feelings about a past experience
- giving advice

Language focus
- modal verbs *should, shouldn't, ought to,* and *must*

Vocabulary
- vaccination

Materials
- Student's Book pages 16–17, Workbook page W10

Student's Book, pages 16 and 17

READING

1 Split the class into three groups, and ask each group to talk about one of the pictures. See how long they can continue talking about that picture, and when they have finished, change the groups around. Do this again, until all the groups have talked about all the pictures, and then share ideas as a class. Write any new vocabulary on the board and practice sounding it out. Choose stronger students to compare the three pictures if you think they can manage this.

Answers
A doctor is looking at something under a microscope. A doctor is giving a child a vaccination. A picture of cells under a microscope.

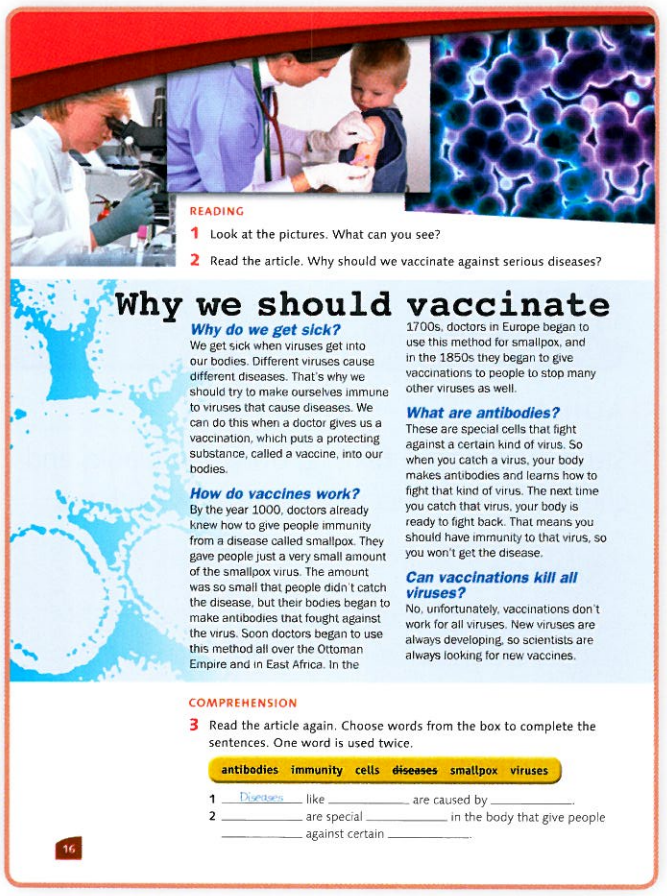
2 Ask students to read the article silently and find the answer to the question. Give them three or four minutes to do this. Remind them that this is the first time they are reading this, so they don't need to worry about unknown words. They are reading to get a general understanding.

Answer
to help prevent us from getting them

COMPREHENSION

3 Students complete the sentences after reading the article again. Remind them that one word is used twice. They can check their answers in pairs before checking as a class.

Answers
1 *Diseases*, smallpox, viruses **2** Antibodies, cells, immunity, diseases



READING

1 Look at the pictures. What can you see?

2 Read the article. Why should we vaccinate against serious diseases?

Why we should vaccinate

Why do we get sick?
We get sick when viruses get into our bodies. Different viruses cause different diseases. That's why we should try to make ourselves immune to viruses that cause diseases. We can do this when a doctor gives us a vaccination, which puts a protecting substance, called a vaccine, into our bodies.

How do vaccines work?
By the year 1000, doctors already knew how to give people immunity from a disease called smallpox. They gave people just a very small amount of the smallpox virus. The amount was so small that people didn't catch the disease, but their bodies began to make antibodies that fought against the virus. Soon doctors began to use this method all over the Ottoman Empire and in East Africa. In the 1700s, doctors in Europe began to use this method for smallpox, and in the 1850s they began to give vaccinations to people to stop many other viruses as well.

What are antibodies?
These are special cells that fight against a certain kind of virus. So when you catch a virus, your body makes antibodies and learns how to fight that kind of virus. The next time you catch that virus, your body is ready to fight back. That means you should have immunity to that virus, so you won't get the disease.

Can vaccinations kill all viruses?
No, unfortunately, vaccinations don't work for all viruses. New viruses are always developing, so scientists are always looking for new vaccines.

COMPREHENSION

3 Read the article again. Choose words from the box to complete the sentences. One word is used twice.

antibodies immunity cells ~~diseases~~ smallpox viruses

1 Diseases like _____ are caused by _____.
2 _____ are special _____ in the body that give people _____ against certain _____.

16

4 With the whole class, read the questions and ask students which words are the keywords. Explain that the keywords in a sentence are the most important words – the words that enable the reader to understand the main meaning of the sentence. For example, the keywords in question 1 might be *doctors*, *small amount*, *smallpox/vaccine*. Students should underline the keywords of the questions and then shut their books and try to remember what the questions were. Then get them to open their books and check. Ask them if they remember any of the information from the first time they read the article, and then direct them to read it again. They should answer the questions in pairs after reading the article.

Student's Book, page 19

OPENER

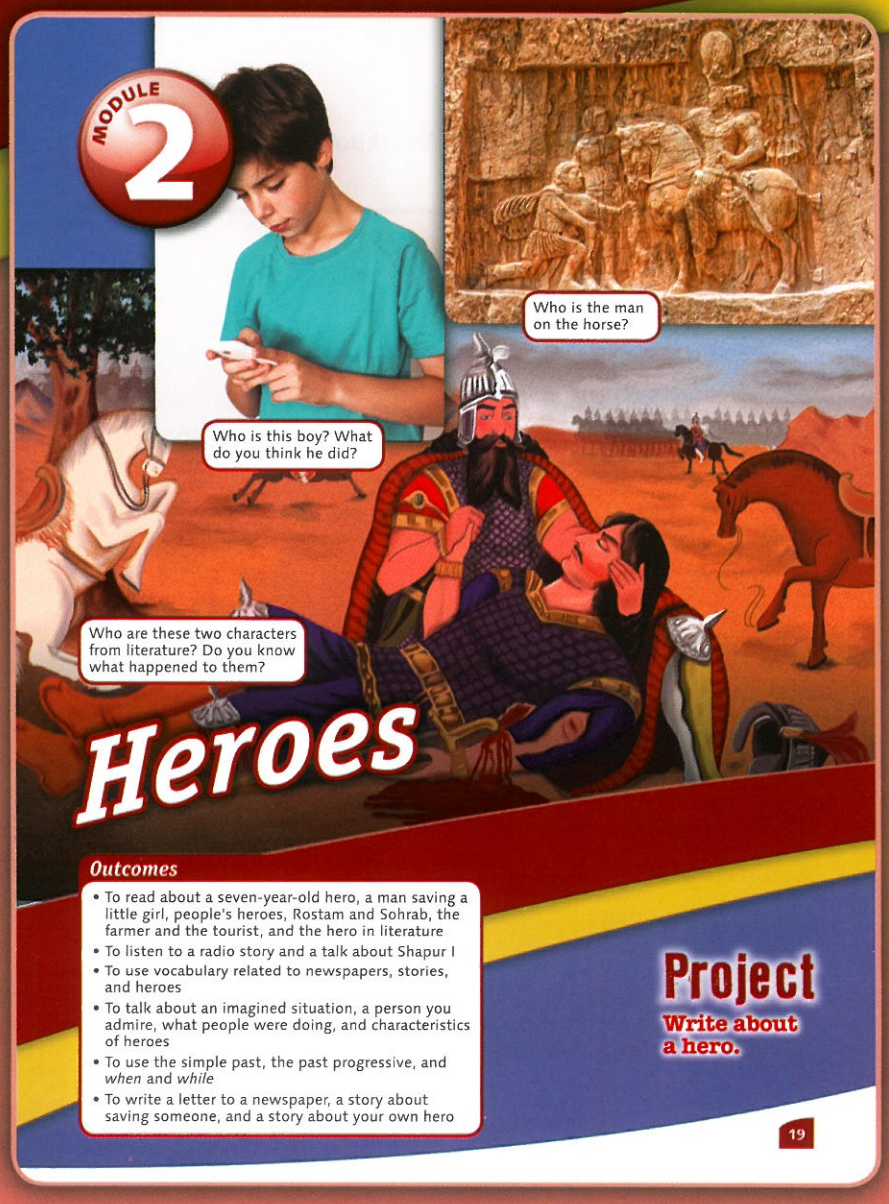
Ask the students to think about who their heroes are, e.g., athletes or heroes in fiction. Make sure they understand that the word *hero* encompasses women as well as men. Ask *What makes a hero? Why do we have heroes?* Discuss as a class, encouraging as many students as possible to give their views.

Point out to the students that the theme of this module is heroes and that the pictures on the page are all connected to that theme (*they depict Charlie Walters, a boy who thwarted an attempted robbery at his home; a historical relief showing the triumph of King Shapur I; and a picture showing Rostam and Sohrab*). Ask students to look at the pictures on page 19 and discuss the three questions. Let them suggest answers. Explain that they will find out the answers as they go over the module.

Heroes

Outcomes

- To read about a seven-year-old hero, a man saving a little girl, people's heroes, Rostam and Sohrab, the farmer and the tourist, and the hero in literature
- To listen to a radio story and a talk about Shapur I
- To use vocabulary related to newspapers, stories, and heroes
- To talk about an imagined situation, a person you admire, what people were doing, and characteristics of heroes
- To use the simple past, the past progressive, and *when* and *while*
- To write a letter to a newspaper, a story about saving someone, and a story about your own hero



Unit 3 Ordinary heroes

LESSONS 1 AND 2

Overview

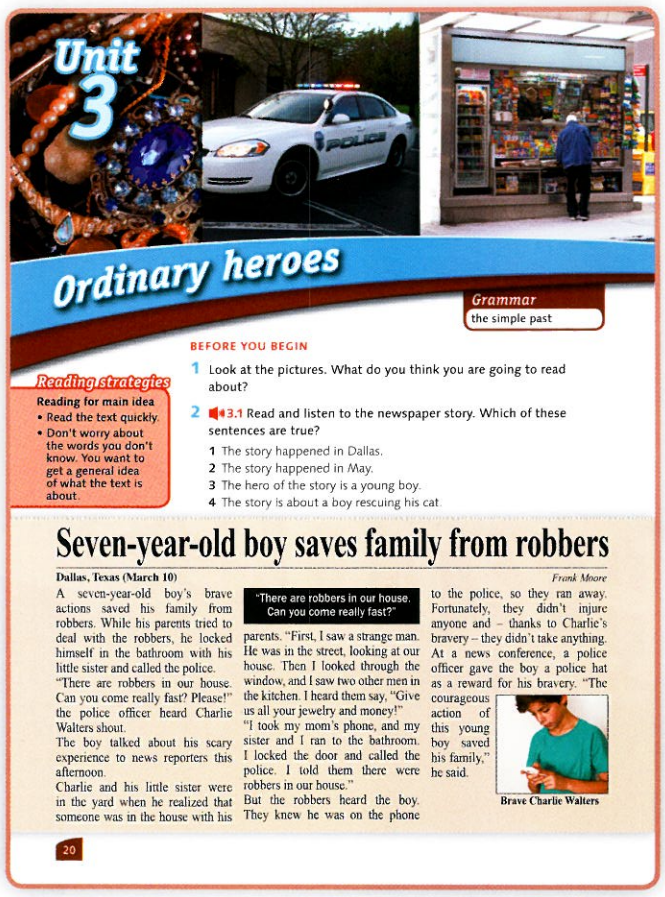
Outcomes
- to listen and read a newspaper story about a boy hero
- to talk about activities at specific times in the past
- to write a letter to a newspaper

Functions
- making guesses
- giving personal information
- expressing opinions

Language focus
- the simple past

Vocabulary
- stories
- newspapers

Materials
- Student's Book pages 20–21, Workbook page W12, CD



Student's Book, pages 20 and 21

BEFORE YOU BEGIN

1 Ask students to discuss the pictures in small groups and then report back to the class with their ideas.

Answers
Students' own answers

2 Read the *Reading strategies* box with the class. Remind them that they don't need to understand everything at this stage. Read the sentences with the class and ask them to find the answers to these. Play the audio while students read.

Audioscript 3.1 – see page 124

Answers
1 True **2** False. The story happened in March. **3** True **4** False. There is no cat involved.

COMPREHENSION

3 Read the *Reading strategies* box with the class. Ask the students to read the text more carefully and write down any words they are unsure of. If they can still understand the sentence, ask them to put a check beside the word. Ask students how many words they have that are not checked. Help students understand the words.
Play the audio again if you wish. Students do the exercise individually and then explain their answers in pairs. Check answers as a class.

Audioscript 3.1 – see page 124

Answers
1 *False. Charlie and his sister were in the yard when Charlie saw the robbers.* **2** False. One of the robbers was in the street and the other two were in the kitchen. **3** False. Charlie and his sister locked themselves in the bathroom. **4** False. The robbers didn't take anything. **5** False. The robbers left when they heard Charlie on the phone to the police. **6** True

GRAMMAR: The simple past

4 Ask students to explain what an irregular past tense verb is (*it is a verb that doesn't end in* d *or* ed). Students complete the exercise in pairs. Check answers as a class. Refer the students to the *Student grammar review* on page W43.

Answers
1 *called* **2** heard **3** saw ✓ **4** gave ✓
5 ran ✓ **6** took ✓ **7** was/were ✓ **8** realized
9 talked **10** locked **11** saved **12** tried

5 Check first that the students know the past tense of the verbs in parentheses. Make sure none of them are writing the answers as you go over them. Students then complete the exercise. Check answers as a class.

Answers
1 *was* **2** worked **3** came **4** put **5** shook
6 saved **7** knew **8** felt **9** said **10** found
11 had **12** met

6 Check that students know which are the question words and that they begin a question (hence the capital letter for *How*, *What*, etc.). Do the first question as an example with the class. Students write the questions.
Monitor as they are working, helping students correct their work where necessary. Students work in pairs to ask and answer the questions.
Monitor again, helping where necessary. Choose students to ask and answer the questions in front of the class. Check answers as a class.

Suggested answers
1 A: What did you eat for dinner last night? **B:** I ate chicken. **2 A:** When did you finish your homework? **B:** Before I went to bed. **3 A:** How did you travel to school this morning? **B:** I traveled by bus. **4 A:** Who did you see on Saturday afternoon? **B:** I saw my grandma. **5 A:** Which friends did you meet on the weekend? **B:** I met Ahmad and Hassan. **6 A:** Where did you go on vacation last year? **B:** I went to the mountains.

Workbook, page W12, Exercises 1, 2, 3, and 4

VOCABULARY: Newspapers

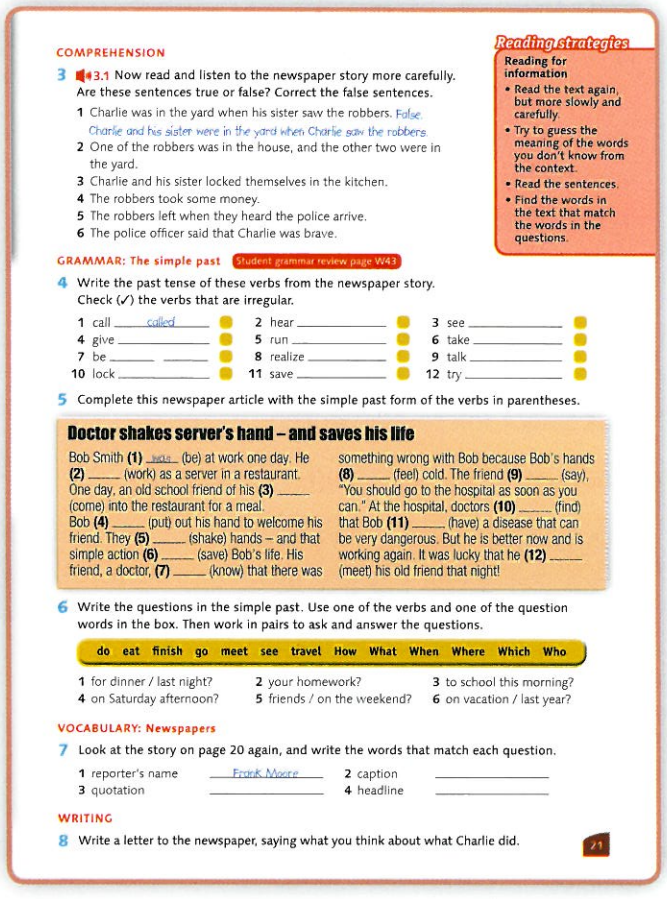
7 Discuss the words with the class.

Answers
1 *Frank Moore* **2** Brave Charlie Walters **3** "There are robbers in our house. Can you come really fast?" (This is the highlighted quotation selected for the purpose of dramatizing the story, but any text within quotation marks is a quotation, e.g. "First, I saw a strange man ...") **4** Seven-year-old boy saves family from robbers

WRITING

8 Discuss with the class their opinion of Charlie. You could write some notes on the board to help them when they write their letter. Discuss how they will begin the letter (*Dear Sir/Madam*) and how they will end it (*Sincerely*). Students write their letters. They can exchange letters with a partner and correct any grammar or spelling if necessary. Monitor as they are working, answering any questions. Choose students to read their letters out loud.

Answers
Students' own answers



COMPREHENSION

3 3.1 Now read and listen to the newspaper story more carefully. Are these sentences true or false? Correct the false sentences.

1 Charlie was in the yard when his sister saw the robbers. False. Charlie and his sister were in the yard when Charlie saw the robbers.
2 One of the robbers was in the house, and the other two were in the yard.
3 Charlie and his sister locked themselves in the kitchen.
4 The robbers took some money.
5 The robbers left when they heard the police arrive.
6 The police officer said that Charlie was brave.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the sentences.
- Find the words in the text that match the words in the questions.

GRAMMAR: The simple past Student grammar review page W43

4 Write the past tense of these verbs from the newspaper story. Check (✓) the verbs that are irregular.

1 call called ✓ 2 hear ✓ 3 see ✓
4 give ✓ 5 run ✓ 6 take ✓
7 be ✓ 8 realize ✓ 9 talk ✓
10 lock ✓ 11 save ✓ 12 try ✓

5 Complete this newspaper article with the simple past form of the verbs in parentheses.

Doctor shakes server's hand – and saves his life

Bob Smith (1) was (be) at work one day. He (2) worked (work) as a server in a restaurant. One day, an old school friend of his (3) came (come) into the restaurant for a meal. Bob (4) put (put) out his hand to welcome his friend. They (5) shook (shake) hands – and that simple action (6) saved (save) Bob's life. His friend, a doctor, (7) knew (know) that there was something wrong with Bob because Bob's hands (8) felt (feel) cold. The friend (9) said (say), "You should go to the hospital as soon as you can." At the hospital, doctors (10) found (find) that Bob (11) had (have) a disease that can be very dangerous. But he is better now and is working again. It was lucky that he (12) met (meet) his old friend that night!

6 Write the questions in the simple past. Use one of the verbs and one of the question words in the box. Then work in pairs to ask and answer the questions.

do eat finish go meet see travel How What When Where Which Who

1 for dinner / last night? What did you eat for dinner last night?
2 your homework? When did you finish your homework?
3 to school this morning? How did you travel to school this morning?
4 on Saturday afternoon? Who did you see on Saturday afternoon?
5 friends / on the weekend? Which friends did you meet on the weekend?
6 on vacation / last year? Where did you go on vacation last year?

VOCABULARY: Newspapers

7 Look at the story on page 20 again, and write the words that match each question.

1 reporter's name Frank Moore 2 caption _____
3 quotation _____ 4 headline _____

WRITING

8 Write a letter to the newspaper, saying what you think about what Charlie did.

21

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio story
- to read a story about a hero
- to write a story about saving someone

Functions
- expressing opinions
- giving reasons
- making preferences

Language focus
- the simple past

Vocabulary
- stories about heroes

Materials
- Student's Book pages 22–23, Workbook page W13, CD

Student's Book, pages 22 and 23

LISTENING

1 Look at the pictures with the class and discuss what they might be. Read the *Listening strategies* box with the class. Play the audio while they follow the advice. They then put the pictures in the correct order. Check answers as a class. The students may need help in recognizing picture *a* as a college graduation ceremony and picture *b* as representing Sally and Jane as school friends. Picture *c* shows Sally researching Jane's whereabouts on the Internet, and *d* is The Breakers, a well-known landmark in Newport, a town in Rhode Island in the U.S. Picture *e* represents the phone call from Jane, and *f* is the bus Sally took to Newport.

Audioscript 3.2 – see pages 124 and 125

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

COMPREHENSION

2 Choose two students to read the example question and answer. Ask the students to read the rest of the questions. Play the audio again. Students answer the questions. Check answers as a class.

Audioscript 3.2 – see pages 124 and 125

Answers
1 *She lives in Boston.* **2** They lost contact because Jane and Sally went to different colleges and Jane moved away with her family. **3** Jane's family moved to Newport. **4** It takes two hours to drive from Boston to Newport. **5** Sally went to Newport to look for Jane. **6** Sally traveled to Newport by bus. **7** No, Jane didn't go with Sally to Newport. **8** A local newspaper helped Sally look for Jane. **9** A reporter wrote an article about Sally for a local newspaper and took a picture of her. Jane saw the article and picture in the paper and called Sally. **10** Yes, they were very happy to see each other again.



READING

3 Read the words in the box with the class. Ask the students to find out what they mean. Choose students to explain the definitions.
Students read the article silently and choose the word. They compare with a partner. Check answers as a class.

Answer
hero

COMPREHENSION

4 Students discuss the question in pairs. Ask students to tell the class what they think. Ask if they know anyone who has done anything similar.

Answers
Students' own answers

5 Choose students to read each paragraph out loud. Ask others to choose a question from Exercise 5 to match with the paragraph. Explain that each paragraph has a purpose. The students need to think about this in their writing, too.

Answers
1 c **2** d **3** a **4** b

Workbook, page W13, Exercises 5, 6, 7, and 8

WRITING

6 Read the *Writing strategies* box with the class. Ask the students to write a plan before they begin writing – they should include the aspects mentioned in the strategy box (situation, characters, sequence of events, etc.). Monitor as they are planning, making sure they are writing notes rather than the story.
Discuss the possible stories with the class, asking some students for their ideas.

Answers
Students' own answers

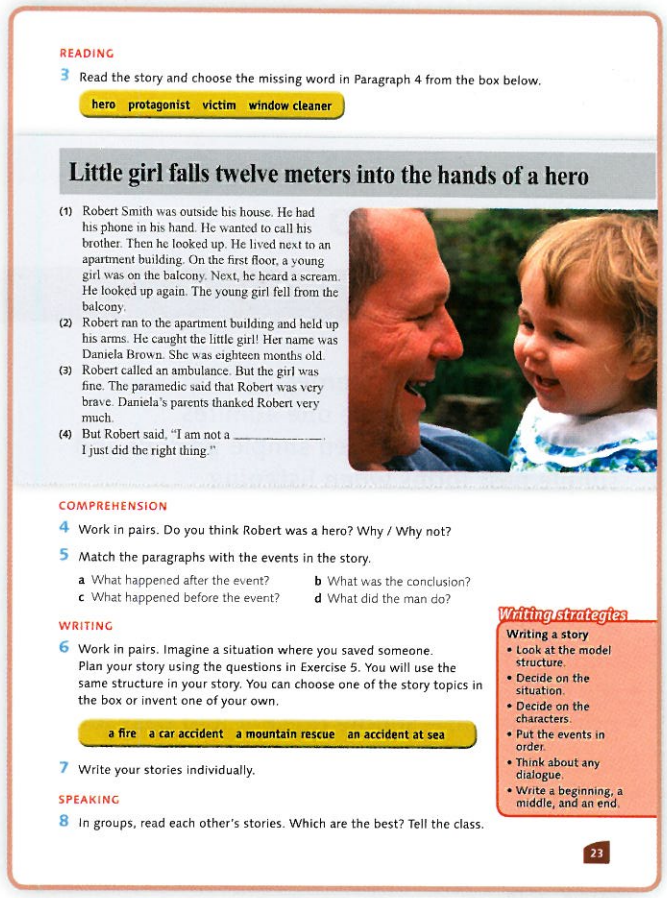
7 Students write their stories. Monitor as they are writing, helping them correct any errors. Make sure they are following the plan they wrote.

Answers
Students' own answers

SPEAKING

8 Give students ten to twelve minutes to read each other's stories in groups and report back their ideas.

Answers
Students' own answers



READING

3 Read the story and choose the missing word in Paragraph 4 from the box below.

hero protagonist victim window cleaner

Little girl falls twelve meters into the hands of a hero

(1) Robert Smith was outside his house. He had his phone in his hand. He wanted to call his brother. Then he looked up. He lived next to an apartment building. On the first floor, a young girl was on the balcony. Next, he heard a scream. He looked up again. The young girl fell from the balcony.
(2) Robert ran to the apartment building and held up his arms. He caught the little girl! Her name was Daniela Brown. She was eighteen months old.
(3) Robert called an ambulance. But the girl was fine. The paramedic said that Robert was very brave. Daniela's parents thanked Robert very much.
(4) But Robert said, "I am not a _____. I just did the right thing."

COMPREHENSION

4 Work in pairs. Do you think Robert was a hero? Why / Why not?

5 Match the paragraphs with the events in the story.

a What happened after the event? b What was the conclusion?
c What happened before the event? d What did the man do?

WRITING

6 Work in pairs. Imagine a situation where you saved someone. Plan your story using the questions in Exercise 5. You will use the same structure in your story. You can choose one of the story topics in the box or invent one of your own.

a fire a car accident a mountain rescue an accident at sea

7 Write your stories individually.

SPEAKING

8 In groups, read each other's stories. Which are the best? Tell the class.

Writing strategies
Writing a story
- Look at the model structure.
- Decide on the situation.
- Decide on the characters.
- Put the events in order.
- Think about any dialogue.
- Write a beginning, a middle, and an end.

23

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about heroes
- to talk about someone one admires
- to differentiate between simple present and simple past forms when listening

Functions
- giving facts
- expressing admiration
- giving reasons

Language focus
- *My hero is … He/She is/was …*
- pronunciation – simple present and past forms

Vocabulary
- heroes

Materials
- Student's Book pages 24–25, Workbook page W14, CD

Student's Book, pages 24 and 25

READING

1 Ask students just to look at the page to try and answer the question. Ask students to give reasons for their answers (e.g., *the heading of the article, the simulated toolbar layout, and the final line of the article soliciting e-mail replies*).

Answer
a website

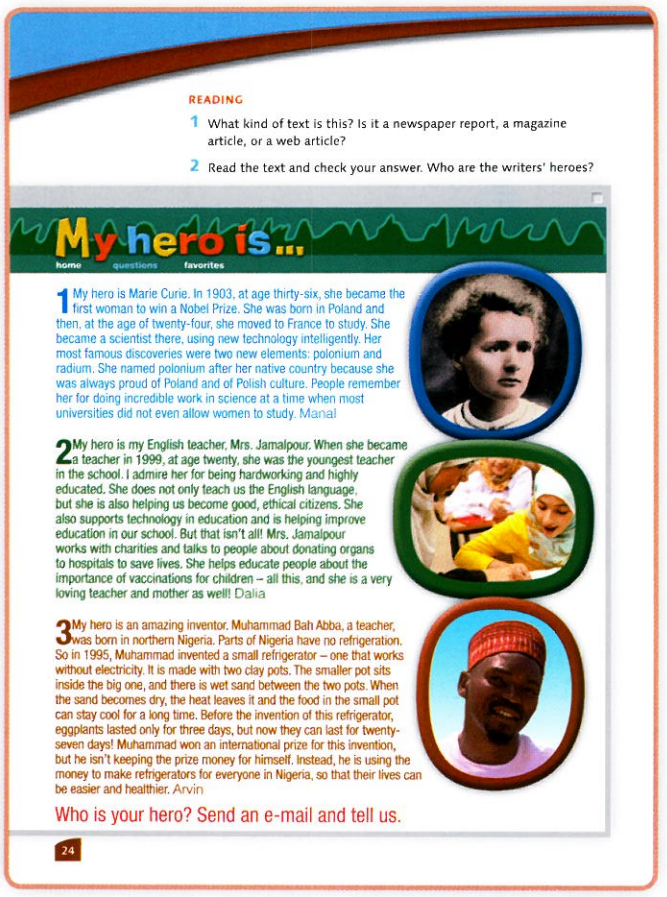
2 Write the vocabulary word *hero* on the board. Ask students what they think it means. Define the word by saying that a hero is someone who has done a lot of good things, or who is brave and a good person. Ask students to talk in pairs about their own heroes, and get a few students to give feedback in the following format: _____ *is my hero because* _____. After they have done this, tell students to read the text and check what kind of text it is. They should also find out who the writers' heroes are. Extend the activity by asking them to find out why they are the writers' heroes.

Answers
Marie Curie; an English teacher, Mrs. Jamalpour; Muhammad Bah Abba

COMPREHENSION

3 Read the *Reading strategies* box with the class. Students follow the instructions and work in pairs. Check answers as a class.

Answers
1 *discovery* **2** culture **3** technology **4** improve **5** inventor **6** clay



READING

1 What kind of text is this? Is it a newspaper report, a magazine article, or a web article?

2 Read the text and check your answer. Who are the writers' heroes?

My hero is...

home questions favorites

1 My hero is Marie Curie. In 1903, at age thirty-six, she became the first woman to win a Nobel Prize. She was born in Poland and then, at the age of twenty-four, she moved to France to study. She became a scientist there, using new technology intelligently. Her most famous discoveries were two new elements: polonium and radium. She named polonium after her native country because she was always proud of Poland and of Polish culture. People remember her for doing incredible work in science at a time when most universities did not even allow women to study. Manal

2 My hero is my English teacher, Mrs. Jamalpour. When she became a teacher in 1999, at age twenty, she was the youngest teacher in the school. I admire her for being hardworking and highly educated. She does not only teach us the English language, but she is also helping us become good, ethical citizens. She also supports technology in education and is helping improve education in our school. But that isn't all! Mrs. Jamalpour works with charities and talks to people about donating organs to hospitals to save lives. She helps educate people about the importance of vaccinations for children – all this, and she is a very loving teacher and mother as well! Dalia

3 My hero is an amazing inventor, Muhammad Bah Abba, a teacher, was born in northern Nigeria. Parts of Nigeria have no refrigeration. So in 1995, Muhammad invented a small refrigerator – one that works without electricity. It is made with two clay pots. The smaller pot sits inside the big one, and there is wet sand between the two pots. When the sand becomes dry, the heat leaves it and the food in the small pot can stay cool for a long time. Before the invention of this refrigerator, eggplants lasted only for three days, but now they can last for twenty-seven days! Muhammad won an international prize for this invention, but he isn't keeping the prize money for himself. Instead, he is using the money to make refrigerators for everyone in Nigeria, so that their lives can be easier and healthier. Arvin

Who is your hero? Send an e-mail and tell us.

24

4 Read the *Reading strategies* box with the class. Students follow the instructions and complete the exercise. Check answers as a class.

Answers
1 … using new technology intelligently … **2** … she was always proud of Poland and of Polish culture. **3** She also supports technology in education … **4** She helps educate people about the importance of vaccinations for children … **5** … he is using the money to make refrigerators for everyone in Nigeria, so that their lives can be easier and healthier. **6** Muhammad won an international prize for this invention …

Research box
Ask the students to discuss the question in pairs.

Answer
in 2500 BCE, in Egypt

Workbook, page W14, Exercises 9, 10, and 11

Talk together

5 Read the instructions with the class. Students work in pairs. Tell the students to think about the person they admire and to make a few notes if they need to. Make sure they know what questions they need to answer. Before they start writing notes, explain that they should not write whole sentences – just ideas, so that they can speak naturally, rather than read what they have written. Put students into pairs, and tell one student to tell the other about their hero. Let the other student ask questions to scaffold the speaking student's work, if necessary. Finally, tell students to change roles.

Answers
Students' own answers

6 This exercise aims to get students to practice taking notes for a short presentation. Again, remind them that taking notes means writing down words or phrases to help them remember important things. Ask a few students for examples of important things they have heard already (*name of their partner's hero, why their partner admires this person*). This time, students should present their hero, and their partners should take notes. Monitor the class as they speak, and write down any common errors you hear. Use your discretion about whether to get the class to correct their errors after Exercise 7.

Answers
Students' own answers

7 Using their notes, students tell the class about their partner's hero. This exercise gives the rest of the class an opportunity to hear about everyone's heroes. Explain to the students that they now need to use the notes they took from their partner's presentation to give a short summary to the class about their partner's hero. Remind the class about being a good audience, and tell them they should be able to ask a question at the end of each presentation. Get constructive feedback on the presentations.

Answers
Students' own answers

PRONUNCIATION: Simple Present and past forms

8 Play the first two verbs to the class and look at the examples. Play the rest of the audio while students write the numbers. Check answers as a class.

Audioscript 3.3 – see page 125

Answers

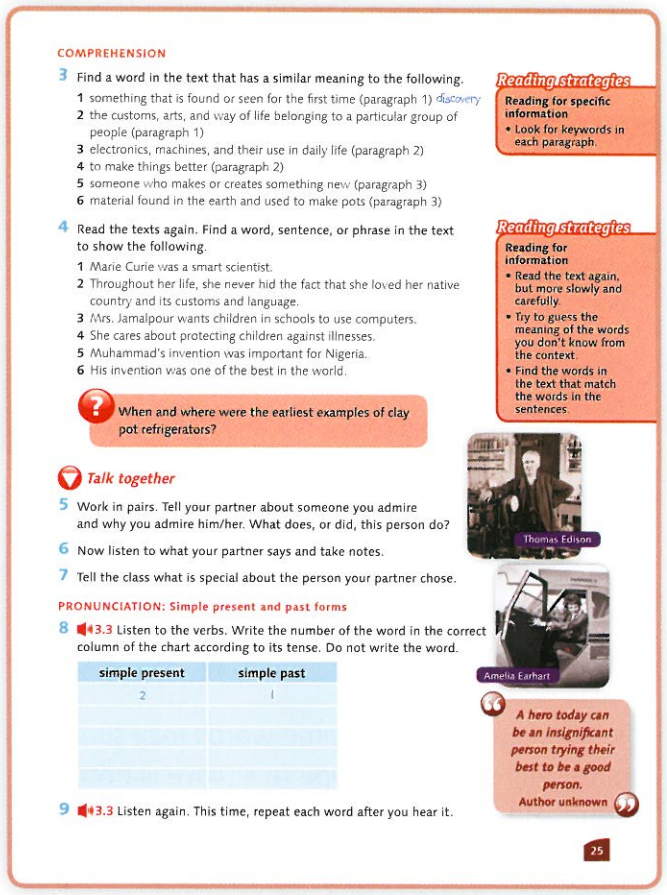
simple present	simple past
2, 4, 5, 7, 8	1, 3, 6, 9, 10

9 Play the audio again. Pause the audio after each word for the students to repeat the word. Make sure that students are pronouncing correctly by calling on individuals to pronounce the words, as well as repeating them loud/soft, high/low, and any other contrasts you can think of.

Audioscript 3.3 – see page 125

Answers
1 gave **2** take **3** worked **4** try **5** speak **6** had **7** hear **8** run **9** saw **10** heard

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



COMPREHENSION

3 Find a word in the text that has a similar meaning to the following.
1 something that is found or seen for the first time (paragraph 1) discovery
2 the customs, arts, and way of life belonging to a particular group of people (paragraph 1)
3 electronics, machines, and their use in daily life (paragraph 2)
4 to make things better (paragraph 2)
5 someone who makes or creates something new (paragraph 3)
6 material found in the earth and used to make pots (paragraph 3)

Reading strategies
Reading for specific information
• Look for keywords in each paragraph.

4 Read the texts again. Find a word, sentence, or phrase in the text to show the following.
1 Marie Curie was a smart scientist.
2 Throughout her life, she never hid the fact that she loved her native country and its customs and language.
3 Mrs. Jamalpour wants children in schools to use computers.
4 She cares about protecting children against illnesses.
5 Muhammad's invention was important for Nigeria.
6 His invention was one of the best in the world.

Reading strategies
Reading for information
• Read the text again, but more slowly and carefully.
• Try to guess the meaning of the words you don't know from the context.
• Find the words in the text that match the words in the sentences.

? When and where were the earliest examples of clay pot refrigerators?

Talk together

5 Work in pairs. Tell your partner about someone you admire and why you admire him/her. What does, or did, this person do?
6 Now listen to what your partner says and take notes.
7 Tell the class what is special about the person your partner chose.

PRONUNCIATION: Simple present and past forms

8 3.3 Listen to the verbs. Write the number of the word in the correct column of the chart according to its tense. Do not write the word.

simple present	simple past
2	1

9 3.3 Listen again. This time, repeat each word after you hear it.

Thomas Edison

Amelia Earhart

A hero today can be an insignificant person trying their best to be a good person.
Author unknown

25

LESSONS 7 AND 8

Workbook, page W15, Exercises 12, 13, and 14

Unit 4 Heroes in literature

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a story about Rostam's tragedy
- to identify parts of speech

Functions
- making guesses
- describing past events

Language focus
- the simple past and the past progressive

Vocabulary
- storytelling
- word types – noun, adjective, verb

Materials
- Student's Book pages 26–27, Workbook page W16, CD

Student's Book, pages 26 and 27

BEFORE YOU BEGIN

1 Discuss the question with the class. Write some notes on the board.

Answers
Students' own answers

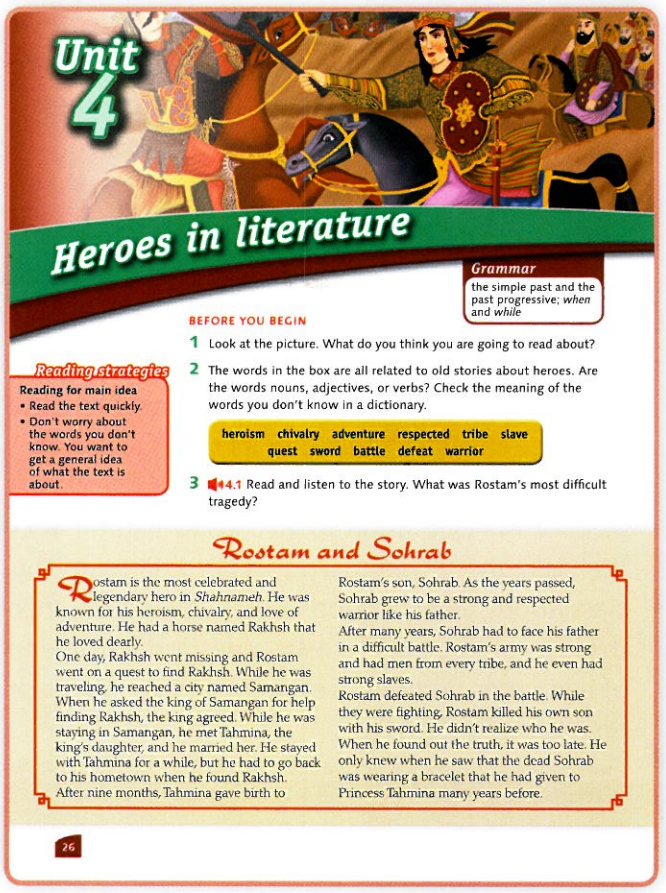
2 Remind students what the words *noun*, *adjective*, and *verb* mean. Write the following sentence on the board: *My father ate a big steak*. Underline the words as shown and ask the students to name the words: father = noun; ate = verb; big = adjective; steak = noun.
Tell the students that some words may serve as more than one word type (e.g., *love* is both a noun and a verb, while *fast* may be used as a noun, a verb, an adjective, and an adverb), but that in this exercise they are only concerned with a word in the form it is used in this text (so while *defeat*, *battle*, and *quest* may all serve either as a noun or a verb, in this text only *defeat* is used as a verb).
Students work in pairs to complete the exercise. Check answers as a class.

Answers
nouns: heroism, chivalry, adventure, tribe, slave, quest, battle, sword, warrior
adjectives: respected
verbs: defeat

3 Ask the students if they have heard of Rostam. Encourage students to tell the class what they know.
Read the *Reading strategies* box with the class. Ask the students to listen and read while they try to answer the question. Play the audio.

Audioscript 4.1 – see page 125

Answer
Rostam's most difficult tragedy was that he killed Sohrab in a battle, without knowing he was his son.



COMPREHENSION

4 Read the *Reading strategies* box with the class. Look at the example sentence with the class and follow the advice in the box. Students work in pairs to complete the exercise. Play the audio again while they do the exercise. Check answers as a class.

Audioscript 4.1 – see page 125

Answers

1 *False. He was a hero.* **2** True **3** False. She was a princess. **4** True **5** False. He was a strong warrior like his father. **6** False. Sohrab died at the end of the story.

VOCABULARY: Word types

5 Students work alone to complete this exercise and then compare answers in pairs. Monitor and help any students who have problems understanding this. Check answers as a class.

Answers

Noun	Adjective	Verb
father, battle	strong, respected	*grew*, face

GRAMMAR: The simple past and the past progressive

6 Write the following sentence on the board: *While I was coming to school this morning, I saw my best friend.* Ask *How long did it take me to come to school?* (e.g., *twenty minutes).* Draw a wavy line on the board: ~~~~~~~~~~~~~~~~

Trace the wavy line with your finger and say *While I was coming to school.* Then add a cross halfway through the line. Point to the cross and say *I saw my friend.* Ask *Did I see my friend when I got to school? (No, while you were coming to school.)* Explain that one thing *was happening at the same time as another thing happened.*

Then say *When I saw my friend, I waved to her.* Ask *Did I wave before I saw my friend? (no) When did I wave? (When you saw your friend.)* Draw two crosses close together on a line. Point to the first one and say *When I saw my friend*; point to the second cross and say *I waved to her*. Explain that these two things happened close together and the second was the result of the first.

Choose a student to read the example. Let students work in pairs to complete the exercise. Check answers as a class. Refer the students to the *Student grammar review* on page W44.

Answers

1 *had* **2** was traveling, reached **3** asked, agreed **4** was staying, met, married **5** grew **6** were fighting, killed **7** found out, was **8** knew, saw

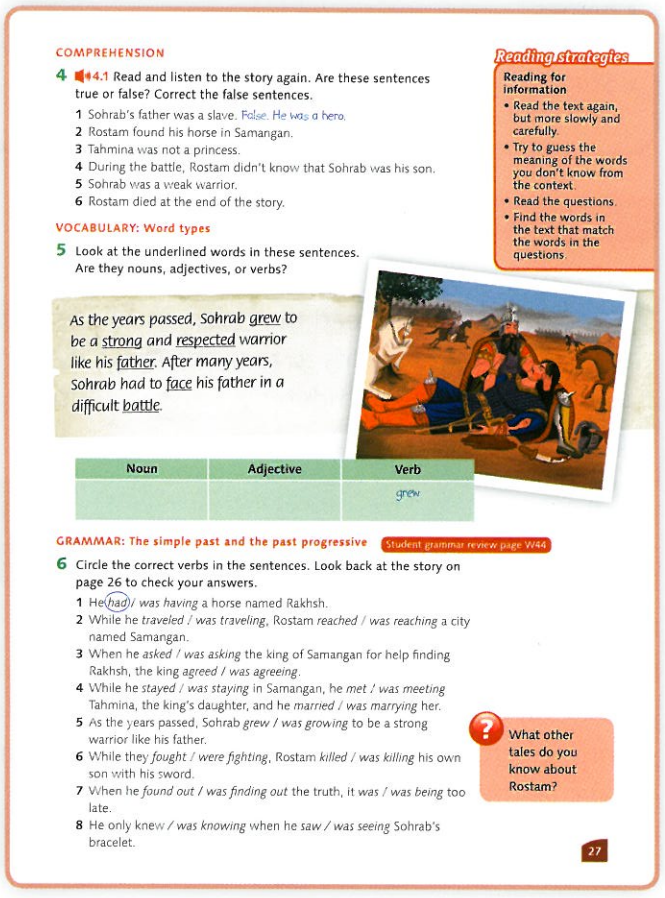
Research box

Ask the students to discuss the question in pairs. Then tell them to research the answer for homework.

Suggested answer

Rostam kills the dragon.

Workbook, page W16, Exercises 1, 2, and 3



COMPREHENSION

4 4.1 Read and listen to the story again. Are these sentences true or false? Correct the false sentences.

1 Sohrab's father was a slave. False. He was a hero.
2 Rostam found his horse in Samangan.
3 Tahmina was not a princess.
4 During the battle, Rostam didn't know that Sohrab was his son.
5 Sohrab was a weak warrior.
6 Rostam died at the end of the story.

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

VOCABULARY: Word types

5 Look at the underlined words in these sentences. Are they nouns, adjectives, or verbs?

As the years passed, Sohrab grew to be a strong and respected warrior like his father. After many years, Sohrab had to face his father in a difficult battle.

Noun	Adjective	Verb
		grew

GRAMMAR: The simple past and the past progressive Student grammar review page W44

6 Circle the correct verbs in the sentences. Look back at the story on page 26 to check your answers.

1 He (had) / was having a horse named Rakhsh.
2 While he traveled / was traveling, Rostam reached / was reaching a city named Samangan.
3 When he asked / was asking the king of Samangan for help finding Rakhsh, the king agreed / was agreeing.
4 While he stayed / was staying in Samangan, he met / was meeting Tahmina, the king's daughter, and he married / was marrying her.
5 As the years passed, Sohrab grew / was growing to be a strong warrior like his father.
6 While they fought / were fighting, Rostam killed / was killing his own son with his sword.
7 When he found out / was finding out the truth, it was / was being too late.
8 He only knew / was knowing when he saw / was seeing Sohrab's bracelet.

What other tales do you know about Rostam?

27

LESSONS 3 AND 4

Overview

Outcomes
- to read a story
- to talk about past actions
- to read a text about the hero in literature
- to differentiate between three sounds

Functions
- inquiring about past actions
- describing heroes

Language focus
- the simple past and the past progressive
- *when* and *while*
- pronunciation – /k/, /tʃ/ and /ʃ/

Vocabulary
- heroes

Materials
- Student's Book pages 28–29, Workbook page W17, CD

Student's Book, pages 28 and 29

READING

1 Choose students to read the three sentences out loud. Then ask students to read the story, ignoring the words in italics. Students discuss the answer in pairs. Check answers as a class.

Answer
2

GRAMMAR: The simple past and the past progressive

2 Students read the story again and choose the correct verbs. They can then compare answers in pairs before you check answers as a class. Refer students to the *Student grammar review* on page W44.

Answers
1 *was walking* **2** saw **3** was working
4 replied **5** was going **6** heard **7** shouted
8 didn't you tell **9** didn't know

GRAMMAR: *When* and *while*

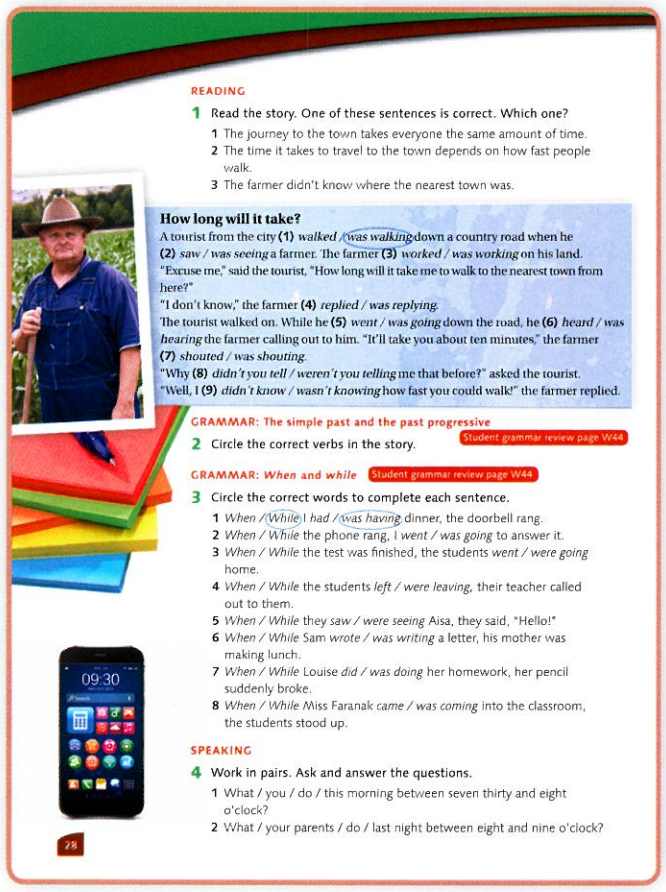
3 Choose a student to read the example sentence. Ask students to suggest why we use *while* in this situation. (It's a longer period of time; *when* tends to be used for more momentary events. Compare, for example, *When the doorbell rang, I was eating dinner*. The act of eating is more protracted than pressing a doorbell.) Students complete the exercise. Check answers as a class.

Answers
1 *While, was having* **2** When, went **3** When, went **4** While, were leaving **5** When, saw
6 While, was writing **7** While, was doing
8 When, came

SPEAKING

4 Choose a student to ask the first question and others to answer it. Write the first sentence on the board as a model. Point out that the reference to a time span indicates the preferred use of the past progressive rather than the simple past (Compare, for example, *What did you do last night?* and *What were you doing from six fifteen to seven o'clock?).* Students work in pairs. Monitor as they are talking, pointing out any errors and encouraging students to correct themselves.

Suggested answers
1 A: What were you doing this morning between seven thirty and eight o'clock?
B: I was eating my breakfast. **2 A:** What were your parents doing last night between eight and nine o'clock? **B:** They were watching television.



READING

1 Read the story. One of these sentences is correct. Which one?
1 The journey to the town takes everyone the same amount of time.
2 The time it takes to travel to the town depends on how fast people walk.
3 The farmer didn't know where the nearest town was.

How long will it take?
A tourist from the city **(1)** *walked / was walking* down a country road when he **(2)** *saw / was seeing* a farmer. The farmer **(3)** *worked / was working* on his land.
"Excuse me," said the tourist, "How long will it take me to walk to the nearest town from here?"
"I don't know," the farmer **(4)** *replied / was replying*.
The tourist walked on. While he **(5)** *went / was going* down the road, he **(6)** *heard / was hearing* the farmer calling out to him. "It'll take you about ten minutes," the farmer **(7)** *shouted / was shouting*.
"Why **(8)** *didn't you tell / weren't you telling* me that before?" asked the tourist.
"Well, I **(9)** *didn't know / wasn't knowing* how fast you could walk!" the farmer replied.

GRAMMAR: The simple past and the past progressive Student grammar review page W44
2 Circle the correct verbs in the story.

GRAMMAR: *When* and *while* Student grammar review page W44
3 Circle the correct words to complete each sentence.
1 *When / While* I *had / was having* dinner, the doorbell rang.
2 *When / While* the phone rang, I *went / was going* to answer it.
3 *When / While* the test was finished, the students *went / were going* home.
4 *When / While* the students *left / were leaving*, their teacher called out to them.
5 *When / While* they *saw / were seeing* Aisa, they said, "Hello!"
6 *When / While* Sam *wrote / was writing* a letter, his mother was making lunch.
7 *When / While* Louise *did / was doing* her homework, her pencil suddenly broke.
8 *When / While* Miss Faranak *came / was coming* into the classroom, the students stood up.

SPEAKING
4 Work in pairs. Ask and answer the questions.
1 What / you / do / this morning between seven thirty and eight o'clock?
2 What / your parents / do / last night between eight and nine o'clock?

28

Workbook, page W17, Exercises 4, 5, 6, and 7

READING

5 Discuss the two questions as a class. Begin by asking students about stories they read or listened to when they were younger. Did these have heroes in them? Who were they? What did they do? Answer these questions first as a class. Read the questions in the exercise to the class, and clarify any misunderstandings. Check that they understand the word *characteristics*. Put students into small groups and get them to discuss the questions together. Then get each group to share their ideas and opinions. Write any new words on the board and go over pronunciation.

Answers
Students' own answers

Suggested answers: brave, bold, determined, strong, honorable, truthful, generous, smart, calm

6 Remind students what they learned about underlining the keywords in a question. Now tell them that they are going to look through the text to find the keywords to answer this question, and then underline them. Give students two to three minutes to read the text and find the two words. Check answers as a class.

Answers
brave, honorable

COMPREHENSION

7 Ask students to read the questions and underline the keywords. Monitor as they do this. Students then read the text again and answer the questions. The underlined parts should help them find the answers quickly. Check answers as a class.

Answers
1 He has to travel to a new and unknown land to fulfill a challenge or a quest. **2** to be able to marry, to achieve a dream or to get revenge **3** When he becomes afraid, he usually gets encouragement from a wise person. **4** The greatest danger might be death. **5** The hero gets his reward when he overcomes the most difficult challenge. **6** The hero returns home to his life in the everyday world after he gets the reward.

PRONUNCIATION: /k/, /tʃ/ and /ʃ/

8 Say the three sounds and ask the students to repeat them – /k/ (as in *car* and *cat*); /tʃ/ (as in *chair* and *chapter*); /ʃ/ (as in *shoe* and *shop*). Play the audio. Students match the words and the sounds.

Audioscript 4.2 – see page 125

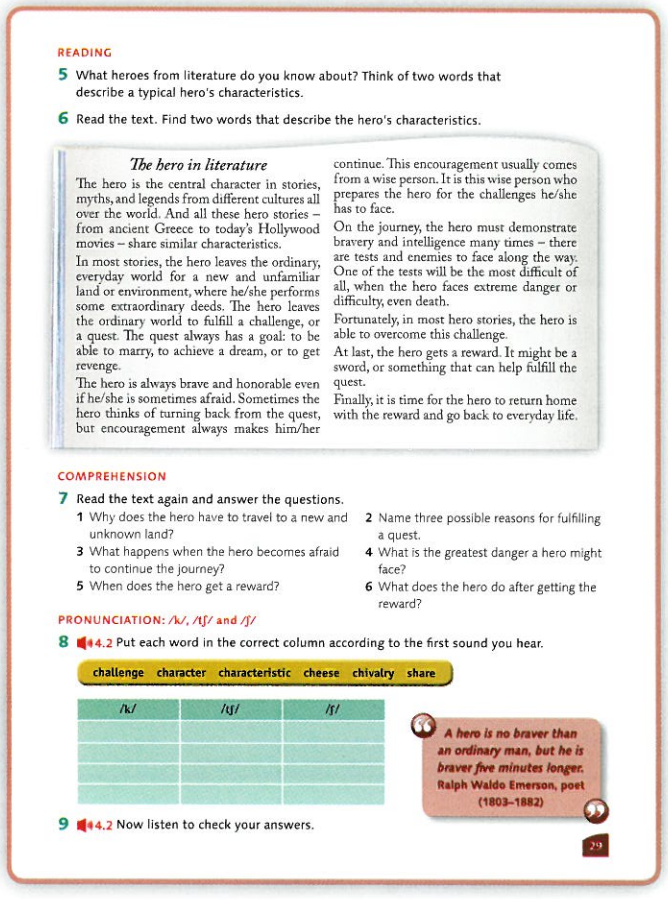
Answers
Students' own answers

9 Play the audio again. Pause after each word and ask students to repeat. First, get students to check their answers with each other, and then write four or five randomly chosen words on the board and invite students up to the board to write the correct symbols beside them. Get the rest of the class to decide if they are right or wrong.

Answers

/k/	/tʃ/	/ʃ/
character	challenge	chivalry
characteristic	cheese	share

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



READING

5 What heroes from literature do you know about? Think of two words that describe a typical hero's characteristics.

6 Read the text. Find two words that describe the hero's characteristics.

The hero in literature

The hero is the central character in stories, myths, and legends from different cultures all over the world. And all these hero stories – from ancient Greece to today's Hollywood movies – share similar characteristics.

In most stories, the hero leaves the ordinary, everyday world for a new and unfamiliar land or environment, where he/she performs some extraordinary deeds. The hero leaves the ordinary world to fulfill a challenge, or a quest. The quest always has a goal: to be able to marry, to achieve a dream, or to get revenge.

The hero is always brave and honorable even if he/she is sometimes afraid. Sometimes the hero thinks of turning back from the quest, but encouragement always makes him/her continue. This encouragement usually comes from a wise person. It is this wise person who prepares the hero for the challenges he/she has to face.

On the journey, the hero must demonstrate bravery and intelligence many times – there are tests and enemies to face along the way. One of the tests will be the most difficult of all, when the hero faces extreme danger or difficulty, even death.

Fortunately, in most hero stories, the hero is able to overcome this challenge.

At last, the hero gets a reward. It might be a sword, or something that can help fulfill the quest.

Finally, it is time for the hero to return home with the reward and go back to everyday life.

COMPREHENSION

7 Read the text again and answer the questions.
1 Why does the hero have to travel to a new and unknown land?
2 Name three possible reasons for fulfilling a quest.
3 What happens when the hero becomes afraid to continue the journey?
4 What is the greatest danger a hero might face?
5 When does the hero get a reward?
6 What does the hero do after getting the reward?

PRONUNCIATION: /k/, /tʃ/ and /ʃ/

8 4.2 Put each word in the correct column according to the first sound you hear.

challenge character characteristic cheese chivalry share

/k/	/tʃ/	/ʃ/

A hero is no braver than an ordinary man, but he is braver five minutes longer.
Ralph Waldo Emerson, poet (1803–1882)

9 4.2 Now listen to check your answers.

29

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a talk about a hero
- to discuss events in a story
- to write a story about a hero
- to compare different stories

Functions
- expressing opinions
- telling stories
- making comparisons

Language focus
- the simple past and the past progressive (*My hero was … His/her quest was … He/She faced/built/traveled …*)

Vocabulary
- heroes

Materials
- Student's Book pages 30–31, Workbook page W18, CD

Student's Book, pages 30 and 31

LISTENING

1 Students discuss the question in pairs and then share information with the whole class. Get students to write notes as they practiced before. If they don't know anything, get them to deduce information about Shapur I from the pictures at the beginning of the lesson. You could make it a competition to see who can come up with the most interesting ideas about who this man was.

Answers
Students' own answers

2 Read the *Listening strategies* box with the class. Ask students to read the text and underline either the word before the blank or the two words before the blank. Ask them to tell you what kind of word they would expect to hear and why (e.g., *a noun for (2), a verb for (6), a date for (12)*). Play the audio.

Audioscript 4.3 – see page 125

Answers
Students' own answers

3 Play the audio again. Students complete the text. If you wish, you can check the answers by reading the text with the wrong words in the blanks to make sure the students are concentrating. Get them to put their hands up if they hear a wrong word, and tell you what the correct word should be. Write the numbers and the correct words on the board after you have read the passage. After this, get one or two students to tell the class one detail they remember about who Shapur I was.

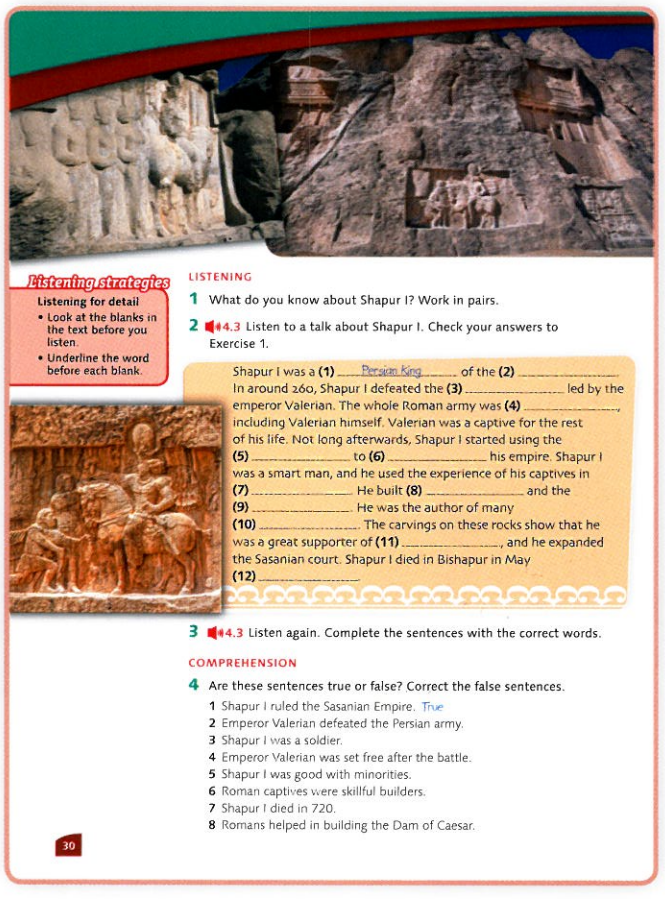
Audioscript 4.3 – see page 125

Answers
1 *Persian king* **2** Sasanian Empire **3** Roman army **4** captured **5** captives **6** expand **7** building **8** the city of Godenshapur **9** Dam of Caesar **10** rock reliefs **11** minorities **12** 270

COMPREHENSION

4 Choose a student to read the example sentence. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 True **2** False. Shapur I defeated the Roman army. **3** False. He was a Persian king. **4** False. He was a captive for the rest of his life. **5** True **6** True **7** False. He died in 270. **8** True



Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

LISTENING

1 What do you know about Shapur I? Work in pairs.

2 4.3 Listen to a talk about Shapur I. Check your answers to Exercise 1.

Shapur I was a **(1)** Persian King of the **(2)** _____. In around 260, Shapur I defeated the **(3)** _____ led by the emperor Valerian. The whole Roman army was **(4)** _____, including Valerian himself. Valerian was a captive for the rest of his life. Not long afterwards, Shapur I started using the **(5)** _____ to **(6)** _____ his empire. Shapur I was a smart man, and he used the experience of his captives in **(7)** _____. He built **(8)** _____ and the **(9)** _____. He was the author of many **(10)** _____. The carvings on these rocks show that he was a great supporter of **(11)** _____, and he expanded the Sasanian court. Shapur I died in Bishapur in May **(12)** _____.

3 4.3 Listen again. Complete the sentences with the correct words.

COMPREHENSION

4 Are these sentences true or false? Correct the false sentences.

1 Shapur I ruled the Sasanian Empire. True
2 Emperor Valerian defeated the Persian army.
3 Shapur I was a soldier.
4 Emperor Valerian was set free after the battle.
5 Shapur I was good with minorities.
6 Roman captives were skillful builders.
7 Shapur I died in 720.
8 Romans helped in building the Dam of Caesar.

30

Talk together

5 Students discuss in groups. One person should take notes and report back to the class when everyone has finished.

Answers
Students' own answers

Workbook, page W18, Exercises 8, 9, 10, and 11

WRITING

6 Ask a few students to give you a sentence or two about Rostam and Sohrab. Students complete the exercise individually and then compare answers in pairs. Check answers as a class.

Answers
a sword, a battle, a king, marriage, a quest, a journey

7 Read the *Writing strategies* box with the class. Point out that all the points in the box will help them plan their story and therefore write a better one.
Students work independently to choose the features they want in their story. Monitor and help where necessary.

Answers
Students' own answers

8 Ask a few students to give their answers to the questions. Read the questions with the students. Check understanding. Then get students to read the questions individually and answer them in note form. They should then share their ideas with a partner. Remind students that they should give constructive feedback to their partners about their ideas.

Answers
Students' own answers

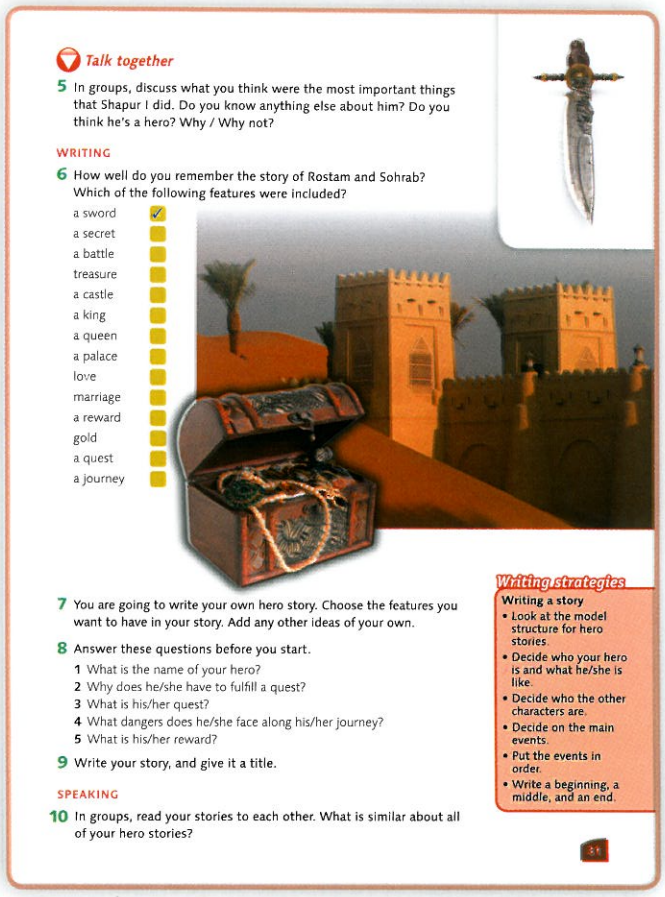
9 Remind students that stories have a beginning, a middle, and an end. Ask students for ideas about how they could begin their stories (*Once upon a time*; *A long time ago* ...), and remind them of time markers such as *not long afterwards*, *then*, *next*, *soon after this*, *many years later*, etc. Write these on the board for students to use in their writing. Students write their stories. Monitor as they are writing, helping where necessary.

Answers
Students' own answers

SPEAKING

10 Put students in groups of three or four. They read their stories to the group. The students listening can ask questions if they wish.
As a class, answer the question.

Answers
Students' own answers


Talk together

5 In groups, discuss what you think were the most important things that Shapur I did. Do you know anything else about him? Do you think he's a hero? Why / Why not?

WRITING

6 How well do you remember the story of Rostam and Sohrab? Which of the following features were included?

- a sword ✓
- a secret
- a battle
- treasure
- a castle
- a king
- a queen
- a palace
- love
- marriage
- a reward
- gold
- a quest
- a journey

7 You are going to write your own hero story. Choose the features you want to have in your story. Add any other ideas of your own.

8 Answer these questions before you start.
1 What is the name of your hero?
2 Why does he/she have to fulfill a quest?
3 What is his/her quest?
4 What dangers does he/she face along his/her journey?
5 What is his/her reward?

9 Write your story, and give it a title.

SPEAKING

10 In groups, read your stories to each other. What is similar about all of your hero stories?

Writing strategies
Writing a story
- Look at the model structure for hero stories.
- Decide who your hero is and what he/she is like.
- Decide who the other characters are.
- Decide on the main events.
- Put the events in order.
- Write a beginning, a middle, and an end.

LESSONS 7 AND 8

Workbook, page W19, Exercises 12, 13, and 14

LESSON 9

Project

Look at the pictures with the class. Can the students tell you anything about the people in the pictures?

Read the *Your task* box. Make the list as a class and write it on the board. Students can choose who to write about. They do not have to write about any of the people featured on page 32. If the students are doing this project in class, you might like to start it in the previous lesson so that students can find information and pictures for their projects.

Read the questions in the *Questions* box with the class. You might like to suggest that the first three questions could be answered in Paragraph 1; the fourth question could be answered in Paragraph 2 and perhaps Paragraph 3; the fifth question could be answered in the final paragraph.

Monitor as they are working, helping where necessary. Choose students with different heroes to read their projects to the class. Make a classroom display of the projects so that students can read them all.

LESSON 10

REVIEW A

Student's Book, pages 33 and 34

Tell the students they are going to review the vocabulary and grammar they have studied in Modules 1 and 2.

VOCABULARY

Answers
1 d **2** b **3** b **4** c **5** c **6** a **7** e **8** e **9** d
10 1g 2e 3f 4h 5c 6a 7b 8d

GRAMMAR

Suggested answers

11 ***A:*** *Go* ***B:*** *Went* **A:** Catch **B:** Caught **A:** Take **B:** Took **A:** Say **B:** Said **A:** Talk **B:** Talked
12 *Last week, I went to the library.*
A: Last weekend, I went shopping and I bought some clothes. **B:** Last summer, I went on vacation with my family. We stayed in a hotel. **A:** This morning, I had a big breakfast. **B:** Last March, I got a new bike for my birthday.
13 ***A:*** *You ought to wear a helmet.* ***B:*** *Are you riding a bicyle?* ***A:*** *Yes, I am.* **B:** You must look in both directions. **A:** Are you crossing a busy street? **B:** Yes, I am. **A:** You shouldn't touch the objects. **B:** Are you visiting a museum? **A:** Yes, I am.**14** **1** ***A:*** *What happened to your mother yesterday?* ***B:*** *She was washing clothes when the machine broke.* **2 A:** Why didn't you finish your homework yesterday? **B:** While I was doing my homework, my pencil broke. **3 A:** What happened while you were having dinner? **B:** In the middle of dinner, the phone rang twice.
4 A: What were you eating when this happened? **B:** We were all eating some delicious ice cream.
5 A: What happened to your father last night? **B:** He was driving home when his car ran out of gas.

Workbook, pages W20 and W21, Progress test 1

Student's Book, page 35

OPENER

Ask students *What is the oldest city in our country?* Discuss what they know about it and whether it is important nowadays, e.g., *Do tourists visit it? Is it the capital? Is it famous for something, either now or in the past?*

Also discuss any very old buildings and what importance they hold for the country. Ask students *Do you like old buildings or do you prefer modern ones? Do you think it is important to preserve old buildings or should they be torn down once they are no longer in use?*

Ask students to look at the pictures on page 35 and discuss the questions as a class. Point out to the students that the theme of this module is ancient cities and that the pictures on the page are all connected to that theme.

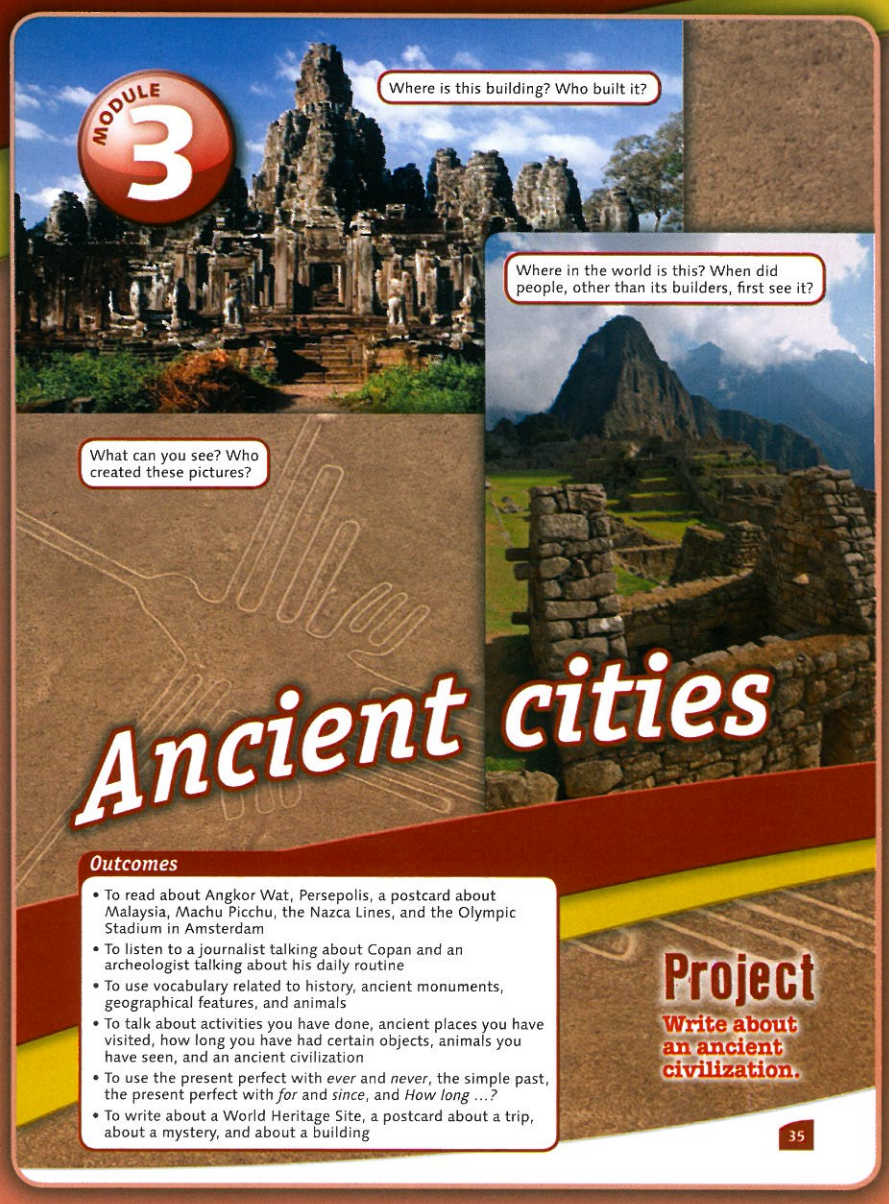
Ask them to suggest where they think the first building pictured (*Angkor Wat in Cambodia*) is, who built it, and how old it is. Ask them where they think the right-hand picture (*Machu Picchu in Peru*) was taken. Finally, invite the students to tell you what they see in the picture of the Nazca Lines in Peru.

MODULE 3

Ancient cities

Outcomes

- To read about Angkor Wat, Persepolis, a postcard about Malaysia, Machu Picchu, the Nazca Lines, and the Olympic Stadium in Amsterdam
- To listen to a journalist talking about Copan and an archeologist talking about his daily routine
- To use vocabulary related to history, ancient monuments, geographical features, and animals
- To talk about activities you have done, ancient places you have visited, how long you have had certain objects, animals you have seen, and an ancient civilization
- To use the present perfect with *ever* and *never*, the simple past, the present perfect with *for* and *since*, and *How long ...?*
- To write about a World Heritage Site, a postcard about a trip, about a mystery, and about a building



Unit 5 Ancient civilizations

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about Angkor Wat
- to talk about what one has or hasn't done

Functions
- making guesses
- recounting past experiences

Language focus
- the present perfect with *ever* and *never*
- the simple past

Vocabulary
- history

Materials
- Student's Book pages 36–37, Workbook page W22, CD

Student's Book, pages 36 and 37

BEFORE YOU BEGIN

1 Ask students to look at the pictures and give their opinion. They should try to give a reason for their answer. They can check their answers when they read the article.

Answers
Students' own answers

2 Ask students to look at the ends of the words and say which word might be a person. If necessary, you could give a hint, e.g., ask *Who takes care of your teeth?* (a *dentist*) Check the answer to the question.

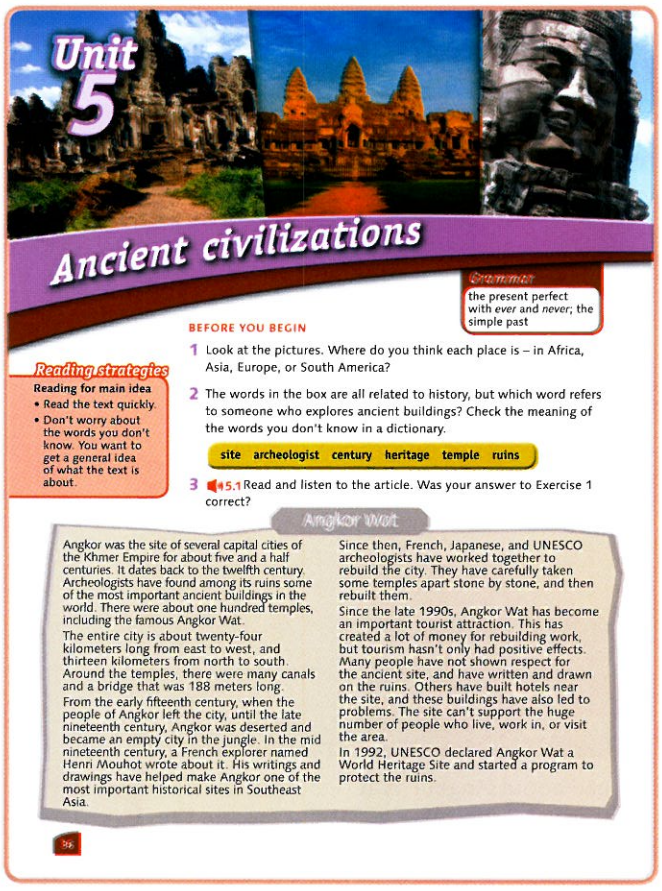
Answer
archeologist

3 Read the *Reading strategies* box with the class. Students read the article and check their answer to Exercise 1. Ask *Would you like to go and see Angkor Wat?* Before they start to read, remind the students, if necessary, that the twelfth century is the hundred years preceding 1200, not the hundred years following 1200. Similarly, the fifteenth century begins in 1400, etc.

Discuss with the class what they think a World Heritage Site is. It is somewhere that is of special cultural or physical significance according to UNESCO. It can be a forest, mountain, lake, desert, monument, building, or city.
Play the audio while the students read the article.

Audioscript 5.1 – see pages 125 and 126

Answer
Asia


Unit 5
Ancient civilizations
Grammar
the present perfect with *ever* and *never*; the simple past
BEFORE YOU BEGIN
1 Look at the pictures. Where do you think each place is – in Africa, Asia, Europe, or South America?
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
2 The words in the box are all related to history, but which word refers to someone who explores ancient buildings? Check the meaning of the words you don't know in a dictionary.
site archeologist century heritage temple ruins
3 5.1 Read and listen to the article. Was your answer to Exercise 1 correct?
Angkor Wat
Angkor was the site of several capital cities of the Khmer Empire for about five and a half centuries. It dates back to the twelfth century. Archeologists have found among its ruins some of the most important ancient buildings in the world. There were about one hundred temples, including the famous Angkor Wat.
The entire city is about twenty-four kilometers long from east to west, and thirteen kilometers from north to south. Around the temples, there were many canals and a bridge that was 188 meters long.
From the early fifteenth century, when the people of Angkor left the city, until the late nineteenth century, Angkor was deserted and became an empty city in the jungle. In the mid nineteenth century, a French explorer named Henri Mouhot wrote about it. His writings and drawings have helped make Angkor one of the most important historical sites in Southeast Asia.
Since then, French, Japanese, and UNESCO archeologists have worked together to rebuild the city. They have carefully taken some temples apart stone by stone, and then rebuilt them.
Since the late 1990s, Angkor Wat has become an important tourist attraction. This has created a lot of money for rebuilding work, but tourism hasn't only had positive effects. Many people have not shown respect for the ancient site, and have written and drawn on the ruins. Others have built hotels near the site, and these buildings have also led to problems. The site can't support the huge number of people who live, work in, or visit the area.
In 1992, UNESCO declared Angkor Wat a World Heritage Site and started a program to protect the ruins.
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COMPREHENSION

4 Read the *Reading strategies* box with the students. Remind them how they should approach this exercise.
Play the audio again while they read. They can check their answers in pairs. Check answers as a class.

Audioscript 5.1 – see pages 125 and 126

Answers
1 *True* **2** False. The site at Angkor Wat is more than eight centuries old. **3** True **4** False. Henri Mouhot wrote about Angkor Wat in the 1800s. **5** False. Tourism has had many negative effects on the rebuilding project. **6** True

Research box
Ask the students to discuss the question in pairs before researching the answer.

Answer
Cambodia

GRAMMAR: The present perfect

5 Review the present perfect forms of the verbs in the box. Remind the students how to form the present perfect. Ask them to find examples in the article, e.g., *Archeologists have found* (sentence 3).

Answers
1 *have found* **2** have worked **3** has become **4** have not shown **5** has not, had

Workbook, page W22, Exercise 1

Talk together

6 Choose two students to read the example question and answer. Go over the list, checking the form of the verb needed for the present perfect: *traveled, visited, seen, stayed, played, watched, eaten, been*.
Students work in pairs. Ask different pairs of students *How many activities have you both done?* Check answers as a class.

Suggested answers
A: *Have you ever traveled abroad?* ***B:*** *No, I haven't. I've never traveled abroad.* **A:** Have you ever visited a famous archeological site? **B:** No, I've never visited a famous archeological site. **A:** Have you ever stayed in a hotel? **B:** Yes, I have stayed in a hotel. **A:** Have you ever watched a soccer game? **B:** Yes, I have watched a soccer game.

GRAMMAR: The present perfect with *ever* and *never*; the simple past

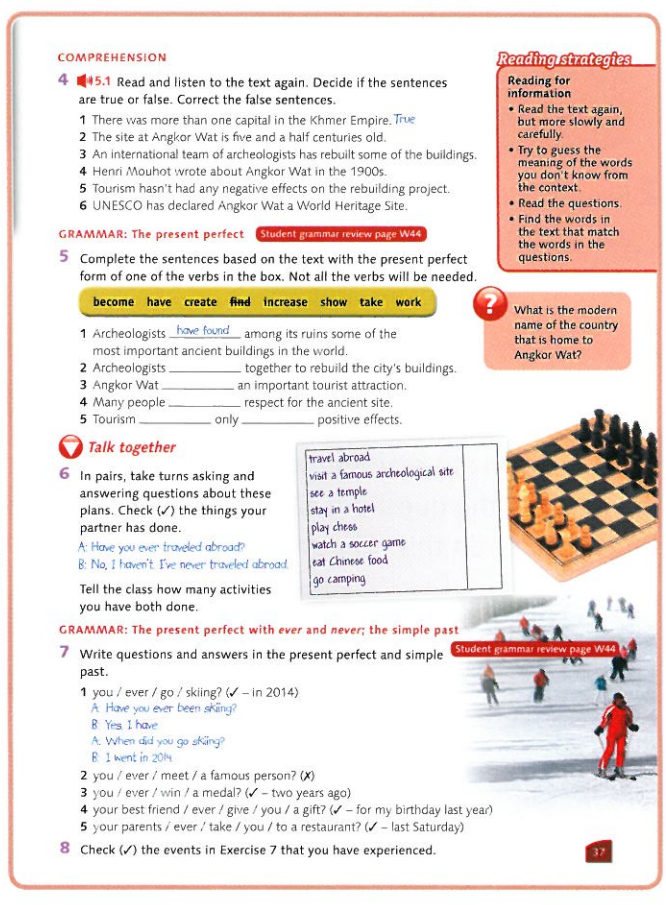
7 Choose two students to read the question and answer. Ask questions to help them understand the difference between the two tenses.
Students work in pairs, taking turns asking and answering the questions. Monitor as they are working.

Answers
1 ***A:*** *Have you ever been skiing?* ***B:*** *Yes, I have.* ***A:*** *When did you go skiing?* ***B:*** *I went in 2014.* **2 A:** Have you ever met a famous person? **B:** No, I've never met a famous person. **3 A:** Have you ever won a medal? **B:** Yes, I have. **A:** When did you win a medal? **B:** I won a medal two years ago. **4 A:** Has your best friend ever given you a present? **B:** Yes, he/she has. **A:** When did he/she give you a present? **B:** He/She gave me a present for my birthday last year. **5 A:** Have your parents ever taken you to a restaurant? **B:** Yes, they have. **A:** When did they take you? **B:** They took me last Saturday.

8 Ask students to tell the class about what experiences they have had, e.g., *I have been skiing, I have won a medal, and my parents have taken me to a restaurant.*
Ask students to try to figure out why we use the present perfect here (*I haven't put a definite date with any of them.*)
Refer the students to the *Student grammar review* on page W44.

Answers
Students' own answers

Workbook, page W22, Exercises 2 and 3



COMPREHENSION

4 5.1 Read and listen to the text again. Decide if the sentences are true or false. Correct the false sentences.

1 There was more than one capital in the Khmer Empire. *True*
2 The site at Angkor Wat is five and a half centuries old.
3 An international team of archeologists has rebuilt some of the buildings.
4 Henri Mouhot wrote about Angkor Wat in the 1900s.
5 Tourism hasn't had any negative effects on the rebuilding project.
6 UNESCO has declared Angkor Wat a World Heritage Site.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: The present perfect — Student grammar review page W44

5 Complete the sentences based on the text with the present perfect form of one of the verbs in the box. Not all the verbs will be needed.

become have create ~~find~~ increase show take work

1 Archeologists *have found* among its ruins some of the most important ancient buildings in the world.
2 Archeologists _____ together to rebuild the city's buildings.
3 Angkor Wat _____ an important tourist attraction.
4 Many people _____ respect for the ancient site.
5 Tourism _____ only _____ positive effects.

What is the modern name of the country that is home to Angkor Wat?

Talk together

6 In pairs, take turns asking and answering questions about these plans. Check (✓) the things your partner has done.

A: Have you ever traveled abroad?
B: No, I haven't. I've never traveled abroad.

Tell the class how many activities you have both done.

travel abroad
visit a famous archeological site
see a temple
stay in a hotel
play chess
watch a soccer game
eat Chinese food
go camping

GRAMMAR: The present perfect with *ever* and *never*; the simple past — Student grammar review page W44

7 Write questions and answers in the present perfect and simple past.

1 you / ever / go / skiing? (✓ – in 2014)
A: Have you ever been skiing?
B: Yes, I have.
A: When did you go skiing?
B: I went in 2014.
2 you / ever / meet / a famous person? (✗)
3 you / ever / win / a medal? (✓ – two years ago)
4 your best friend / ever / give / you / a gift? (✓ – for my birthday last year)
5 your parents / ever / take / you / to a restaurant? (✓ – last Saturday)

8 Check (✓) the events in Exercise 7 that you have experienced.

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LESSONS 3 AND 4

Overview

Outcomes
- to read an article about Persepolis
- to write about a World Heritage Site in one's country

Functions
- describing pictures
- making guesses
- describing a place
- giving reasons

Language focus
- ancient monuments

Vocabulary
- ancient monuments

Materials
- Student's Book pages 38–39, Workbook page W23

Student's Book, pages 38 and 39

READING

1 Students discuss in small groups. Hold a class discussion. You can confirm the answer or wait until they have read the article.

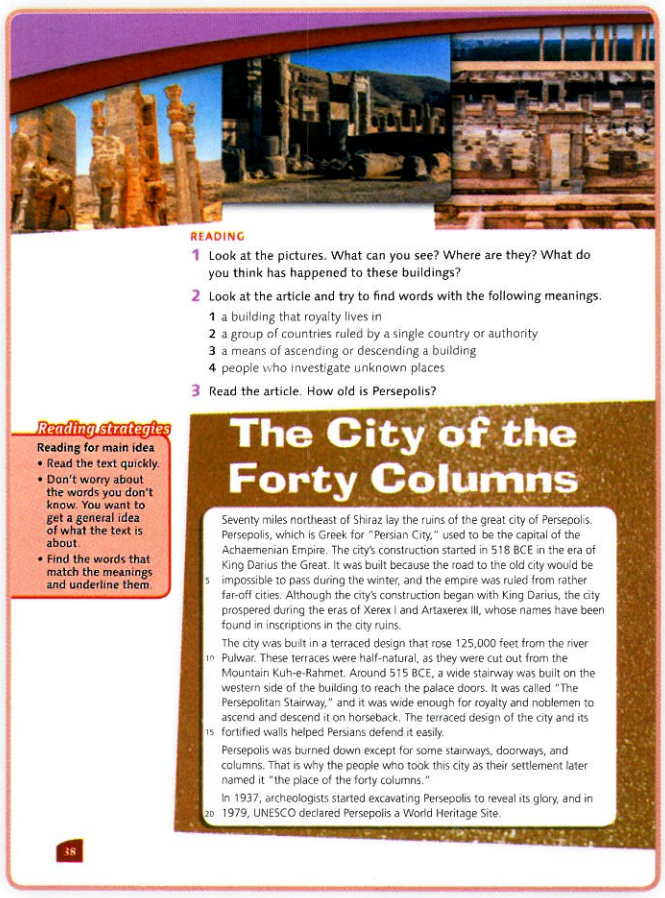
Answers
These are the ruins of Persepolis. They have been damaged by fire.

2 Read the *Reading strategies* box with the class and ask the students to find the words in the text and underline them.

Answers
1 palace **2** empire **3** stairway **4** archeologists

3 Ask students to read the article and find the answer to the question. Give them three or four minutes to do this. Check the answer as a class.

Answer
over 3,000 years old



READING

1 Look at the pictures. What can you see? Where are they? What do you think has happened to these buildings?

2 Look at the article and try to find words with the following meanings.
1 a building that royalty lives in
2 a group of countries ruled by a single country or authority
3 a means of ascending or descending a building
4 people who investigate unknown places

3 Read the article. How old is Persepolis?

Reading strategies
Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.
- Find the words that match the meanings and underline them.

The City of the Forty Columns

Seventy miles northeast of Shiraz lay the ruins of the great city of Persepolis. Persepolis, which is Greek for "Persian City," used to be the capital of the Achaemenian Empire. The city's construction started in 518 BCE in the era of King Darius the Great. It was built because the road to the old city would be impossible to pass during the winter, and the empire was ruled from rather far-off cities. Although the city's construction began with King Darius, the city prospered during the eras of Xerex I and Artaxerex III, whose names have been found in inscriptions in the city ruins.

The city was built in a terraced design that rose 125,000 feet from the river Pulwar. These terraces were half-natural, as they were cut out from the Mountain Kuh-e-Rahmet. Around 515 BCE, a wide stairway was built on the western side of the building to reach the palace doors. It was called "The Persepolitan Stairway," and it was wide enough for royalty and noblemen to ascend and descend it on horseback. The terraced design of the city and its fortified walls helped Persians defend it easily.

Persepolis was burned down except for some stairways, doorways, and columns. That is why the people who took this city as their settlement later named it "the place of the forty columns."

In 1937, archeologists started excavating Persepolis to reveal its glory, and in 1979, UNESCO declared Persepolis a World Heritage Site.

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COMPREHENSION

4 Number students from 1 to 6 around the class, and get them to read and memorize the question corresponding to their number. They must then close their books and get into a group of six. One student should write down the questions as each student dictates his or her question to the "recorder."
Allow them some time to make adjustments and then get one student from each group to read one of the questions to the whole class. They should then check their written versions with the book. After this, students complete the exercise individually. Monitor as they are working. Check answers as a class.

Answers
1 *Shiraz* **2** King Darius the Great, in 518 BCE **3** under three kings **4** a fire that burned the palace **5** archeologists **6** in 1979

5 Students read the information in the *Reading strategies* box to remind them what to do. They then follow the instructions and do the exercise individually. They can compare answers with a partner. Check answers as a class.

Answers
1 *No, it is seventy miles northeast of Shiraz.*
2 No, it means "Persian City." **3** No, it was a wide stairway. **4** No, the city was burned.
5 No, it was in 1979.

VOCABULARY: Ancient monuments

6 Students work in pairs to complete the exercise. You can get students to predict the meanings of the words in this exercise. Read the words to the class (all students have their books closed), and get one or two students to guess what they mean. Ask them to say why they think this. Reveal one option (a, b, or c) at a time and see which one students think is correct.
Continue to ask them why they think their predictions are correct. Do not give them the answers yet. Then check answers as a class.

Answers
1 a **2** c **3** b **4** a

Workbook, page W23, Exercises 4, 5, and 6

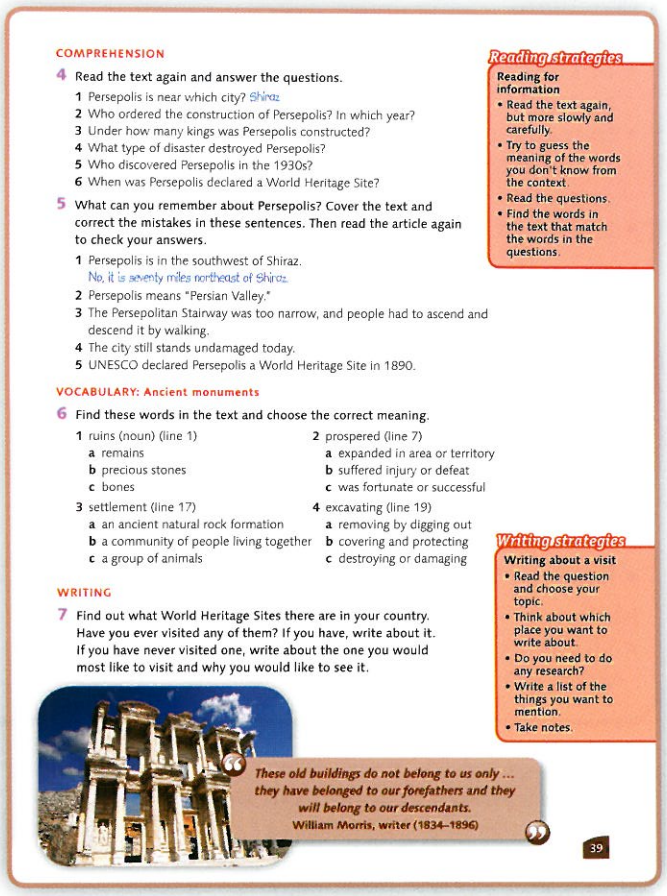
WRITING

7 Read the instructions with the class. Then read the *Writing strategies* box. Ask students to find out about a World Heritage Site for homework and write notes. They must not write a full account about it yet. In the next lesson, look at their notes and give them time to write about their chosen site during class.
Monitor as they are working, helping where necessary. The picture at the bottom of the page shows the facade of the ancient Celsus Library in Turkey.

Answers
Students' own answers

Quotation

Direct the students to the quotation by the English writer and designer William Morris. Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



COMPREHENSION

4 Read the text again and answer the questions.
1 Persepolis is near which city? Shiraz
2 Who ordered the construction of Persepolis? In which year?
3 Under how many kings was Persepolis constructed?
4 What type of disaster destroyed Persepolis?
5 Who discovered Persepolis in the 1930s?
6 When was Persepolis declared a World Heritage Site?

5 What can you remember about Persepolis? Cover the text and correct the mistakes in these sentences. Then read the article again to check your answers.
1 Persepolis is in the southwest of Shiraz.
No, it is seventy miles northeast of Shiraz.
2 Persepolis means "Persian Valley."
3 The Persepolitan Stairway was too narrow, and people had to ascend and descend it by walking.
4 The city still stands undamaged today.
5 UNESCO declared Persepolis a World Heritage Site in 1890.

VOCABULARY: Ancient monuments

6 Find these words in the text and choose the correct meaning.
1 ruins (noun) (line 1)
a remains
b precious stones
c bones
2 prospered (line 7)
a expanded in area or territory
b suffered injury or defeat
c was fortunate or successful
3 settlement (line 17)
a an ancient natural rock formation
b a community of people living together
c a group of animals
4 excavating (line 19)
a removing by digging out
b covering and protecting
c destroying or damaging

WRITING

7 Find out what World Heritage Sites there are in your country. Have you ever visited any of them? If you have, write about it. If you have never visited one, write about the one you would most like to visit and why you would like to see it.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

Writing strategies
Writing about a visit
- Read the question and choose your topic.
- Think about which place you want to write about.
- Do you need to do any research?
- Write a list of the things you want to mention.
- Take notes.

These old buildings do not belong to us only ... they have belonged to our forefathers and they will belong to our descendants.
William Morris, writer (1834–1896)

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to a talk about Copan
- to talk about famous ancient places in one's country
- to read a postcard
- to write sentences about riding a donkey, horse, or camel
- to write a postcard about a trip

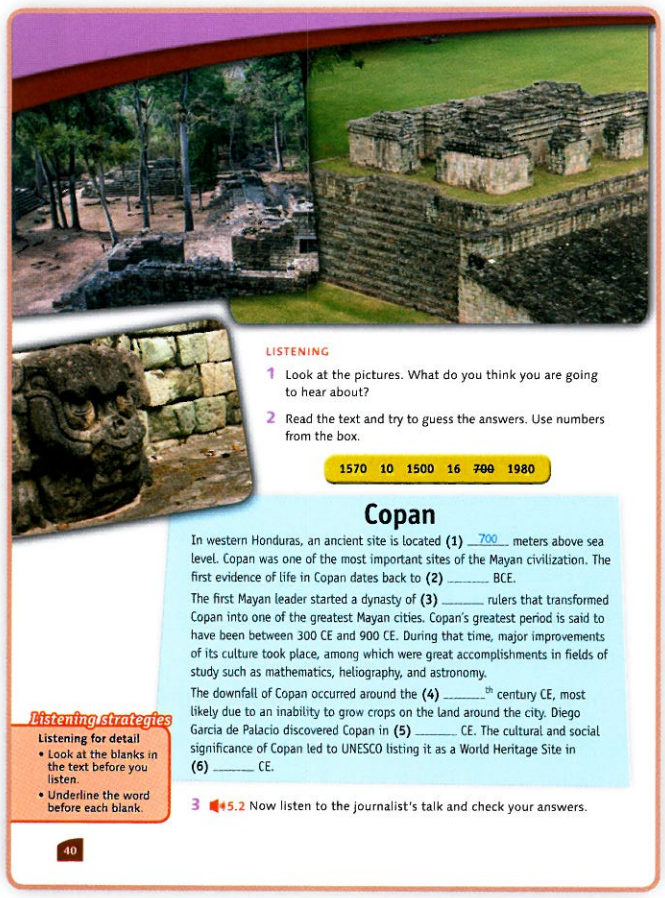
Functions
- making guesses
- inquiring about famous ancient places
- describing past experiences
- describing places

Language focus
- the present perfect with *ever* and *never*
- the simple past

Vocabulary
- famous ancient places

Materials
- Student's Book pages 40–41, Workbook page W24, CD

Answers
1 *700* **2** 1500 **3** 16 **4** 10 **5** 1570 **6** 1980



LISTENING

1 Look at the pictures. What do you think you are going to hear about?

2 Read the text and try to guess the answers. Use numbers from the box.

1570 10 1500 16 ~~700~~ 1980

Copan

In western Honduras, an ancient site is located **(1)** __700__ meters above sea level. Copan was one of the most important sites of the Mayan civilization. The first evidence of life in Copan dates back to **(2)** _____ BCE.

The first Mayan leader started a dynasty of **(3)** _____ rulers that transformed Copan into one of the greatest Mayan cities. Copan's greatest period is said to have been between 300 CE and 900 CE. During that time, major improvements of its culture took place, among which were great accomplishments in fields of study such as mathematics, heliography, and astronomy.

The downfall of Copan occurred around the **(4)** _____th century CE, most likely due to an inability to grow crops on the land around the city. Diego Garcia de Palacio discovered Copan in **(5)** _____ CE. The cultural and social significance of Copan led to UNESCO listing it as a World Heritage Site in **(6)** _____ CE.

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

3 5.2 Now listen to the journalist's talk and check your answers.

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Student's Book, pages 40 and 41

LISTENING

1 Ask the students to describe the pictures to you. The pictures are all of Copan. Discuss the question with them.

Answers
Students' own answers

2 Students read the text and complete it with the numbers. They should get many of them correct by thinking logically. Let them discuss their answers with a partner.

Answers
Students' own answers

3 Read the *Listening strategies* box with the class. Ask them to underline the words and then ask if they want to change any of their answers.
Play the audio to the students while they check their answers. If necessary, play the audio twice. Choose students to read sentences out loud with the answers.

Audioscript 5.2 – see page 126

Talk together

4 Ask the class for answers and write them on the board. Choose students to read the example questions and answers. Students work in pairs asking and answering questions about different places. They can use some of those on the board if they wish.

Suggested answers
A: *Have you ever visited the Colosseum?* ***B:*** *No, I have never been there. Have you?* ***A:*** *Yes, I have.* ***B:*** *When did you go there?* ***A:*** *two years ago* ***B:*** *What was it like? What do you know about its history?*

READING

5 Give students two minutes to read the postcard and answer the question. Point out to the students that the pictures show the Taj Mahal and Ayutthaya. Check answers as a class.

Answers
Malaysia, Thailand, India

COMPREHENSION

6 Read the questions to the students and clarify any misconceptions. Tell students to answer the questions, and then write two more questions based on the postcard for their partner to answer. They can answer each other's questions after they have checked the comprehension answers.

Answers
1 *She is in India.* **2** She has visited the Taj Mahal. **3** She is going to go on a trip to Jaisalmer. **4** Sara wants to ride a camel.

Workbook, page W24, Exercises 7, 8, and 9

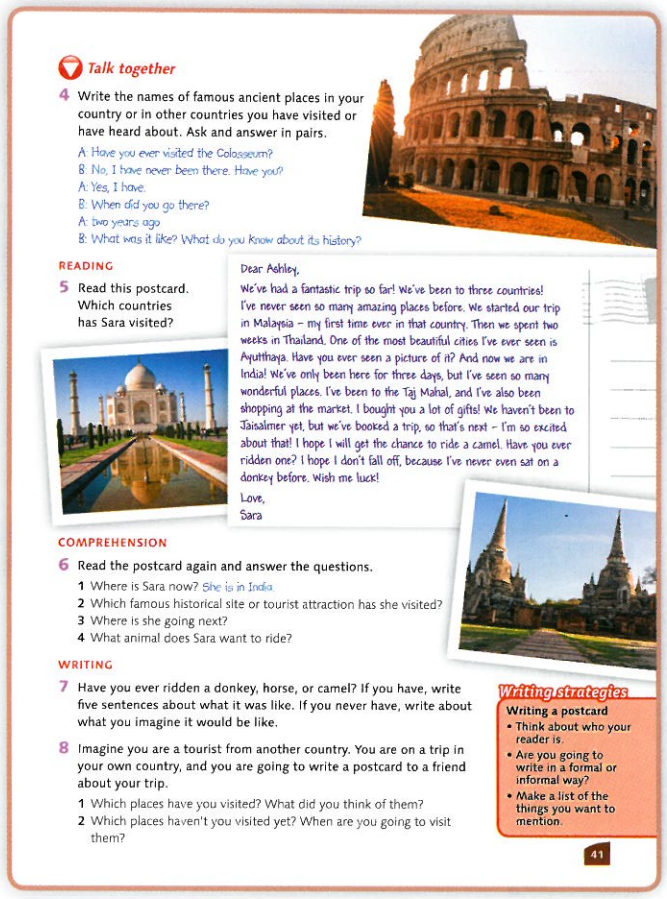
WRITING

7 Read the question with the class. Ask them to give you some words to describe such a ride. Tell them to think about how the ride would feel; whether there would be a certain smell; what it would be like to touch the animal, etc. Write some words on the board, e.g., *bumpy, scary, smelly, exciting.* Students write their five sentences. Monitor and then choose some students to read their sentences to the class.

Answers
Students' own answers

8 Read the *Writing strategies* box with the class. Students should be able to tell you that the reader will be a friend or a relative and that therefore the language will be informal.
Go over the questions with the class, getting different students to give their ideas.
Students can read the model postcard in Exercise 5 before they start writing, if they wish. Monitor as they are writing, helping students to correct any mistakes.
Choose some students to read their postcards out loud to the class.

Answers
Students' own answers



Talk together

4 Write the names of famous ancient places in your country or in other countries you have visited or have heard about. Ask and answer in pairs.

A: Have you ever visited the Colosseum?
B: No, I have never been there. Have you?
A: Yes, I have.
B: When did you go there?
A: two years ago
B: What was it like? What do you know about its history?

READING

5 Read this postcard. Which countries has Sara visited?

Dear Ashley,

We've had a fantastic trip so far! We've been to three countries! I've never seen so many amazing places before. We started our trip in Malaysia – my first time ever in that country. Then we spent two weeks in Thailand. One of the most beautiful cities I've ever seen is Ayutthaya. Have you ever seen a picture of it? And now we are in India! We've only been here for three days, but I've seen so many wonderful places. I've been to the Taj Mahal, and I've also been shopping at the market. I bought you a lot of gifts! We haven't been to Jaisalmer yet, but we've booked a trip, so that's next – I'm so excited about that! I hope I will get the chance to ride a camel. Have you ever ridden one? I hope I don't fall off, because I've never even sat on a donkey before. Wish me luck!

Love,
Sara

COMPREHENSION

6 Read the postcard again and answer the questions.

1 Where is Sara now? She is in India.
2 Which famous historical site or tourist attraction has she visited?
3 Where is she going next?
4 What animal does Sara want to ride?

WRITING

7 Have you ever ridden a donkey, horse, or camel? If you have, write five sentences about what it was like. If you never have, write about what you imagine it would be like.

8 Imagine you are a tourist from another country. You are on a trip in your own country, and you are going to write a postcard to a friend about your trip.

1 Which places have you visited? What did you think of them?
2 Which places haven't you visited yet? When are you going to visit them?

Writing strategies
Writing a postcard
- Think about who your reader is.
- Are you going to write in a formal or informal way?
- Make a list of the things you want to mention.

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LESSONS 7 AND 8

Workbook, page W25, Exercises 10, 11, and 12

Unit 6 Ancient peoples

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about Machu Picchu
- to talk about possessions

Functions
- making guesses
- inquiring about possessions

Language focus
- the present perfect with *for* and *since*
- *How long ...?*

Vocabulary
- geographical features

Materials
- Student's Book pages 42–43, Workbook page W26, CD

Student's Book, pages 42 and 43

BEFORE YOU BEGIN

1 Discuss the questions with the class. Write notes about their suggestions on the board. They can check them when they read the text below. The pictures all show the ancient Incan city of Machu Picchu in the Andes mountains of Peru, including a view of the Sun Temple (far right). On page 43 there is another view of the same site, showing just a few of the many tourists that have visited the site.

Answers
Students' own answers

2 Write the topic *geographical features* on the board, and get students to close their books. Elicit the meaning of the topic (*natural parts of Earth*), and ask students if they can name any types of geographical features. Put students into groups of three, and get them to come up with some ideas. Write these ideas on the board.

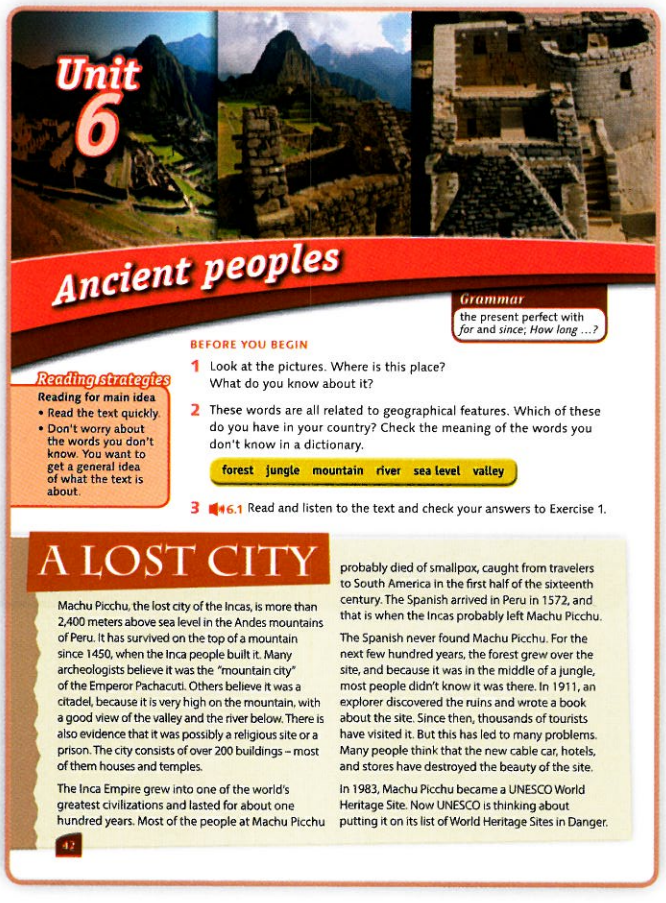
Students open their books and compare their ideas with those in the yellow box. Read the words with the students and check pronunciation. Then students should discuss which of the features exist in their country. Check answers as a class.

Answers
Students' own answers

3 Before they read the text, students silently read the *Reading strategies* box. They then read the text while you play the audio. Check the answers to the questions in Exercise 1. Also check whether any notes you wrote on the board were correct or not.

Audioscript 6.1 – see page 126

Answer
Machu Picchu, Peru



Unit 6

Ancient peoples

Grammar
the present perfect with *for* and *since*; *How long ...?*

BEFORE YOU BEGIN

1 Look at the pictures. Where is this place? What do you know about it?

2 These words are all related to geographical features. Which of these do you have in your country? Check the meaning of the words you don't know in a dictionary.

forest jungle mountain river sea level valley

3 6.1 Read and listen to the text and check your answers to Exercise 1.

Reading strategies
Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.

A LOST CITY

Machu Picchu, the lost city of the Incas, is more than 2,400 meters above sea level in the Andes mountains of Peru. It has survived on the top of a mountain since 1450, when the Inca people built it. Many archeologists believe it was the "mountain city" of the Emperor Pachacuti. Others believe it was a citadel, because it is very high on the mountain, with a good view of the valley and the river below. There is also evidence that it was possibly a religious site or a prison. The city consists of over 200 buildings – most of them houses and temples.

The Inca Empire grew into one of the world's greatest civilizations and lasted for about one hundred years. Most of the people at Machu Picchu probably died of smallpox, caught from travelers to South America in the first half of the sixteenth century. The Spanish arrived in Peru in 1572, and that is when the Incas probably left Machu Picchu.

The Spanish never found Machu Picchu. For the next few hundred years, the forest grew over the site, and because it was in the middle of a jungle, most people didn't know it was there. In 1911, an explorer discovered the ruins and wrote a book about the site. Since then, thousands of tourists have visited it. But this has led to many problems. Many people think that the new cable car, hotels, and stores have destroyed the beauty of the site.

In 1983, Machu Picchu became a UNESCO World Heritage Site. Now UNESCO is thinking about putting it on its list of World Heritage Sites in Danger.

42

COMPREHENSION

4 Students read the *Reading strategies* box silently. Make sure they follow the instructions. Play the audio again while they read. When students have answered the questions, they compare answers with a partner. Check answers as a class.

Audioscript 6.1 – see page 126

Answers
1 Machu Picchu is called "the lost city" because the Spanish never found it and it was hidden in a jungle for a few hundred years. **2** It may have been the "mountain city" of the Emperor, a citadel, a religious site, or a prison. **3** The Inca people lived there. **4** Most of the people at Machu Picchu probably died of smallpox in the sixteenth century. **5** There are hotels and stores now at Machu Picchu.

Workbook, page W26, Exercise 1

GRAMMAR: The present perfect with *for* and *since*; *How long ...?*

5 Students complete this exercise in pairs. Check answers as a class.
Then ask the students to tell you the words before the answers (*for, for over, since*). Ask them to explain why sometimes we use *for* and sometimes *since* (*"for" is a length of time; "since" refers to a point in time*). Give students a few examples if necessary, e.g., *I have worked at this school _____ five years. (for); I have worked at this school _____ 2007. (since); My best friend has been a doctor _____ fifteen years. (for); My best friend has been a doctor _____ 1997. (since)*

Answers
1 *550* **2** one century **3** 1911 **4** 30

6 Students complete the exercise individually and then check their answers with a partner. Monitor as they are working, checking that they understand the difference between *for* and *since*. Check answers as a class. Discuss any problems they may have and refer them to the *Student grammar review* on page W44.

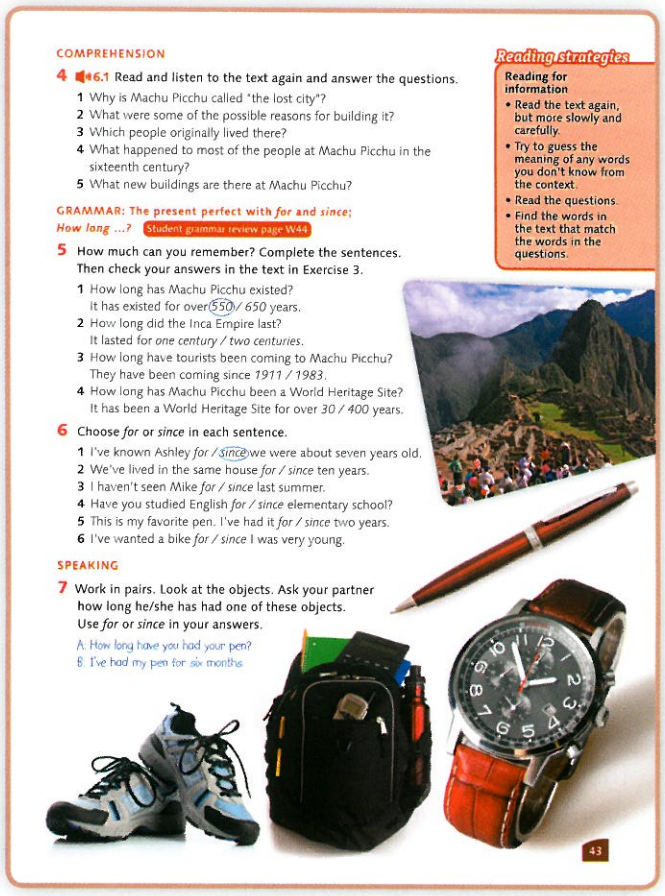
Answers
1 *since* **2** for **3** since **4** since **5** for **6** since

Workbook, page W26, Exercises 2, 3, 4, and 5

SPEAKING

7 Choose two students to ask and answer the example question. Ask students to say what else they can see in the picture – they can mention the different items in the backpack, too (*cell phone, water bottle, calculator*, etc.). Ask a few students the question.
Then students work in pairs, taking turns asking and answering the questions. Monitor as they are speaking.
When they have finished, choose a few students to ask and answer in front of the class.

Suggested answers
A: *How long have you had your pen?* ***B:*** *I've had my pen for six months.* **A:** How long have you had your watch? **B:** I've had my watch since I was twelve. **A:** How long have you had your sneakers? **B:** I've had my sneakers for four months.



COMPREHENSION

4 6.1 Read and listen to the text again and answer the questions.
1 Why is Machu Picchu called "the lost city"?
2 What were some of the possible reasons for building it?
3 Which people originally lived there?
4 What happened to most of the people at Machu Picchu in the sixteenth century?
5 What new buildings are there at Machu Picchu?

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of any words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: The present perfect with *for* and *since*; *How long ...?* Student grammar review page W44

5 How much can you remember? Complete the sentences. Then check your answers in the text in Exercise 3.
1 How long has Machu Picchu existed?
It has existed for over 550 / 650 years.
2 How long did the Inca Empire last?
It lasted for *one century / two centuries*.
3 How long have tourists been coming to Machu Picchu?
They have been coming since *1911 / 1983*.
4 How long has Machu Picchu been a World Heritage Site?
It has been a World Heritage Site for over *30 / 400* years.

6 Choose *for* or *since* in each sentence.
1 I've known Ashley *for / since* we were about seven years old.
2 We've lived in the same house *for / since* ten years.
3 I haven't seen Mike *for / since* last summer.
4 Have you studied English *for / since* elementary school?
5 This is my favorite pen. I've had it *for / since* two years.
6 I've wanted a bike *for / since* I was very young.

SPEAKING

7 Work in pairs. Look at the objects. Ask your partner how long he/she has had one of these objects. Use *for* or *since* in your answers.
A: How long have you had your pen?
B: I've had my pen for six months.

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about animals
- to read an article about the Nazca Lines
- to write about a mystery

Functions
- describing pictures
- recounting past experiences
- making guesses
- giving facts

Language focus
- the present perfect

Vocabulary
- animals
- the Nazca Lines

Materials
- Student's Book pages 44–45, Workbook page W27

Student's Book, pages 44 and 45

VOCABULARY: Animals

1 Ask students to look at the pictures at the top of the page and describe them. Ask them to suggest what they might be. Write their suggestions on the board – they will find the answers in the reading on page 45.

Answers
Students' own answers

2 Read the question with the class. Answer any questions. Get students to attempt pronunciation, and correct if necessary. Get several students to copy your pronunciation individually, and then the class to repeat in chorus. Students match the words and pictures alone, and then compare with their partner. Extend the task by getting students to work in pairs, to describe the pictures in detail. Monitor and correct the students as they talk.

Answers
1 *lizard* **2** monkey **3** jaguar **4** shark

Talk together

3 Students talk in small groups. Monitor as they are talking. You can note any mistakes they make and go over them when the speaking activity is finished. Don't correct at the time unless the other students can't understand what is being said.

Answers
Students' own answers

READING

4 Direct students' attention to the title of the article on page 45. Read the question and get students to look back at the pictures at the top of page 44. Ask a few students what they think is meant by the title. What do they think the *Nazca Lines* are? Discuss with students. Write their ideas on the board.

Answers
Students' own answers

5 Students silently read the *Reading strategies* box. They then read the article. Check students' answers given in Exercise 4.

Answer
ancient drawings



COMPREHENSION

6 Students work in pairs. If necessary, as a hint, tell the students that the three remaining answers are all to be found in the third column of the text. Check answers as a class.

Answers
1 *location* **2** pottery **3** creation **4** mystery

7 Students read the *Reading strategies* box silently and then do the multiple-choice exercise. Check answers as a class.

Answers
1 *c* **2** b **3** c

Workbook, page W27, Exercises 6, 7, 8, and 9

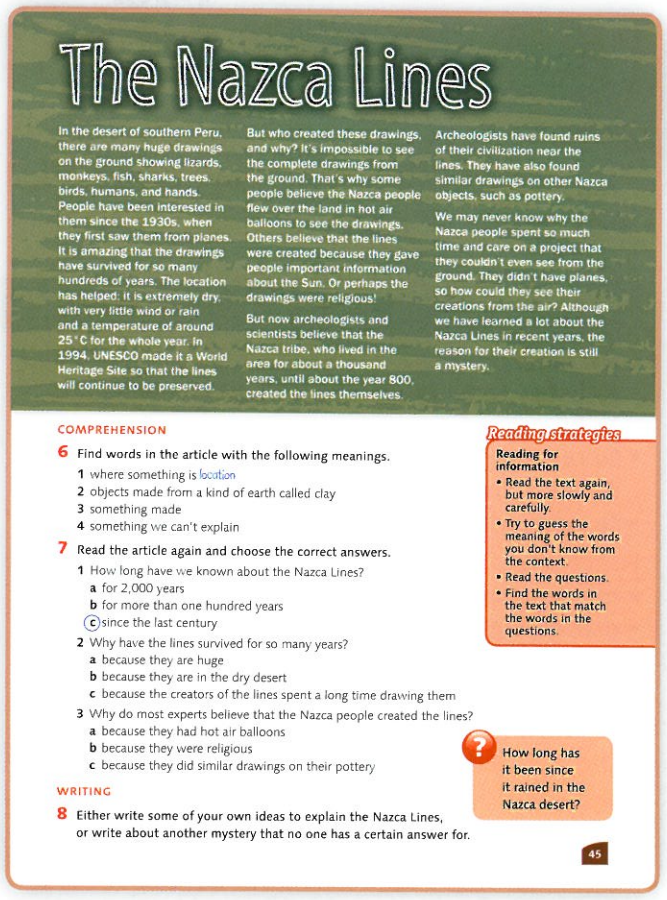
Research box
Ask the students to discuss the question in pairs before researching the answer.

Answer
It last rained in 2007, but scientists are concerned that the Earth's changing weather might bring more rain to the area and the Nazca Lines might then start wearing away.

WRITING

8 Discuss what students could write about. They can do some research before they do the writing if you wish. They could find the information for homework, take notes, and then write during class time.

Answers
Students' own answers



The Nazca Lines

In the desert of southern Peru, there are many huge drawings on the ground showing lizards, monkeys, fish, sharks, trees, birds, humans, and hands. People have been interested in them since the 1930s, when they first saw them from planes. It is amazing that the drawings have survived for so many hundreds of years. The location has helped: it is extremely dry, with very little wind or rain and a temperature of around 25°C for the whole year. In 1994, UNESCO made it a World Heritage Site so that the lines will continue to be preserved.

But who created these drawings, and why? It's impossible to see the complete drawings from the ground. That's why some people believe the Nazca people flew over the land in hot air balloons to see the drawings. Others believe that the lines were created because they gave people important information about the Sun. Or perhaps the drawings were religious!

But now archeologists and scientists believe that the Nazca tribe, who lived in the area for about a thousand years, until about the year 800, created the lines themselves.

Archeologists have found ruins of their civilization near the lines. They have also found similar drawings on other Nazca objects, such as pottery.

We may never know why the Nazca people spent so much time and care on a project that they couldn't even see from the ground. They didn't have planes, so how could they see their creations from the air? Although we have learned a lot about the Nazca Lines in recent years, the reason for their creation is still a mystery.

COMPREHENSION

6 Find words in the article with the following meanings.
1 where something is location
2 objects made from a kind of earth called clay
3 something made
4 something we can't explain

7 Read the article again and choose the correct answers.
1 How long have we known about the Nazca Lines?
a for 2,000 years
b for more than one hundred years
c since the last century
2 Why have the lines survived for so many years?
a because they are huge
b because they are in the dry desert
c because the creators of the lines spent a long time drawing them
3 Why do most experts believe that the Nazca people created the lines?
a because they had hot air balloons
b because they were religious
c because they did similar drawings on their pottery

Reading strategies

Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

? How long has it been since it rained in the Nazca desert?

WRITING

8 Either write some of your own ideas to explain the Nazca Lines, or write about another mystery that no one has a certain answer for.

45

LESSONS 5 AND 6

Overview

Outcomes
- to listen to an interview with an archeologist
- to talk about a civilization
- to read an article about the Olympic Stadium in Amsterdam
- to write about a rebuilt building in one's country

Functions
- making guesses
- expressing opinions
- giving reasons
- giving facts

Language focus
- the past tense

Vocabulary
- civilizations

Materials
- Student's Book pages 46–47, Workbook page W28, CD

Student's Book, pages 46 and 47

LISTENING

1 Students discuss the pictures. Write their suggestions on the board. The picture on the top right shows archeologists excavating a site in northern England called Vindolanda. This was the site of a Roman fort built in the second century, close to the site of Hadrian's Wall, a 120-km long barrier approximately marking the boundary between England and Scotland, and it is designated a World Heritage Site. The middle picture shows a worker sifting the earth for Roman artifacts (such as coins, beads, pots, weapons, etc.), while the picture on the left shows some typical finds. The three pictures in the left-hand margin show (from top to bottom) an Aztec pot, a display of ancient arrowheads, and a silver coin of Greek origin.

Answers
Students' own answers

2 Students read the *Listening strategies* box. Play the audio for students to check their answers.

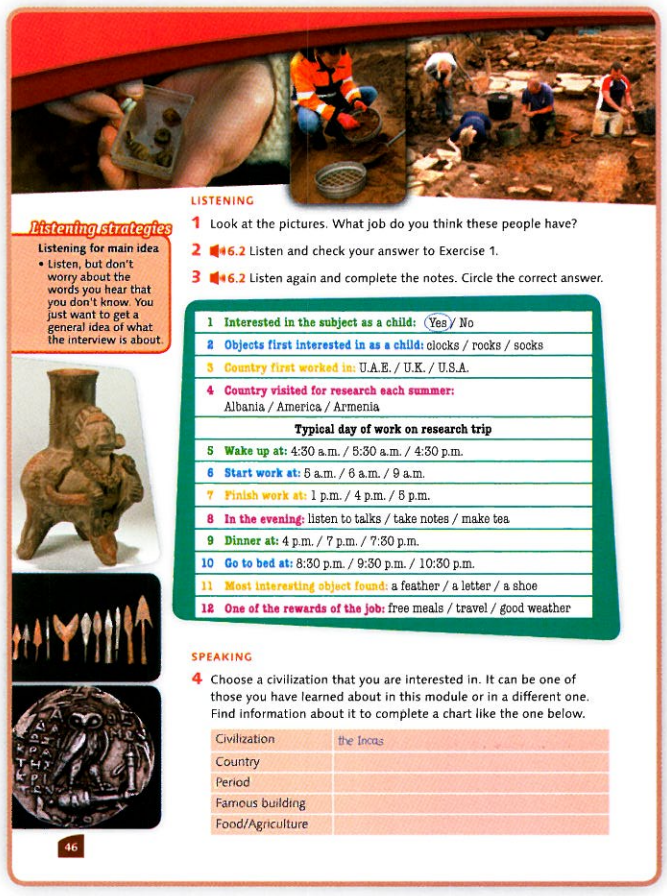
Audioscript 6.2 – see pages 126 and 127

Answer
They are archeologists.

3 Before you play the audio again, give students time to read the notes. Remind them of the meanings of *a.m.* (morning) and *p.m.* (afternoon or evening up to midnight). Play the audio again while the students do the exercise. The students then check answers in pairs. Finally, check answers as a class.

Audioscript 6.2 – see pages 126 and 127

Answers
1 *Yes* **2** rocks **3** U.S.A. **4** Armenia
5 4:30 a.m. **6** 5 a.m. **7** 1 p.m. **8** listen to talks
9 7:30 p.m. **10** 8:30 p.m. **11** a shoe **12** travel



SPEAKING

4 Students can complete this chart at home to give them time to do some research.

Suggested answers

Civilization	*the Incas*
Country	Peru
Period	1450–1550
Famous building	Machu Picchu
Food/Agriculture	potatoes, maize, quinoa

Student's Book, page 49

OPENER

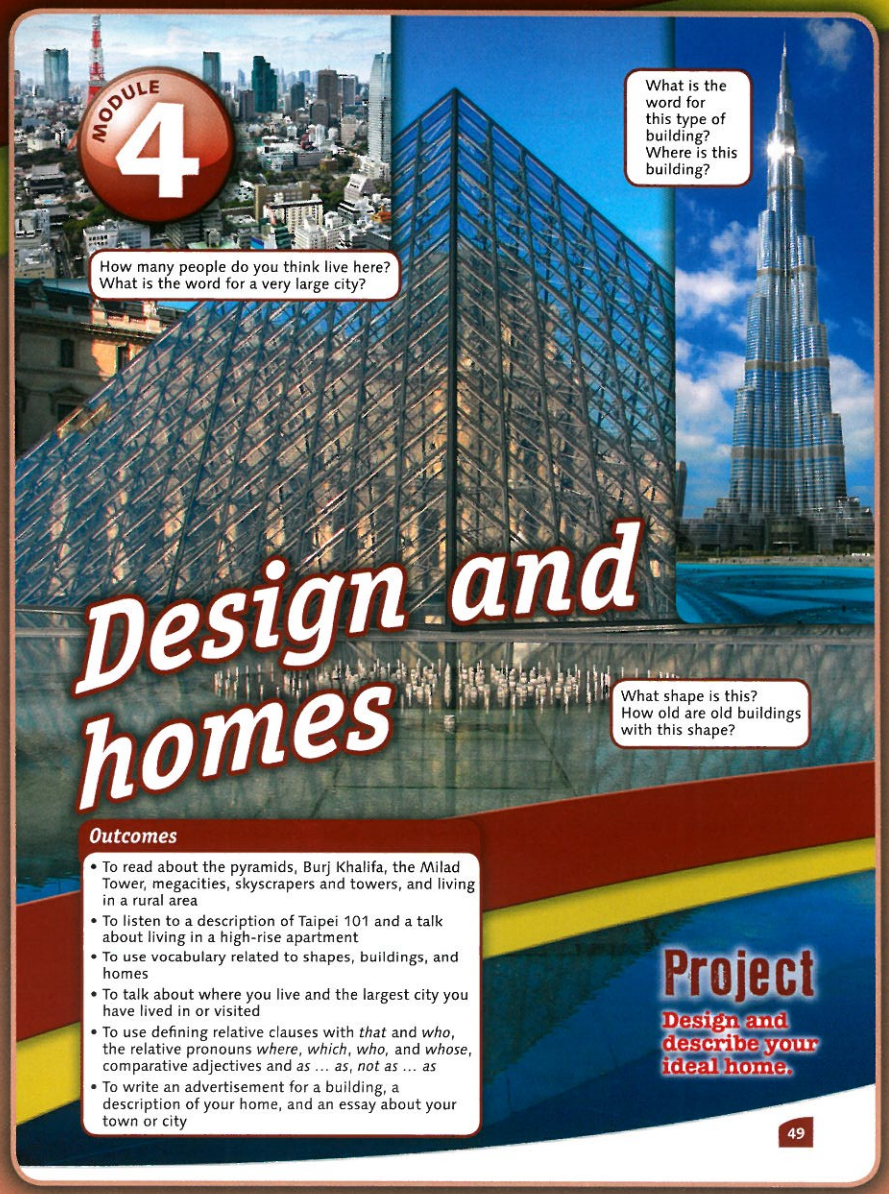
Tell the students that all these pictures were taken in cities. Ask *Do you want to live in a big city when you start working? Why / Why not?* Discuss the advantages and disadvantages of city life with the class.

Ask the students to open their books to page 49 and to look at the pictures. Ask them to discuss the pictures with a partner. Point out to the students that the theme of this module is design and homes, and that the pictures on the page are all connected to that theme (modern architecture, a megacity, and a skyscraper). Discuss the questions with the class. Explain that they will find the answers as they go over the module. Ask students to guess the city in which each picture was taken. The main picture shows the glass and metal pyramid that stands outside the Louvre Museum in Paris, France; the picture on the top left shows a view of Tokyo, Japan; and the picture on the top right is of Burj Khalifa in Dubai.

Design and homes

Outcomes

- To read about the pyramids, Burj Khalifa, the Milad Tower, megacities, skyscrapers and towers, and living in a rural area
- To listen to a description of Taipei 101 and a talk about living in a high-rise apartment
- To use vocabulary related to shapes, buildings, and homes
- To talk about where you live and the largest city you have lived in or visited
- To use defining relative clauses with *that* and *who*, the relative pronouns *where*, *which*, *who,* and *whose*, comparative adjectives and *as … as*, *not as … as*
- To write an advertisement for a building, a description of your home, and an essay about your town or city



Unit 7 Buildings old and new

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the pyramids
- to use relative pronouns in sentences and paragraphs

Functions
- comparing pictures
- talking about pyramids

Language focus
- defining relative clauses with *that* and *who*

Vocabulary
- shapes
- buildings

Materials
- Student's Book pages 50–51, Workbook page W30, CD

Student's Book, pages 50 and 51

BEFORE YOU BEGIN

1 Discuss the differences in the pyramids as a class. The pictures show, from left to right, the Great Pyramid of Giza, the pyramid built by the Mayans at Chichen Itza in Mexico, and the glass pyramid at the Louvre.

Answer
The pyramids are built of different materials. Two are built of stone and one is built of glass and metal. Their color, shape and size also differ. They are all built in very different environments (one in a desert in Africa, one in a forested area in Latin America, one in a European capital city). Two are old (though the Egyptian pyramid is far older than the Mayan) and one is very modern (from the 1980s). One has ramps and steps. The other two don't have these things.

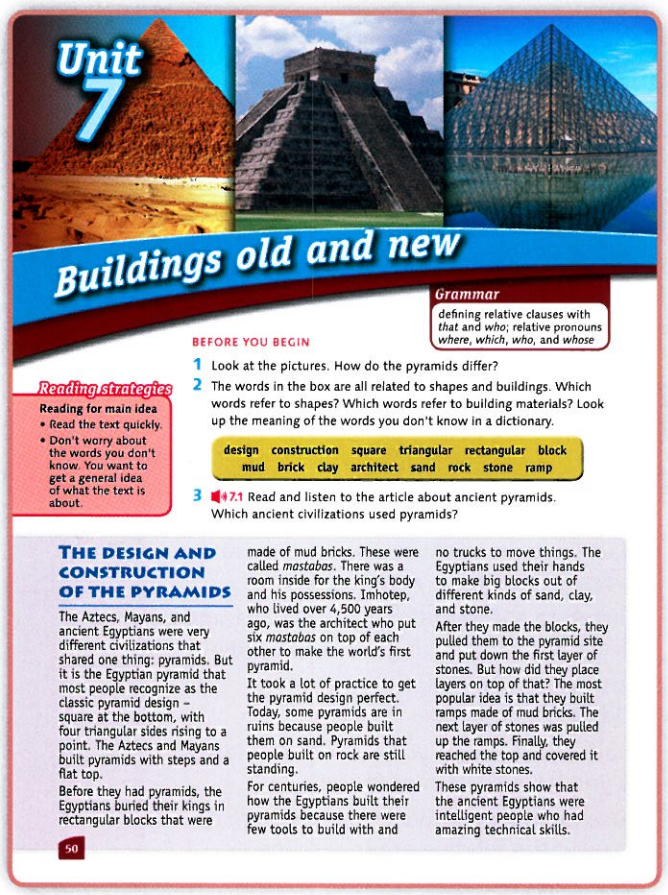
2 Ask students to write two lists in their vocabulary notebooks with the headings *shapes* and *building materials*. This will account for most, but not all, of the words. *Design* and *construction* are processes in building; *block* and *ramp* are parts or features of a building, while *architect* is the person responsible for the design of a building. Check answers as a class.

Answers
shapes: square, triangular, rectangular
building materials: mud, brick, clay, sand, rock, stone

3 Before the students read and listen, ask them to read the information in the *Reading strategies* box silently. Play the audio. Students answer the question. Check answers as a class.

Audioscript 7.1 – see page 127

Answers
the Aztecs, the Mayans, the ancient Egyptians


Unit 7
Buildings old and new
Grammar
defining relative clauses with *that* and *who*; relative pronouns *where*, *which*, *who*, and *whose*
BEFORE YOU BEGIN
1 Look at the pictures. How do the pyramids differ?
2 The words in the box are all related to shapes and buildings. Which words refer to shapes? Which words refer to building materials? Look up the meaning of the words you don't know in a dictionary.
design construction square triangular rectangular block mud brick clay architect sand rock stone ramp
3 7.1 Read and listen to the article about ancient pyramids. Which ancient civilizations used pyramids?
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
THE DESIGN AND CONSTRUCTION OF THE PYRAMIDS
The Aztecs, Mayans, and ancient Egyptians were very different civilizations that shared one thing: pyramids. But it is the Egyptian pyramid that most people recognize as the classic pyramid design – square at the bottom, with four triangular sides rising to a point. The Aztecs and Mayans built pyramids with steps and a flat top.
Before they had pyramids, the Egyptians buried their kings in rectangular blocks that were made of mud bricks. These were called *mastabas*. There was a room inside for the king's body and his possessions. Imhotep, who lived over 4,500 years ago, was the architect who put six *mastabas* on top of each other to make the world's first pyramid.
It took a lot of practice to get the pyramid design perfect. Today, some pyramids are in ruins because people built them on sand. Pyramids that people built on rock are still standing.
For centuries, people wondered how the Egyptians built their pyramids because there were few tools to build with and no trucks to move things. The Egyptians used their hands to make big blocks out of different kinds of sand, clay, and stone.
After they made the blocks, they pulled them to the pyramid site and put down the first layer of stones. But how did they place layers on top of that? The most popular idea is that they built ramps made of mud bricks. The next layer of stones was pulled up the ramps. Finally, they reached the top and covered it with white stones.
These pyramids show that the ancient Egyptians were intelligent people who had amazing technical skills.
50

COMPREHENSION

4 Students read the *Reading strategies* box and follow the instructions. Point out that the sentences are not word-for-word repetitions of the sentences as they appear on page 50, but paraphrases.
Play the audio again while the students reread the article. They can compare answers in pairs. Check answers as a class.

Audioscript 7.1 – see page 127

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

GRAMMAR: Defining relative clauses with *that* and *who*

5 Explain to students that in writing, in particular, it is important that the structure of their sentences is appropriate. We don't want a lot of very short sentences. We now want to try to join sentences together. One way we can do this is by using *who* and *that*.
Write the two sentences in the example on the board. Ask a student to read the example answer. Ask *Which word has been added? (that) Which word is now missing? (They) Why? (because "that" has replaced it. "They" refers to the "civilizations" and so we don't need to repeat it.)* Write the example answer under the two sentences to show the students. Explain that *that* can be used for both people and things.
Give another example: *Agatha Christie was an author. She wrote detective stories.* Say *Agatha Christie was a person. What do we use? (who).*
Students try to put the two sentences together *(Agatha Christie was an author who wrote detective stories.)*
Ask students to try to combine the sentences. Remind them that in the second half of the sentence, we don't need to repeat the subject. Let students work in pairs to complete the exercise. Check answers as a class.
Refer students to the *Student grammar review* on page W44.

Answers
1 *There were three civilizations that shared one thing.* **2** The ancient Egyptians were intelligent people who had amazing technical skills.
3 A triangle is a shape that has three sides.
4 Imhotep is the architect who created the world's first pyramid.

6 Students complete the exercise in pairs. Check answers as a class.

Answers
1 *who/that* **2** that **3** that **4** that **5** who/that **6** that

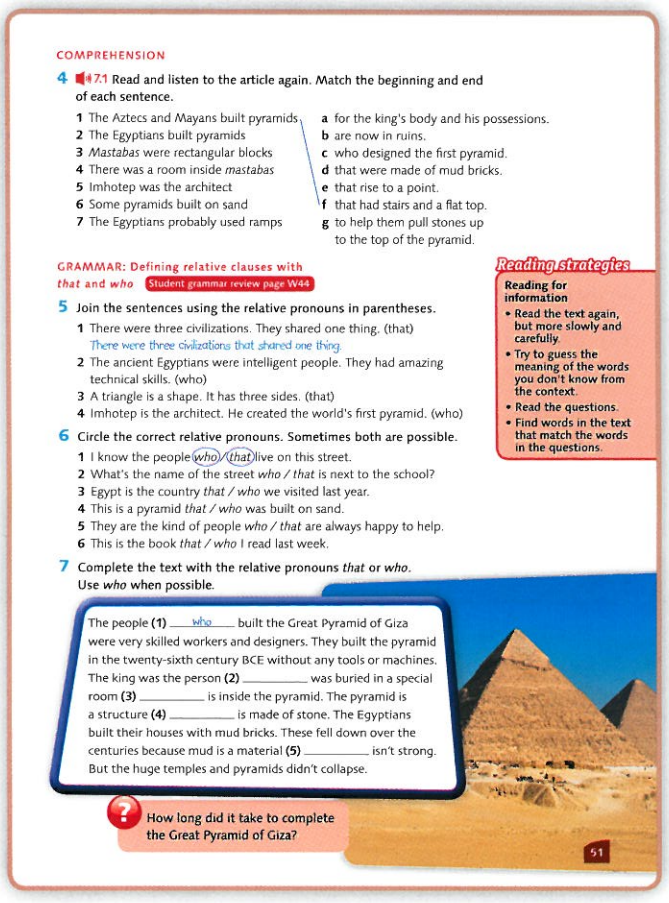
7 Students complete the exercise individually and then compare answers with a partner. Check answers as a class.

Answers
1 *who* **2** who **3** that **4** that **5** that

Research box
Ask the students to discuss the question in pairs.

Answer
twenty years

Workbook, page W30, Exercises 1, 2, and 3



COMPREHENSION

4 7.1 Read and listen to the article again. Match the beginning and end of each sentence.

1 The Aztecs and Mayans built pyramids	a for the king's body and his possessions.
2 The Egyptians built pyramids	b are now in ruins.
3 *Mastabas* were rectangular blocks	c who designed the first pyramid.
4 There was a room inside *mastabas*	d that were made of mud bricks.
5 Imhotep was the architect	e that rise to a point.
6 Some pyramids built on sand	f that had stairs and a flat top.
7 The Egyptians probably used ramps	g to help them pull stones up to the top of the pyramid.

GRAMMAR: Defining relative clauses with *that* and *who* Student grammar review page W44

5 Join the sentences using the relative pronouns in parentheses.
1 There were three civilizations. They shared one thing. (that)
There were three civilizations that shared one thing.
2 The ancient Egyptians were intelligent people. They had amazing technical skills. (who)
3 A triangle is a shape. It has three sides. (that)
4 Imhotep is the architect. He created the world's first pyramid. (who)

6 Circle the correct relative pronouns. Sometimes both are possible.
1 I know the people (who) / (that) live on this street.
2 What's the name of the street *who / that* is next to the school?
3 Egypt is the country *that / who* we visited last year.
4 This is a pyramid *that / who* was built on sand.
5 They are the kind of people *who / that* are always happy to help.
6 This is the book *that / who* I read last week.

7 Complete the text with the relative pronouns *that* or *who*. Use *who* when possible.

The people (1) ___who___ built the Great Pyramid of Giza were very skilled workers and designers. They built the pyramid in the twenty-sixth century BCE without any tools or machines. The king was the person (2) _____ was buried in a special room (3) _____ is inside the pyramid. The pyramid is a structure (4) _____ is made of stone. The Egyptians built their houses with mud bricks. These fell down over the centuries because mud is a material (5) _____ isn't strong. But the huge temples and pyramids didn't collapse.

? How long did it take to complete the Great Pyramid of Giza?

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find words in the text that match the words in the questions.

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LESSONS 3 AND 4

Overview

Outcomes
- to read about Burj Khalifa
- to identify parts of speech
- to talk about a person, a thing, or a place using relative pronouns

Functions
- making guesses
- making descriptions

Language focus
- relative pronouns *where, which, who,* and *whose*

Vocabulary
- buildings
- definitions
- word types

Materials
- Student's Book pages 52–53, Workbook page W31

Student's Book, pages 52 and 53

READING

1 Discuss the question with the class. Write their suggestions on the board. The pictures show, on the left, Taipei 101, a 509-meter tall structure in Taiwan, China, which was completed in 2004. It was the tallest building in the world until the completion of Burj Khalifa in Dubai (pictured far right) five years later. In between is the Swiss Re Building in London (familiarly known as The Gherkin), a 180-meter structure completed in 2003.

Answers
Students' own answers

2 Tell students that they need to read the text to find out the answer to Exercise 1. Ask them how much of the text they think they will have to read to find this out. Tell them they may find something they think is the answer fairly close to the beginning, and then ask them why they think they should continue reading to the end (*because they need to check that this is the correct answer, and there may be more than one possible answer to consider*). Students should read the text quickly and then check with their partners. Finally, check the answers as a class.

Answers
Taiwan, London, Dubai

COMPREHENSION

3 Students read the questions, and then read the text again. They can compare answers with a partner. Check answers as a class.

Answers
1 It is called a skyscraper because it is very tall. "Skyscraper" means a very tall building that seems to touch the sky. **2** It is made of glass, concrete, aluminum, and steel. **3** There was a fireworks show to celebrate the architect's two important building awards. **4** Burj Khalifa is important because it shows the importance of Dubai's role in a changing world and symbolizes the new and successful place that the Middle East has become. **5** Students' own answers



READING

1 Look at the pictures. Do you know where these buildings are?

2 Read the text and check your answers.

Where buildings touch the sky

Burj Khalifa is a skyscraper in Dubai. It is about 828 meters high. It is taller than Taipei 101 in Taiwan and the Gherkin in London added together. In fact, it is one of the tallest buildings in the world.

The construction of Burj Khalifa began in 2004, and it took until 2009 to complete the outside of the structure. The building opened in January 2010.

About 26,000 glass panels cover the outside. They have to be very strong because of Dubai's extreme summer heat. As well as glass, the tower is made of concrete, aluminum, and steel.

The tower has more than 160 levels. They are reached by fifty-seven elevators and eight escalators. It includes 30,000 homes, nine hotels, swimming pools, and a shopping mall. There is also a huge park and an artificial lake. Fountains on the lake shoot water high into the air.

In 2010, Burj Khalifa's architect, Adrian Smith, won two important building awards. To celebrate this achievement, there was a huge fireworks show from the tower on December 31, 2010.

Burj Khalifa is not only an amazing building. It is an example of how countries can work together. At the busiest time of construction, there were more than 12,000 workers on site every day. They came from over one hundred countries. The building shows the importance of Dubai's role in a changing world and symbolizes the new and successful place that the Middle East has become. Dubai itself is a city that has changed from a regional to a world center.

COMPREHENSION

3 Read the text again and answer the questions.

1 Why is Burj Khalifa called a skyscraper? What do you think the word means?
2 What materials is the building made of?
3 Why was there a fireworks show from the top of the building in 2010?
4 Why is Burj Khalifa so important for Dubai and the Middle East?
5 What types of building do you think architects will build in Dubai in the future?

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4 Go over the example with the class. Ask them to find *artificial* in the text. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *artificial* **2** escalator **3** elevator **4** huge **5** fountain **6** achievement **7** symbolize

VOCABULARY: Word types

5 Remind the students of nouns (things), verbs (doing words), and adjectives (describing words, usually before a noun). Students discuss in pairs. Check answers as a class.
The pictures on this page show Burj Khalifa with its fountains and a riverside view of Moscow, Russia.

Answers
adjectives: changing, successful
nouns: construction, structure
verbs: complete, become

Workbook, page W31, Exercises 4, 5, 6, and 7

GRAMMAR: Relative pronouns *where, which, who,* and *whose*

6 Ask students to look at the list of relative pronouns. They know *which* is for things and *who* is for people. What do they think *where* and *whose* will refer to?
Write the first example on the board. Say, for example, *Andy's mother is an architect*. Write the sentence on the board, and then write _____ *mother is an architect?* Ask students to complete the sentence *(Whose)*.
Students work in pairs to complete the exercise. Monitor as they are working, answering any questions the students have. Check answers as a class. Direct students to the *Student grammar review* on page W45.

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

7 First, ask individual students to read each of the seven boxed statements. Then give students your own example responses to each statement. Students work individually to complete the boxes.

Answers
Students' own answers

Talk together

8 Have a conversation with a student, e.g., *Tell me about a famous person whose life you admire. Someone whose life I admire is Marie Curie. She discovered radium and radioactivity. Her work has helped a lot of people.*
Students continue in pairs. Monitor and help if necessary. Choose some students to tell the class about their partners, e.g., *A person whose life Melanie admires is Marie Curie.*

Answers
Students' own answers



4 Find these words in the text.
1 an adjective meaning made by people, not natural artificial
2 a noun meaning a moving staircase
3 a noun meaning a kind of moving room to carry people up and down
4 an adjective meaning very large
5 a noun meaning something that sends water up into the air
6 a noun meaning success in doing something special
7 a verb meaning to act as a sign to represent something else

VOCABULARY: Word types

5 Look at the underlined words below. Are they adjectives, nouns, or verbs?

Construction of Burj Khalifa began in 2004, and it took until 2009 to complete the outside of the structure. The building shows the importance of Dubai's role in a changing world and symbolizes the new and successful place that the Middle East has become.

GRAMMAR: Relative pronouns *where, which, who,* and *whose* Student grammar review page W45

6 Complete these questions with the correct relative pronoun.
1 Do you know anyone whose father or mother is an architect?
2 Do you know anyone _____ lives in Dubai?
3 Have you ever been to a city _____ there are lots of skyscrapers?
4 Do you know the material _____ is stronger – aluminum or steel?
5 Did you see the place _____ Cody went?
6 Did you see the person _____ went with him?
7 Did you see the direction _____ they went?
8 Do you know the student _____ pen is lost?

7 Write down a word or a name in each box.

someone who remembers you when you were a baby
someone who is very important to you
a famous person whose life you admire
something that you'd like to buy
something that you carry with you every day
a place where you'd like to go for a day trip
a place where you have been on vacation

Talk together

8 Work in pairs. Talk about what you have written in the boxes in Exercise 7 and explain why you wrote these words or names. Use relative pronouns.

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to a text about Taipei 101
- to talk about experiences of tall buildings
- to read an advertisement about the Milad Tower
- to write an advertisement for a building

Functions
- describing pictures
- expressing opinions
- describing a building

Language focus
- language to describe places – adjectives (*The building is … There is …*)

Vocabulary
- buildings
- word types – descriptive adjectives

Materials
- Student's Book pages 54–55, Workbook page W32, CD

Student's Book, pages 54 and 55

LISTENING

1 Students discuss in small groups. After they have given their responses, you can tell the students that the pictures show Taipei 101 in Taiwan, a view of the Manhattan skyline in New York, and the river Seine in Paris, France. The picture at the bottom of the page shows an aerial view from Taipei 101.

Answers
Students' own answers

2 Ask if any students have been to Taipei 101 or if they know anything about it. Discuss answers to the questions as a class. Write some notes on the board. Play the audio. Ask students to look at the list to find out if they were right.

Audioscript 7.2 – see page 127

Answers
Students' own answers

3 Students read the *Listening strategies* box and follow the instructions. Play the audio again and complete the text. Students check their answers in pairs and also check each other's spelling.

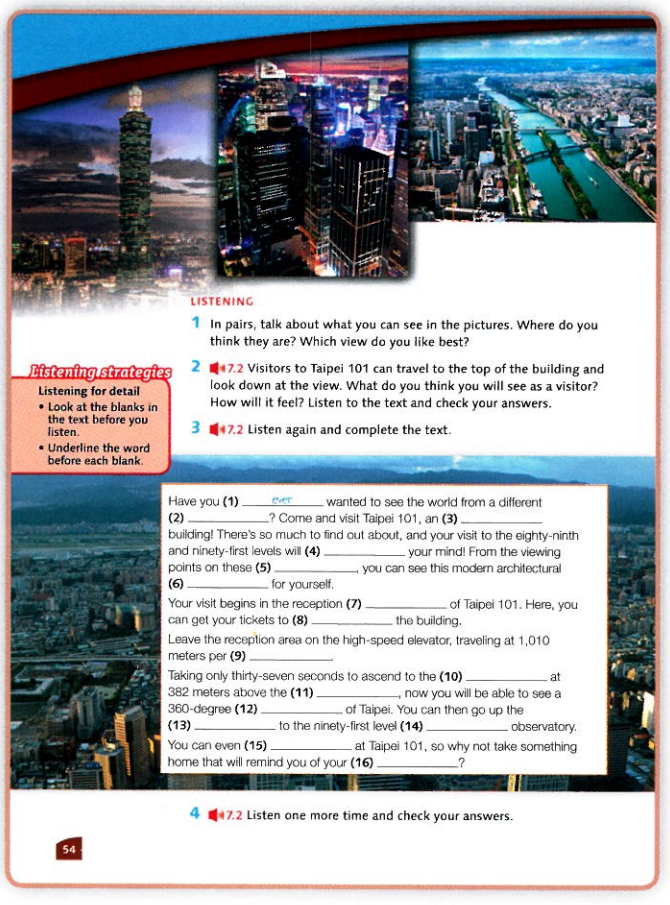
Audioscript 7.2 – see page 127

Answers
Students' own answers

4 Find out from students whether they need to listen to the recording again. If they say they do not, get them to close their books and work on reconstructing the text in their own words; first they work in pairs, then in groups of three, and then in groups of four. When they have finished (or gotten as much of the information together as they can), get them to compare it with the written text. While they are checking, you can play the recording again for them to check anything they need to. Check answers as a class.

Audioscript 7.2 – see page 127

Answers
1 *ever* **2** angle **3** amazing **4** blow **5** levels **6** achievement **7** area **8** explore **9** minute **10** observatory **11** ground **12** view **13** stairs **14** outdoor **15** shop **16** visit



LISTENING

1 In pairs, talk about what you can see in the pictures. Where do you think they are? Which view do you like best?

2 7.2 Visitors to Taipei 101 can travel to the top of the building and look down at the view. What do you think you will see as a visitor? How will it feel? Listen to the text and check your answers.

3 7.2 Listen again and complete the text.

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

Have you **(1)** ever wanted to see the world from a different **(2)** _____? Come and visit Taipei 101, an **(3)** _____ building! There's so much to find out about, and your visit to the eighty-ninth and ninety-first levels will **(4)** _____ your mind! From the viewing points on these **(5)** _____, you can see this modern architectural **(6)** _____ for yourself.

Your visit begins in the reception **(7)** _____ of Taipei 101. Here, you can get your tickets to **(8)** _____ the building.

Leave the reception area on the high-speed elevator, traveling at 1,010 meters per **(9)** _____.

Taking only thirty-seven seconds to ascend to the **(10)** _____ at 382 meters above the **(11)** _____, now you will be able to see a 360-degree **(12)** _____ of Taipei. You can then go up the **(13)** _____ to the ninety-first level **(14)** _____ observatory.

You can even **(15)** _____ at Taipei 101, so why not take something home that will remind you of your **(16)** _____?

4 7.2 Listen one more time and check your answers.

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Talk together

5 Put students into pairs, and designate one student in each pair as "A," and one as "B." Students are to dictate the questions to each other, without looking at their partner's notebook. "A" starts, and may ask questions such as *Is that clear?* or *Do you want me to repeat that?*, but can't look at "B" 's writing. "B" must listen carefully, and write down what he or she thinks "A" is telling him/her. "A" should dictate two questions, and "B" should do the same. After they have done this, they should compare their questions to those in the book and correct them as necessary. They should then answer the questions with their partners. Check answers as a class.

Answers
Students' own answers

Workbook, page W32, Exercises 8, 9, and 10

READING

6 Ask students to read the information. Ask them if they have ever been there.

WRITING

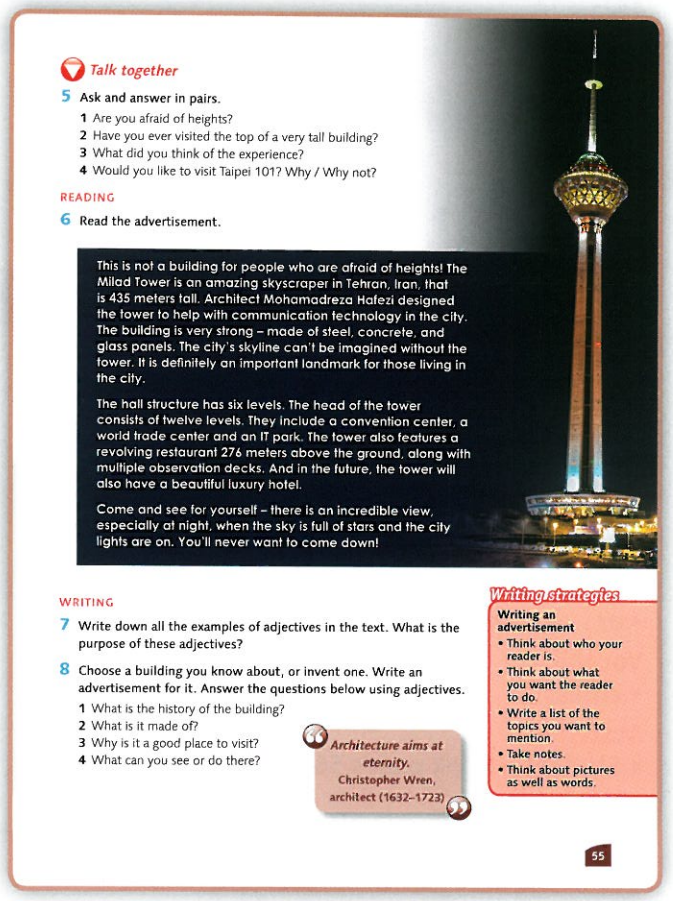
7 Remind students what an adjective is. Ask them to work in pairs to list them. Check answers as a class.

Answers
adjectives: amazing, strong, important, beautiful, luxury, revolving, incredible
The adjectives largely serve to make the building sound like an exciting place to visit.

8 Ask for some examples of interesting buildings that the students know. Read the *Writing strategies* box with the class. Discuss each point and elicit answers from different students.
Ask the students to look at the four questions and answer them for the Milad Tower. Tell students to use the advertisement for the Milad Tower as their model. Students can do some preparation at home and write their final advertisement in class. Encourage them to find pictures of their chosen building to decorate their advertisements. Choose students to present their advertisements to the class. You could make a display of them in the classroom.

Answers
Students' own answers

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



Talk together

5 Ask and answer in pairs.
1 Are you afraid of heights?
2 Have you ever visited the top of a very tall building?
3 What did you think of the experience?
4 Would you like to visit Taipei 101? Why / Why not?

READING

6 Read the advertisement.

This is not a building for people who are afraid of heights! The Milad Tower is an amazing skyscraper in Tehran, Iran, that is 435 meters tall. Architect Mohamadreza Hafezi designed the tower to help with communication technology in the city. The building is very strong – made of steel, concrete, and glass panels. The city's skyline can't be imagined without the tower. It is definitely an important landmark for those living in the city.

The hall structure has six levels. The head of the tower consists of twelve levels. They include a convention center, a world trade center and an IT park. The tower also features a revolving restaurant 276 meters above the ground, along with multiple observation decks. And in the future, the tower will also have a beautiful luxury hotel.

Come and see for yourself – there is an incredible view, especially at night, when the sky is full of stars and the city lights are on. You'll never want to come down!

WRITING

7 Write down all the examples of adjectives in the text. What is the purpose of these adjectives?

8 Choose a building you know about, or invent one. Write an advertisement for it. Answer the questions below using adjectives.
1 What is the history of the building?
2 What is it made of?
3 Why is it a good place to visit?
4 What can you see or do there?

Architecture aims at eternity.
Christopher Wren, architect (1632–1723)

Writing strategies
Writing an advertisement
- Think about who your reader is.
- Think about what you want the reader to do.
- Write a list of the topics you want to mention.
- Take notes.
- Think about pictures as well as words.

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LESSONS 7 AND 8

Workbook, page W33, Exercises 11, 12, and 13

Unit 8 Home life

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about megacities
- to compare pictures using adjectives

Functions
- making guesses
- making comparisons

Language focus
- comparative adjectives
- *as ... as, not as ... as*

Vocabulary
- cities

Materials
- Student's Book pages 56–57, Workbook page W34, CD

Student's Book, pages 56 and 57

BEFORE YOU BEGIN

1 Discuss the pictures as a class. Ask students some questions to establish what *megacity* means. *Do you think it means a small town or a large town? Is a town bigger or smaller than a city? Are cities usually big? So, do you think a megacity is a very big city or a very small city?* Explain that they will find the answer when they read the article. From left to right, the three megacities shown in the pictures are Tokyo, Japan; Sao Paulo, Brazil; and Jakarta, Indonesia.

Answers
Students' own answers

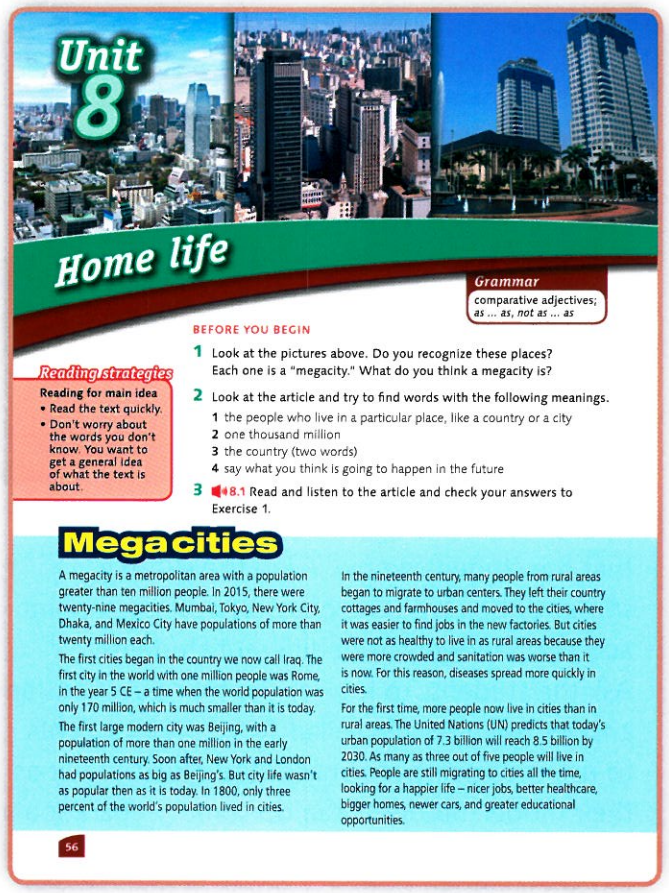
2 Read the definitions with the class. Divide the class into four groups. Give each group one definition. Ask them to find the word or words. Direct the students to the *Reading strategies* box and tell them to follow the instructions. Help them by saying that the answer to the first question is in the left-hand column. The other three answers are in the right-hand column. Give them a minute to find the words. Check answers as a class.

Answers
1 population **2** one billion **3** rural areas
4 predict

3 Tell the students to read the *Reading strategies* box again and to follow its advice. Remind them that they are to check the meaning of *megacity*. Then play the audio.

Audioscript 8.1 – see page 127

Answer
A megacity is a metropolitan area with a population greater than ten million people.


Unit 8
Home life
Grammar
comparative adjectives; as ... as, not as ... as
BEFORE YOU BEGIN
1 Look at the pictures above. Do you recognize these places? Each one is a "megacity." What do you think a megacity is?
2 Look at the article and try to find words with the following meanings.
1 the people who live in a particular place, like a country or a city
2 one thousand million
3 the country (two words)
4 say what you think is going to happen in the future
3 8.1 Read and listen to the article and check your answers to Exercise 1.
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
Megacities
A megacity is a metropolitan area with a population greater than ten million people. In 2015, there were twenty-nine megacities. Mumbai, Tokyo, New York City, Dhaka, and Mexico City have populations of more than twenty million each.
The first cities began in the country we now call Iraq. The first city in the world with one million people was Rome, in the year 5 CE – a time when the world population was only 170 million, which is much smaller than it is today.
The first large modern city was Beijing, with a population of more than one million in the early nineteenth century. Soon after, New York and London had populations as big as Beijing's. But city life wasn't as popular then as it is today. In 1800, only three percent of the world's population lived in cities.
In the nineteenth century, many people from rural areas began to migrate to urban centers. They left their country cottages and farmhouses and moved to the cities, where it was easier to find jobs in the new factories. But cities were not as healthy to live in as rural areas because they were more crowded and sanitation was worse than it is now. For this reason, diseases spread more quickly in cities.
For the first time, more people now live in cities than in rural areas. The United Nations (UN) predicts that today's urban population of 7.3 billion will reach 8.5 billion by 2030. As many as three out of five people will live in cities. People are still migrating to cities all the time, looking for a happier life – nicer jobs, better healthcare, bigger homes, newer cars, and greater educational opportunities.
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COMPREHENSION

4 Students read the *Reading strategies* box and follow the instructions. Choose two students to read the first sentence and the answer. Remind the students that they need to correct all the false statements. Play the audio again while the students reread the article. Monitor as they are working, helping where necessary. Check answers as a class.

Audioscript 8.1 – see page 127

Answers

1 *False. They all have populations of more than ten million.* **2** True **3** False. It was a city, not a megacity. **4** True **5** True **6** False. The urban population today is 7.3 billion. **7** False. More people live in cities now than in the past. **8** True

GRAMMAR: Comparative adjectives; *as ... as, not as ... as*

5 This should be review for the students as they complete the sentences with comparative adjectives. Remind them that when we are comparing two things (and no more than two things), we use the comparative. Students compare answers with a partner. Check answers as a class.

Answers

1 *better* **2** bigger **3** happier **4** easier **5** smaller

6 Ask two students who are the same height to come to the front of the class. Ask, for example, *How tall is Ben? How tall is Tim?* Say *Ben is as tall as Tim*. Ask a shorter student to come to the front. Ask, for example, *Is Alex as tall as Ben? (no) Is Alex as tall as Tim? (no).* Teach *Alex is not as tall as Ben*. Students repeat. Ask them to tell you about Tim and Alex: *Alex is not as tall as Tim.*

Think of other things to compare, e.g., size of cities (*big, large*), temperature in countries (*hot/cold*), soccer teams (*good, exciting, rich*), subjects at school (*interesting, difficult*), etc.

Ask students to discuss the pictures in pairs. Check answers as a class.

If necessary, give students more information to help them with this exercise (e.g., *that Everest, at 8,848 meters, is the highest mountain on the planet, dwarfing Mount Sinai's height of 2,285m.*

Mumbai has a population in excess of twenty million, which is about thirty times greater than that of Washington, DC). However, what is vital is that the sentences that the students make are grammatically, rather than factually, correct.

Suggested answers

1 Washington, DC, is not as crowded as Mumbai. **2** The rainforest is not as dry as the desert. **3** Punjab is as hot as Bangkok. **4** Mount Sinai is not as high as Mount Everest.

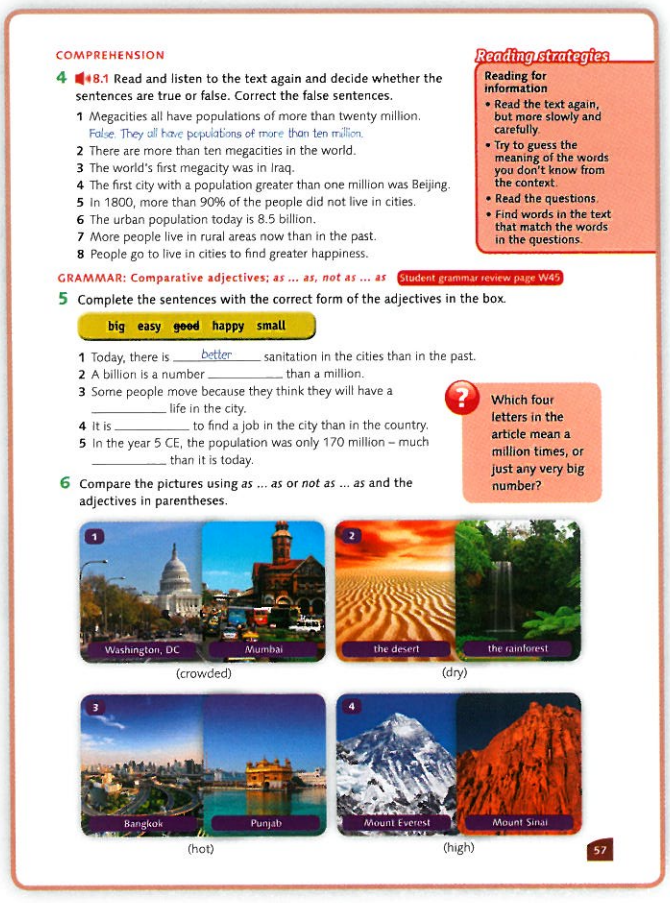
Research box

Explain to the students that they are looking not for a four-letter word, but for a four-letter prefix attached to a word (*city*) they should be familiar with. Ask the students to discuss the question in pairs.

Answer

mega

Workbook, page W34, Exercises 1, 2, 3, 4, and 5



COMPREHENSION

4 8.1 Read and listen to the text again and decide whether the sentences are true or false. Correct the false sentences.

1 Megacities all have populations of more than twenty million.
False. They all have populations of more than ten million.
2 There are more than ten megacities in the world.
3 The world's first megacity was in Iraq.
4 The first city with a population greater than one million was Beijing.
5 In 1800, more than 90% of the people did not live in cities.
6 The urban population today is 8.5 billion.
7 More people live in rural areas now than in the past.
8 People go to live in cities to find greater happiness.

Reading strategies

Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find words in the text that match the words in the questions.

GRAMMAR: Comparative adjectives; as ... as, not as ... as Student grammar review page W45

5 Complete the sentences with the correct form of the adjectives in the box.

big easy good happy small

1 Today, there is better sanitation in the cities than in the past.
2 A billion is a number _____ than a million.
3 Some people move because they think they will have a _____ life in the city.
4 It is _____ to find a job in the city than in the country.
5 In the year 5 CE, the population was only 170 million – much _____ than it is today.

? Which four letters in the article mean a million times, or just any very big number?

6 Compare the pictures using *as ... as* or *not as ... as* and the adjectives in parentheses.

1 Washington, DC / Mumbai (crowded)
2 the desert / the rainforest (dry)
3 Bangkok / Punjab (hot)
4 Mount Everest / Mount Sinai (high)

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LESSONS 3 AND 4

Overview

Outcomes
- to read an article about living in high-rise apartments
- to talk about one's home
- to write about one's home

Functions
- making guesses
- describing places

Language focus
- comparative adjectives

Vocabulary
- buildings – homes
- features of a house

Materials
- Student's Book pages 58–59, Workbook page W35

Student's Book, pages 58 and 59

SPEAKING

1 First, look at the pictures at the top of the page. Get students to describe the pictures in pairs, and then get feedback from a few students. Write any interesting, new, or useful vocabulary on the board.

Read the question with the students and ask them to tell you what they have to do. When it is clear to the students what they are doing, tell them to work in pairs to find an answer to the question. Let students discuss this for a few minutes and then ask some of them what they think. Insist that they give an explanation for their ideas.

Answers
Students' own answers

VOCABULARY: Homes

2 Get students to close their books, and write the word *buildings* on the board. Get students to work in groups of three to come up with as many different types of building as they can. Give them a short amount of time, like a minute, to do this. Then tell them they can open their books and see how many of the buildings they thought of are in the yellow box.

Get feedback from the students and write down any good suggestions they might have.

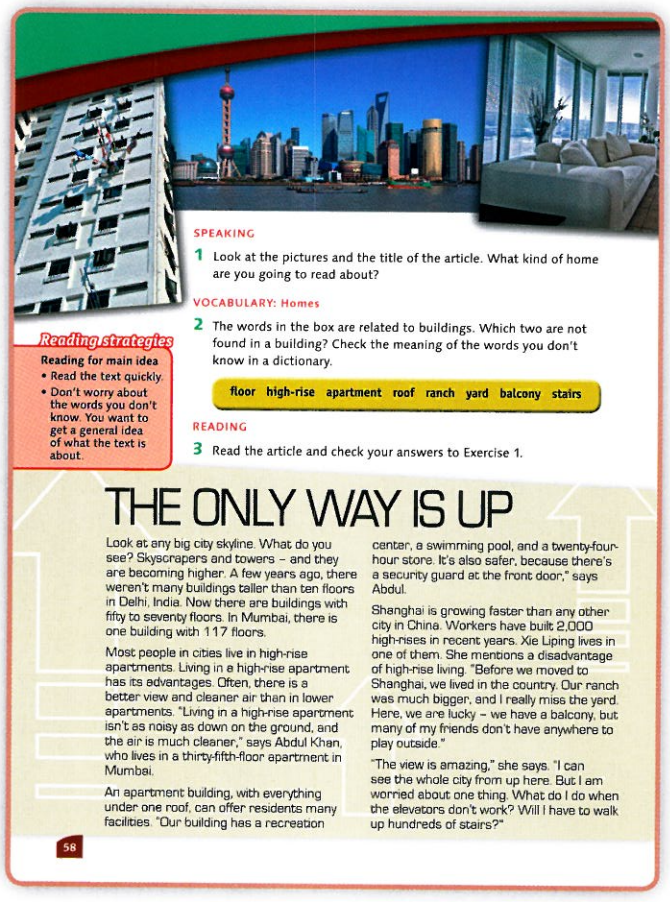
Explain to students that the buildings in the pictures are, from left to right, a residential skyscraper in Mumbai, India, the Shanghai skyline, which has many skyscrapers, and the inside of an apartment in a high-rise building. Next, direct them to the words in the yellow box and tell them to write a definition of each one, only using a dictionary if they really don't know what one of them is. Get feedback from the class after they have done this, and commend good definitions.

Answer
ranch and yard

READING

3 Students read the *Reading strategies* box and follow the instructions. Give them two or three minutes to read and check their answer. Ask *Do you live in a high-rise building? Have you always lived in one? Do you like it? Why / Why not?*

Answer
high-rise homes



SPEAKING

1 Look at the pictures and the title of the article. What kind of home are you going to read about?

VOCABULARY: Homes

2 The words in the box are related to buildings. Which two are not found in a building? Check the meaning of the words you don't know in a dictionary.

floor high-rise apartment roof ranch yard balcony stairs

READING

3 Read the article and check your answers to Exercise 1.

Reading strategies

Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.

THE ONLY WAY IS UP

Look at any big city skyline. What do you see? Skyscrapers and towers – and they are becoming higher. A few years ago, there weren't many buildings taller than ten floors in Delhi, India. Now there are buildings with fifty to seventy floors. In Mumbai, there is one building with 117 floors.

Most people in cities live in high-rise apartments. Living in a high-rise apartment has its advantages. Often, there is a better view and cleaner air than in lower apartments. "Living in a high-rise apartment isn't as noisy as down on the ground, and the air is much cleaner," says Abdul Khan, who lives in a thirty-fifth-floor apartment in Mumbai.

An apartment building, with everything under one roof, can offer residents many facilities. "Our building has a recreation center, a swimming pool, and a twenty-four-hour store. It's also safer, because there's a security guard at the front door," says Abdul.

Shanghai is growing faster than any other city in China. Workers have built 2,000 high-rises in recent years. Xie Liping lives in one of them. She mentions a disadvantage of high-rise living. "Before we moved to Shanghai, we lived in the country. Our ranch was much bigger, and I really miss the yard. Here, we are lucky – we have a balcony, but many of my friends don't have anywhere to play outside."

"The view is amazing," she says. "I can see the whole city from up here. But I am worried about one thing. What do I do when the elevators don't work? Will I have to walk up hundreds of stairs?"

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COMPREHENSION

4 Choose a student to read the example. Students should work alone to find these words in the text, and then compare with a partner. When they have found these words, get them to choose at least four more words in their pairs to define, and then create vocabulary puzzles for another pair. They should write their puzzles in the same way as the questions in Exercise 4 are written.
Tell them to use a dictionary, but to rewrite the definitions in their own words as much as possible. When they have finished writing their definitions, get them to exchange papers with another pair, and try to answer their questions. Ask students to share which questions they liked/found difficult/found easy at the end.
Check answers as a class.

Answers
1 *facilities* **2** advantage **3** disadvantage
4 whole

5 Students read the *Reading strategies* box and follow the instructions. They work independently and then check their answers with a partner. Check answers as a class.

Answers
1 c **2** b **3** b **4** a **5** c

VOCABULARY: Homes

6 Choose a student to read the example sentence. Choose others to read the words in the box out loud. Students complete the sentences. Check answers as a class.

Answers
1 *yard* **2** floor, high-rise **3** apartment, balcony
4 ranch, stairs **5** roof

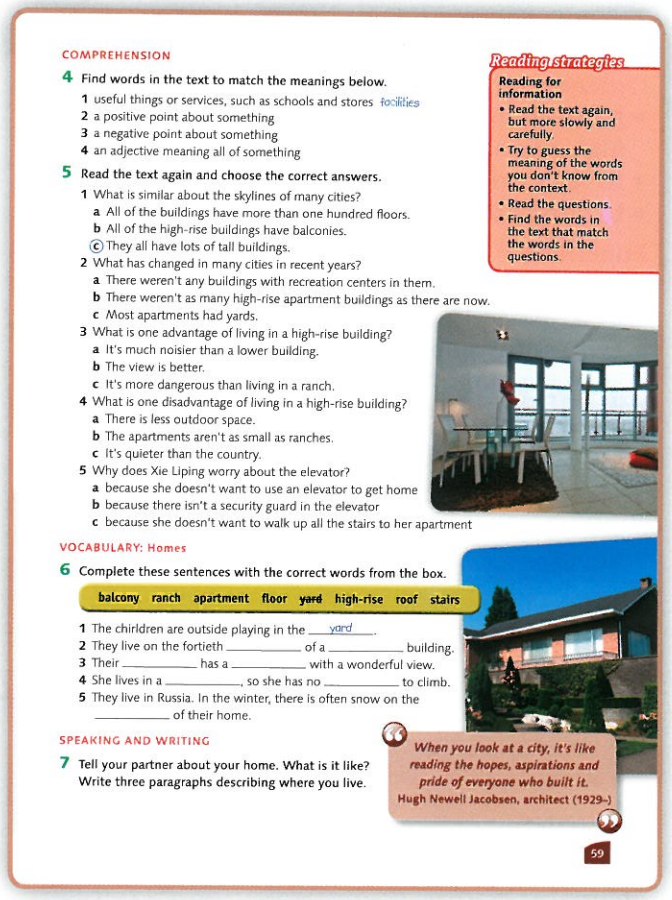
Workbook, page W35, Exercises 6, 7, 8, and 9

SPEAKING AND WRITING

7 Tell students about your home. Encourage them to ask you any questions.
Students discuss their homes in pairs. They should ask each other questions, where appropriate. Students then write three paragraphs. Monitor as they are working, helping where necessary.

Answers
Students' own answers

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



COMPREHENSION

4 Find words in the text to match the meanings below.
1 useful things or services, such as schools and stores facilities
2 a positive point about something
3 a negative point about something
4 an adjective meaning all of something

5 Read the text again and choose the correct answers.
1 What is similar about the skylines of many cities?
a All of the buildings have more than one hundred floors.
b All of the high-rise buildings have balconies.
c They all have lots of tall buildings.
2 What has changed in many cities in recent years?
a There weren't any buildings with recreation centers in them.
b There weren't as many high-rise apartment buildings as there are now.
c Most apartments had yards.
3 What is one advantage of living in a high-rise building?
a It's much noisier than a lower building.
b The view is better.
c It's more dangerous than living in a ranch.
4 What is one disadvantage of living in a high-rise building?
a There is less outdoor space.
b The apartments aren't as small as ranches.
c It's quieter than the country.
5 Why does Xie Liping worry about the elevator?
a because she doesn't want to use an elevator to get home
b because there isn't a security guard in the elevator
c because she doesn't want to walk up all the stairs to her apartment

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

VOCABULARY: Homes

6 Complete these sentences with the correct words from the box.

balcony ranch apartment floor ~~yard~~ high-rise roof stairs

1 The chirldren are outside playing in the yard.
2 They live on the fortieth _____ of a _____ building.
3 Their _____ has a _____ with a wonderful view.
4 She lives in a _____, so she has no _____ to climb.
5 They live in Russia. In the winter, there is often snow on the _____ of their home.

SPEAKING AND WRITING

7 Tell your partner about your home. What is it like? Write three paragraphs describing where you live.

When you look at a city, it's like reading the hopes, aspirations and pride of everyone who built it.
Hugh Newell Jacobsen, architect (1929–)

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to someone talking about living in a high-rise apartment
- to read a description of where someone lives
- to write an essay describing one's town or city

Functions
- stating advantages and disadvantages
- describing places
- expressing opinions
- giving reasons

Language focus
- comparative adjectives

Vocabulary
- cities
- home

Materials
- Student's Book pages 60–61, Workbook page W36, CD

Student's Book, pages 60 and 61

LISTENING

1 Students make their lists. When they have finished, compare answers as a class. Write their suggestions on the board.

Suggested answers
advantages: lots of things to do, good views, cleaner air, quieter than on the ground, good jobs, good schools, good facilities
disadvantages: very busy, overcrowded, no outdoor space (yard), less clean than rural areas, greater pollution, hot and uncomfortable

2 Students could copy the list from the board into their exercise books and then check the ones they hear. Play the audio. Check answers as a class.

Audioscript 8.2 – see page 128

Answers
Students' own answers

3 Students read the *Listening strategies* box and follow the instructions. Monitor as they are doing this. Then play the audio again. Give students a chance to read the completed text and to check their answers. They can discuss with a partner. Play the audio again if necessary. Check answers as a class.
Ask students *Would you like to live in Shanghai?*

Audioscript 8.2 – see page 128

Answers
1 *faster* **2** smaller **3** difficult **4** easier
5 quicker **6** cleaner **7** safer **8** as many
9 as crowded as **10** worse **11** larger
12 more interesting **13** wider **14** cheaper
15 busier **16** more exciting



Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

LISTENING

1 Work in pairs. Make a list of the advantages and disadvantages of living in a high-rise apartment in a megacity.

2 8.2 Listen to Tai Jun. She lives with her family in a high-rise apartment in Shanghai. Does she mention any of the points you made in your list?

3 8.2 Listen again and complete the text.

I've always lived in big cities. Shanghai is similar to other big cities. Life is (1) faster here than in a rural place, or even a (2) _____ city. It can be more (3) _____, too. But the good thing about Shanghai is its transportation system, and I think that helps make life a little (4) _____. There are new airports, (5) _____ trains to other cities, and buses that are (6) _____ and (7) _____ than the old ones.

Fortunately, in this part of the city there aren't (8) _____ people as there are in other areas, so it isn't (9) _____ those parts. Also, crime is becoming a (10) _____ problem in those areas.

We lived in Sao Paulo, Brazil, for a few years, and that's an even (11) _____ city, so Shanghai feels much more comfortable to me. I certainly never feel bored because life is (12) _____ here. There are always new things to see, new people to meet, and new places to go.

Shanghai is becoming international. You can experience a (13) _____ variety of food and culture here than in many other places. Many foreign tourists find shopping here (14) _____ than in their own countries, although prices are rising for locals.

It is very busy here and getting (15) _____ every day. But people are still very helpful and friendly, and I have many friends and neighbors.

This city is (16) _____ than anywhere else I've ever been. It's a city that never sleeps.

Tai Jun

60

Talk together

4 Students ask you the questions before they discuss in pairs. Monitor as they are working, helping where necessary. Choose different students to answer the first question and say something about it.

Answers
Students' own answers

READING

5 Give students two minutes to read Laura's description and answer the questions. Choose students to read it out loud. Check answers as a class.

Answers
Laura lives in a town in a rural area. She likes it very much.

6 Check with students that they remember how to make comparisons, and write any correct ideas on the board for reference. Students should read the text and find the ways in which the country and the city are compared. Students can work in pairs, reading either the first two paragraphs or the last three. They then exchange papers, and see if they can find any more comparisons. Finally, you should check answers as a class.

Answers
doesn't have as many facilities; cooler than in the city; much hotter in the city; easier to travel around; the pollution is lower; the air is cleaner; it's also friendlier; it isn't as exciting as living in the city; it gets colder; experience life in a bigger place; enjoy it more when I am older; the country is a better place to live

Workbook, page W36, Exercises 10, 11, and 12

WRITING

7 You could begin by answering the questions yourself. Give explanations of your opinions so students understand what to do. Students read the *Writing strategies* box and follow the instructions. Show them how you followed these instructions in your own description.
Students write their essays. Monitor as they are working, helping where necessary. If you wish, choose some students to read their essays out loud.

Answers
Students' own answers



Talk together

4 Ask and answer the questions in pairs.
1 What is the largest city you have lived in or visited?
2 Describe it to your partner. What did you like about it? What didn't you like about it?

READING

5 Read the description. Where does Laura live? Does she like it?

I've lived in a rural area all my life. My town is smaller and quieter than big towns and cities in my country, and it doesn't have as many facilities, but I like living here.

There are several reasons for my opinion. One advantage of living in the country is the weather. It is often cooler than in the city because there are many trees around my home. It gets much hotter in the city, and sometimes it's very uncomfortable there.

It is also easier to travel around here. There isn't a lot of traffic. This means the pollution is lower. There aren't any factories, so the air is cleaner than in the cities. It's also friendlier. Everyone knows everyone else here.

But there is just one disadvantage. Sometimes there isn't a lot to do! It isn't as exciting as living in the city. We have a big house and a yard, and we play outside a lot, but when it gets colder in the winter, we sometimes get a little bored.

One day I want to experience life in a bigger place. Maybe I'll enjoy it more when I am older. But in my opinion, the country is a better place to live.

Laura

Laura

6 Underline all the comparisons Laura makes between the country and the city.

WRITING

7 Write an essay describing your town or city. Give your opinion about life there.
1 Do you like living there? Why / Why not?
2 What are the advantages and disadvantages of living there?
3 Do you think it's better or worse than living somewhere else?
4 Is there somewhere else you would prefer to live?
5 What are the reasons for your opinions?

Writing strategies
Writing an essay
- Look at the ideas above.
- Think about what you like and what you don't like about where you live.
- Think about other places, both rural and urban, you have visited or read about.
- Take notes.
- Explain your opinions.

61

LESSONS 7 AND 8

Workbook, page W37, Exercises 13, 14, and 15

LESSON 9

Project

Ask students to look at page 62 and to read the *Your task* box. Point out that the top image is a plan of a ground-floor apartment, showing a tiled patio area and the position of doors, windows, and key appliances such as the stove. Ask the students to compare the two houses shown in the pictures. Ask *Which one would you prefer to live in? Why?*

Ask students to think about their own home. Ask *What would you like to change about it?*

In pairs, students ask and answer the questions in the *Questions* box. Discuss them with the whole class.

Students do the project, following the instructions. When they have finished, choose some students to present their projects to the class. Make a display of the projects on the classroom wall.

LESSON 10

REVIEW B

Student's Book, pages 63 and 64

Tell the students they are going to review the vocabulary and grammar they have studied in Modules 3 and 4.

VOCABULARY

Answers
1 e **2** b **3** b **4** a **5** d **6** a **7** d **8** e **9** d
10 1f 2d 3e 4h 5b 6c 7a 8g

GRAMMAR

Suggested answers

11 ***A:*** *Have you ever ridden a camel?* ***B:*** *Yes, I have.* ***A:*** *When did you ride it?* ***B:*** *two years ago*
A: Have you ever bought sunglasses? **B:** Yes, I have. **A:** Where did you buy them? **B:** in Tehran **A:** Have you ever climbed a tall tower? **B:** No, I haven't. **A:** Have you ever done a crossword? **B:** No, I haven't. **A:** Have you ever been skiing? **B:** No, I haven't. **A:** Have you ever made a picture? **B:** Yes, I have. **A:** What was it a picture of? **B:** an elephant **A:** Have you ever met a famous person? **B:** Yes, I have. **A:** When did you meet this person? **B:** last summer

12 ***A:*** *Do you have a pair of sneakers?* ***B:*** *Yes, I do.* ***A:*** *How long have you had them?* ***B:*** *for a year / since I was fourteen* **A:** Do you have a bike? **B:** Yes, I do. **A:** How long have you had it? **B:** for five years / since I was ten **A:** Do you have a camera? **B:** No, I don't. **A:** Do you have a smartphone? **B:** Yes, I do. **A:** How long have you had it? **B:** for four years / since I was eleven

13 **1** *I like people who are friendly.* **2** I want to go to a place where the sun shines every day. **3** My mother is someone who likes cooking. **4** I don't know anyone who has been to Japan. **5** My favorite book is about someone who goes on a trip. **6** I'm scared of animals that bite. **7** One day, I want to go somewhere where I can learn to scuba dive. **8** I want a job that means I can travel.

14 *Which is easier – Math or History? Which number is larger – a billion or a million?*
Which is worse – a headache or toothache? Which is cheaper – a basketball or a ranch? Which is more exciting – horseback riding or scuba diving? Which is taller – a high-rise building or a ranch? Which is hotter – the Equator or the North Pole?

Workbook, pages W38 and W39, Progress test 2

Student's Book, page 65

OPENER

Ask the students to open their books to page 65 and to look at the pictures. Point out to the students that the theme of the module is the future and that the pictures on the page are all connected to that theme. They should guess which building is shown in the picture to the left (the Empire State Building in New York). Then, ask them to suggest uses for the objects shown in the other two pictures (which show the flying car mentioned in the text on page 66 and an electronic book or "e-book") and to give their opinions on whether or not they would like to use them. Ask students how they think architecture might change during the next century; for instance, *Do you like tall buildings? Do you think skyscrapers will keep getting taller and taller?* Ask *How often do you use a computer? What do you use a computer for? What can you use a computer for? Do you think there will be more technology in fifty years' time or less? Do you think that is a good or a bad thing?*

Ask students to think about travel. *Do you think we will travel more in the future or do you think we will travel less? Do you think we will still use oil to power our engines? How will we all travel in the future?*

Then ask them to think about school. *Will there be teachers? Will all students use a computer in the classroom? Will there be schools? How do you think education will change?*

The future

Outcomes

- To read about predictions for the future, the flying car, vacation plans, and a journey to Greece
- To listen to a talk about the future of the Internet and someone's schedule
- To use vocabulary related to computers, education and college, and vacations
- To talk about the future, computers, opinions about predictions, making plans and visiting places
- To use *will*, *won't*, *going to*, the present progressive for the future, and *will* for future actions
- To write about your predictions for the future, your schedule for next week, and a leaflet about a country



Unit 9 Computers and technology

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about predictions for the future
- to talk about the future
- to identify word families

Functions
- describing pictures
- making predictions
- expressing certainty about the future

Language focus
- *will, won't, going to*

Vocabulary
- computers
- word families

Materials
- Student's Book pages 66–67, Workbook page W50, CD

Student's Book, pages 66 and 67

BEFORE YOU BEGIN

1 Ask students to look at the pictures and identify what they can. The pictures show a tablet, a robot, and a doctor chatting with a patient online. Teach any new vocabulary to help the students.

Answers
Students' own answers

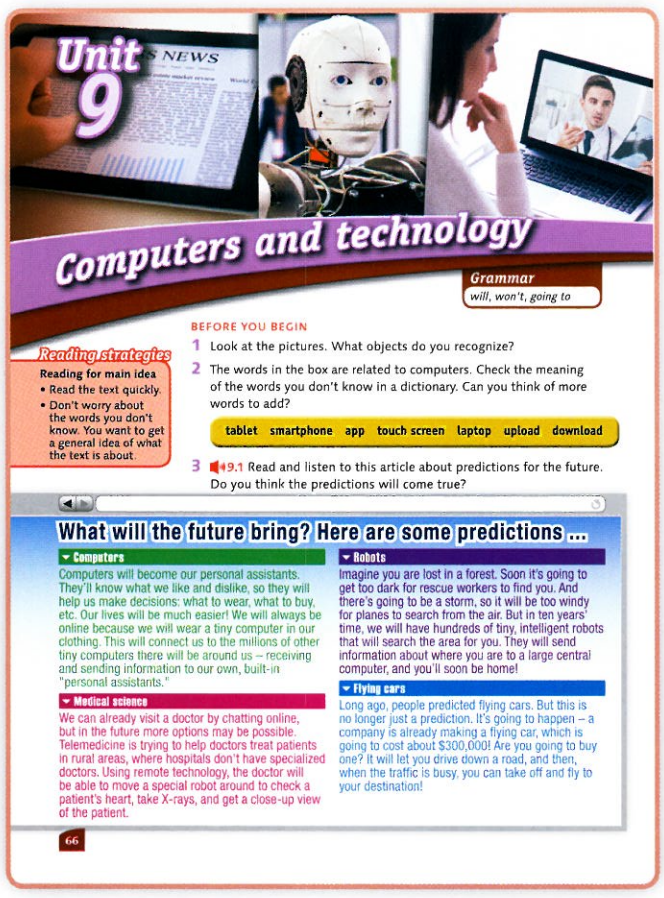
2 Read the words to the class. Ask them to discuss the meanings of the words in pairs and look up any words they are unsure of. Ask *Which of these things have you used?* Students can explain how they use these things to the class, e.g., *I use a laptop to do my homework. I download files onto my laptop.*

Answers
Students' own answers

3 Ask students to read the *Reading strategies* box. Play the audio while students read the article. Check their answers to the question and conduct a class discussion.

Audioscript 9.1 – see page 128

Answers
Students' own answers


Unit 9
Computers and technology
Grammar
will, won't, going to
BEFORE YOU BEGIN
1 Look at the pictures. What objects do you recognize?
2 The words in the box are related to computers. Check the meaning of the words you don't know in a dictionary. Can you think of more words to add?
tablet smartphone app touch screen laptop upload download
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
3 9.1 Read and listen to this article about predictions for the future. Do you think the predictions will come true?
What will the future bring? Here are some predictions ...
Computers
Computers will become our personal assistants. They'll know what we like and dislike, so they will help us make decisions: what to wear, what to buy, etc. Our lives will be much easier! We will always be online because we will wear a tiny computer in our clothing. This will connect us to the millions of other tiny computers there will be around us – receiving and sending information to our own, built-in "personal assistants."
Medical science
We can already visit a doctor by chatting online, but in the future more options may be possible. Telemedicine is trying to help doctors treat patients in rural areas, where hospitals don't have specialized doctors. Using remote technology, the doctor will be able to move a special robot around to check a patient's heart, take X-rays, and get a close-up view of the patient.
Robots
Imagine you are lost in a forest. Soon it's going to get too dark for rescue workers to find you. And there's going to be a storm, so it will be too windy for planes to search from the air. But in ten years' time, we will have hundreds of tiny, intelligent robots that will search the area for you. They will send information about where you are to a large central computer, and you'll soon be home!
Flying cars
Long ago, people predicted flying cars. But this is no longer just a prediction. It's going to happen – a company is already making a flying car, which is going to cost about $300,000! Are you going to buy one? It will let you drive down a road, and then, when the traffic is busy, you can take off and fly to your destination!
66

COMPREHENSION

4 Read the *Reading strategies* box with the students. Remind them how they should approach this exercise.
Play the audio again while they read. They can check their answers in pairs. Check answers as a class.

Audioscript 9.1 – see page 128

Answers
1 *True* **2** True **3** False. Robots will help doctors make sick patients get better. **4** True **5** False. Robots will help find us when we are lost. **6** False. Flying cars will cost about $300,000.

GRAMMAR: *will, won't, going to*

5 Explain the difference between a prediction and a certainty. If you predict that something will happen, you suggest what you think will happen but you can't know for sure (e.g., *I think it will rain tomorrow.*) If there is no possibility of a different outcome, then that is certainty, and it is not a matter for doubt or debate (e.g., *Since today is Sunday, tomorrow's going to be Monday.*) Choose a student to read the example sentence. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *P* **2** P **3** P **4** P **5** C **6** C

6 Ask students *Do you use "will" and "won't" for a prediction or a certainty? (prediction).* Students complete the exercise. Check answers as a class. Refer the students to the *Student grammar review* on page W91.

Answers
1 *is going to* **2** won't **3** will **4** will **5** will
6 will **7** won't **8** will/am going to

Workbook, page W50, Exercises 1 and 2

SPEAKING

7 Read the questions with the class and ask for one or two suggestions. Then give the students three or four minutes, working in pairs, to think of some other ideas. Choose students to share their ideas with the class. Ask the class what they think about these ideas: *Do you agree or not? Do you think it will be good if that does happen, or not?*

Suggested answers
A: I think there will be lots of robots. They will help us clean our houses, and they will rescue people. **B:** I don't think there will be lots of robots. But I think there will be smaller and faster computers. There won't be any flying cars, though.

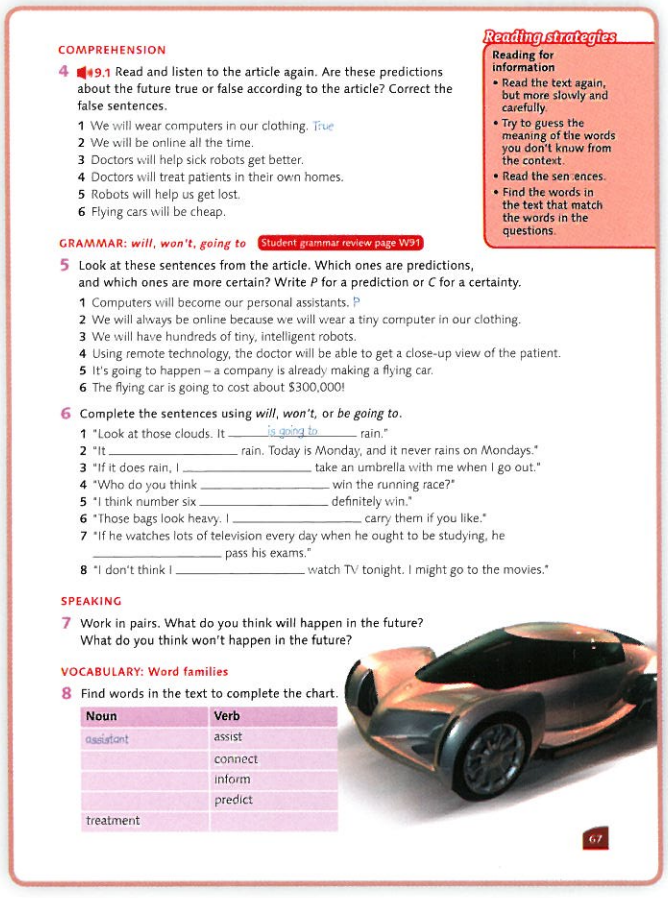
VOCABULARY: Word families

8 Remind students of the difference between a noun (a thing or a person) and a verb (an action word). Refer students back to the text on page 66; they should not use a dictionary for this exercise. Because more than one noun may sometimes be derived from the same verb, it is possible that some students may offer alternatives to the answers given below (e.g., *assistance*, *connector*, *informer*). If this occurs, point out that the answers in the chart are the only words that appear in the text on page 66. Give students three or four minutes to find the words and compare their answers with a partner. Check answers as a class.

Answers

Noun	Verb
assistant	**assist**
connection	**connect**
information	**inform**
prediction	**predict**
treatment	treat

Workbook, page W50, Exercise 3



COMPREHENSION

4 9.1 Read and listen to the article again. Are these predictions about the future true or false according to the article? Correct the false sentences.

1 We will wear computers in our clothing. True
2 We will be online all the time.
3 Doctors will help sick robots get better.
4 Doctors will treat patients in their own homes.
5 Robots will help us get lost.
6 Flying cars will be cheap.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the sentences.
- Find the words in the text that match the words in the questions.

GRAMMAR: *will, won't, going to* Student grammar review page W91

5 Look at these sentences from the article. Which ones are predictions, and which ones are more certain? Write *P* for a prediction or *C* for a certainty.

1 Computers will become our personal assistants. P
2 We will always be online because we will wear a tiny computer in our clothing.
3 We will have hundreds of tiny, intelligent robots.
4 Using remote technology, the doctor will be able to get a close-up view of the patient.
5 It's going to happen – a company is already making a flying car.
6 The flying car is going to cost about $300,000!

6 Complete the sentences using *will*, *won't*, or *be going to*.

1 "Look at those clouds. It is going to rain."
2 "It _____ rain. Today is Monday, and it never rains on Mondays."
3 "If it does rain, I _____ take an umbrella with me when I go out."
4 "Who do you think _____ win the running race?"
5 "I think number six _____ definitely win."
6 "Those bags look heavy. I _____ carry them if you like."
7 "If he watches lots of television every day when he ought to be studying, he _____ pass his exams."
8 "I don't think I _____ watch TV tonight. I might go to the movies."

SPEAKING

7 Work in pairs. What do you think will happen in the future? What do you think won't happen in the future?

VOCABULARY: Word families

8 Find words in the text to complete the chart.

Noun	Verb
assistant	assist
	connect
	inform
	predict
treatment	

67

LESSONS 3 AND 4

Overview

Outcomes
- to talk about computers and technology
- to identify contractions
- to talk about life in 2050

Functions
- making guesses
- making predictions
- expressing opinions

Language focus
- pronunciation – contractions

Vocabulary
- computers
- technology

Materials
- Student's Book pages 68–69, Workbook page W51, CD

Student's Book, pages 68 and 69

SPEAKING

1 Students discuss in small groups. Hold a class discussion. They can confirm the answer when they read the article.

Answers
Students' own answers

2 Students discuss the questions in pairs. Monitor as they are talking, helping where necessary. Teach any useful new vocabulary to the whole class.

Suggested answers
A: Do you use computers? **B:** Yes, I do.
A: Do you use the Internet? **B:** Yes, I do.
A: What do you use the Internet for? **B:** I use it for sending e-mails to my friends. **A:** What objects do you use that are computerized? **B:** I use a smartphone. **A:** How do you think computers and the Internet will change our lives? **B:** I think it will be much easier to contact people and to find information.

3 Students share their answers with the class. One student can tell the class one thing about his/her partner. Choose different students to do this.

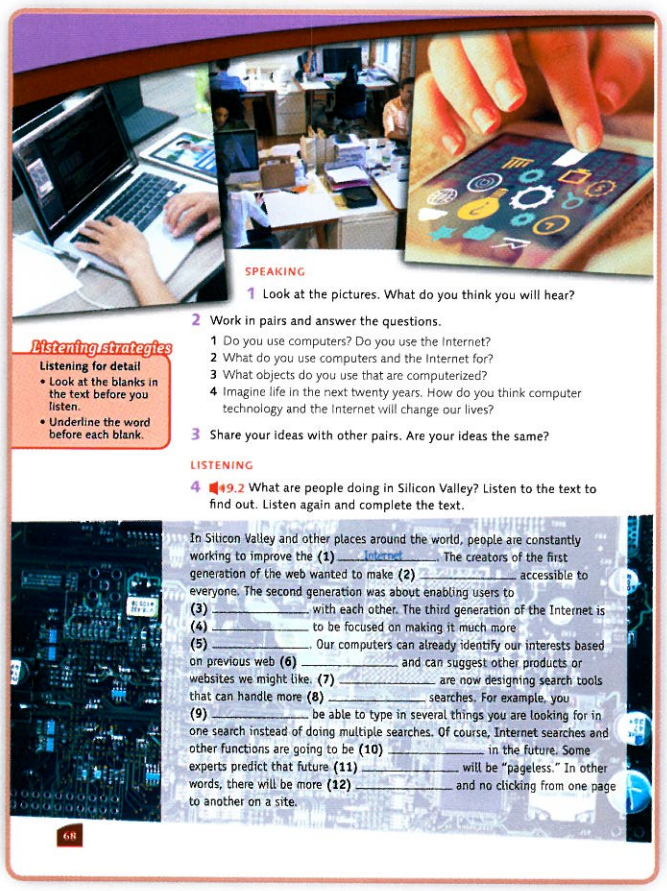
Answers
Students' own answers

LISTENING

4 Ask students if they have heard of Silicon Valley. If they have, they can tell the class what they know. Ask students to put down their pencils and read and listen.
Play the audio. Ask *What do people do in Silicon Valley?* (*Silicon Valley refers to part of California in the U.S. Many of the world's largest technology corporations are based there. It was originally called this because there were a large number of manufacturers making silicon chips with factories in that area. Now there are many high-tech businesses based there.*)
Read the *Listening strategies* box with the class. Play the audio again while students complete the text. They can check their answers in pairs before you check as a class.

Audioscript 9.2 – see page 128

Answers
1 *Internet* **2** information **3** connect **4** going **5** intelligent **6** searches **7** Developers **8** complex **9** will **10** faster **11** websites **12** scrolling



SPEAKING
1 Look at the pictures. What do you think you will hear?
2 Work in pairs and answer the questions.
1 Do you use computers? Do you use the Internet?
2 What do you use computers and the Internet for?
3 What objects do you use that are computerized?
4 Imagine life in the next twenty years. How do you think computer technology and the Internet will change our lives?
3 Share your ideas with other pairs. Are your ideas the same?

Listening strategies
Listening for detail
• Look at the blanks in the text before you listen.
• Underline the word before each blank.

LISTENING
4 9.2 What are people doing in Silicon Valley? Listen to the text to find out. Listen again and complete the text.

In Silicon Valley and other places around the world, people are constantly working to improve the (1) Internet. The creators of the first generation of the web wanted to make (2) _____ accessible to everyone. The second generation was about enabling users to (3) _____ with each other. The third generation of the Internet is (4) _____ to be focused on making it much more (5) _____. Our computers can already identify our interests based on previous web (6) _____ and can suggest other products or websites we might like. (7) _____ are now designing search tools that can handle more (8) _____ searches. For example, you (9) _____ be able to type in several things you are looking for in one search instead of doing multiple searches. Of course, Internet searches and other functions are going to be (10) _____ in the future. Some experts predict that future (11) _____ will be "pageless." In other words, there will be more (12) _____ and no clicking from one page to another on a site.

68

PRONUNCIATION: Contractions

5 Read the *Listening strategies* box with the class. Remind students what a contraction is (e.g., *he's* for *he is*). Give students about a minute to read the sentences before they hear them. Play the audio and tell the students to circle the answers. Play the audio again, if necessary, before you check answers as a class.

Audioscript 9.3 – see page 128

Answers
1 *I'll* **2** There's **3** there will, We'll **4** She's, she'll **5** They're **6** We'll **7** They are **8** I'm **9** I will **10** He is, He'll

6 Play the audio again and pause after each sentence for students to repeat.
Ask them to work in pairs and say the sentences to each other. As they listen, students point to the words they hear and help each other correct their pronunciation if necessary.

Audioscript 9.3 – see page 128

Talk together

7 Choose students to read the words in the box and ask them how they use these items.
Do the first one as an example with the class. Elicit as many ideas as you can about transportation. Students work in pairs to discuss the other topics. Because there are a number of topics, you might suggest that different pairs cover perhaps three topics each. They can then share their ideas as a class and suggest any other ideas.

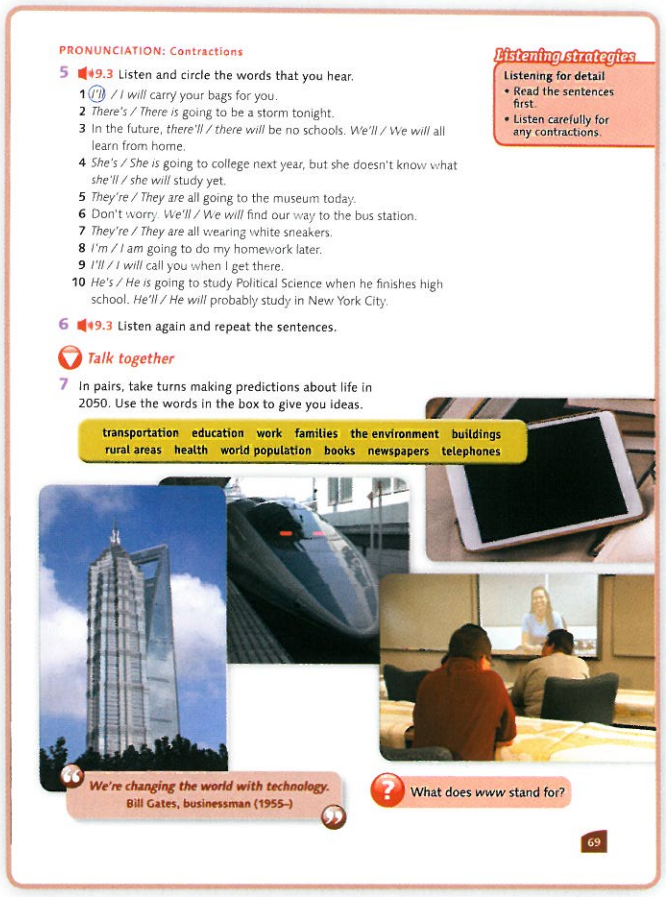
Suggested answers
In 2050, trains will travel as fast as planes, everyone will have a good education, and there will be enough work for everyone. In 2050, there won't be books any more. We will read everything online. The world population will be much bigger, and the environment will be damaged.

Quotation
The students will probably have heard of Bill Gates, the founder of the computer software company Microsoft. Ask the students to discuss the question in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Research box
Ask students to discuss the question in pairs.

Answer
World Wide Web

Workbook, page W51, Exercises 4, 5, and 6


PRONUNCIATION: Contractions

5 9.3 Listen and circle the words that you hear.
1 (I'll) / I will carry your bags for you.
2 There's / There is going to be a storm tonight.
3 In the future, there'll / there will be no schools. We'll / We will all learn from home.
4 She's / She is going to college next year, but she doesn't know what she'll / she will study yet.
5 They're / They are all going to the museum today.
6 Don't worry. We'll / We will find our way to the bus station.
7 They're / They are all wearing white sneakers.
8 I'm / I am going to do my homework later.
9 I'll / I will call you when I get there.
10 He's / He is going to study Political Science when he finishes high school. He'll / He will probably study in New York City.

6 9.3 Listen again and repeat the sentences.

Listening strategies
Listening for detail
• Read the sentences first.
• Listen carefully for any contractions.

Talk together
7 In pairs, take turns making predictions about life in 2050. Use the words in the box to give you ideas.

transportation education work families the environment buildings rural areas health world population books newspapers telephones

We're changing the world with technology.
Bill Gates, businessman (1955–)

What does *www* stand for?

69

LESSONS 5 AND 6

Overview

Outcomes
- to read an article about the flying car
- to talk about the future
- to write predictions for the future

Functions
- describing pictures
- expressing opinions
- making predictions

Language focus
- *will, won't, going to*
- opinions

Vocabulary
- technology

Materials
- Student's Book pages 70–71, Workbook page W52

Student's Book, pages 70 and 71

READING

1 Get students to describe the pictures in as much detail as they can. If they are confident speakers, you can play *Just a Minute* with each picture, where students must keep talking about one picture for a whole minute. If they find this difficult, try asking them to talk for thirty seconds instead. They can repeat the exercise until they can continue for a whole minute. If you like, you can also get them to use comparative language to describe all three pictures. Make sure they are describing both similarities and differences.

Answers
Students' own answers

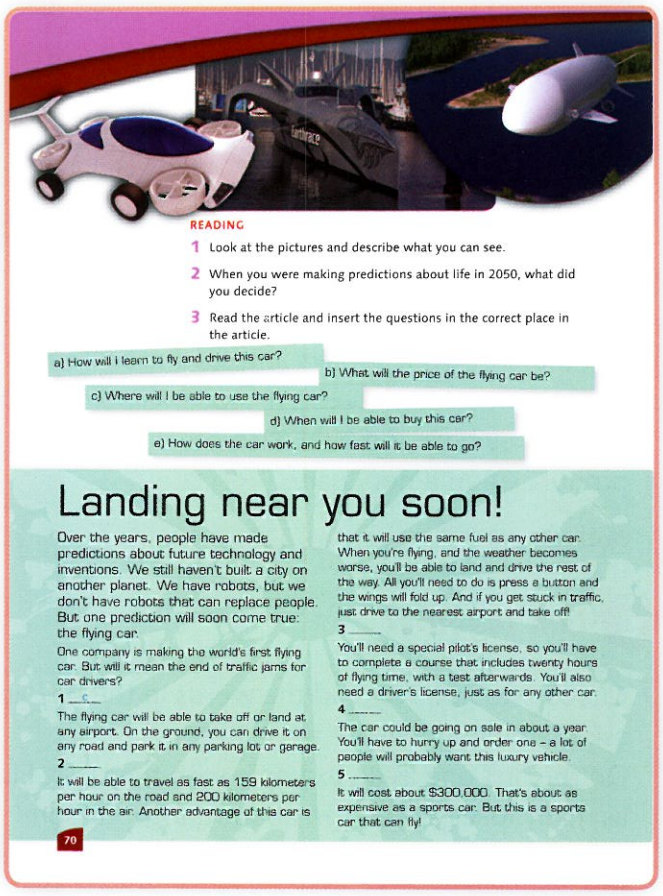
2 Remind the students of the predictions they made for Exercise 7 in the previous lesson. Choose students to give their answers and discuss the ideas as a class.

Answers
Students' own answers

3 Choose five students to each read one of the example questions out loud. Then ask different students to read out loud the first three paragraphs and to repeat the example questions. Draw the students' attention to the correct answer (*c*). The class reads the article quietly and tries to fit the other four questions in the correct places.

Students check their answers in pairs. Then check answers as a class.

Answers
1 *c* **2** e **3** a **4** d **5** b



READING

1 Look at the pictures and describe what you can see.

2 When you were making predictions about life in 2050, what did you decide?

3 Read the article and insert the questions in the correct place in the article.

a) How will I learn to fly and drive this car?
b) What will the price of the flying car be?
c) Where will I be able to use the flying car?
d) When will I be able to buy this car?
e) How does the car work, and how fast will it be able to go?

Landing near you soon!

Over the years, people have made predictions about future technology and inventions. We still haven't built a city on another planet. We have robots, but we don't have robots that can replace people. But one prediction will soon come true: the flying car.

One company is making the world's first flying car. But will it mean the end of traffic jams for car drivers?

1 ___c___

The flying car will be able to take off or land at any airport. On the ground, you can drive it on any road and park it in any parking lot or garage.

2 _____

It will be able to travel as fast as 159 kilometers per hour on the road and 200 kilometers per hour in the air. Another advantage of this car is that it will use the same fuel as any other car. When you're flying, and the weather becomes worse, you'll be able to land and drive the rest of the way. All you'll need to do is press a button and the wings will fold up. And if you get stuck in traffic, just drive to the nearest airport and take off!

3 _____

You'll need a special pilot's license, so you'll have to complete a course that includes twenty hours of flying time, with a test afterwards. You'll also need a driver's license, just as for any other car.

4 _____

The car could be going on sale in about a year. You'll have to hurry up and order one – a lot of people will probably want this luxury vehicle.

5 _____

It will cost about $300,000. That's about as expensive as a sports car. But this is a sports car that can fly!

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COMPREHENSION

4 Choose students to read the example statement and answer. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *False. You can take off from an airport.*
2 True **3** False. If you find a lot of traffic on the road, you can drive to the nearest airport and take off. **4** False. You need a car driver's license and a special pilot's license to fly and drive this car. **5** True **6** False. It's about as expensive as a sports car.

SPEAKING

5 Choose students to read the questions and predictions out loud. Check that they understand all the vocabulary. Students work in pairs. Monitor as they are working, helping where necessary.

Suggested answers

A: How will computers look different? **B:** I agree that computers will have all our personal information on them. But they won't be under our skin. We will carry them in our bags.
A: Will we take vacations on other planets?
B: No, we won't take vacations on other planets. But we will take vacations on the Moon.

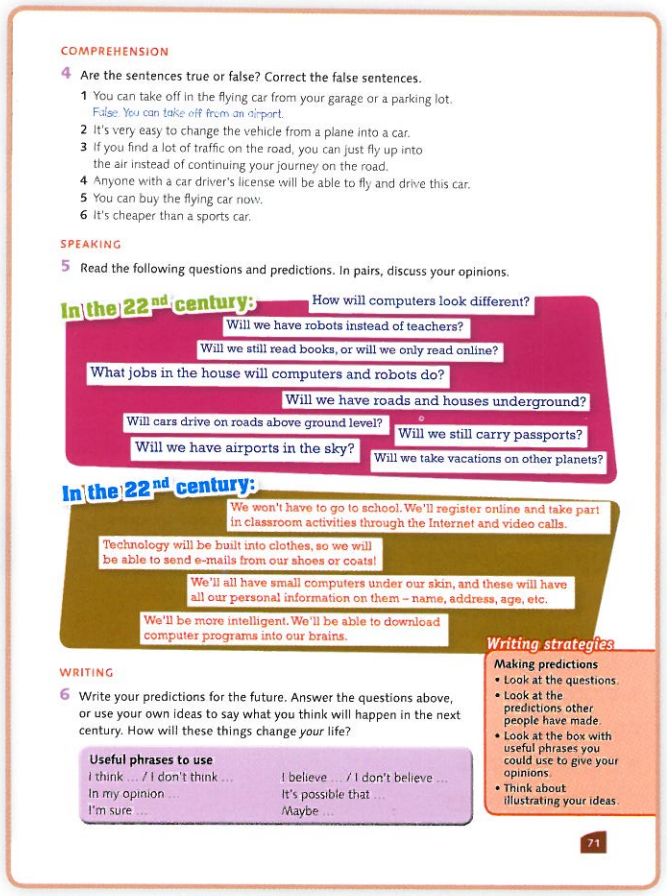
Workbook, page W52, Exercises 7 and 8

WRITING

6 Read the *Writing strategies* with the class. Go over the list of useful phrases. You could complete the sentences or ask the students to complete them. Give students about twenty minutes of class time to answer as many questions as they can. Choose some students to read their answers out loud.

Suggested answers

I think that we won't have to go to school in the twenty-second century. Information will be downloaded into our brains. It's possible that we won't have to go to work either. We will be able to work from anywhere we like. Maybe computers and robots will do all our work for us. I don't think that we will have cities underground or floating in the sky. In my opinion, that will never happen. I don't believe most people will live to be one hundred years old.



COMPREHENSION

4 Are the sentences true or false? Correct the false sentences.

1 You can take off in the flying car from your garage or a parking lot.
False. You can take off from an airport.
2 It's very easy to change the vehicle from a plane into a car.
3 If you find a lot of traffic on the road, you can just fly up into the air instead of continuing your journey on the road.
4 Anyone with a car driver's license will be able to fly and drive this car.
5 You can buy the flying car now.
6 It's cheaper than a sports car.

SPEAKING

5 Read the following questions and predictions. In pairs, discuss your opinions.

In the 22nd century:
How will computers look different?
Will we have robots instead of teachers?
Will we still read books, or will we only read online?
What jobs in the house will computers and robots do?
Will we have roads and houses underground?
Will cars drive on roads above ground level?
Will we still carry passports?
Will we have airports in the sky?
Will we take vacations on other planets?

In the 22nd century:
We won't have to go to school. We'll register online and take part in classroom activities through the Internet and video calls.
Technology will be built into clothes, so we will be able to send e-mails from our shoes or coats!
We'll all have small computers under our skin, and these will have all our personal information on them – name, address, age, etc.
We'll be more intelligent. We'll be able to download computer programs into our brains.

Writing strategies
Making predictions
- Look at the questions.
- Look at the predictions other people have made.
- Look at the box with useful phrases you could use to give your opinions.
- Think about illustrating your ideas.

WRITING

6 Write your predictions for the future. Answer the questions above, or use your own ideas to say what you think will happen in the next century. How will these things change *your* life?

Useful phrases to use
I think ... / I don't think ...
In my opinion ...
I'm sure ...
I believe ... / I don't believe ...
It's possible that ...
Maybe ...

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LESSONS 7 AND 8

Workbook, page W53, Exercises 9, 10, and 11

Unit 10 Making plans for the future

LESSONS 1 AND 2

Overview

Outcomes
- to talk about vacation plans
- to listen and read a text about summer vacations
- to rewrite sentences for future plans

Functions
- making plans

Language focus
- the present progressive for the future

Vocabulary
- education and college

Materials
- Student's Book pages 72–73, Workbook page W54, CD



Student's Book, pages 72 and 73

BEFORE YOU BEGIN

1 Ask students to describe the pictures (*a beach in the Caribbean, the Empire State Building, a zoo*). Then ask them to discuss the questions in pairs, using the pictures as well. Monitor as they are talking, helping if necessary. Ask different students to share their answers with the class.

Answers
Students' own answers

2 Before they read the text, students silently read the *Reading strategies* box. They then read the text while you play the audio. Check the answers to the questions.

Audioscript 10.1 – see page 129

Answers
The text is from a website. You can tell from the layout.

COMPREHENSION

3 Students read the *Reading strategies* box silently. Make sure they follow the instructions. Play the audio again while the students reread the text on page 72.
When students have written the names, they compare answers with a partner. Check answers as a class.

Audioscript 10.1 – see page 129

Answers
1 *Brittany* **2** Henry **3** Zach **4** Zach, Nina, Brittany **5** Zach **6** Nina

VOCABULARY: Education and college

4 Ask the students *Do you want to go to college? What do you want to study? Which college would you like to go to?* and *What is the word for someone who has finished college? (a graduate).* Write it on the board. Tell them that the picture shows two college graduates in the typical dress for a graduation ceremony.
Students complete the exercise with a partner. They can then compare their answers with another pair. Check answers as a class by asking different students to read the sentences out loud. Check their pronunciation.

Answers
1 *college course* **2** last **3** improve
4 graduates **5** graduation ceremony **6** I can't wait **7** planning **8** looking forward

GRAMMAR: The present progressive for the future

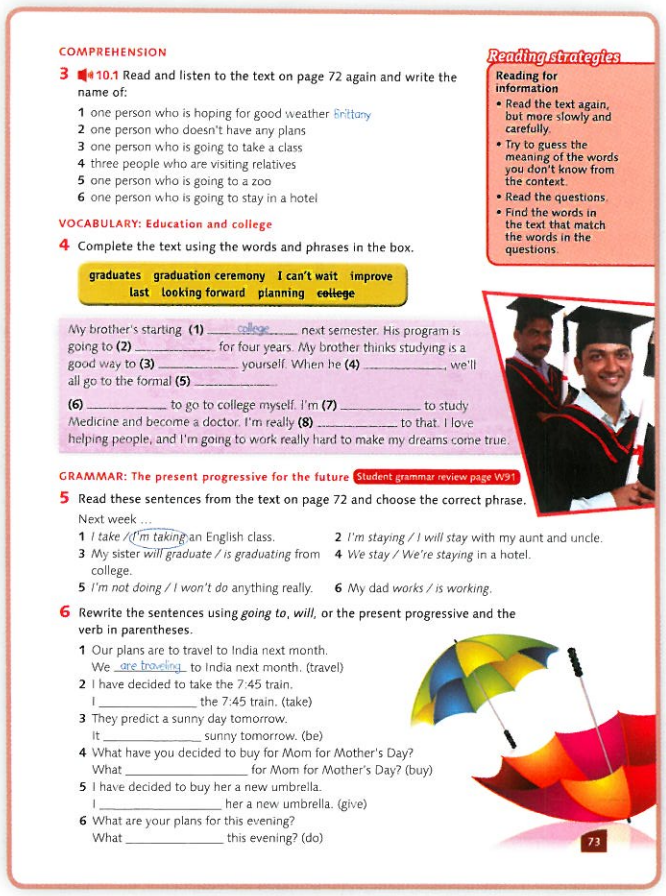
5 Ask *Do you know what you are doing this weekend?* Tell the students what your definite plans are, e.g., *I'm visiting my grandparents./I'm meeting a friend for lunch,* etc. Ask students to give examples of their own. Make sure they are using the present progressive.
Students complete the sentences. Remind them that this is what is happening next week and that these things are definite, although they are in the future.
Refer students to the *Student grammar review* on page W91.

Answers
1 *I'm taking* **2** I'm staying **3** is graduating
4 We're staying **5** I'm not doing **6** is working

6 Choose a student to read the example sentence. The students then complete the sentences by themselves before comparing answers in pairs. Check answers as a class.

Answers
1 *are traveling* **2** am going to take **3** will be
4 are you going to buy **5** am going to give
6 are you doing

Workbook, page W54, Exercises 1, 2, 3, and 4



COMPREHENSION

3 10.1 Read and listen to the text on page 72 again and write the name of:

1 one person who is hoping for good weather Brittany
2 one person who doesn't have any plans
3 one person who is going to take a class
4 three people who are visiting relatives
5 one person who is going to a zoo
6 one person who is going to stay in a hotel

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

VOCABULARY: Education and college

4 Complete the text using the words and phrases in the box.

graduates graduation ceremony I can't wait improve last looking forward planning college

My brother's starting **(1)** college next semester. His program is going to **(2)** _____ for four years. My brother thinks studying is a good way to **(3)** _____ yourself. When he **(4)** _____, we'll all go to the formal **(5)** _____.
(6) _____ to go to college myself. I'm **(7)** _____ to study Medicine and become a doctor. I'm really **(8)** _____ to that. I love helping people, and I'm going to work really hard to make my dreams come true.

GRAMMAR: The present progressive for the future Student grammar review page W91

5 Read these sentences from the text on page 72 and choose the correct phrase.
Next week ...
1 *I take / (I'm taking)* an English class.
2 *I'm staying / I will stay* with my aunt and uncle.
3 My sister *will graduate / is graduating* from college.
4 *We stay / We're staying* in a hotel.
5 *I'm not doing / I won't do* anything really.
6 My dad *works / is working.*

6 Rewrite the sentences using *going to, will,* or the present progressive and the verb in parentheses.
1 Our plans are to travel to India next month.
We are traveling to India next month. (travel)
2 I have decided to take the 7:45 train.
I _____ the 7:45 train. (take)
3 They predict a sunny day tomorrow.
It _____ sunny tomorrow. (be)
4 What have you decided to buy for Mom for Mother's Day?
What _____ for Mom for Mother's Day? (buy)
5 I have decided to buy her a new umbrella.
I _____ her a new umbrella. (give)
6 What are your plans for this evening?
What _____ this evening? (do)

LESSONS 3 AND 4

Overview

Outcomes
- to talk about planning a vacation
- to listen to someone's schedule
- to write one's weekly schedule
- to talk about schedules

Functions
- inquiring about plans

Language focus
- the present progressive and *will* for future actions

Vocabulary
- vacations

Materials
- Student's Book pages 74–75, Workbook page W55, CD

Student's Book, pages 74 and 75

GRAMMAR: The present progressive and *will* for future actions

1 Ask students to look at the pictures and describe them. Teach any new vocabulary. Choose a student to ask the example question and others to suggest answers. Students write the questions in pairs. Refer students to the *Student grammar review* on page W91.
Students work in pairs, taking turns asking and answering the questions. Monitor as they are talking. You can note any mistakes they make and go over them when the speaking activity is finished. Don't correct at the time unless the other students can't understand.

Answers
1 *Where are you going?* **2** How long are you staying? **3** When are you going? **4** Are you going alone? **5** Are you traveling by car? **6** Where are you staying? **7** When are you returning? **8** Are you looking forward to your vacation?
Students' own answers

2 Choose a student to read the example and another to read the answer. Ask students *What time are we talking about? (It's the immediate future – not far into the future)*. Remind students that they can use contractions if appropriate. Note that if a name ends in a vowel, we can't contract *will* to *'ll*. Students complete the sentences. Check answers as a class.

Answers
1 *'ll give* **2** will/'ll give **3** will lend **4** will/'ll take **5** will you go **6** will you do


GRAMMAR: The present progressive and *will* for future actions Student grammar review page W91

1 A friend is planning a vacation. Use the words in parentheses to write questions in the present progressive. Then work in pairs to ask and answer the questions.
1 (where you go) Where are you going?
2 (how long you stay)
3 (when you go)
4 (you go alone)
5 (you travel by car)
6 (where you stay)
7 (when you return)
8 (look forward to your vacation)

2 Rewrite the sentences using *will* and the verb in parentheses.
1 Are you hungry? Let me offer you one of my sandwiches.
I 'll give you one of my sandwiches. (give)
2 Do you need a ride to the train station? Ahmad is happy to drive you.
Ahmad _____ you a ride to the train station. (give)
3 It's raining. Tala is offering to let you borrow her umbrella.
Tala _____ you her umbrella. (lend)
4 There are no trains today, so they have to take a cab to the airport.
They _____ a cab to the airport. (take)
5 Arvin can't come with you to the movie theater now. Do you know anyone else who likes movies?
Who _____ to the movies with you today? (go)
6 You can't ride your bike because your brother has just borrowed it.
What other plans do you have?
What _____ now? (do)

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3 Choose a student to read the complete example sentence. Go over the other options (*b is not correct because we are talking about tonight, i.e., the future; c and d are not correct because it is a question*).
Let students work in pairs discussing the options. Remind them to read the whole sentence before they look at the options, and point out that some questions require two answers. Check answers as a class.

Answers
1 a **2** a **3** a **4** b **5** d **6** c

LISTENING

4 Ask students to look at the schedule. Explain that these are things Maryam is doing this week. Ask *What tense will we use? (present progressive)* Choose a student to read the first question and another to suggest an answer. Make sure they use the present progressive, e.g., *She's playing tennis with Dan on Monday.*
Students ask and answer the questions in pairs. Check answers as a class.

Answers
1 Maryam is playing tennis with Dan and having dinner with someone on Monday. **2** She is meeting someone on Wednesday afternoon – we won't know who it is until we hear the listening. **3** She is practicing the piano on Thursday. **4** No, she's not doing anything on Thursday afternoon. **5** She is doing her homework project on Tuesday morning.

5 Ask students to read the *Listening strategies* box before they listen and complete the chart. Play the audio. Check answers as a class.

Audioscript 10.2 – see page 129

Answers

	morning	afternoon	evening
Monday		*play tennis with Dan*	*have dinner with* my grandparents
Tuesday	*meet Tala to do homework project*		
Wednesday	help my mom get groceries	*meet* my aunt (she's taking me shopping)	
Thursday	*have a piano lesson for music exam*	meet Tala (we're playing tennis)	

She's meeting Tala on Thursday afternoon to play tennis.

Workbook, page W55, Exercises 5, 6, and 7

WRITING

6 Read the *Writing strategies* box with the class. Students make a calendar page in their exercise books and write their own schedule. Monitor as they are writing, helping where necessary.

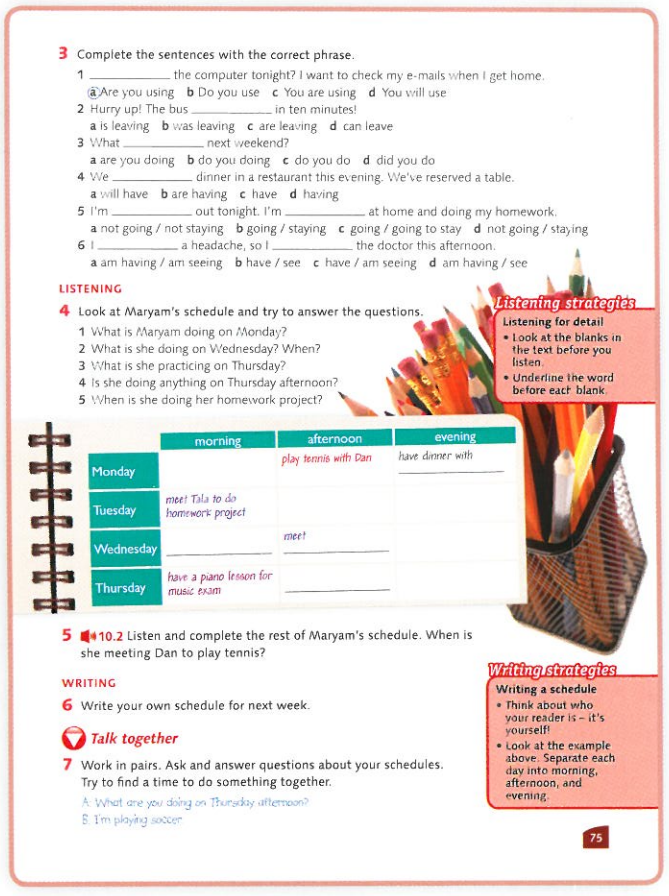
Answers
Students' own answers

Talk together

7 Choose two students to read the question and answer. Students then work in pairs to discuss their plans. They find a time when they are both free and then decide what they are going to do. Ask students to tell the class what they are doing and when.

Suggested answers
A: *What are you doing on Thursday afternoon?*
B: *I'm playing soccer.* What are you doing on Wednesday morning? **A:** I'm visiting my aunt and uncle. What are you doing on Friday afternoon? **B:** I'm not doing anything. **A:** I'm free too. Let's go to the movies then.

Workbook, page W55, Exercise 8


3 Complete the sentences with the correct phrase.
1 _____ the computer tonight? I want to check my e-mails when I get home.
a Are you using b Do you use c You are using d You will use
2 Hurry up! The bus _____ in ten minutes!
a is leaving b was leaving c are leaving d can leave
3 What _____ next weekend?
a are you doing b do you doing c do you do d did you do
4 We _____ dinner in a restaurant this evening. We've reserved a table.
a will have b are having c have d having
5 I'm _____ out tonight. I'm _____ at home and doing my homework.
a not going / not staying b going / staying c going / going to stay d not going / staying
6 I _____ a headache, so I _____ the doctor this afternoon.
a am having / am seeing b have / see c have / am seeing d am having / see
LISTENING
4 Look at Maryam's schedule and try to answer the questions.
1 What is Maryam doing on Monday?
2 What is she doing on Wednesday? When?
3 What is she practicing on Thursday?
4 Is she doing anything on Thursday afternoon?
5 When is she doing her homework project?
Listening strategies
Listening for detail
• Look at the blanks in the text before you listen.
• Underline the word before each blank.
morning / afternoon / evening
Monday — play tennis with Dan — have dinner with _____
Tuesday — meet Tala to do homework project
Wednesday _____ — meet _____
Thursday — have a piano lesson for music exam — _____
5 10.2 Listen and complete the rest of Maryam's schedule. When is she meeting Dan to play tennis?
WRITING
6 Write your own schedule for next week.
Talk together
7 Work in pairs. Ask and answer questions about your schedules. Try to find a time to do something together.
A: What are you doing on Thursday afternoon?
B: I'm playing soccer.
Writing strategies
Writing a schedule
• Think about who your reader is – it's yourself!
• Look at the example above. Separate each day into morning, afternoon, and evening.
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LESSONS 5 AND 6

Overview

Outcomes
- to read a vacation brochure about a journey to Greece
- to talk about visiting places
- to write notes and a leaflet about a place

Functions
- making guesses
- expressing opinions
- giving reasons
- describing places

Language focus
- *will, won't, going to*
- the present progressive for the future

Vocabulary
- vacations

Materials
- Student's Book pages 76–77, Workbook page W56

Student's Book, pages 76 and 77

READING

1 Give students two or three minutes to discuss the questions with a partner and then check answers as a class. The pictures show, from left to right, the Vikos Gorge, the Acropolis, and a scuba diver exploring a coral reef.

Answer
a vacation brochure

2 Read the headings with the class. Make sure they understand the vocabulary. Give students two or three minutes to read the text. They should not insert the headings at this stage.
Then choose a student to read the example heading and the paragraph. Ask *Why is it the correct heading? (because the first paragraph talks about the capital and that's where the tour begins)*
Students read the text again to place the headings with the correct paragraphs. Check answers as a class.

Answers
1 c **2** b **3** d **4** a

Research box
Ask the students to discuss the question in pairs.

Answer
the fifth century BCE



READING

1 Look at the text and the pictures. What kind of text is it? Is the text from a vacation brochure, a report of a trip, or a schedule?

2 Read the text and match the headings to the paragraphs.

a A perfect trip
b To bed in a tent
c A capital beginning
d Swimming with a snorkel

A JOURNEY TO GREECE

1 _____c_____
Athens is home to the famous Acropolis. This is where we are going to start our adventures, here in the capital. First, we're going to the Acropolis, the greatest monument on our planet. From there, we're moving to the famous Acropolis Museum to see the many precious treasures. Don't miss the Archaic Gallery.

2 _____
After exploring the city, we're heading to Zagori. We'll be exploring the beautiful canyon by hiking through a route in the Vikos Gorge. For those who aren't afraid of heights, it's an experience of a lifetime. It's a challenging hike – we're warning you! But you won't forget the amazing scenery. You can even camp there!

3 _____
Now we're going to Crete. Our journey will take us through fantastic mountain scenery until we arrive in Plakias, a town on the south coast of Crete. Have you ever swum with brightly colored fish? This is what you should do here; get a snorkel and get into the water!

4 _____
Finally it's time to travel to Delphi, famous for its incredible ancient treasures. We're going to the Temple of Apollo. From there we'll continue to the Athenian Treasury – the perfect end to an amazing trip!

? When was the Acropolis built?

76

VOCABULARY: Vacations

3 Tell the students to make sure they understand the words before they attempt to complete the exercise. They can work in pairs. Monitor and help if necessary. Check answers as a class.

Answers
1 *route* **2** canyon, treasures **3** camp
4 snorkel
Planet is not needed.

COMPREHENSION

4 Read number one to the students. Ask *If you are in good shape, can you walk a long way or do you feel tired all the time? (walk a long way) Are you overweight if you are in good shape? (no) Can you exercise? (yes) Are you healthy? (yes) So why do you need to be in good shape for this vacation? (because you will climb a mountain)*
Students study the other situations in pairs. Check answers as a class.

Answers
1 *They will hike through the Vikos Gorge.* **2** They can go camping. **3** They will snorkel among brightly colored fish. **4** They're going to the Acropolis, the greatest monument on our planet. **5** They will go to Zagori, Plakias, and Delphi.

Workbook, page W56, Exercises 9, 10, 11, and 12

Talk together

5 Ask a student to ask you the questions. Give detailed answers when you can. Students then work in pairs to answer the questions. Monitor and help where necessary. Choose some students to tell the class about their partner's trip.

Answers
Students' own answers

WRITING

6 Students make a list of the adjectives in pairs. Point out that some may appear more than once (e.g., *amazing, famous*). Check answers as a class.

Answers
famous, greatest, precious, beautiful, challenging, amazing, fantastic, colored, incredible, ancient, perfect

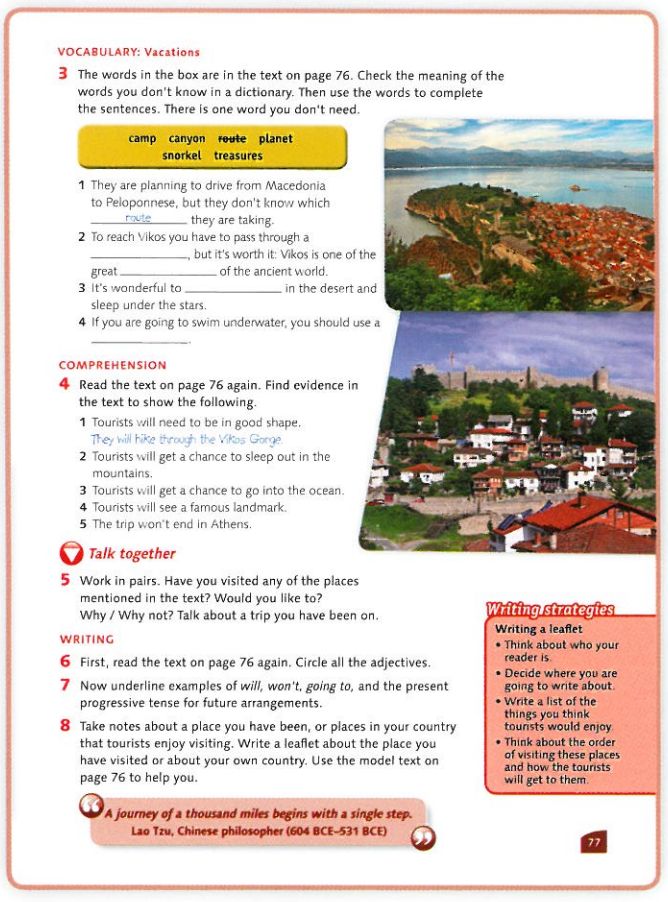
7 Make sure that the students understand the difference between *will* used to make predictions and *will* used (as in the text on page 76) to make offers, promises, and arrangements. Also, make sure they understand the difference between *going to* to refer to a plan (when *to* is followed by a verb) and *going to* as the present progressive form of *go* with *to* as a preposition (as in *We are going to the Acropolis*). Students underline the different tenses.

Answers
will: We'll be exploring; you won't forget; our journey will take us; we'll continue to the Athenian Treasury
going to: we are going to start our adventures
present progressive: we're going to the Acropolis; we're moving to the famous Acropolis Museum; we're heading; we're warning you; we're going to Crete; We're going to the Temple of Apollo.

8 Read the *Writing strategies* box with the students. Discuss as a class which places the students are going to write about. Point out that they must make it attractive to the reader by using plenty of adjectives. Advise them to refer to the text on page 76 and copy the model.
If you wish, students can work in pairs to produce their leaflets. Monitor and help where necessary. Make a classroom display of the leaflets so that other students can read them. Choose a few students or pairs to present their leaflets to the class.

Answers
Students' own answers

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?



VOCABULARY: Vacations

3 The words in the box are in the text on page 76. Check the meaning of the words you don't know in a dictionary. Then use the words to complete the sentences. There is one word you don't need.

camp canyon ~~route~~ planet snorkel treasures

1 They are planning to drive from Macedonia to Peloponnese, but they don't know which route they are taking.
2 To reach Vikos you have to pass through a _____, but it's worth it: Vikos is one of the great _____ of the ancient world.
3 It's wonderful to _____ in the desert and sleep under the stars.
4 If you are going to swim underwater, you should use a _____.

COMPREHENSION

4 Read the text on page 76 again. Find evidence in the text to show the following.

1 Tourists will need to be in good shape.
They will hike through the Vikos Gorge.
2 Tourists will get a chance to sleep out in the mountains.
3 Tourists will get a chance to go into the ocean.
4 Tourists will see a famous landmark.
5 The trip won't end in Athens.

Talk together

5 Work in pairs. Have you visited any of the places mentioned in the text? Would you like to? Why / Why not? Talk about a trip you have been on.

WRITING

6 First, read the text on page 76 again. Circle all the adjectives.
7 Now underline examples of *will, won't, going to,* and the present progressive tense for future arrangements.
8 Take notes about a place you have been, or places in your country that tourists enjoy visiting. Write a leaflet about the place you have visited or about your own country. Use the model text on page 76 to help you.

Writing strategies
Writing a leaflet
- Think about who your reader is.
- Decide where you are going to write about.
- Write a list of the things you think tourists would enjoy.
- Think about the order of visiting these places and how the tourists will get to them.

A journey of a thousand miles begins with a single step.
Lao Tzu, Chinese philosopher (604 BCE–531 BCE)

77

LESSONS 7 AND 8

Workbook, page W57, Exercises 13, 14, 15, and 16

LESSON 9

Project

Read the *Your task* box with the class. Discuss some of their predictions as a class.

Ask them to work in pairs to ask and answer the questions in the *Questions* box. Monitor as they are speaking, helping if necessary. The questions should give them some ideas about what to write.

Students prepare their talk. Remind them that they should be logical, so they should perhaps choose three or four predictions and write a paragraph about each of them.

Because you are going to make a display of the projects, invite the students to illustrate what they have written in whatever way they choose (sketches, computer graphics, pictures cut out of magazines and newspapers, etc.)

Choose students to present their projects to the class. Make a display of the projects so that all the class can read them.

Answers

1 *It began 30,000 years ago.* **2** People drew on the walls of their caves to show people the animals they hunted. **3** People needed a postal service to send letters to people farther away. **4** The oldest letter is nearly 4,000 years old. It was made of clay. **5** The first government postal service was in China. **6** The Egyptians made the first suitable writing material 2,500 years ago. **7** At the beginning of the first century CE, the Romans organized Europe's first postal service. **8** Printing began in the fifteenth century. **9** Students' own answers

GRAMMAR: The zero conditional

5 Ask the students some questions to introduce the zero conditional. Say *You want to make some ice. What do you do? (I put water in the freezer.)* Say *If I want to make some ice, I put water in the freezer.* Repeat the first clause *(If I want to make some ice,)* and ask students to repeat after you. Repeat with the second clause. Ask students to repeat the whole sentence as a class and individually. Give some other examples and help students make sentences with *if*, e.g., *You want to buy a stamp. Where do you go? (If I want to buy a stamp, I go to the post office.) You don't understand a new word. What do you do? (If I don't understand a new word, I look it up in a dictionary.) You hear a funny story. What do you do? (If I hear a funny story, I laugh.)*
Choose a student to read the example sentence in the exercise. Students complete the exercise. Check answers as a class. Draw the students' attention to the *Student grammar review* on page W91.

Answers

1 *need* **2** mention **3** send

6 Choose a student to read the example. Students complete the exercise in pairs. Check answers as a class.

Answers

1 *comes* **2** you aren't **3** I travel **4** you get
5 I don't know **6** it becomes **7** it melts **8** go

Workbook, page W58, Exercises 1, 2, 3, and 4

Talk together

7 Read the instructions with the class and then choose two students to read the example. You could give another example if you wish, e.g., *If the ball hits the net, you lose a point. (tennis)* Monitor as they are speaking, helping where necessary. Choose some students to give their clues to the rest of the class.

Suggested answers

A: *If you capture the king, you win the game.* ***B:*** *Is it chess?* ***A:*** *Yes, it is!* If you get the ball in the net, you score a goal. **B:** Is it soccer? **A:** Yes, it is! If you drive faster than everyone else, you win. **B:** Is it car racing? **A:** Yes, it is!



COMPREHENSION

4 11.1 Read and listen to the text again. Answer the questions.

1 When did the first form of writing begin? It began 30,000 years ago.
2 Why did people draw on the walls of their caves?
3 Why did people need a postal service?
4 How old is the oldest letter? What was it made of?
5 Where was the first government postal service?
6 Who made the first suitable writing material, and when?
7 What development to postal services happened at the beginning of the first century?
8 When did printing begin?
9 How do you think people will communicate in twenty years' time?

Reading strategies

Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: The zero conditional Student grammar review page W91

5 Complete these sentences based on the text with the correct form of the verbs in parentheses.

1 If you want to send a letter, you need a postal service. (need)
2 When people talk about the most important developments of civilization, they usually _____ writing. (mention)
3 If you want others to get your news immediatly, _____ an e-mail. (send)

6 Complete the sentences with the words and phrases in the box.

it becomes | I travel | it melts | ~~comes~~ | you aren't | I don't know | go | you get

1 When you press that button, the light comes on.
2 It's difficult to sleep if _____ tired.
3 If _____ on a boat, I always feel sick.
4 If you add blue to yellow, _____ the color green.
5 If _____ a word, I always look it up in my dictionary.
6 When you freeze water, _____ ice.
7 If you leave ice in the sun, _____
8 When it rains, I _____ inside.

Talk together

7 Work in pairs. Think of a game you often play. This can be a sport, like soccer, or a board game, like chess. Tell your partner the rules for the game using the zero conditional. Your partner guesses the name of the game.

A: If you capture the king, you win the game.
B: Is it chess?
A: Yes, it is!

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about everyday activities
- to read an article about writing in the past

Functions
- expressing conditions
- describing pictures
- making guesses

Language focus
- the first conditional

Vocabulary
- communication – writing

Materials
- Student's Book pages 82–83, Workbook page W59

Student's Book, pages 82 and 83

GRAMMAR: The first conditional

1 Write on the board the sentence *If I go to the market, I will buy some fruit and vegetables.* Underline *if, go,* and *will buy.* Point to the *"if"* clause. Ask what tense the verb *go* is *(simple present).*

Write the sentence on the board the other way around, i.e., *I will buy some fruit and vegetables if I go to the market.* Ask *What tense is in the "if" clause? (Simple present) What is different about this sentence? (It doesn't have a comma.) So, there are three things to remember: 1. We can start the sentence with either clause. 2. The "if" clause always has the simple present – never "will." 3. If we begin with the "if" clause, we always have a comma after it.*

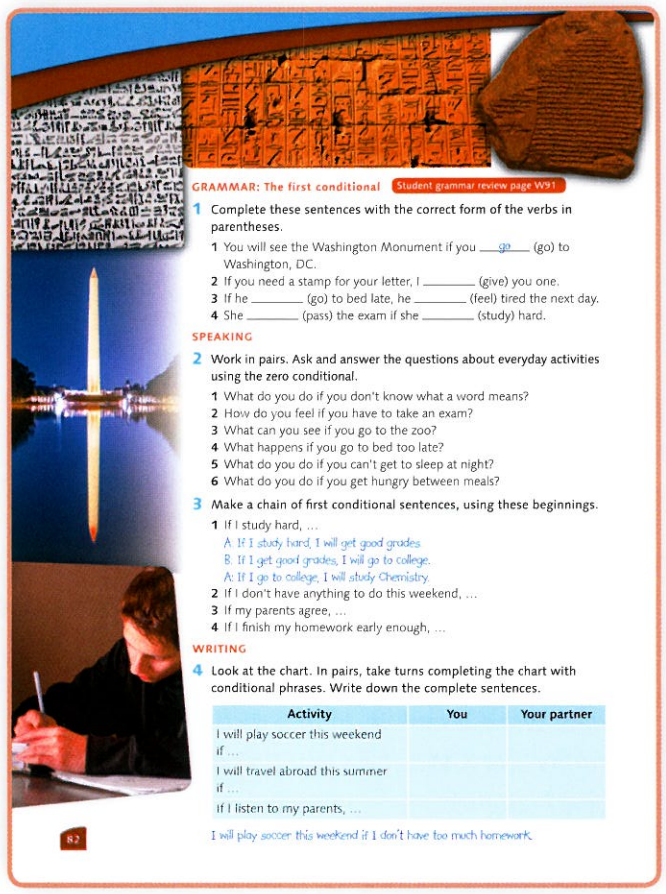
Students complete the exercise in pairs. Draw the students' attention to the *Student grammar review* on page W91.

Answers
1 *go* **2** will give **3** goes, will feel
4 will pass, studies

SPEAKING

2 Do the first question as an example with the class using the zero conditional. Monitor as they are working. Check answers as a class.

Suggested answers
1 If I don't know what a word means, I look it up in a dictionary. **2** If I have an exam, I feel nervous. **3** If I go to the zoo, I can see lots of animals. **4** If I go to bed too late, I feel tired. **5** If I can't get to sleep at night, I read my book. **6** If I get hungry between meals, I eat some fruit.



GRAMMAR: The first conditional Student grammar review page W91

1 Complete these sentences with the correct form of the verbs in parentheses.
1 You will see the Washington Monument if you go (go) to Washington, DC.
2 If you need a stamp for your letter, I _____ (give) you one.
3 If he _____ (go) to bed late, he _____ (feel) tired the next day.
4 She _____ (pass) the exam if she _____ (study) hard.

SPEAKING

2 Work in pairs. Ask and answer the questions about everyday activities using the zero conditional.
1 What do you do if you don't know what a word means?
2 How do you feel if you have to take an exam?
3 What can you see if you go to the zoo?
4 What happens if you go to bed too late?
5 What do you do if you can't get to sleep at night?
6 What do you do if you get hungry between meals?

3 Make a chain of first conditional sentences, using these beginnings.
1 If I study hard, ...
A: If I study hard, I will get good grades.
B: If I get good grades, I will go to college.
A: If I go to college, I will study Chemistry.
2 If I don't have anything to do this weekend, ...
3 If my parents agree, ...
4 If I finish my homework early enough, ...

WRITING

4 Look at the chart. In pairs, take turns completing the chart with conditional phrases. Write down the complete sentences.

Activity	You	Your partner
I will play soccer this weekend if ...		
I will travel abroad this summer if ...		
If I listen to my parents, ...		

I will play soccer this weekend if I don't have too much homework.

82

3 Give an example of a chain of conditional sentences, e.g., *What will happen if you go to bed late? If I go to bed late, I will get up late. If I get up late, I will be late for school.* Students make their own chains. Monitor as they are working.

Suggested answers
1 ***A:*** *If I study hard, I will get good grades.* ***B:*** *If I get good grades, I will go to college.* ***A:*** *If I go to college, I will study Chemistry.* **2 A:** If I don't have anything to do this weekend, I will watch television. **B:** If I watch television, my sister will watch it with me. **A:** If my sister watches it with me, it will be more interesting. **3 A:** If my parents agree, I will go shopping this weekend. **B:** If I go shopping this weekend, I will buy some new clothes. **A:** If I buy some new

clothes, I will wear them next week. **4 A:** If I finish my homework early enough, I will play on my computer. **B:** If I play on my computer, I will go to bed too late. **A:** If I go to bed too late, I will feel tired tomorrow.

WRITING

4 Choose a student to read the example (they can change the sport, e.g., to tennis if they prefer). Ask for other possible endings.
Students write their own endings for each sentence. Monitor and help where necessary. They then ask their partners for their endings and write them down. They each read the whole sentence out loud so that their partner can write the ending. Choose some students to read their partners' endings out loud, e.g., *Max will play soccer this weekend if he doesn't have too much homework.*

Suggested answers
I will play soccer this weekend if I don't have too much homework / it isn't too hot / my friends want to play with me. I will travel abroad this summer if my parents agree / I have enough money / I can organize it. If I listen to my parents, I will learn a lot of things / I will do the right thing.

Workbook, page W59, Exercises 5 and 6

READING

5 Students look at the pictures at the top of page 82 and suggest what they might be. They are different types of ancient writing. The students will read more about this in the article.

Answers
two types of hieroglyphic writing (Egypt) and cuneiform writing (Sumeria)

6 Remind the students that they should be able to read this article in one or two minutes to find the answer to the question – they are not reading for detail at this point. Check answers as a class.

Answers
Now, we write on paper, not on clay, papyrus, wood, or rock walls. We use letters, not symbols or pictures. We use letters to make words and each word has a meaning. Our system of writing is much simpler today.

COMPREHENSION

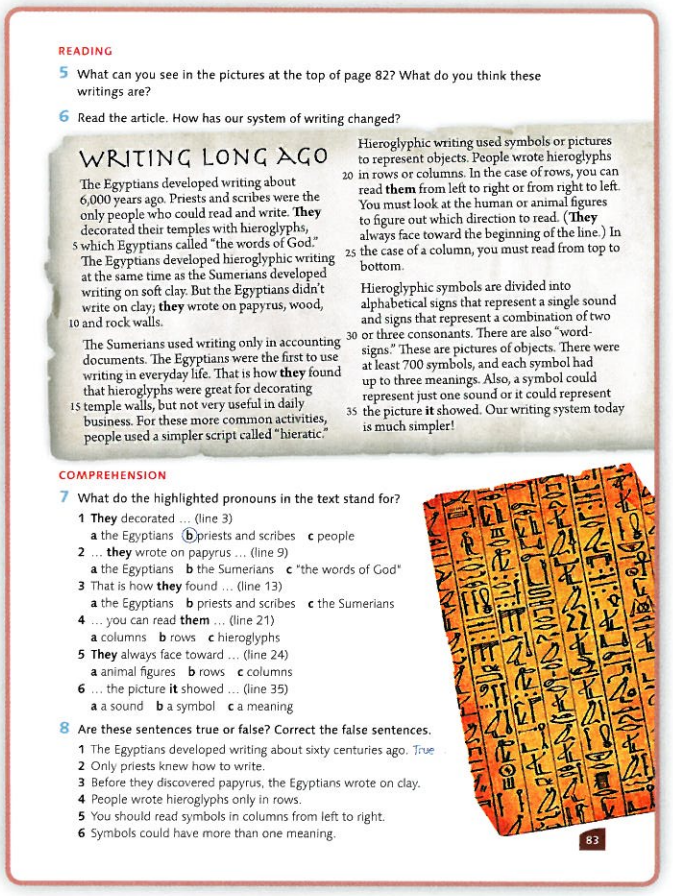
7 Write the following sentences on the board: *My father is a pilot. He often flies to Canada.* Ask *Who does "he" refer to? (my father) Why do we use it? (so we don't need to repeat "my father").* Explain that they are now going to look at other words that act in the same way. Do the example with the class. Make sure they understand what they have to do. Students can work in pairs to complete the exercise. Check answers as a class.

Answers
1 *b* **2** a **3** a **4** c **5** a **6** b

8 Explain that they now need to read the text more carefully to find the answers. Ask them to work alone to begin with and then check their answers with a partner. Check answers as a class.

Answers
1 *True* **2** False. Priests and scribes knew how to write. **3** False. The Egyptians wrote on papyrus and the Sumerians wrote on soft clay. **4** False. People wrote hieroglyphs in rows or columns. **5** False. You should read symbols in columns from top to bottom. **6** True

Workbook, page W59, Exercises 7, 8, and 9



READING

5 What can you see in the pictures at the top of page 82? What do you think these writings are?

6 Read the article. How has our system of writing changed?

WRITING LONG AGO

The Egyptians developed writing about 6,000 years ago. Priests and scribes were the only people who could read and write. **They** decorated their temples with hieroglyphs, which Egyptians called "the words of God." The Egyptians developed hieroglyphic writing at the same time as the Sumerians developed writing on soft clay. But the Egyptians didn't write on clay; **they** wrote on papyrus, wood, and rock walls.

The Sumerians used writing only in accounting documents. The Egyptians were the first to use writing in everyday life. That is how **they** found that hieroglyphs were great for decorating temple walls, but not very useful in daily business. For these more common activities, people used a simpler script called "hieratic."

Hieroglyphic writing used symbols or pictures to represent objects. People wrote hieroglyphs in rows or columns. In the case of rows, you can read **them** from left to right or from right to left. You must look at the human or animal figures to figure out which direction to read. (**They** always face toward the beginning of the line.) In the case of a column, you must read from top to bottom.

Hieroglyphic symbols are divided into alphabetical signs that represent a single sound and signs that represent a combination of two or three consonants. There are also "word-signs." These are pictures of objects. There were at least 700 symbols, and each symbol had up to three meanings. Also, a symbol could represent just one sound or it could represent the picture **it** showed. Our writing system today is much simpler!

COMPREHENSION

7 What do the highlighted pronouns in the text stand for?

1 **They** decorated … (line 3)
a the Egyptians (b) priests and scribes **c** people
2 … **they** wrote on papyrus … (line 9)
a the Egyptians **b** the Sumerians **c** "the words of God"
3 That is how **they** found … (line 13)
a the Egyptians **b** priests and scribes **c** the Sumerians
4 … you can read **them** … (line 21)
a columns **b** rows **c** hieroglyphs
5 **They** always face toward … (line 24)
a animal figures **b** rows **c** columns
6 … the picture **it** showed … (line 35)
a a sound **b** a symbol **c** a meaning

8 Are these sentences true or false? Correct the false sentences.

1 The Egyptians developed writing about sixty centuries ago. *True*
2 Only priests knew how to write.
3 Before they discovered papyrus, the Egyptians wrote on clay.
4 People wrote hieroglyphs only in rows.
5 You should read symbols in columns from left to right.
6 Symbols could have more than one meaning.

83

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a text about scribes
- to read a text about the invention of the pen
- to write about an invention

Functions
- describing pictures
- describing an invention
- giving facts

Language focus
- verbs describing communication (*invented/was invented, created, used*)

Vocabulary
- communication – invention

Materials
- Student's Book pages 84–85, Workbook page W60, CD

Student's Book, pages 84 and 85

LISTENING

1 Students discuss the pictures in small groups. It is likely that several of the objects pictured will be unfamiliar to many students or, even if the objects are familiar, their names in English may not be. So do not focus on the students trying to name them, but merely on whether they have used them or can describe what they are, or were, used for.

Answers
(clockwise from top left) crayons, dry-erase markers, fountain pen and ink, quill pen and ink, highlighters, chalk
Students' own answers

2 Ask students to look back at the first paragraph of the article on page 83 and find the word *scribe*. What do they find out about a scribe from the text? Ask *Do you think a scribe was important? Why / Why not?*
Ask the students to listen to the text and note everything they hear about a scribe. Play the audio. Check answers as a class.

Audioscript 11.2 – see page 130

Answer
A scribe kept records of important events and made important decisions. A scribe sometimes became a wise man of the court, a leader for other people, or an ambassador.

3 Students read the *Listening strategies* box and follow the instructions. Play the audio again while the students complete the text.
Students check their answers in pairs and also check each other's spelling.
The picture at the bottom of the page shows a nineteenth-century French painting of a Chinese scribe.

Audioscript 11.2 – see page 130

Answers
Students' own answers

4 Play the audio again if necessary. Check answers as a class.

Audioscript 11.2 – see page 130

Answers
1 *writing* **2** Egyptian **3** scribes **4** priests **5** squares **6** temples **7** symbols **8** decisions **9** wise **10** father


LISTENING

1 Look at the pictures. What can you see? How many of these objects have you used?

2 11.2 Listen to the text. What was a scribe?

3 11.2 Listen again and complete the sentences.

Reading and (1) writing were two of the most powerful developments in ancient (2) _____ civilization. That is why (3) _____ played an important role in early Egypt. Only scribes and (4) _____ could read and write. There were schools for scribes in the gardens and (5) _____ inside (6) _____.

Students had to memorize all the hieroglyphic (7) _____. Scribes didn't only keep records of important events; they also had to make important (8) _____. Later, a scribe sometimes became a (9) _____ man of the court, a leader for other people, or maybe an ambassador. The job of scribe was often passed from (10) _____ to son in the same family.

4 11.2 Listen again and check your answers.

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

The pen is mightier than the sword.
Edward Bulwer-Lytton, novelist (1803–1873)

84

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

READING

5 Discuss the question as a class. Ask *Do you think your parents or grandparents used anything different when they were children?*

Answers
Students' own answers

6 Give the students a minute to scan the text and find the invention. Tell them to stop reading when they are sure of the answer and put their hands up. This will help show you how quickly the students are able to read.

Answer
the ballpoint pen

COMPREHENSION

7 Remind students that they should now read the text more carefully to answer the questions. Ask them to work alone before checking answers with a partner. Check answers as a class.

Answers
1 The Biro brothers invented the ballpoint pen. **2** It was invented because writers had to continually clean up smudges and fill the cartridges of earlier pens. **3** A tiny ball at the tip of the pen rotates and picks up ink as someone writes. **4** They are easier and cleaner to use. **5** Students' own answers

Workbook, page W60, Exercises 10, 11, 12, and 13

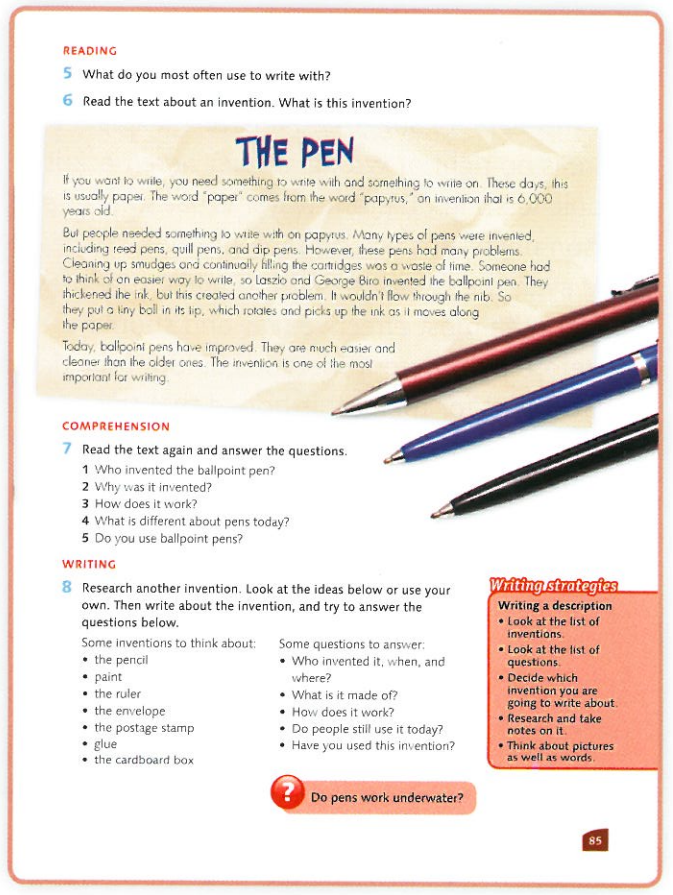
WRITING

8 Before students look at the list of inventions, ask them to name a few. Read the *Writing strategies* box with the class. Discuss what they need to do. Give students time to research the invention and then write up their findings. They can do their research at home and bring the information to class to write if you wish.
Encourage them to find pictures of their chosen invention to decorate their descriptions. Choose students to present their inventions to the class. You could make a display of them in the classroom.

Suggested answers
William Dockwra and Robert Murray invented the postage stamp in 1680 in London. It was a stamp that was used to mark a letter. Now, stamps are made of paper, and we stick them on envelopes. Separate adhesive stamps like this were first thought of in 1837 by Rowland Hill. I use stamps when I write letters to my grandparents. / Paint was used 40,000 years ago by cave painters. We don't know who invented it. It was made from charcoal and ochre. They used different materials for different colors. Some paint was made from eggs, plants, or sand. People still use paint today, but it is very different. I like using paint to make pictures.

Research box
Ask students to discuss the question in pairs.

Answer
There is now a pen that can work underwater – but what will you write on? It was developed for a space program so that astronauts could write in zero gravity (ordinary pens will not work).



READING

5 What do you most often use to write with?

6 Read the text about an invention. What is this invention?

THE PEN

If you want to write, you need something to write with and something to write on. These days, this is usually paper. The word "paper" comes from the word "papyrus," an invention that is 6,000 years old.

But people needed something to write with on papyrus. Many types of pens were invented, including reed pens, quill pens, and dip pens. However, these pens had many problems. Cleaning up smudges and continually filling the cartridges was a waste of time. Someone had to think of an easier way to write, so Laszlo and George Biro invented the ballpoint pen. They thickened the ink, but this created another problem. It wouldn't flow through the nib. So they put a tiny ball in its tip, which rotates and picks up the ink as it moves along the paper.

Today, ballpoint pens have improved. They are much easier and cleaner than the older ones. The invention is one of the most important for writing.

COMPREHENSION

7 Read the text again and answer the questions.

1 Who invented the ballpoint pen?
2 Why was it invented?
3 How does it work?
4 What is different about pens today?
5 Do you use ballpoint pens?

WRITING

8 Research another invention. Look at the ideas below or use your own. Then write about the invention, and try to answer the questions below.

Some inventions to think about:
- the pencil
- paint
- the ruler
- the envelope
- the postage stamp
- glue
- the cardboard box

Some questions to answer:
- Who invented it, when, and where?
- What is it made of?
- How does it work?
- Do people still use it today?
- Have you used this invention?

Writing strategies
Writing a description
- Look at the list of inventions.
- Look at the list of questions.
- Decide which invention you are going to write about.
- Research and take notes on it.
- Think about pictures as well as words.

? Do pens work underwater?

85

LESSONS 7 AND 8

Workbook, page W61, Exercises 14, 15, and 16

Unit 12 Languages

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a quiz about learning styles
- to talk about learning styles
- to listen to the results of a quiz

Functions
- making suggestions
- making comparisons

Language focus
- learning styles

Vocabulary
- learning styles

Materials
- Student's Book pages 86–87, Workbook page W62, CD

Student's Book, pages 86 and 87

BEFORE YOU BEGIN

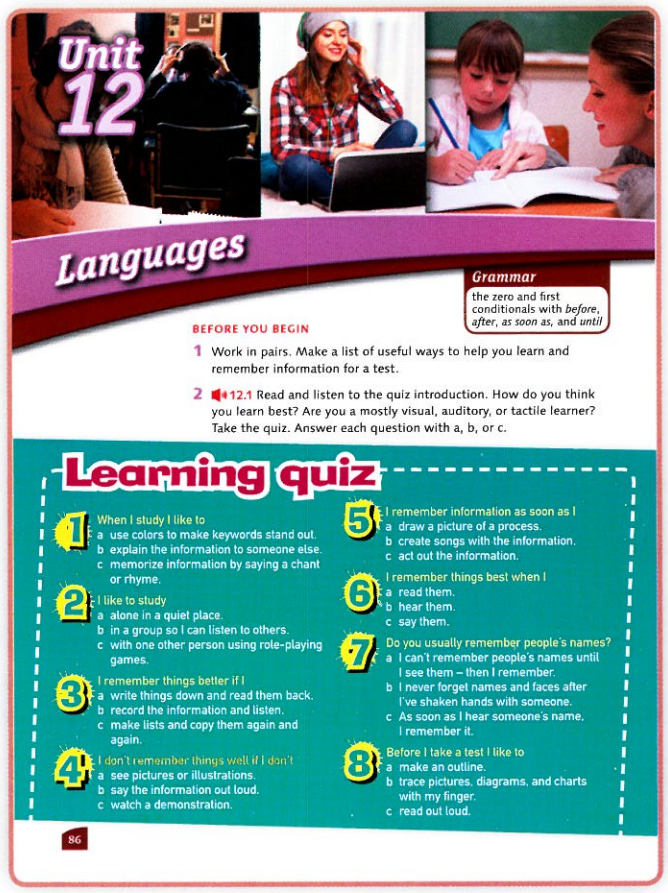
1 Give students two or three minutes to write a list. Ask the class for suggested answers. Explain that there is no right or wrong answer here because people learn in different ways. What suits one person might not be good for another. However, the students need to make sure they learn in the most effective way and should therefore try different methods before they decide what is best for them. It is hoped that this unit will help them determine this.

Suggested answers
make lists and say them out loud; practice test questions; work with friends to collect information; create diagrams, charts, and pictures; explain the information to someone else; create songs and poems using the information

2 Explain to the students that they are going to read a quiz. They have to write their own answers – remind them that there is no right or wrong answer. Explain to them that *visual*, *auditory*, and *tactile* are adjectives related to the senses (sight, hearing, touch).
Play the audio while students listen and choose their answers.

Audioscript 12.1 – see page 130

Answers
Students' own answers



3 Students can reread the quiz if necessary before finally choosing their answers. They then add up the number of a, b, and c responses. They will discover the significance of this in the next recording.

Answers
Students' own answers

SPEAKING

4 Read the example to the students and direct the question at a few students. Students continue in the same way in pairs. Monitor as they are working, helping where necessary. Choose some students to give their opinions.

Suggested answers
A: *I like to study alone in a quiet place. What about you?* **B:** Me, too. I can't concentrate in a group. **A:** I remember things best if I read them. What about you? **B:** No. I prefer to say things out loud.

LISTENING

5 Ask students to suggest how they should do this exercise. They should read the whole text quickly before listening. Give them time to do this, and then play the audio. If you think it would be helpful, remind them of the advice given in the *Listening strategies* box on page 84. They can write the answers they are sure of.

Audioscript 12.2 – see page 130

Answers
1 *demonstrations* **2** notes **3** colors
4 outlines **5** pictures **6** listened **7** reading
8 directions **9** helpful **10** recordings
11 active **12** experienced **13** groups
14 discussions **15** breaks

6 Read the instructions with the class. Can they explain auditory (*hearing*), tactile (*touching*), and visual (*seeing*)? Play the audio again for students to check their answers to Exercise 5 and to complete any blanks they left unfilled. They should then write down their answers to Exercise 6. Students compare answers and check spelling. Check answers as a class.

Audioscript 12.2 – see page 130

Answers
A visual **B** auditory **C** tactile

Workbook, page W62, Exercises 1, 2, 3, and 4

SPEAKING

7 Ask students to give a show of hands for each learning style.

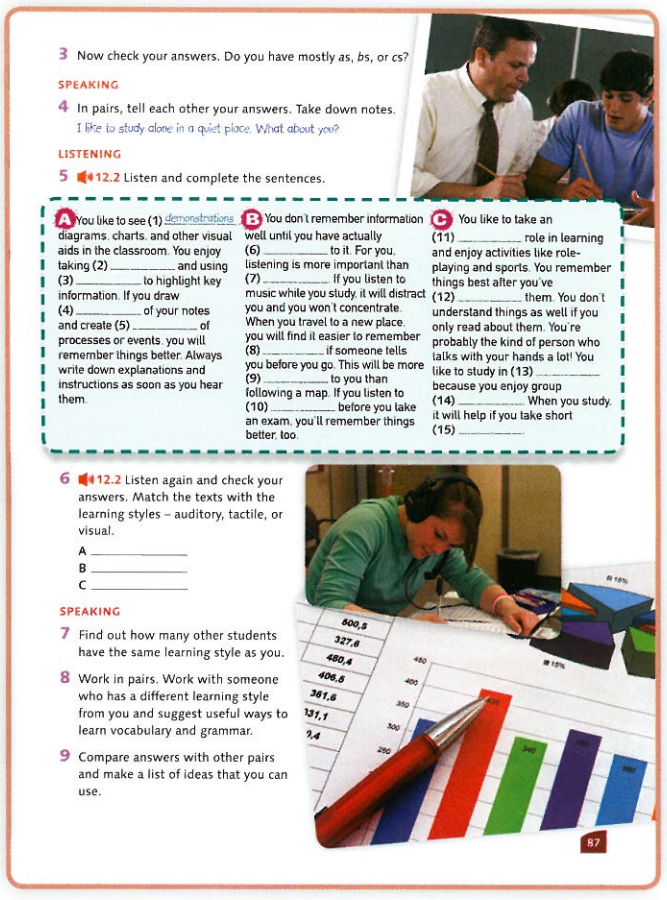
Answers
Students' own answers

8 Pair students of different learning styles together if possible and give them five minutes to discuss.

Answers
Students' own answers

9 Pairs compare their ideas and make a list. Ask groups for different suggestions. Make a list on the board. Ask students to be open-minded enough to try different learning methods – they might find that they have been studying in a way that is not optimal for them.

Answers
Students' own answers


3 Now check your answers. Do you have mostly *a*s, *b*s, or *c*s?

SPEAKING

4 In pairs, tell each other your answers. Take down notes.
I like to study alone in a quiet place. What about you?

LISTENING

5 12.2 Listen and complete the sentences.

A You like to see (1) *demonstrations*, diagrams, charts, and other visual aids in the classroom. You enjoy taking (2) _____ and using (3) _____ to highlight key information. If you draw (4) _____ of your notes and create (5) _____ of processes or events, you will remember things better. Always write down explanations and instructions as soon as you hear them.

B You don't remember information well until you have actually (6) _____ to it. For you, listening is more important than (7) _____. If you listen to music while you study, it will distract you and you won't concentrate. When you travel to a new place, you will find it easier to remember (8) _____ if someone tells you before you go. This will be more (9) _____ to you than following a map. If you listen to (10) _____ before you take an exam, you'll remember things better, too.

C You like to take an (11) _____ role in learning and enjoy activities like role-playing and sports. You remember things best after you've (12) _____ them. You don't understand things as well if you only read about them. You're probably the kind of person who talks with your hands a lot! You like to study in (13) _____ because you enjoy group (14) _____. When you study, it will help if you take short (15) _____.

6 12.2 Listen again and check your answers. Match the texts with the learning styles – auditory, tactile, or visual.

A _____
B _____
C _____

SPEAKING

7 Find out how many other students have the same learning style as you.

8 Work in pairs. Work with someone who has a different learning style from you and suggest useful ways to learn vocabulary and grammar.

9 Compare answers with other pairs and make a list of ideas that you can use.

LESSONS 3 AND 4

Overview

Outcomes
- to read a text about studying a foreign language
- to talk about learning foreign languages

Functions
- expressing opinions
- giving reasons
- inquiring about learning foreign languages

Language focus
- communication

Vocabulary
- communication

Materials
- Student's Book pages 88–89, Workbook page W63

Student's Book, pages 88 and 89

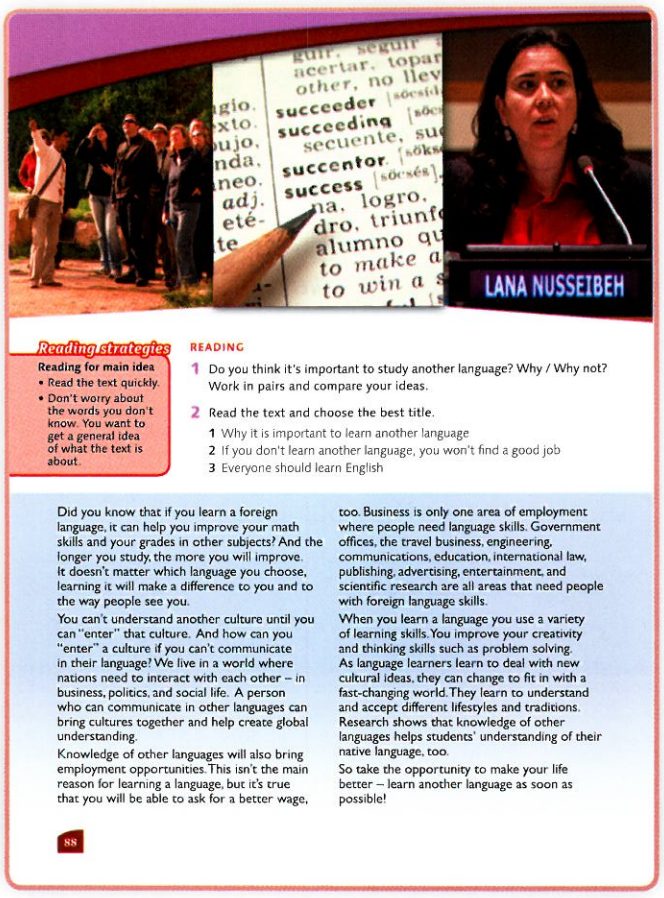
READING

1 Students discuss the question in pairs and then as a class. The pictures show people using another language: on a vacation abroad, in a dictionary, and in translation.

Suggested answers
A: I think it's important to study another language. Then we can communicate with more people. **B:** I agree. It makes it easier to travel and to study and work in a different country.

2 Students read the *Reading strategies* box and follow the instructions. Give them two or three minutes to read and check their answer.

Answer
1



COMPREHENSION

3 Choose a student to read the example and refer students to the *Reading strategies* box on page 89. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *False. Learning another language can improve your math skills.* **2** False. Learning any language will make a difference to your life and the way others see you. **3** False. You need to "enter" the culture to understand it and learning the language is essential to that process. **4** False. Employment opportunities and a better wage are just some reasons for learning a language. **5** False. Engineers and scientists need foreign language skills as much as business people do. **6** True **7** True

Workbook, page W63, Exercises 5, 6, and 7

VOCABULARY: Communication

4 Explain that all the words in the box are in the article on page 88. Students can find the words there before they start the exercise. They can compare answers with a partner when they have finished. Check answers as a class.

Answers
1 *foreign*, native **2** employment **3** wage **4** social **5** culture **6** international **7** interact **8** law

Workbook, page W63, Exercise 8

Talk together

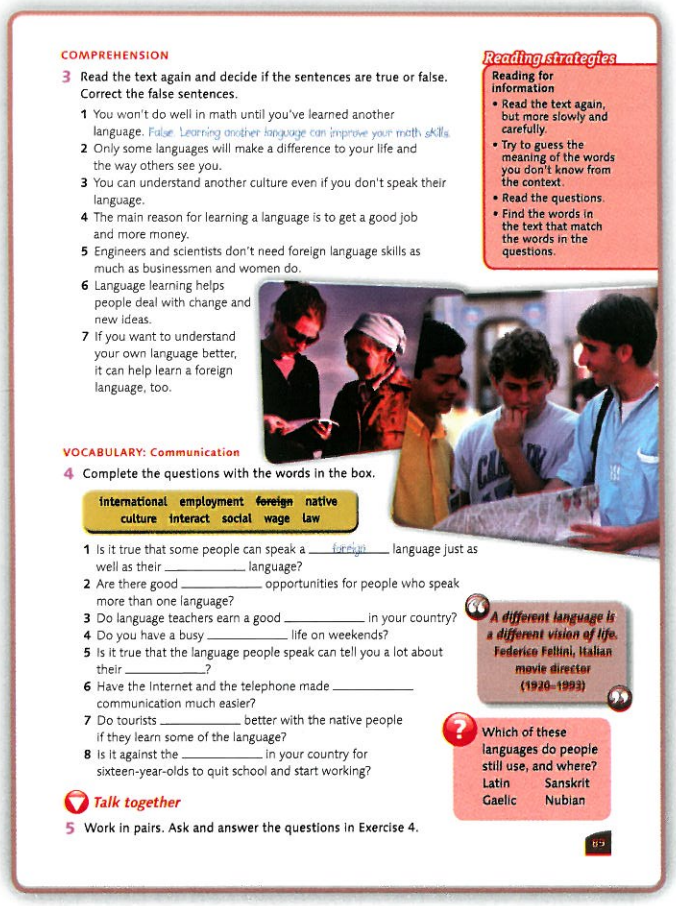
5 Students discuss the questions. This is an exercise where students can practice their fluency. Don't correct their grammar while they are speaking unless the other student can't understand. You can take notes of any errors you hear while monitoring and go over them with the whole class at the end of the exercise. You don't need to say who made the mistake.

Suggested answers
1 Yes, some people can speak a foreign language just as well as their native language. They are fluent in the language. **2** Yes, there are good employment opportunities for people who speak more than one language. It is a skill that not everybody has, so it is very useful. **3** Yes, they earn a good wage. **4** No, I don't have a busy social life. I like reading and playing on my computer. **5** Yes, the language people speak can sometimes tell you a lot about their culture. They will have certain phrases which explain things related to their culture which others do not have. **6** Yes, the Internet and the telephone have made international communication much easier. It is now quicker and business, etc. can be done more efficiently. **7** Yes, tourists interact better with the native people if they learn some of the language. They have a common language and so can find out more about the culture. **8** No, it isn't against the law for sixteen-year-olds to quit school and start working.

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Research box
Ask the students to discuss the question in pairs and decide how they will research the answers.

Answers
Latin: not spoken but used in scientific situations, e.g., classification of plants and animals
Gaelic: spoken in Scotland, Ireland, and the Isle of Man (though each version of Gaelic is distinct)
Sanskrit: spoken in India
Nubian: spoken in Southern Egypt and Sudan



COMPREHENSION

3 Read the text again and decide if the sentences are true or false. Correct the false sentences.

1 You won't do well in math until you've learned another language. False. Learning another language can improve your math skills.
2 Only some languages will make a difference to your life and the way others see you.
3 You can understand another culture even if you don't speak their language.
4 The main reason for learning a language is to get a good job and more money.
5 Engineers and scientists don't need foreign language skills as much as businessmen and women do.
6 Language learning helps people deal with change and new ideas.
7 If you want to understand your own language better, it can help learn a foreign language, too.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

VOCABULARY: Communication

4 Complete the questions with the words in the box.

~~foreign~~ international employment native culture interact social wage law

1 Is it true that some people can speak a ___foreign___ language just as well as their _____ language?
2 Are there good _____ opportunities for people who speak more than one language?
3 Do language teachers earn a good _____ in your country?
4 Do you have a busy _____ life on weekends?
5 Is it true that the language people speak can tell you a lot about their _____?
6 Have the Internet and the telephone made _____ communication much easier?
7 Do tourists _____ better with the native people if they learn some of the language?
8 Is it against the _____ in your country for sixteen-year-olds to quit school and start working?

A different language is a different vision of life.
Federico Fellini, Italian movie director (1920–1993)

Which of these languages do people still use, and where?
Latin Sanskrit
Gaelic Nubian

Talk together

5 Work in pairs. Ask and answer the questions in Exercise 4.

LESSONS 5 AND 6

Overview

Outcomes
- to read a brochure about learning English
- to talk about learning English
- to listen to an advertisement for a language course
- to write a brochure for a language school
- to role-play a situation related to joining a language course

Functions
- expressing conditions
- expressing opinions
- inquiring about and giving information

Language focus
- the zero and first conditionals with *before, after, as soon as,* and *until*

Vocabulary
- learning languages

Materials
- Student's Book pages 90–91, Workbook page W64, CD

Student's Book, pages 90 and 91

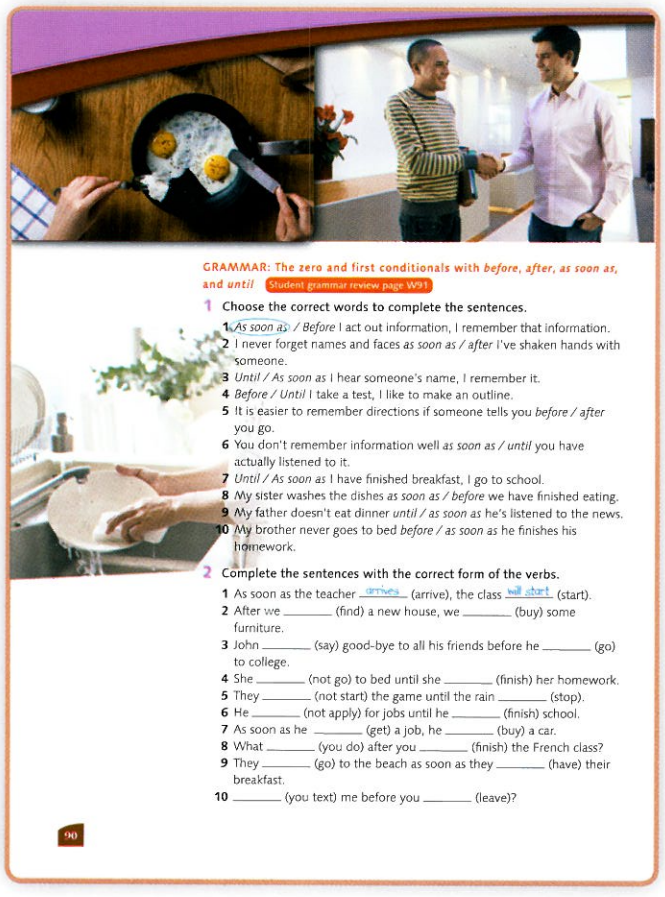
GRAMMAR: The zero and first conditionals with *before, after, as soon as,* and *until*

1 Give students examples with *after, as soon as, before,* and *until.* For example, say *I have my breakfast. I brush my teeth.* Ask *Which comes first? (have breakfast)* Make a sentence with *before (Before I brush my teeth, I have my breakfast.)* Make a sentence with *after (After I have my breakfast, I brush my teeth.)* Now make a sentence with *as soon as (As soon as I have my breakfast, I brush my teeth.)* Ask *Do I do anything between having breakfast and brushing my teeth? (No, I brush my teeth immediately after breakfast.) Can you make a sentence with "until"?* Give them an example, e.g., *I didn't go to bed until I finished my homework. Did I go to bed before I finished my home work? (no) When did I go to bed? (after I finished my homework)* . Help them create the sentence *I don't brush my teeth until I finish my breakfast.* Students work in pairs to complete the exercise. Check answers as a class. Direct students to the *Student grammar review* on page W91.

Answers
1 *As soon as* **2** after **3** As soon as **4** Before **5** before **6** until **7** As soon as **8** as soon as **9** until **10** before

2 Remind students how first conditional sentences are formed. Explain that all these sentences are like the first conditional with *if*. But, instead of the conjunction *if*, an adverb *(after, before, as soon as,* or *until)* is used in the sentences. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *arrives, will start* **2** find, will buy **3** will say, goes **4** won't go, finishes **5** won't start, stops **6** won't apply, finishes **7** gets, will buy **8** will you do, finish **9** will go, have **10** Will you text, leave



GRAMMAR: The zero and first conditionals with *before, after, as soon as, and until* Student grammar review page W91

1 Choose the correct words to complete the sentences.
1 *As soon as / Before* I act out information, I remember that information.
2 I never forget names and faces *as soon as / after* I've shaken hands with someone.
3 *Until / As soon as* I hear someone's name, I remember it.
4 *Before / Until* I take a test, I like to make an outline.
5 It is easier to remember directions if someone tells you *before / after* you go.
6 You don't remember information well *as soon as / until* you have actually listened to it.
7 *Until / As soon as* I have finished breakfast, I go to school.
8 My sister washes the dishes *as soon as / before* we have finished eating.
9 My father doesn't eat dinner *until / as soon as* he's listened to the news.
10 My brother never goes to bed *before / as soon as* he finishes his homework.

2 Complete the sentences with the correct form of the verbs.
1 As soon as the teacher arrives (arrive), the class will start (start).
2 After we _____ (find) a new house, we _____ (buy) some furniture.
3 John _____ (say) good-bye to all his friends before he _____ (go) to college.
4 She _____ (not go) to bed until she _____ (finish) her homework.
5 They _____ (not start) the game until the rain _____ (stop).
6 He _____ (not apply) for jobs until he _____ (finish) school.
7 As soon as he _____ (get) a job, he _____ (buy) a car.
8 What _____ (you do) after you _____ (finish) the French class?
9 They _____ (go) to the beach as soon as they _____ (have) their breakfast.
10 _____ (you text) me before you _____ (leave)?

90

3 Choose a student to read the example sentence out loud. Students work in pairs and read the brochure out loud all the way through. They then read it again and complete it. Check answers as a class.

Answers
1 *want* **2** as soon as **3** After **4** will choose **5** Before **6** you will **7** if **8** until **9** after **10** before

Talk together

4 Ask one or two students the questions and help them answer, where necessary. Students work in pairs.
Choose a few students to give their ideas to the whole class. Discuss the ideas.

Answers
Students' own answers

Workbook, page W64, Exercises 9 and 10

LISTENING

5 Students read the *Listening strategies* box and follow the instructions. Ask students to compare the answers in pairs.

Audioscript 12.3 – see page 130

Answers
Students' own answers

6 Play the audio again for students to check their answers. Check the answers as a class.

Audioscript 12.3 – see page 130

Answers
1 *building* **2** downtown **3** twelve **4** twelve
5 students are given a test **6** grammar, pronunciation, accuracy, reading, writing
7 twenty-four **8** 9 a.m. – 12 p.m.
9 self-access study center, library, cafe
10 sports, music, drama, trips to places of interest
11 next week

Workbook, page W64, Exercises 11 and 12

WRITING

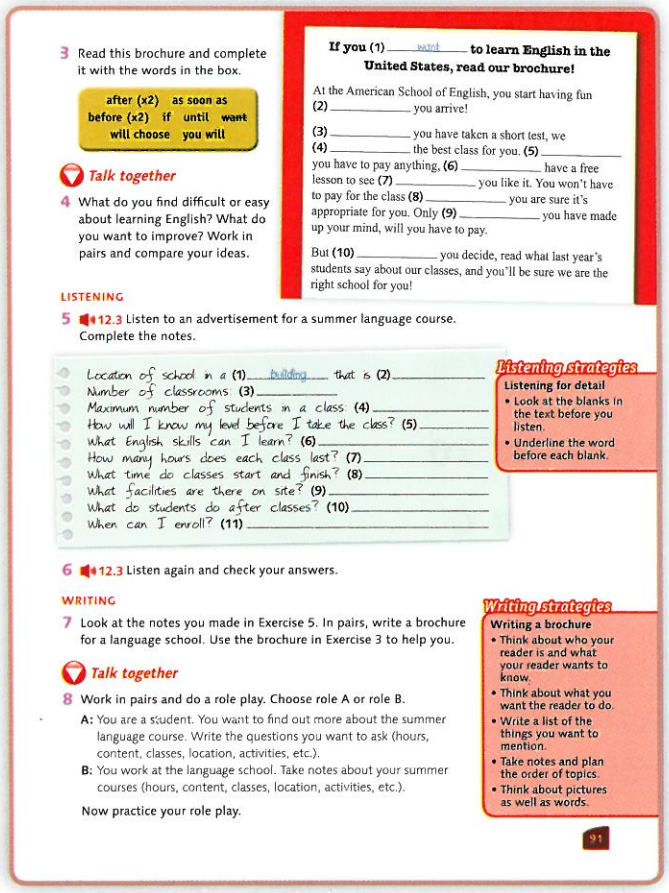
7 Read the *Writing strategies* box with the class. Discuss each point.
Give students time to plan their work, or ask them to do it for homework. They can write the brochure in class time. Monitor and help if necessary.
Choose students to read their brochure to the class. Make a display in the classroom.

Answers
Students' own answers

Talk together

8 Divide the class into two groups, A and B. The A students read the instructions and write questions. The B students take notes about their course, using ideas in the brochures they wrote. Pair A and B students together. They follow the instructions and practice the role play. Monitor as they talk, only interrupting if they need help. Make a note of any errors they make and go over them at the end of the lesson. Choose some pairs to perform their role play in front of the class.

Suggested answers
A: How many hours does the course last?
B: Each course lasts twenty-four hours.
A: Where is the language school? **B:** It is downtown. **A:** What time do classes start and finish? **B:** They start at nine o'clock and finish at noon. **A:** What can I do in the afternoons?
B: You can play sports, do music, or visit a museum in the city. **A:** What will I learn?
B: You will improve your reading, speaking, and grammar skills. You will also practice writing.



3 Read this brochure and complete it with the words in the box.

after (x2) as soon as
before (x2) if until want
will choose you will

If you (1) want to learn English in the United States, read our brochure!

At the American School of English, you start having fun (2) _____ you arrive!

(3) _____ you have taken a short test, we (4) _____ the best class for you. (5) _____ you have to pay anything, (6) _____ have a free lesson to see (7) _____ you like it. You won't have to pay for the class (8) _____ you are sure it's appropriate for you. Only (9) _____ you have made up your mind, will you have to pay.

But (10) _____ you decide, read what last year's students say about our classes, and you'll be sure we are the right school for you!

Talk together

4 What do you find difficult or easy about learning English? What do you want to improve? Work in pairs and compare your ideas.

LISTENING

5 12.3 Listen to an advertisement for a summer language course. Complete the notes.

Location of school in a (1) building that is (2) _____
Number of classrooms (3) _____
Maximum number of students in a class (4) _____
How will I know my level before I take the class? (5) _____
What English skills can I learn? (6) _____
How many hours does each class last? (7) _____
What time do classes start and finish? (8) _____
What facilities are there on site? (9) _____
What do students do after classes? (10) _____
When can I enroll? (11) _____

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

6 12.3 Listen again and check your answers.

WRITING

7 Look at the notes you made in Exercise 5. In pairs, write a brochure for a language school. Use the brochure in Exercise 3 to help you.

Talk together

8 Work in pairs and do a role play. Choose role A or role B.
A: You are a student. You want to find out more about the summer language course. Write the questions you want to ask (hours, content, classes, location, activities, etc.).
B: You work at the language school. Take notes about your summer courses (hours, content, classes, location, activities, etc.).

Now practice your role play.

Writing strategies
Writing a brochure
- Think about who your reader is and what your reader wants to know.
- Think about what you want the reader to do.
- Write a list of the things you want to mention.
- Take notes and plan the order of topics.
- Think about pictures as well as words.

91

LESSONS 7 AND 8

Workbook, page W65, Exercises 13, 14, and 15

LESSON 9

Project

Read the *Your task* box with the class. Choose students to read out loud the article *Languages that are disappearing*. Check that they understand the text, asking some comprehension questions, e.g., *How many languages are there in the world? Why are languages disappearing? What are the projects trying to do?* etc.

Make a list of endangered languages with the class. You will need to research this, but there are many to choose from – e.g., Harsusi in Oman, Bathari in Yemen, Ainu in Japan, Sami in Sweden, and a particularly large number in countries such as Nigeria, Brazil, Peru, Venezuela, and among the islands of the Pacific, as well as many Native American tongues, such as Seneca and Kiowa. Write the list on the board. You should probably restrict your list to no more than twelve endangered languages. Each student chooses a language. Read the *Questions* box with the class.

Students research their language and then write up their notes. They present their information to the class. Make a display of the projects on the classroom wall.

LESSON 10

REVIEW C

Student's Book, pages 93 and 94

Tell the students they are going to review the vocabulary and grammar they have studied in Modules 5 and 6.

VOCABULARY

Answers
1 c **2** d **3** d **4** c **5** b **6** e **7** e **8** d **9** e
10 1d 2f 3a 4h 5c 6b 7e 8g

GRAMMAR

Suggested answers

11 There won't be any more dangerous diseases. Doctors will be able to cure all illnesses. *In 2025, all schools will use tablets instead of books. There won't be any books in libraries – we'll all read digital books.* There will be flying cars and buses. No one will walk anywhere. There will be moving sidewalks. People won't play instruments any more. All music will be produced electronically. Robots will do all the housework.
12 ***A:*** *What are you doing on Saturday afternoon?* ***B:*** *I'm going shopping. What are your plans?* **A:** I'm playing soccer with some friends. Then, I'm having dinner in a restaurant with my family. What are you doing on Sunday? **B:** I'm visiting my cousins.
13 *My family and I aren't going to go away for our vacation. I'm going to take driving lessons, and my sister's going to visit our grandparents.* I'm going to visit New York City with my family. We're going to see the Empire State Building.
14 **1** *You have to buy a ticket if you go to the theater.* **2** You have to wear sneakers if you get any exercise. **3** You have to see a dentist if you have a toothache. **4** You have to speak English if you visit England. **5** You have to look left and right if you want to cross the road. **6** You have to be polite if you talk to teachers. **7** You have to use a snorkel if you swim underwater.
15 **A:** As soon as school is finished, I go home. Before I have dinner, I do my homework. After dinner, I watch television or play computer games until I go to bed. **B:** As soon as I get home, I help my father make dinner. Before we have dinner, I set the table. After dinner, I clean my room.

Workbook, pages W66 and W67, Progress test 3

Student's Book, page 95

OPENER

Ask the students *Do your parents give you spending money? Do you have to work to get your spending money? What do you spend your money on? Can you think of ways to get more money?*

Discuss with the class what they think of money. Ask *Do you want a job that you enjoy or a job that pays you very well? Which is more important – having good health or having a lot of money?*

Ask the students to open their books to page 95 and to look at the pictures. Point out to the students that the theme of the module is money and that the pictures on the page are all connected to that theme in some way. There is a montage of bills from different countries, a portable radio that doesn't need a battery, and a picture of the young inventor Emily Cummins, whose inventions are discussed on page 104.

Ask the students to look at the pictures on page 95 and discuss the questions as a class. Accept all sensible answers and explain that they will find out more about each picture as they work through the unit.

Money

Outcomes

- To read about a traditional Turkish story, the history of money, an advertisement for an item on sale, how to start a business, a young inventor, and two job advertisements
- To listen to a talk about John Freyer and someone talking about his business
- To use vocabulary related to money, products and inventions, and business
- To talk about traditional stories, what is important to you, quantities of food, possessions, bidding, job skills and personal qualities, inventions, and products
- To use *a lot of*, *lots of*, (*a*) *little*, (*a*) *few*, *much*, *many*, *some*, *any*, count and noncount nouns, *How much/How many* and the modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to*
- To write an advertisement for an item, a description of a product, and a job advertisement



Unit 13 The history of money

LESSONS 1 AND 2

Overview

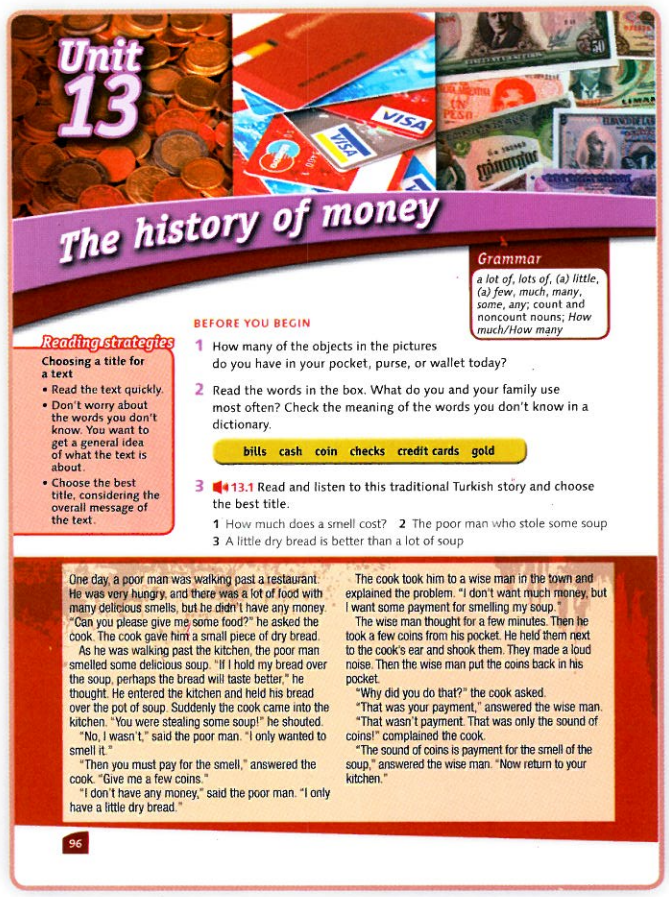
Outcomes
- to listen and read a traditional Turkish story
- to talk about wise men in traditional stories
- to talk about what is important

Functions
- describing pictures
- expressing quantity
- telling a story
- making preferences

Language focus
- *a lot of, lots of, (a) little, (a) few, much, many, some, any*

Vocabulary
- money

Materials
- Student's Book pages 96–97, Workbook page W68, CD


Unit 13

The history of money

Grammar
a lot of, lots of, (a) little, (a) few, much, many, some, any; count and noncount nouns; *How much/How many*

BEFORE YOU BEGIN

Reading strategies
Choosing a title for a text
- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.
- Choose the best title, considering the overall message of the text.

1 How many of the objects in the pictures do you have in your pocket, purse, or wallet today?

2 Read the words in the box. What do you and your family use most often? Check the meaning of the words you don't know in a dictionary.

bills cash coin checks credit cards gold

3 13.1 Read and listen to this traditional Turkish story and choose the best title.

1 How much does a smell cost? 2 The poor man who stole some soup
3 A little dry bread is better than a lot of soup

One day, a poor man was walking past a restaurant. He was very hungry, and there was a lot of food with many delicious smells, but he didn't have any money. "Can you please give me some food?" he asked the cook. The cook gave him a small piece of dry bread.

As he was walking past the kitchen, the poor man smelled some delicious soup. "If I hold my bread over the soup, perhaps the bread will taste better," he thought. He entered the kitchen and held his bread over the pot of soup. Suddenly the cook came into the kitchen. "You were stealing some soup!" he shouted.

"No, I wasn't," said the poor man. "I only wanted to smell it."

"Then you must pay for the smell," answered the cook. "Give me a few coins."

"I don't have any money," said the poor man. "I only have a little dry bread."

The cook took him to a wise man in the town and explained the problem. "I don't want much money, but I want some payment for smelling my soup."

The wise man thought for a few minutes. Then he took a few coins from his pocket. He held them next to the cook's ear and shook them. They made a loud noise. Then the wise man put the coins back in his pocket.

"Why did you do that?" the cook asked.

"That was your payment," answered the wise man.

"That wasn't payment. That was only the sound of coins!" complained the cook.

"The sound of coins is payment for the smell of the soup," answered the wise man. "Now return to your kitchen."

96

Student's Book, pages 96 and 97

BEFORE YOU BEGIN

1 Discuss the question with the class. Teach the vocabulary *coins*, *bills*, *credit cards*, and *debit cards* if necessary.

Answers
Students' own answers

2 Read the words to the class. Let them answer the question in pairs. Then ask a few students to tell the class their answers.

Answers
Students' own answers

3 Read the *Reading strategies* box with the students. Read the titles. Students read the story and choose a title. They compare answers in pairs before you check as a class.

Audioscript 13.1 – see page 131

Answer
How much does a smell cost?

Workbook, page W68, Exercise 1

COMPREHENSION

4 Read the *Reading strategies* box with the students. Remind them how they should approach this type of exercise.
Play the audio again while they read. They can check their answers in pairs. Check answers as a class.

Audioscript 13.1 – see page 131

Answers
1 *a small piece* **2** He didn't steal any soup.
3 a little **4** He didn't have any. **5** two or three
6 two or three

GRAMMAR: *a lot of, lots of, (a) little, (a) few, much, many, some, any*

5 Ask the students to read the story again and underline the words in the box. Ask different students to read the sentences out loud. Write the phrases on the board: *a lot of food; many delicious smells; didn't have any money; a little dry bread; a few coins; don't want much money.* Remind them what count and noncount nouns are (count nouns have plural forms). Ask *Which words are count? (smells, coins)* Say *"Many" and "few" are used with count nouns only.* Ask *Which words are noncount? (food, money, bread)* Say *"Many" is used with count nouns. Which word is used with noncount nouns? (much) "A few" is used with count nouns. Which words are used with noncount nouns? (a little) When is "any" used? (In the negative and with questions – count and noncount nouns) What is the opposite of "a few" and "a little"? (a lot of/lots of)* Read the *Student grammar review* on page W91 with the students. Choose a student to read the example out loud. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *a lot* **2** any **3** many **4** much, a little
5 a few

Workbook, page W68, Exercises 2, 3, 4, and 5

Talk together

6 Discuss the question with the class. Ask the class to tell you a story. Choose one student to start and then let other students continue.

Answers
Students' own answers

7 Give students your answers as a model. Let them work in small groups to discuss the question. Monitor as they are talking, taking note of any problem areas. Choose a few students to tell the class what is important to them. Go over any errors you heard.

Suggested answers
A: It is most important to me to have a happy family. Being happy is more important than having lots of money. **B:** It's also important to be healthy. It's difficult to be happy when you aren't healthy.



COMPREHENSION

4 13.1 Read and listen to the story again and choose the correct answer.

1 How much food did the cook give the poor man?
He gave the poor man *a lot / a small piece* of dry bread.
2 How much soup did the poor man steal?
He stole some soup, but not much. / He didn't steal any soup.
3 How much money did the cook want?
He wanted *a little / a lot of* money.
4 How much money did the poor man have?
He didn't have any. / He had some money, but not a lot.
5 How long did the wise man think?
He thought for *two or three / twenty or thirty* minutes.
6 How many coins did the wise man take out of his pocket?
He took out *two or three / a lot of* coins.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: *a lot of, lots of, (a) little, (a) few, much, many, some, any* Student grammar review pages W91 and W92

5 Rewrite the sentences. Use the words in the box.

a few ~~a lot~~ any much a little many

1 The supermarket was very crowded.
There were *a lot* of people in the supermarket.
2 The poor man had no money.
The poor man didn't have _____ money.
3 There were hundreds of delicious cooking smells.
There were _____ delicious cooking smells.
4 The poor man was hungry. He wanted a small amount of food.
The poor man didn't want _____ food. He only wanted _____ food.
5 The wise man shook two or three coins.
The wise man shook _____ coins.

Talk together

6 There are many other stories about the wise man in this story. Do you have a similar "wise man" in your country's traditional stories?

7 What is most important to you? Tell the class.

- to have lots of money?
- to be healthy?
- to take a lot of vacations?
- to have a lot of free time so you can do everything you want to?
- to have a happy family?
- to have few problems and little to worry about?
- to have many friends?
- to speak some foreign languages?

97

LESSONS 3 AND 4

Overview

Outcomes
- to talk about quantity of food items and objects
- to talk about money
- to read a text about the history of money

Functions
- expressing quantity
- making guesses

Language focus
- count and noncount nouns

Vocabulary
- food items
- objects
- money

Materials
- Student's Book pages 98–99, Workbook page W69

Student's Book, pages 98 and 99

SPEAKING

1 Students discuss in pairs. Monitor as they are working, noting any mistakes they are making. Discuss as a class and go over any mistakes as you discuss.

Suggested answers
There isn't much milk. / There is a little milk.
There are a few olives. / There aren't many olives.
There is a lot of juice. / There is some juice.
There is a lot of sugar. / There is some sugar.
There is a lot of coffee. / There is some coffee.
There is an orange. / There aren't many oranges.
There is an apple. / There aren't many apples.
There are a few bananas. / There are some bananas.
There is some bread. / There isn't a lot of bread.
There is a lot of cheese. / There is some cheese.

2 Remind students when we use *How much (with noncount nouns)* and *How many (with count nouns)*. Do the first two as an example. Students work in pairs to ask and answer the questions. Monitor. Check answers as a class.

Suggested answers
1 A: *How many TV shows do you watch a month?* **B:** *I don't watch many shows.*
2 A: How much chocolate do you eat a week? **B:** I eat a lot of chocolate. **3 A:** How many pizzas do you have a month? **B:** I have a few pizzas a month. **4 A:** How much money do you spend on comics or magazines? **B:** I don't spend much money on comics or magazines. **5 A:** How much time do you spend studying English every week? **B:** I spend a lot of time studying English. **6 A:** How much exercise do you get? **B:** I don't do much exercise. **7 A:** How much water do you drink every day? **B:** I drink a little water every day.



SPEAKING

1 Look at the picture above. Describe it using as many of the words in the box as you can.

a | a few | a little | a lot | any | many | much | not any | some

2 In pairs, ask and answer questions using *How much ...?, How many ...?, a few, a little, a lot, lots, not many,* and *not much,* and the phrases and verbs in the box.

... TV shows a month (watch)?
... chocolate a week (eat)?
... pizzas a month (have)?
... money on comics or magazines (spend)?
... time studying English every week (spend)?
... exercise (get)?
... water every day (drink)?

A: How many TV shows do you watch a month?
B: I don't watch many TV shows.

GRAMMAR: Count and noncount nouns Student grammar review page W92

3 Put the words in the box in the correct column of the chart.

apple | banana | ~~cash~~ | ~~coin~~ | cup of coffee | egg | gold | milk | money | sugar | coffee | water

Count nouns	Noncount nouns
coin	cash

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GRAMMAR: Count and noncount nouns

3 Let students complete the chart with a partner. Monitor and listen to their discussion but do not help.

Read the *Student grammar review* on page W92 with the students. Then ask them to change any answers they think might be wrong. Finally, check answers as a class.

Explain any answers that might be a problem, e.g., *coffee* is a noncount noun but *cup of coffee* is a count noun – we are counting the cups, not the coffee (which is difficult to count!); *coins* are count nouns but *money* is a noncount noun. *Money* is seen as a general name, so is a noncount. In the same way, *furniture* is a noncount but *tables* and *chairs* are count nouns; *fruit* is a noncount noun but *bananas, apples,* etc., are count nouns.

Answers

Count nouns	Noncount nouns
coin, apple, banana, cup of coffee, egg	*cash*, gold, milk, money, sugar, coffee, water

Workbook, page W69, Exercises 6, 7, and 8

READING

4 Students discuss the questions in small groups. Ask different groups to answer each question. Write notes on the board. Don't say if they are right or wrong. They will find out in the article.

Answers
Students' own answers

5 Read the list of words and phrases with the class. Check any new vocabulary. Write the words and phrases on the board and ask the students to put them in order from the oldest to the newest. Write numbers beside the words (1 for the oldest, etc.).

The students then read the article and see if they have guessed correctly. Check answers as a class.

Answers
1 cattle **2** shells **3** coins made from old knives **4** silver coins **5** bills **6** credit cards

COMPREHENSION

6 Students work alone to complete the exercise. They can check their answers with a partner before you check answers as a class.

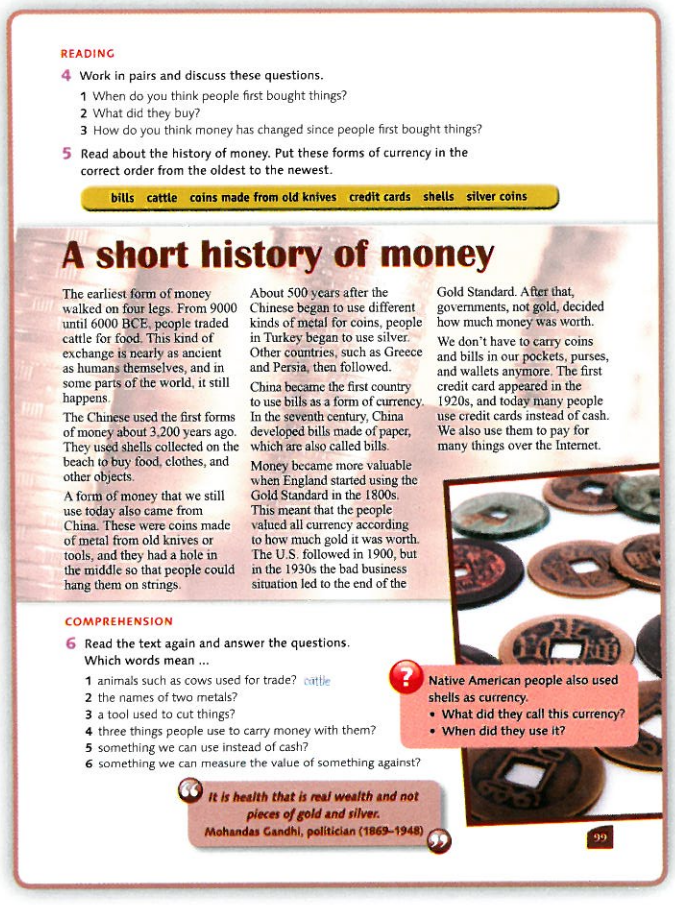
Answers
1 *cattle* **2** silver, gold **3** knife **4** pockets, purses, wallets **5** credit card **6** gold

Research box
Ask students to discuss the question in pairs.

Answer
They called it *wampum*. It was made from the shells of clams and whelks. It was used to trade with Europeans who moved to America. They bought animal skins from the Native Americans. It was used from the 1630s up to the beginning of the eighteenth century.

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Workbook, page W69, Exercises 9 and 10



READING

4 Work in pairs and discuss these questions.

1 When do you think people first bought things?
2 What did they buy?
3 How do you think money has changed since people first bought things?

5 Read about the history of money. Put these forms of currency in the correct order from the oldest to the newest.

bills cattle coins made from old knives credit cards shells silver coins

A short history of money

The earliest form of money walked on four legs. From 9000 until 6000 BCE, people traded cattle for food. This kind of exchange is nearly as ancient as humans themselves, and in some parts of the world, it still happens.

The Chinese used the first forms of money about 3,200 years ago. They used shells collected on the beach to buy food, clothes, and other objects.

A form of money that we still use today also came from China. These were coins made of metal from old knives or tools, and they had a hole in the middle so that people could hang them on strings.

About 500 years after the Chinese began to use different kinds of metal for coins, people in Turkey began to use silver. Other countries, such as Greece and Persia, then followed.

China became the first country to use bills as a form of currency. In the seventh century, China developed bills made of paper, which are also called bills.

Money became more valuable when England started using the Gold Standard in the 1800s. This meant that the people valued all currency according to how much gold it was worth. The U.S. followed in 1900, but in the 1930s the bad business situation led to the end of the Gold Standard. After that, governments, not gold, decided how much money was worth.

We don't have to carry coins and bills in our pockets, purses, and wallets anymore. The first credit card appeared in the 1920s, and today many people use credit cards instead of cash. We also use them to pay for many things over the Internet.

COMPREHENSION

6 Read the text again and answer the questions. Which words mean ...

1 animals such as cows used for trade? cattle
2 the names of two metals?
3 a tool used to cut things?
4 three things people use to carry money with them?
5 something we can use instead of cash?
6 something we can measure the value of something against?

Native American people also used shells as currency.
- What did they call this currency?
- When did they use it?

It is health that is real wealth and not pieces of gold and silver.
Mohandas Gandhi, politician (1869–1948)

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to an article about having possessions
- to talk about having possessions
- to ask and answer questions about quantity
- to read an advertisement
- to write an advertisement for an auction website
- to talk about bids

Functions
- making guesses
- expressing opinions
- expressing quantity
- describing items

Language focus
- *How much/How many*

Vocabulary
- possessions

Materials
- Student's Book pages 100–101, Workbook page W70, CD

Student's Book, pages 100 and 101

LISTENING

1 Ask the students to give their suggestions and discuss the ideas as a class. The pictures show John Freyer and two of the possessions he sold.

Answers
Students' own answers

2 Play the audio while the students check their ideas. Check the correct answer as a class.

Audioscript 13.2 – see page 131

Answer
It's about a man who sold the majority of his possessions online because he thought he had too many things.

3 Read the *Listening strategies* box with the class. Ask them to underline the words.
Play the audio to the students while they write their answers. Let them check their answers and spelling in pairs. Choose students to read parts of the article out loud with the answers.

Audioscript 13.2 – see page 131

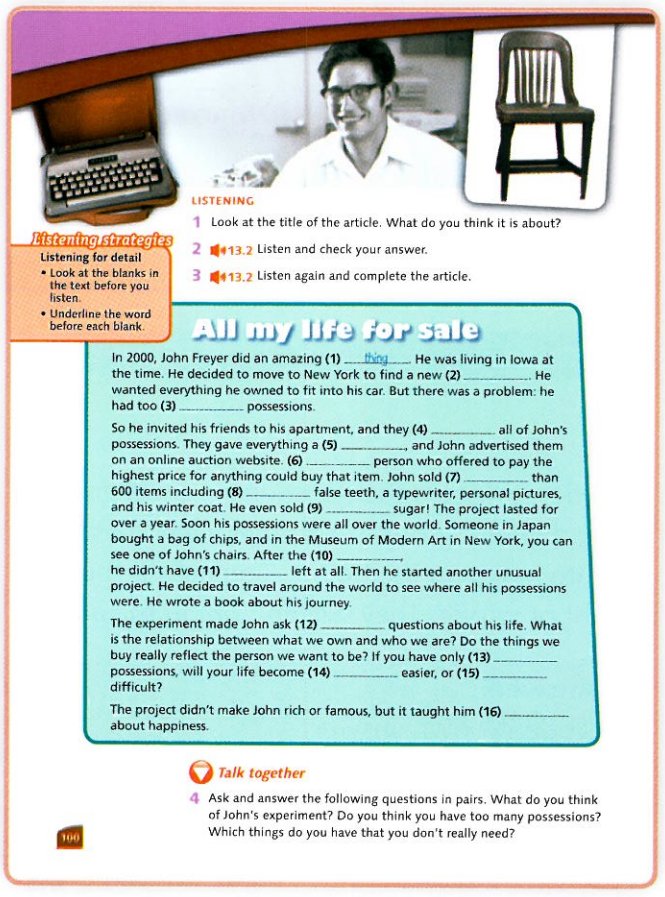
Answers
1 *thing* **2** job **3** many **4** valued **5** price
6 Any **7** more **8** some **9** some **10** sale
11 much **12** lots of **13** a few **14** much
15 more **16** a lot

Talk together

4 Ask the class to discuss in small groups. The group chooses a representative to explain what they think to the class. Ask another group if they agree or disagree.
Ask students to make a list of things they have that they don't really need. Ask them to discuss in pairs and say if they are going to get rid of these things or not. If not, why not?

Answers
Students' own answers

Workbook, page W70, Exercises 11, 12, 13, and 14



LISTENING
1 Look at the title of the article. What do you think it is about?
2 13.2 Listen and check your answer.
3 13.2 Listen again and complete the article.

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

All my life for sale

In 2000, John Freyer did an amazing (1) thing. He was living in Iowa at the time. He decided to move to New York to find a new (2) _____. He wanted everything he owned to fit into his car. But there was a problem: he had too (3) _____ possessions.

So he invited his friends to his apartment, and they (4) _____ all of John's possessions. They gave everything a (5) _____, and John advertised them on an online auction website. (6) _____ person who offered to pay the highest price for anything could buy that item. John sold (7) _____ than 600 items including (8) _____ false teeth, a typewriter, personal pictures, and his winter coat. He even sold (9) _____ sugar! The project lasted for over a year. Soon his possessions were all over the world. Someone in Japan bought a bag of chips, and in the Museum of Modern Art in New York, you can see one of John's chairs. After the (10) _____, he didn't have (11) _____ left at all. Then he started another unusual project. He decided to travel around the world to see where all his possessions were. He wrote a book about his journey.

The experiment made John ask (12) _____ questions about his life. What is the relationship between what we own and who we are? Do the things we buy really reflect the person we want to be? If you have only (13) _____ possessions, will your life become (14) _____ easier, or (15) _____ difficult?

The project didn't make John rich or famous, but it taught him (16) _____ about happiness.

Talk together
4 Ask and answer the following questions in pairs. What do you think of John's experiment? Do you think you have too many possessions? Which things do you have that you don't really need?

100

GRAMMAR: *How much/How many*

5 Choose two students to read the question and answer. Ask students to say which nouns go with *How many*. Students work in pairs. Monitor as they are talking. Go over a few of the questions as a class. Make sure students know which words are used with *much* and which with *many*. Refer students to the *Student grammar review* on page W92.

Suggested answers
A: *How many DVDs do you have?* ***B:*** *I have about ten DVDs?* **A:** How many toys do you have? **B:** I don't have any toys. **A:** How much homework do you have? **B:** I have a lot of homework. **A:** How many phones do you have? **B:** I have one phone.

READING

6 Tell the students to look at the picture of the game console on the right. They discuss the question in pairs and then tell the class.

Answers
Students' own answers

7 Students read to find the answer. Help them translate American dollars to their currency.

Answer
$20

COMPREHENSION

8 Students answer the questions by themselves. Check answers as a class.

Answers
1 The person needs more space in his/her room. **2** No, the item is five years old. **3** No, the console and the games are in very good condition.

WRITING

9 Students write their descriptions. Choose a few students to read their descriptions out loud. Ask the rest of the class *Has he/she answered the three questions?*

Suggested answers
This attractive laptop is for sale because I don't use it any more. It isn't new, but it is in good condition. The screen, the keyboard, and the mouse work very well. It is a very good laptop and very easy to use. / This is a new pair of nice red sneakers. They are for sale because they are the wrong size. They are in their original box and are not damaged. They are good quality sneakers and very fashionable.

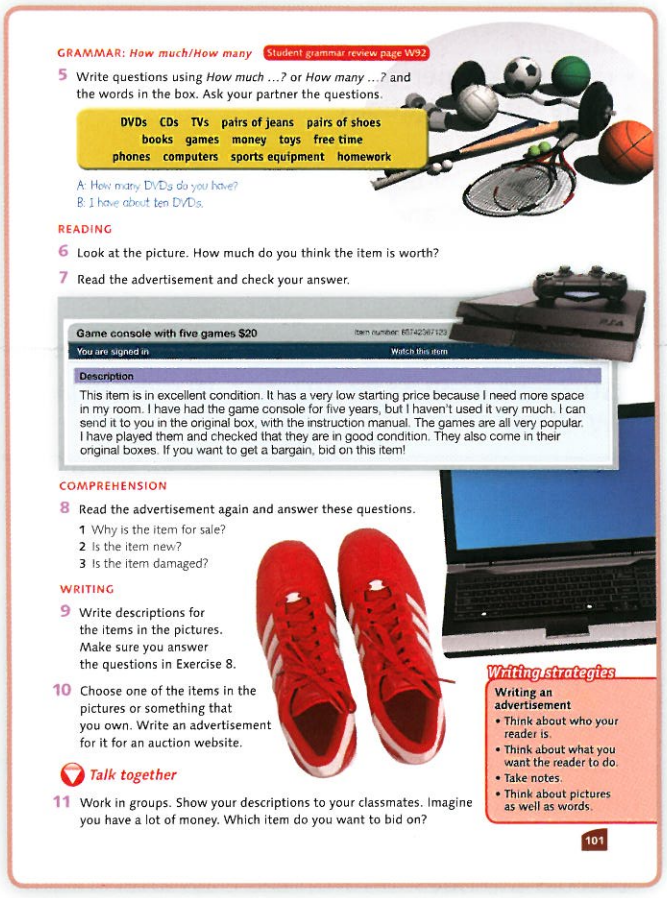
10 Read the *Writing strategies* box with the class. Ask the students to write their own advertisements based on the one in Exercise 7. Remind them to use adjectives to help make the item sound attractive. Encourage as many students as possible to write about something they own rather than the laptop and sneakers. Monitor as they are writing, helping where necessary. Choose students to read theirs out loud.

Answers
Students' own answers

Talk together

11 The students work in groups to discuss their descriptions and whether the items advertised sound appealing. If you have descriptions of enough different items (not just the sneakers and laptop), you can have a class auction. Choose a student to be the auctioneer. He/She reads the description of an item and asks the class *What will you bid for this item?* Different students can bid for it until nobody is prepared to go higher. The highest bid wins. See which student buys the most things. Then ask *Do you really need all these things?*

Answers
Students' own answers



GRAMMAR: *How much/How many* Student grammar review page W92

5 Write questions using *How much ...?* or *How many ...?* and the words in the box. Ask your partner the questions.

DVDs CDs TVs pairs of jeans pairs of shoes books games money toys free time phones computers sports equipment homework

A: How many DVDs do you have?
B: I have about ten DVDs.

READING

6 Look at the picture. How much do you think the item is worth?

7 Read the advertisement and check your answer.

Game console with five games $20 Item number: 8574258712

You are signed in Watch this item

Description

This item is in excellent condition. It has a very low starting price because I need more space in my room. I have had the game console for five years, but I haven't used it very much. I can send it to you in the original box, with the instruction manual. The games are all very popular. I have played them and checked that they are in good condition. They also come in their original boxes. If you want to get a bargain, bid on this item!

COMPREHENSION

8 Read the advertisement again and answer these questions.
1 Why is the item for sale?
2 Is the item new?
3 Is the item damaged?

WRITING

9 Write descriptions for the items in the pictures. Make sure you answer the questions in Exercise 8.

10 Choose one of the items in the pictures or something that you own. Write an advertisement for it for an auction website.

Talk together

11 Work in groups. Show your descriptions to your classmates. Imagine you have a lot of money. Which item do you want to bid on?

Writing strategies

Writing an advertisement
- Think about who your reader is.
- Think about what you want the reader to do.
- Take notes.
- Think about pictures as well as words.

101

LESSONS 7 AND 8

Workbook, page W71, Exercises 15, 16, and 17

Unit 14 A new business idea

LESSONS 1 AND 2

Overview

Outcomes
- to talk about a new product or service
- to listen and read a text about making one's business successful
- to talk about the skills or qualities for certain jobs

Functions
- recounting a personal experience
- expressing obligations

Language focus
- modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to*

Vocabulary
- business
- jobs

Materials
- Student's Book pages 102–103, Workbook page W72, CD

Student's Book, pages 102 and 103

BEFORE YOU BEGIN

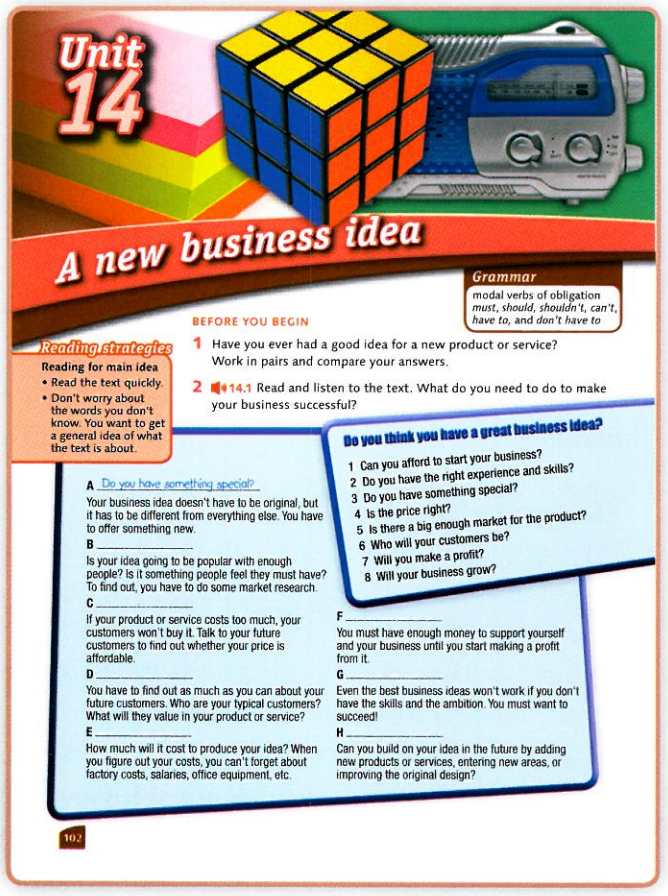
1 Point out to the students that the pictures all show relatively simple inventions of the 1970s and 1980s – adhesive Post-It notes, the Rubik's cube, and a wind-up portable radio. These simple inventions were, however, financially rewarding for their designers.
Discuss the question with the class after they have discussed in pairs. Ask *Can you think of anyone from this country who has invented something important?*

Answers
Students' own answers

2 Before they read the text, students silently read the *Reading strategies* box. They then read the text while you play the audio. Check the answers to the question as a class.

Audioscript 14.1 – see page 131

Suggested answer
You need to have an idea that is different and new. You need to do market research to find out about future customers. You need to make sure the product or service is affordable. You need to figure out your costs. You need to have enough money to support your business. You need to have the right skills and ambition.


Unit 14
A new business idea
Grammar
modal verbs of obligation must, should, shouldn't, can't, have to, and don't have to
BEFORE YOU BEGIN
1 Have you ever had a good idea for a new product or service? Work in pairs and compare your answers.
2 14.1 Read and listen to the text. What do you need to do to make your business successful?
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
A Do you have something special?
Your business idea doesn't have to be original, but it has to be different from everything else. You have to offer something new.
B
Is your idea going to be popular with enough people? Is it something people feel they must have? To find out, you have to do some market research.
C
If your product or service costs too much, your customers won't buy it. Talk to your future customers to find out whether your price is affordable.
D
You have to find out as much as you can about your future customers. Who are your typical customers? What will they value in your product or service?
E
How much will it cost to produce your idea? When you figure out your costs, you can't forget about factory costs, salaries, office equipment, etc.
F
You must have enough money to support yourself and your business until you start making a profit from it.
G
Even the best business ideas won't work if you don't have the skills and the ambition. You must want to succeed!
H
Can you build on your idea in the future by adding new products or services, entering new areas, or improving the original design?
Do you think you have a great business idea?
1 Can you afford to start your business?
2 Do you have the right experience and skills?
3 Do you have something special?
4 Is the price right?
5 Is there a big enough market for the product?
6 Who will your customers be?
7 Will you make a profit?
8 Will your business grow?
102

COMPREHENSION

3 Instruct the students to read the text more carefully and complete the exercise. Check answers as a class.

Answers
A 3 **B** 5 **C** 4 **D** 6 **E** 7 **F** 1 **G** 2 **H** 8

4 The students read the *Reading strategies* box silently. Make sure they understand the instructions. Play the audio again while the students reread the article on page 102. When the students have answered the questions, they compare answers with a partner. Check answers as a class.

Audioscript 14.1 – see page 131

Answers
1 G **2** E **3** B **4** A **5** H **6** C

GRAMMAR: Modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to*

5 Ask students *What do you have to do at home?* Students answer, e.g., *I have to help my mother make dinner.* Then ask another student *Do you have to help your mother make dinner?* Students answer *Yes, I do./No, I don't.*
Then say to students *Today I have to go to the post office. I want to send my friend a letter. I can't forget. What do you have to do today?* Accept any sensible answers, e.g., *I have to clean my room.*
Then students complete the exercise with a partner. Check answers as a class.
Ask students if they can see any difference between the verbs. Refer them to the *Student grammar review* on page W92.

Answers
1 *doesn't have to* **2** has to/should **3** have to/should **4** can't **5** must

6 Students complete the exercise individually and then check their answers with a partner. Monitor as they are working, helping where necessary. Check answers as a class.

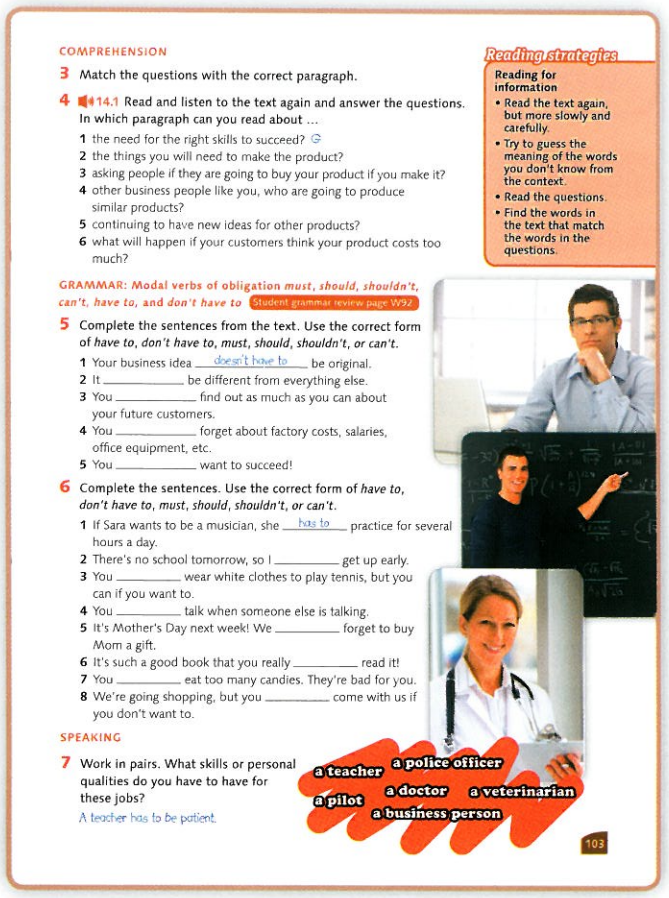
Answers
1 *has to* **2** don't have to **3** don't have to **4** shouldn't **5** can't **6** should **7** shouldn't **8** don't have to

SPEAKING

7 Choose a student to read the example sentence. Ask students if they can think of any other qualities a teacher needs, e.g., *A teacher has to be organized. A teacher has to be able to explain things clearly*, etc. Monitor as pairs work. Help where necessary. Choose pairs to tell the class their ideas.

Suggested answers
A teacher has to be patient. A police officer has to be in good shape. A pilot has to have a sense of direction. A doctor has to be friendly. A veterinarian has to care about animals. A business person has to be ambitious.

Workbook, page W72, Exercises 1, 2, and 3



COMPREHENSION

3 Match the questions with the correct paragraph.

4 14.1 Read and listen to the text again and answer the questions. In which paragraph can you read about ...
1 the need for the right skills to succeed? G
2 the things you will need to make the product?
3 asking people if they are going to buy your product if you make it?
4 other business people like you, who are going to produce similar products?
5 continuing to have new ideas for other products?
6 what will happen if your customers think your product costs too much?

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: Modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to* Student grammar review page W92

5 Complete the sentences from the text. Use the correct form of *have to, don't have to, must, should, shouldn't, or can't.*
1 Your business idea doesn't have to be original.
2 It _____ be different from everything else.
3 You _____ find out as much as you can about your future customers.
4 You _____ forget about factory costs, salaries, office equipment, etc.
5 You _____ want to succeed!

6 Complete the sentences. Use the correct form of *have to, don't have to, must, should, shouldn't, or can't.*
1 If Sara wants to be a musician, she has to practice for several hours a day.
2 There's no school tomorrow, so I _____ get up early.
3 You _____ wear white clothes to play tennis, but you can if you want to.
4 You _____ talk when someone else is talking.
5 It's Mother's Day next week! We _____ forget to buy Mom a gift.
6 It's such a good book that you really _____ read it!
7 You _____ eat too many candies. They're bad for you.
8 We're going shopping, but you _____ come with us if you don't want to.

SPEAKING

7 Work in pairs. What skills or personal qualities do you have to have for these jobs?
A teacher has to be patient.

a teacher · a police officer · a pilot · a doctor · a veterinarian · a business person

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LESSONS 3 AND 4

Overview

Outcomes
- to read an article about a young inventor
- to talk about the young inventor's inventions

Functions
- expressing opinions

Language focus
- language to describe inventions

Vocabulary
- products and inventions
- business

Materials
- Student's Book pages 104–105, Workbook page W73

Student's Book, pages 104 and 105

READING

1 Get students to describe the pictures in as much detail as they can. If they are confident speakers, you can play *Just a Minute* with the set of pictures, where students must keep talking about the pictures for a whole minute. If they find this difficult, try asking them to talk for thirty seconds instead. They can repeat the exercise until they can continue for a whole minute.
After this, get them to use comparative language to describe the two pictures of the products. Which one is more useful? Make sure they are describing both similarities and differences.

Answers
Students' own answers

2 Tell students they will now find the answer in the article. Read the title with them and ask them if it gives them more information about the subject of the article. What do they think was invented? Who do they think was the inventor? Tell them to underline five useful words as they are reading. When they have finished reading, get them to discuss the answers in small groups, and look up or write a definition for the words they have underlined. Then you should share the information as a class. This is a good opportunity to practice summarizing skills.

Answer
The two products are very useful, particularly for people living in Africa and other places where homes do not have electricity.



READING

1 Look at the pictures. How useful do you think the two products are?

2 Read the article and check your answer.

A young inventor

Emily Cummins began "inventing" when she was only four. She enjoyed creating things from recycled materials, like making toys from old things she found in her grandpa's yard.

As she got older, she learned more about different materials and how to use different tools. She was working on a school project when she had an idea to help millions of people – a small, portable refrigerator to keep medicines or small food items clean, dry, and cool.

In many parts of the world, people don't have electricity. But that doesn't mean they have to live without a refrigerator. Emily's refrigerator doesn't use electricity, but "dirty water" instead. The design is ideal because people can build it using old car parts and other objects from their homes.

After she finished school, Emily went to Africa to work on her design. She spent five months in Namibia, testing out her refrigerator. She decided not to produce the refrigerator for profit. Instead, she gave the design to the people in Africa for free, so that they could produce their own portable refrigerators from her instructions.

Emily also invented a special water carrier. African women and children often have to walk long distances every day to collect water, and they can only carry a few containers at a time. But with Emily's water carrier, they can carry up to five containers of water. She made the wheel out of tree branches and used old tires to keep the containers in place. People can also use the product to carry firewood or other heavy objects.

Emily has won many awards, including Woman of the Year in 2009 and a "Save-the-Planet" award in 2008.

104

Research box
Ask students to discuss the question in pairs.

Answer
You can make electricity (hydro-electricity) from fast-flowing water that is used to power turbines.

COMPREHENSION

3 Students silently read the *Reading strategies* box. They then read the article again and answer the questions. Check answers as a class.

Answers
1 *b* **2** b **3** b **4** a **5** a

VOCABULARY: Products and inventions

4 You can introduce this exercise by getting students to close their books and writing the three answers, a, b, and c, of questions 1 and 2 on the board. Students now have to find a category that fits two of the words, and find the word that does not belong. You can add your own ideas if you like. Encourage students to complete the rest of the exercise in this way, in groups of three. Check answers.

Answers
1 *b* **2** c **3** b **4** c **5** a

Talk together

5 Students discuss in pairs and then as a class. This is a good opportunity for some free speaking, as well as working on ways of expressing opinions. Remind the students how to vary what they say instead of *I think*; for example, they could say *In my opinion*.
Monitor while they are talking, and intervene if any students have little to say, asking questions about the inventions. Take discreet notes of any common errors and correct them as a class at the end of the exercise.

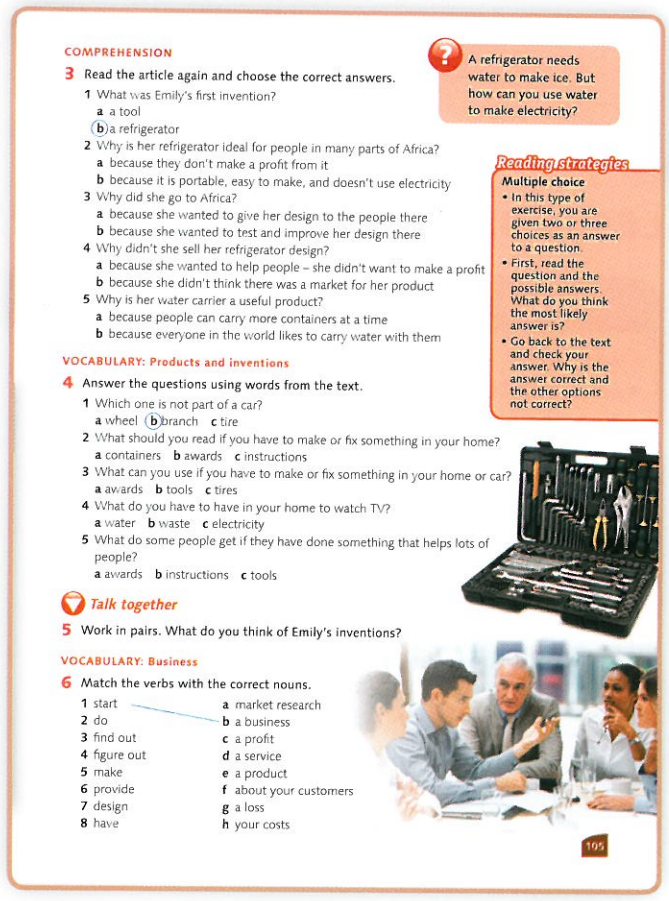
Suggested answers
A: I think the refrigerator is a very good invention. It will help lots of people keep food cool, even if they don't have electricity. **B:** I like the water carrier more. It's a very simple design and anyone can make it.

VOCABULARY: Business

6 First of all, get students to read the verbs in the left-hand column and the nouns/noun phrases in the right-hand column. They should work in pairs to try to pair up all the verbs and nouns. Check as a class.

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

Workbook, page W73, Exercises 4, 5, 6, and 7



COMPREHENSION

3 Read the article again and choose the correct answers.

1 What was Emily's first invention?
a a tool
(b) a refrigerator
2 Why is her refrigerator ideal for people in many parts of Africa?
a because they don't make a profit from it
b because it is portable, easy to make, and doesn't use electricity
3 Why did she go to Africa?
a because she wanted to give her design to the people there
b because she wanted to test and improve her design there
4 Why didn't she sell her refrigerator design?
a because she wanted to help people – she didn't want to make a profit
b because she didn't think there was a market for her product
5 Why is her water carrier a useful product?
a because people can carry more containers at a time
b because everyone in the world likes to carry water with them

A refrigerator needs water to make ice. But how can you use water to make electricity?

Reading strategies
Multiple choice
- In this type of exercise, you are given two or three choices as an answer to a question.
- First, read the question and the possible answers. What do you think the most likely answer is?
- Go back to the text and check your answer. Why is the answer correct and the other options not correct?

VOCABULARY: Products and inventions

4 Answer the questions using words from the text.

1 Which one is not part of a car?
a wheel (b) branch c tire
2 What should you read if you have to make or fix something in your home?
a containers b awards c instructions
3 What can you use if you have to make or fix something in your home or car?
a awards b tools c tires
4 What do you have to have in your home to watch TV?
a water b waste c electricity
5 What do some people get if they have done something that helps lots of people?
a awards b instructions c tools

Talk together

5 Work in pairs. What do you think of Emily's inventions?

VOCABULARY: Business

6 Match the verbs with the correct nouns.

1 start	a market research
2 do	b a business
3 find out	c a profit
4 figure out	d a service
5 make	e a product
6 provide	f about your customers
7 design	g a loss
8 have	h your costs

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to someone talking about his business
- to talk about one's product
- to write about one's product
- to read job advertisements
- to write an advertisement for an ideal job
- to write a letter applying for a job

Functions
- expressing opinions
- describing a product
- expressing job obligations

Language focus
- language to describe products and jobs
- modal verbs of obligation

Vocabulary
- business – products, jobs

Materials
- Student's Book pages 106–107, Workbook page W74, CD

Student's Book, pages 106 and 107

LISTENING

1 Discuss as a class. Students can use the pictures to help them think of ideas.

Answers
Students' own answers

2 Play the audio and ask students to listen for the answer to the question. Check as a class.

Audioscript 14.2 – see page 132

Answer
His business prints T-shirts.

3 Students read the *Listening strategies* box. Check that students follow the instructions. Play the audio again for students to complete the information. Check the answers as a class.

Audioscript 14.2 – see page 132

Suggested answers
1 *19* **2** online T-shirt printing business **3** 16 **4** people who want T-shirts for a group or event, all over the world **5** Daniel provides his shirts more quickly and sells them more cheaply. **6** own school and schools in the local area **7** online **8** existing businesses **9** to build the business **10** be ambitious and believe in yourself and your idea



Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

LISTENING
1 What type of business do you think a teenager could start?
2 14.2 Listen to Daniel talking about his business. What does his business do?
3 14.2 Listen again and complete the information in the box.

1 Name: Daniel, age 19
2 Kind of business: .....
3 Started business: age .....
4 Customers: .....
5 Two main differences between this business and competitors: .....
6 First started selling (where?): .....
7 A year later, started selling (where?): .....
8 Learned a lot about business from: .....
9 Plans for the future: .....
10 Advice for young businesspeople: .....

WRITING
4 Work in pairs. Write a list of the jobs you have to do at home or at school.
5 Now design a product to make one of these jobs easier. Your product should ideally only use recycled materials and old things from your home or yard. Describe your product in two paragraphs.

SPEAKING
6 Describe the materials and the product to the class. Who has the best product?

Human subtlety will never devise an invention more beautiful, more simple or more direct than does nature because in her inventions nothing is lacking, and nothing is superfluous.
Leonardo da Vinci, artist and inventor (1452–1519)

106

WRITING

4 Monitor as the students write their lists. Ask students to tell the class some of their jobs. They can compare their answers, saying which they like and which they don't like doing.

Suggested answers
set the table, make the bed, clean the bedroom, wash the floor/windows, cook dinner, do the laundry, water the plants, clean the classroom, clean the board, pass out and collect books

5 Choose one of the jobs and help students think of ways to make it easier. Students work in pairs to invent a product. Monitor as they are working.

Answers
Students' own answers

SPEAKING

6 Choose pairs to describe their product to the class. Students can vote on the best product.

Answers
Students' own answers

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

READING

7 Students read and answer the question. Check as a class.

Answer
child-care worker, tour guide

COMPREHENSION

8 Students work individually to answer the questions. Check answers as a class.

Answers
1 child-care worker: taking care of young children, planning daily activities, cleaning up, preparing food and drink **tour guide:** taking people on tours of historical sites
2 Students' own answers **3 child-care worker:** enthusiastic, hardworking, friendly, good with children **tour guide:** enthusiastic, ambitious **4** Students' own answers
5 child-care worker: during school vacations **tour guide:** 10 a.m. – 5 p.m., Sundays – Thursdays

Workbook, page W74, Exercises 8 and 9

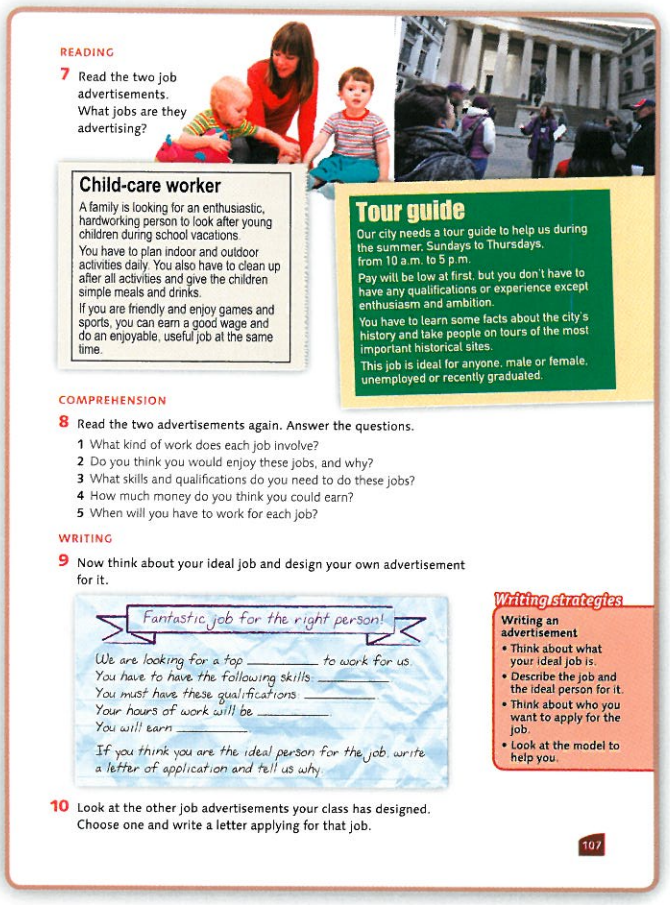
WRITING

9 Read the *Writing strategies* box with the class. Go over the advertisement template with the class, making sure they understand what they need to do. Students complete the template for themselves. Ask them to write neatly on separate pieces of paper.

Answers
Students' own answers

10 Make a display of the advertisements. Ask students to read them all and choose a job to apply for. Give them some guidance on how to write a letter of application, mentioning their qualifications, relevant knowledge and experience, personal qualities, etc. They then write a letter applying for the job.
Ask some students to read theirs out loud. Ask the rest of the class if they would employ them after hearing the letters.

Answers
Students' own answers



READING

7 Read the two job advertisements. What jobs are they advertising?

Child-care worker
A family is looking for an enthusiastic, hardworking person to look after young children during school vacations.
You have to plan indoor and outdoor activities daily. You also have to clean up after all activities and give the children simple meals and drinks.
If you are friendly and enjoy games and sports, you can earn a good wage and do an enjoyable, useful job at the same time.

Tour guide
Our city needs a tour guide to help us during the summer, Sundays to Thursdays, from 10 a.m. to 5 p.m.
Pay will be low at first, but you don't have to have any qualifications or experience except enthusiasm and ambition.
You have to learn some facts about the city's history and take people on tours of the most important historical sites.
This job is ideal for anyone, male or female, unemployed or recently graduated.

COMPREHENSION

8 Read the two advertisements again. Answer the questions.
1 What kind of work does each job involve?
2 Do you think you would enjoy these jobs, and why?
3 What skills and qualifications do you need to do these jobs?
4 How much money do you think you could earn?
5 When will you have to work for each job?

WRITING

9 Now think about your ideal job and design your own advertisement for it.

Fantastic job for the right person!
We are looking for a top _____ to work for us.
You have to have the following skills: _____
You must have these qualifications: _____
Your hours of work will be _____
You will earn _____
If you think you are the ideal person for the job, write a letter of application and tell us why.

Writing strategies
Writing an advertisement
- Think about what your ideal job is.
- Describe the job and the ideal person for it.
- Think about who you want to apply for the job.
- Look at the model to help you.

10 Look at the other job advertisements your class has designed. Choose one and write a letter applying for that job.

107

LESSONS 7 AND 8

Workbook, page W75, Exercises 10, 11, and 12

LESSON 9

Project

Go over each paragraph of the competition details with the students, clarifying and questioning students as you go. Ask students if they have ever done something like this before. Was it a competition? Did they have to design anything? What sort of problems did they have? What kinds of things did they have to consider? Explain that they should first design their product, and then, when they have come up with the best idea, and when they have sketches and perhaps even a prototype or model, they should start preparing their talk. Students should work in teams of about four to design the product, and they might want to assign roles to each member of the group. This will give them motivation to design a genuinely interesting product. Allow them to research on the Internet, and to obtain materials for designing, such as cardboard and craft items. Make sure that students finish designing before they move on to writing the talk.

Read the *Your task* box with the class and then choose students to read paragraphs about the competition out loud.

Give students time to write their talk. They can do some of the preparation at home. Remind them to answer all the questions in the *Questions* box.

When they have finished, students present their talks. Students vote on the best idea.

Student's Book, page 109

OPENER

Ask the students to tell you and the rest of the class what their favorite wild animal is. Ask *Can you tell the class an interesting fact about it? Why is it your favorite animal?* Give them a few minutes to think about what to say. They can share their ideas in pairs at first, and then choose some students to tell the class.

Ask the students to open their books to page 109 and to look at the pictures. Point out to the students that the theme of the module is the natural world and that the pictures on the page (which show a tiger, a giant squid, and an octopus) are all connected to that theme in some way.

Ask the class to discuss the questions on page 109 in small groups. They then report back to the class with their thoughts. Do not correct them because they will find out about each of these animals as they go over the module.

The natural world

Outcomes

- To read about endangered animals, the fable of the deer and the crow, the giant squid, the octopus, and the Red Sea
- To listen to the fable of the ant and the chrysalis and an interview with a shark cage diver
- To use vocabulary related to animals and sea creatures
- To talk about animals, the message of a fable, and about shark cage diving
- To use superlative adjectives, correct adjective order, and the modal verbs of possibility *must, could, might, might not,* and *can't*
- To write a fable and a description of your favorite place to visit



Unit 15 Animal facts

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about endangered animals
- to talk about endangered animals
- to compare animals in pictures

Functions
- describing animals
- making comparisons

Language focus
- superlative adjectives

Vocabulary
- animals

Materials
- Student's Book pages 110–111, Workbook page W76, CD

Student's Book, pages 110 and 111

BEFORE YOU BEGIN

1 The students discuss the questions in small groups and then share their ideas as a class. Write notes on the board. They can check their answers when they read the article.

Answers
Students' own answers

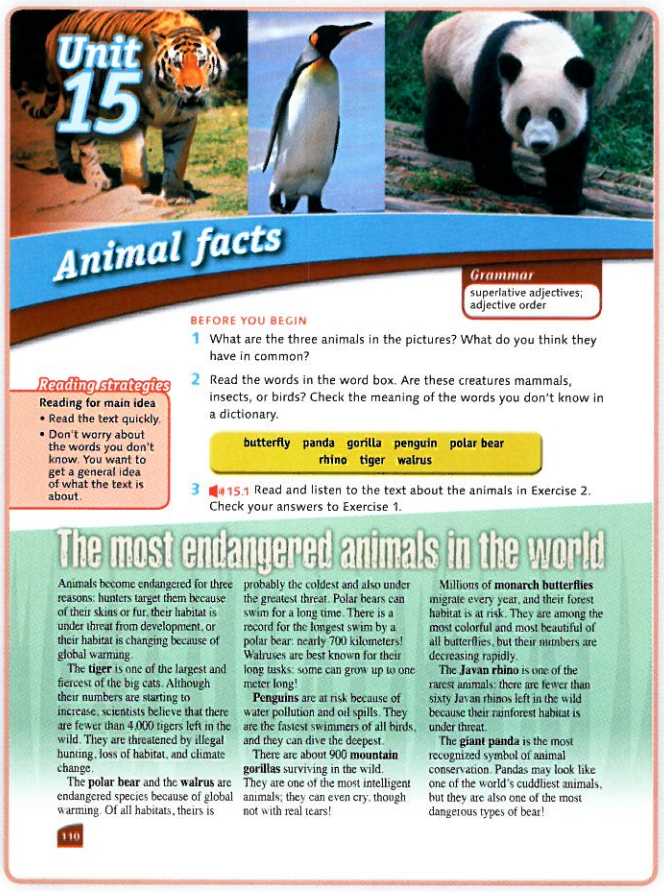
2 Ask the students to explain the difference between mammals (*animals that are born from their mother's body rather than from a hard-shelled egg that has been laid, and which drink their mother's milk*), insects (*small animals that have six legs and that often have wings*), and birds (*animals covered in feathers, with two wings for flying and a beak. Birds build nests, in which they lay eggs*). Students put the words in the correct category. Check answers as a class.

Answers
mammals: panda, gorilla, polar bear, rhino, tiger, walrus
insects: butterfly
birds: penguin

3 Before students read and listen, they read the information in the *Reading strategies* box silently. Play the audio. Students check their answer to Exercise 1. Check answers as a class.

Audioscript 15.1 – see page 132

Answers
The tiger, giant panda, and penguin are all endangered.


Unit 15
Animal facts
Grammar
superlative adjectives; adjective order
BEFORE YOU BEGIN
1 What are the three animals in the pictures? What do you think they have in common?
2 Read the words in the word box. Are these creatures mammals, insects, or birds? Check the meaning of the words you don't know in a dictionary.
butterfly panda gorilla penguin polar bear rhino tiger walrus
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
3 15.1 Read and listen to the text about the animals in Exercise 2. Check your answers to Exercise 1.
The most endangered animals in the world
Animals become endangered for three reasons: hunters target them because of their skins or fur, their habitat is under threat from development, or their habitat is changing because of global warming.
The **tiger** is one of the largest and fiercest of the big cats. Although their numbers are starting to increase, scientists believe that there are fewer than 4,000 tigers left in the wild. They are threatened by illegal hunting, loss of habitat, and climate change.
The **polar bear** and the **walrus** are endangered species because of global warming. Of all habitats, theirs is probably the coldest and also under the greatest threat. Polar bears can swim for a long time. There is a record for the longest swim by a polar bear: nearly 700 kilometers! Walruses are best known for their long tusks: some can grow up to one meter long!
Penguins are at risk because of water pollution and oil spills. They are the fastest swimmers of all birds, and they can dive the deepest.
There are about 900 **mountain gorillas** surviving in the wild. They are one of the most intelligent animals; they can even cry, though not with real tears!
Millions of **monarch butterflies** migrate every year, and their forest habitat is at risk. They are among the most colorful and most beautiful of all butterflies, but their numbers are decreasing rapidly.
The **Javan rhino** is one of the rarest animals: there are fewer than sixty Javan rhinos left in the wild because their rainforest habitat is under threat.
The **giant panda** is the most recognized symbol of animal conservation. Pandas may look like one of the world's cuddliest animals, but they are also one of the most dangerous types of bear!
110

COMPREHENSION

4 Students read the *Reading strategies* box and follow the instructions. Play the audio again while the students reread the text on page 110. They can compare answers in pairs. Check answers as a class.

Audioscript 15.1 – see page 132

Answers
1 *penguin* **2** giant panda **3** Javan rhino **4** mountain gorilla **5** tiger **6** monarch butterfly **7** walrus **8** polar bear

SPEAKING

5 You can use this as an opportunity for some free speaking, as well as working on ways of expressing opinions. Remind the students how to vary what they say instead of *I think*; for example, they could say *In my opinion*.
Monitor while they are talking, and intervene if any students have little to say, asking questions about the animals, their habitats, and any threats. Take discreet notes of any common errors and correct them as a class at the end of the exercise.

Answers
Students' own answers

GRAMMAR: Superlative adjectives

6 Review superlative adjectives with the class. Choose some things in the class to compare, e.g., *The green pencil is longer than the red pencil. The blue pencil is the longest.*
Students complete the sentences in pairs. Check answers as a class. Then refer the students to the *Student grammar review* on page W92. Answer any questions they may have.

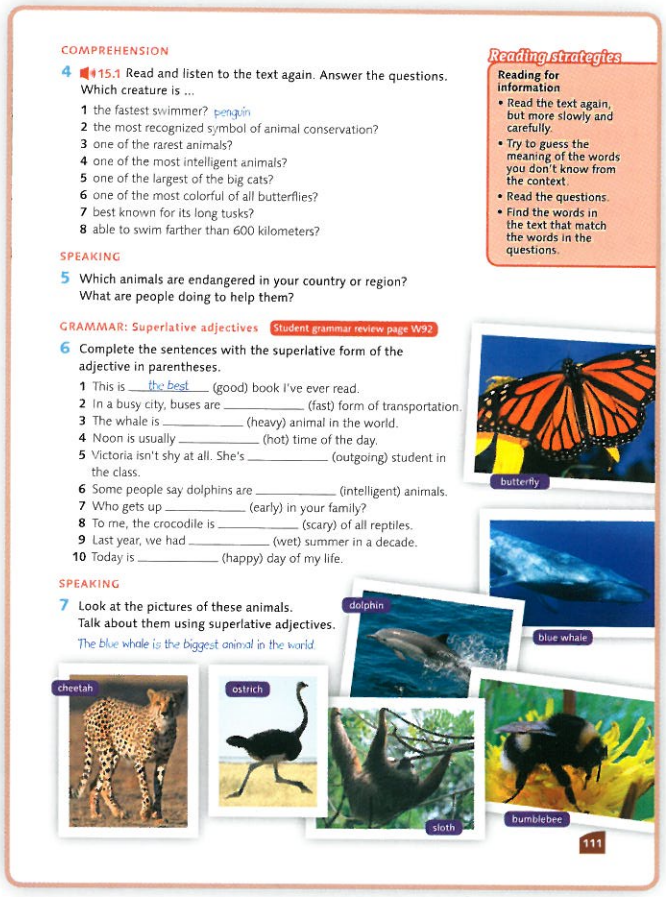
Answers
1 *the best* **2** the fastest **3** the heaviest **4** the hottest **5** the most outgoing **6** the most intelligent **7** the earliest **8** the scariest **9** the wettest **10** the happiest

SPEAKING

7 Choose a student to read the example sentence. Students work in pairs to talk about the animals. Monitor as they work, helping where necessary. Check answers as a class.

Suggested answers
The blue whale is the biggest animal in the world. The dolphin is the most intelligent animal in the sea. The cheetah is the fastest animal in the world. The sloth is the slowest animal in the world. The ostrich is the fastest bird on land. The bumblebee is the smartest insect in the world.

Workbook, page W76, Exercises 1, 2, 3, and 4



COMPREHENSION

4 15.1 Read and listen to the text again. Answer the questions. Which creature is ...

1 the fastest swimmer? penguin
2 the most recognized symbol of animal conservation?
3 one of the rarest animals?
4 one of the most intelligent animals?
5 one of the largest of the big cats?
6 one of the most colorful of all butterflies?
7 best known for its long tusks?
8 able to swim farther than 600 kilometers?

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

SPEAKING

5 Which animals are endangered in your country or region? What are people doing to help them?

GRAMMAR: Superlative adjectives Student grammar review page W92

6 Complete the sentences with the superlative form of the adjective in parentheses.

1 This is the best (good) book I've ever read.
2 In a busy city, buses are _____ (fast) form of transportation.
3 The whale is _____ (heavy) animal in the world.
4 Noon is usually _____ (hot) time of the day.
5 Victoria isn't shy at all. She's _____ (outgoing) student in the class.
6 Some people say dolphins are _____ (intelligent) animals.
7 Who gets up _____ (early) in your family?
8 To me, the crocodile is _____ (scary) of all reptiles.
9 Last year, we had _____ (wet) summer in a decade.
10 Today is _____ (happy) day of my life.

SPEAKING

7 Look at the pictures of these animals. Talk about them using superlative adjectives.
The blue whale is the biggest animal in the world.

butterfly, blue whale, dolphin, cheetah, ostrich, sloth, bumblebee

111

LESSONS 3 AND 4

Overview

Outcomes
- to read a fable about the deer and the crow
- to talk about the message behind a fable
- to talk about pictures using adjectives

Functions
- making guesses
- expressing opinions
- describing pictures

Language focus
- adjective order

Vocabulary
- animals

Materials
- Student's Book pages 112–113, Workbook page W77

Student's Book, pages 112 and 113

READING

1 Discuss the question with the class. Ask the students to spell the words if they can. Write them on the board.

Answers
Students' own answers

2 Ask the students to read the title of the story and make suggestions about the theme. Write their suggestions on the board. Explain that they will find out who is correct when they have read the story.

Answers
Students' own answers

3 Tell students they need to read the fable to see how it compares with their answers to Exercise 2. Tell them to read it quickly to gather just this information this time around.
When they have done this, get them to discuss what they have found out with a partner. They should close their books when they finish reading and use their memories to recall only the most important information.

Answer
It is about a crow, a deer, and a fox. The fable is about friendship.



READING

1 What are the animals in the pictures?

2 There are many stories about animals. These stories, called fables, have important messages for us – about friendship, helpfulness, and kindness. What do you think the story below will be about?

3 Read the fable and check your answer.

THE DEER AND THE CROW

There was a gentle young deer that lived in a forest. The deer's best friend was a small black crow. There was also a smart brown fox, who wanted to eat the deer. So he said to Deer, "You are so friendly with Crow. Why won't you be my friend instead?" Deer replied, "Yes, you can also be our friend." But Crow warned Deer, "Be very careful with Fox. Don't trust him, and try to stay away from him."

One day a hunter with a long wooden stick came to the forest. He also wanted to catch the deer. Fox went to the hunter and said, "I can help you catch the deer, but you must share the meat with me." The hunter agreed. Then Fox said, "Hide a net under some large green leaves. When Deer comes, he will get stuck in the net. As soon as that happens, I'll call you."

So the hunter did as Fox said, and the poor little deer fell into the trap. Crow, who was flying by, saw his friend and came to rescue him. He whispered, "My dear friend, don't be afraid. I'll save you. Lie still and they will think you're dead. I'll pretend I'm eating you. That's what crows do! But what I'll really do is make a big hole in the net so you can escape."

The deer agreed and lay very still while Crow made the hole. When the hunter saw Deer running away, he shouted, "They tricked us!" He threw a small sharp stone at Deer, but the stone hit Fox instead. "Ow!" he shouted in pain. "But I deserved it. I wasn't a good friend."

112

COMPREHENSION

4 The students read the questions, and then read the text again. Point out that the words that are the answers may appear in a different order in the text than in the questions. The students can compare answers with a partner. Check answers as a class.

Answers
1 *agree* **2** afraid **3** share **4** pretend **5** hide **6** escape

Talk together

5 Students should practice different ways of expressing their opinions. Rehearse a few of them before they start. Get a few students to give some ideas, and make a note of them on the board before the class begins this exercise. This way, weaker students will have material to use so that they can practice using the language.

Answer
We should be loyal to our friends and not deceive people.

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

GRAMMAR: Adjective order

6 Hold up a pencil and ask *What color is it? (green) It's a green pencil. Is it long or short? (long) It's a long, green pencil. Is it old or new? (old) It's a long, old, green pencil. Where is it from? (China) It's a long, old, green, Chinese pencil. What's it made of? (wood) It's a long, old, green, Chinese, wooden pencil. What shape is it? (round) It's a long, old, green, round, Chinese, wooden pencil.* Say *Tell me about the pencil.* See if anyone can repeat the sentence in the correct order. Write the sentence on the board. Point out that the adjectives need to be in this order – they can't be in a different order.
Refer students to the *Student grammar review* on page W92. Point out the order of the adjectives. Students work in pairs to order the adjectives in the chart. Check answers as a class.

Answers
1 *small sharp stone* **2** large green leaves
3 small black crow **4** smart brown fox
5 long wooden stick **6** gentle young deer

SPEAKING

7 Ask students to work in pairs to describe each item. Monitor as they are working. Refer students to the *Student grammar review* on page W92 if they are making mistakes. Check answers as a class.
When students have finished, ask them to describe things in the classroom. They can then share their ideas with the rest of the class.
For more practice, you could say *I can see something that is red and long*. The students give their suggestions, e.g., *It's a long red pencil.*

Suggested answers
an old Egyptian mask, an old Asian man, a beautiful red rug, a green silk scarf, a fast red car

Workbook, page W77, Exercises 5, 6, 7, and 8



COMPREHENSION

4 Which words in the fable have these meanings?
1 to say yes to an idea agree
2 scared
3 to divide something
4 to seem like you are doing something you aren't
5 put something somewhere so that people can't see it
6 to run away to safety

Nature teaches beasts to know their friends.
William Shakespeare, playwright (1564–1616)

Talk together

5 Work in pairs and discuss the fable of *The deer and the crow*. What message do you think it teaches?

GRAMMAR: Adjective order Student grammar review page W92

6 These adjectives are used to describe things in the fable. Match them with the correct noun and put them in the right order.

1	sharp	small	fox	small sharp stone
2	large	green	deer	
3	black	small	stick	
4	brown	smart	leaves	
5	long	wooden	stone	
6	young	gentle	crow	

SPEAKING

7 Look at the pictures and describe the objects using two adjectives in the correct order.
an old Egyptian mask

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a fable
- to talk about the moral of a story
- to write a fable

Functions
- making guesses
- agreeing and disagreeing

Language focus
- language to tell stories

Vocabulary
- animals – fables

Materials
- Student's Book pages 114–115, Workbook page W78, CD

Student's Book, pages 114 and 115

LISTENING

1 Get students to give one- or two-word answers to this question – i.e., in the form of story titles – and write these keywords on the board. Students can use these as prompts during their discussions. Monitor and encourage student discussions of this topic, and focus on fluency rather than accuracy at this time. Write any useful language that comes up on the board.

Answers
Students' own answers

2 Read the instructions with the class. Ask the students to try to identify the pictures (*an ant, a butterfly, and a chrysalis*). Students discuss their ideas in pairs. Ask a few pairs to tell the rest of the class their ideas. You could write a few notes on the board. Students can check their answers when they hear the story.

Answers
Students' own answers

3 Play the audio for the students. Compare the answer to the ideas on the board. Find out who was correct!

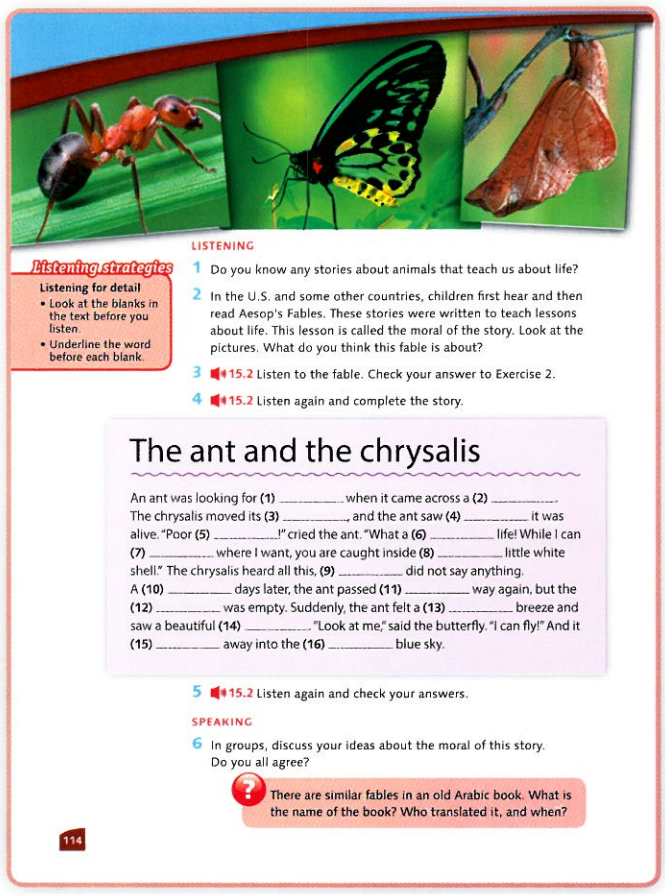
Audioscript 15.2 – see page 132

Answer
It is about an ant, a butterfly, and a chrysalis.

4 Students read the *Listening strategies* box and follow the instructions. Play the audio again for students to complete the text.
Students check their answers in pairs and also check each other's spelling.

Audioscript 15.2 – see page 132

Answers
Students' own answers



LISTENING

Listening strategies
Listening for detail
- Look at the blanks in the text before you listen.
- Underline the word before each blank.

1 Do you know any stories about animals that teach us about life?

2 In the U.S. and some other countries, children first hear and then read Aesop's Fables. These stories were written to teach lessons about life. This lesson is called the moral of the story. Look at the pictures. What do you think this fable is about?

3 15.2 Listen to the fable. Check your answer to Exercise 2.

4 15.2 Listen again and complete the story.

The ant and the chrysalis

An ant was looking for **(1)** _____ when it came across a **(2)** _____. The chrysalis moved its **(3)** _____, and the ant saw **(4)** _____ it was alive. "Poor **(5)** _____!" cried the ant. "What a **(6)** _____ life! While I can **(7)** _____ where I want, you are caught inside **(8)** _____ little white shell." The chrysalis heard all this, **(9)** _____ did not say anything. A **(10)** _____ days later, the ant passed **(11)** _____ way again, but the **(12)** _____ was empty. Suddenly, the ant felt a **(13)** _____ breeze and saw a beautiful **(14)** _____. "Look at me," said the butterfly. "I can fly!" And it **(15)** _____ away into the **(16)** _____ blue sky.

5 15.2 Listen again and check your answers.

SPEAKING

6 In groups, discuss your ideas about the moral of this story. Do you all agree?

There are similar fables in an old Arabic book. What is the name of the book? Who translated it, and when?

114

5 Find out from students whether they need to listen to the recording again. If they say they do not, get them to close their books and work on reconstructing the text in their own words; first they work in pairs, then in groups of three, and then in groups of four.
When they have finished (or gotten as much of the information together as they can), get them to compare it with the written text. While they are checking, you can play the recording again for them to check anything they need to. Check answers as a class.

Audioscript 15.2 – see page 132

Answers
1 food **2** chrysalis **3** tail **4** that **5** animal **6** sad **7** go **8** your **9** but **10** few **11** that **12** shell **13** light **14** butterfly **15** flew **16** bright

SPEAKING

6 Give students three or four minutes to discuss their ideas. They tell the rest of the class their ideas. The class can say *We agree because .../We don't agree because we think ...*

Answers
Students' own answers

Research box
Ask students to discuss the question in pairs.

Answers
Kalilah wa-Dimnah is a translation of a popular Indian collection of stories called the *Panchatantra*. Abdullah ibn al-Muqaffa translated it in 750 CE.

7 Give students five minutes to reread the two fables. Then have students compare the two fables. Which do they prefer? Which one is a more effective story? Why? Do they think that both the stories have a moral? Why is it a good idea to put a moral in an animal story?

Answers
Students' own answers

Workbook, page W78, Exercise 9, 10, and 11

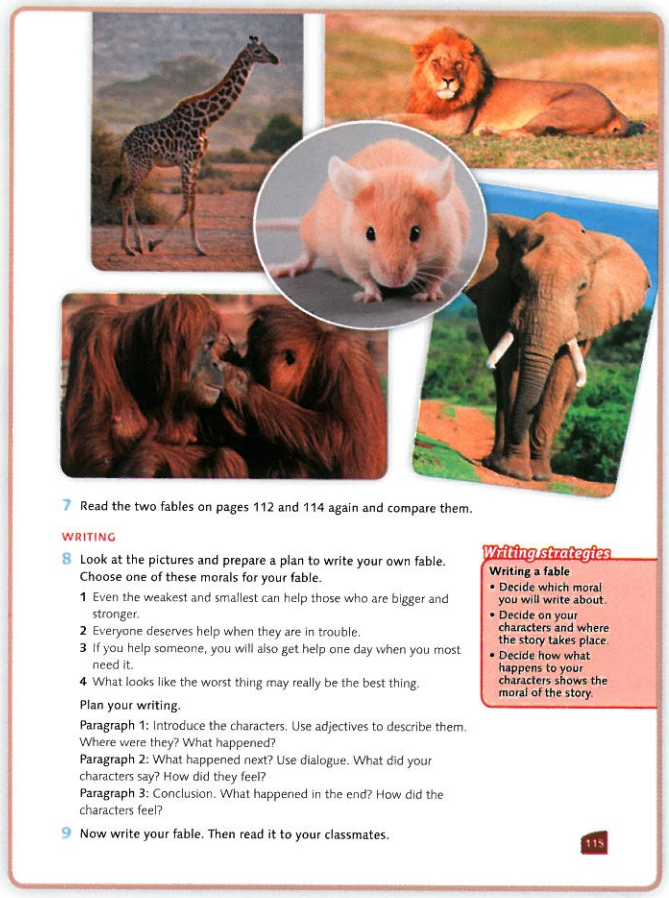
WRITING

8 Ask students to name the animals in the pictures at the top of the page (*a giraffe, a lion, a hamster, orangutans, an elephant*).
Choose students to read the morals out loud.
Then read the *Writing strategies* box with the class.
Students work in pairs to discuss ideas for their fables.
Go over the plan with the class. Ask students to give some possible adjectives. Ask *How do you write dialogue?* Remind students to use quotation marks (" ").

Answers
Students' own answers

9 Monitor as students are writing, helping where necessary. Point out any errors and give students time to correct their own work.
Choose students to read their fables out loud.
Students could write them on pieces of paper, with pictures if they wish. You could then either make a classroom display on the wall or put them all in a book. The class can then read all the fables and choose their favorite.

Answers
Students' own answers



7 Read the two fables on pages 112 and 114 again and compare them.

WRITING

8 Look at the pictures and prepare a plan to write your own fable. Choose one of these morals for your fable.

1 Even the weakest and smallest can help those who are bigger and stronger.
2 Everyone deserves help when they are in trouble.
3 If you help someone, you will also get help one day when you most need it.
4 What looks like the worst thing may really be the best thing.

Plan your writing.

Paragraph 1: Introduce the characters. Use adjectives to describe them. Where were they? What happened?
Paragraph 2: What happened next? Use dialogue. What did your characters say? How did they feel?
Paragraph 3: Conclusion. What happened in the end? How did the characters feel?

9 Now write your fable. Then read it to your classmates.

Writing strategies
Writing a fable
- Decide which moral you will write about.
- Decide on your characters and where the story takes place.
- Decide how what happens to your characters shows the moral of the story.

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LESSONS 7 AND 8

Workbook, page W79, Exercise 12, 13, and 14

Unit 16 Marine life

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the largest squid
- to talk about animals using modal verbs of possibility

Functions
- making guesses
- describing pictures
- expressing possibility

Language focus
- modal verbs of possibility *must, could, might, might not,* and *can't*

Vocabulary
- animals

Materials
- Student's Book pages 116–117, Workbook page W80, CD

Student's Book, pages 116 and 117

BEFORE YOU BEGIN

1 Discuss the pictures as a class. Ask students *Would you like to swim deep in the ocean? Why / Why not?*

Answers
Students' own answers
The pictures were taken deep in the ocean.

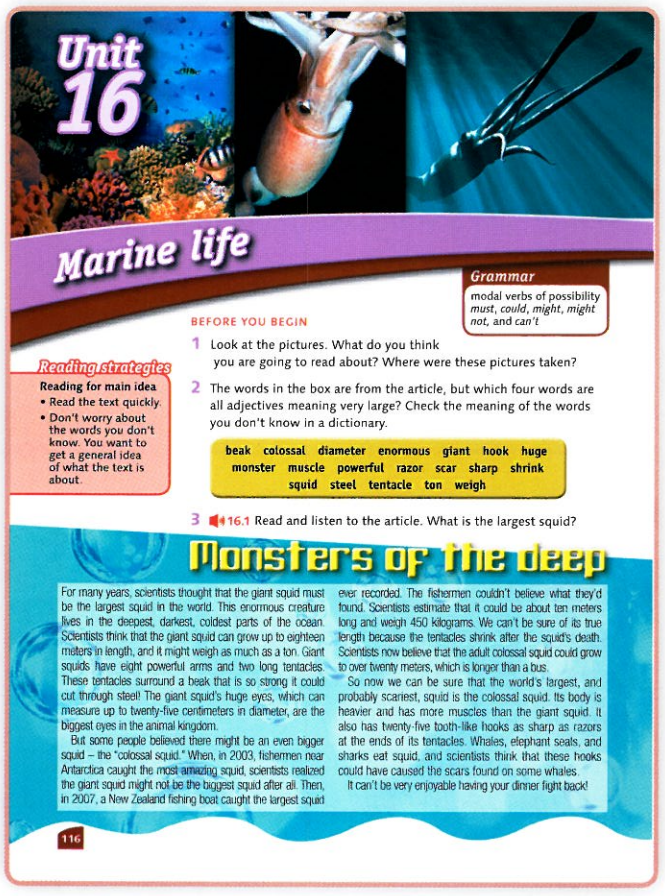
2 Read the words with the class. Divide the class into four groups. Give each group four or five words – making sure that each group has one of the adjectives meaning "very large." Students find out the meanings.
Then ask one student from each group to change groups and explain their words to the other students. Check the four words for "very large."

Answers
colossal, enormous, giant, huge

3 Students read the *Reading strategies* box and follow the instructions. Check the answer as a class.

Audioscript 16.1 – see page 133

Answer
the colossal squid


Unit 16
Marine life
Grammar
modal verbs of possibility *must, could, might, might not,* and *can't*
BEFORE YOU BEGIN
1 Look at the pictures. What do you think you are going to read about? Where were these pictures taken?
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
2 The words in the box are from the article, but which four words are all adjectives meaning very large? Check the meaning of the words you don't know in a dictionary.
beak colossal diameter enormous giant hook huge monster muscle powerful razor scar sharp shrink squid steel tentacle ton weigh
3 16.1 Read and listen to the article. What is the largest squid?
Monsters of the deep
For many years, scientists thought that the giant squid must be the largest squid in the world. This enormous creature lives in the deepest, darkest, coldest parts of the ocean. Scientists think that the giant squid can grow up to eighteen meters in length, and it might weigh as much as a ton. Giant squids have eight powerful arms and two long tentacles. These tentacles surround a beak that is so strong it could cut through steel! The giant squid's huge eyes, which can measure up to twenty-five centimeters in diameter, are the biggest eyes in the animal kingdom.
But some people believed there might be an even bigger squid – the "colossal squid." When, in 2003, fishermen near Antarctica caught the most amazing squid, scientists realized the giant squid might not be the biggest squid after all. Then, in 2007, a New Zealand fishing boat caught the largest squid ever recorded. The fishermen couldn't believe what they'd found. Scientists estimate that it could be about ten meters long and weigh 450 kilograms. We can't be sure of its true length because the tentacles shrink after the squid's death. Scientists now believe that the adult colossal squid could grow to over twenty meters, which is longer than a bus.
So now we can be sure that the world's largest, and probably scariest, squid is the colossal squid. Its body is heavier and has more muscles than the giant squid. It also has twenty-five tooth-like hooks as sharp as razors at the ends of its tentacles. Whales, elephant seals, and sharks eat squid, and scientists think that these hooks could have caused the scars found on some whales.
It can't be very enjoyable having your dinner fight back!
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COMPREHENSION

4 Students read the *Reading strategies* box and follow the instructions. Choose two students to read the first sentence and the answer. Remind them that they need to correct all false statements.
Play the audio again while they reread the article. Monitor as they are working, helping where necessary. Check answers as a class.

Audioscript 16.1 – see page 133

Answers
1 *True* **2** False. The giant squid has eight arms and two tentacles. **3** True **4** False. The giant squid's beak is so strong it could cut through steel. **5** False. A squid's tentacles shrink after the squid dies. **6** True

GRAMMAR: Modal verbs of possibility *must, could, might, might not,* and *can't*

5 Put an orange in a bag so that students can't see it. Show the students the bag. Ask *Is this a ball?* Let students give their answers and teach *It could be a ball.* Ask *Is it a banana?* Students reply. Teach *It can't be a banana. It's round.* Ask *Is it an orange?* Students reply. Teach *It might be an orange.* Let a student feel it and smell it. Ask *Is it an orange?* The student replies. Teach *It must be an orange. It's soft, round, and it smells like an orange.* Show them the orange.
Students work in pairs to complete the exercise. Check answers as a class. Refer students to the *Student grammar review* on page W93.

Answers
1 *might* **2** could **3** might not **4** could **5** could **6** could

6 Choose two students to read the example dialogue. Let students work in different pairs to read the dialogues and choose the correct answers.
Check answers as a class. Choose pairs to read the dialogues out loud.

Answers
1 *must* **2** might **3** must **4** can't

Research box
Ask students to discuss the question in pairs.

Answer
an octopus

SPEAKING

7 Look at the first picture with the students. They make sentences with the four modals. As students work in pairs, monitor and help where necessary.

Suggested answers
1 It could/might be a bird's beak. / It can't be a mammal. / It must be a parrot. **2** It might/could be a fish. / It can't be a bird. / It must be a zebra. **3** It could/might be a sea creature. / It can't be an insect. / It must be a crocodile. **4** It can't be a bird. / It could/might be a mammal. / It must be a whale.

Workbook, page W80, Exercises 1, 2, 3, and 4



COMPREHENSION

4 16.1 Read and listen to the article again. Are these sentences true or false? Correct the false sentences.
1 The giant squid lives in the deepest part of the ocean. True
2 The giant squid has eight tentacles.
3 The giant squid has the largest eyes of all animals.
4 The giant squid uses its beak to cut through steel.
5 A squid's tentacles continue to grow after the squid dies.
6 The colossal squid is larger than a bus.

Reading strategies
Reading for information
- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: Modal verbs of possibility *must, could, might, might not,* and *can't* Student grammar review page W93

5 Choose the correct word in these sentences from the text.
1 The giant squid might/*can't* weigh as much as a ton.
2 The tentacles surround a beak that is so strong it *could / must* cut through steel!
3 Scientists realized the giant squid *can't / might not* be the biggest squid after all.
4 They estimate that it *could / might not* be about ten meters long.
5 The adult colossal squid *could / can't* grow to over twenty meters.
6 Scientists believe the hooks *must / could* have caused the scars.

6 Choose the correct word in the dialogues.
1 **A:** I'd like a cheese sandwich.
B: There *can't* / must be some cheese in the refrigerator. I bought some yesterday.
2 **A:** Where's Nancy?
B: She *might / can't* be at the library. She always goes there after school.
3 **A:** I don't know where my phone is.
B: It *can't / must* be in your room. You didn't take it with you this morning.
4 **A:** It's getting dark. It must be after six o'clock.
B: It *must / can't* be because the six o'clock news isn't on yet.

SPEAKING

7 Work in pairs. Look at the pictures of parts of animals. Do you recognize what the animals are? Use *can't, might, must,* or *could*.

What has three hearts, eight arms, and one huge brain?

LESSONS 3 AND 4

Overview

Outcomes
- to read an article about octopuses
- to talk about animals
- to identify parts of speech

Functions
- describing pictures
- making guesses
- expressing opinions

Language focus
- language to describe animals

Vocabulary
- sea creatures
- word types

Materials
- Student's Book pages 118–119, Workbook page W81

Student's Book, pages 118 and 119

READING

1 Get students to try to identify the sea creatures. Use phrases such *as I can see long tentacles, so it must be an octopus. The animal has a big head and a very small body. It could be a …* . The aim here is to get them to speculate out loud. Get them to talk as a class.
Once they have speculated, they should work in pairs to describe and compare all three pictures. Get the partner who is not currently speaking to write down any good points and any points to improve about his or her partner's turn. Students should then share any good sentences with the rest of the class.

Answers
Students' own answers

2 Students discuss the sentences in pairs. Monitor as they are working, but do not tell them the answers because they will find out when they read the article.

Answers
Students' own answers

3 Students read the article silently and check their answers. They can change any that are incorrect. Students compare their answers again. Check answers as a class.

Answers
1 True **2** False. Octopuses don't have teeth.
3 True **4** True **5** True



READING

1 Look at the pictures. What sea creatures can you see? What do you know about them?

2 Do you think these sentences are true or false? Correct the false sentences. Work in pairs.
1 Octopuses can defend themselves very well against predators.
2 Octopuses have teeth.
3 An octopus can change the color of its skin.
4 Octopuses can hide in small spaces.
5 Octopuses grow a new tentacle if one breaks off.

3 Read the article about octopuses. Check your answers to Exercise 2.

Self-defense under the sea

Octopuses are extremely intelligent. They can learn new things just like humans. They've even learned a few tricks to help them in difficult situations. If a predator like a shark comes near an octopus, the octopus can defend itself quite well. Octopuses don't have teeth or poison to defend themselves against enemies. Instead, when in difficulty, they use even smarter ways to chase away their predators.

One of these ways is camouflage. Octopuses like to hide themselves in the sand on the bottom of the ocean. Just like a chameleon, the octopus can change the color of its skin to match the sand. And this camouflage happens in less than a minute.

Another self-defense trick is to squeeze themselves into small spaces between rocks and stay hidden.

Although they don't have poisonous fangs, octopuses do have secret weapons, like being able to apparently disappear. They can spit ink, and the ink forms a cloud that hides the octopus. By the time the ink disappears and the predator can see again, the octopus has also disappeared.

If a shark tries to attack an octopus, the octopus can also "pretend" it's a venomous sea snake. It buries itself in the sand, with just two tentacles visible. Those tentacles change color to look like a sea snake. And if there's no time for this pretense or for hiding, the octopus can break off one of its tentacles. The tentacle will change color and swim around in the sea to distract the predator. And over the next few weeks, the octopus will grow a new tentacle!

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COMPREHENSION

4 Choose a student to read the example. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *smart* **2** an enemy, protect **3** change **4** fit
5 teeth **6** confuse

SPEAKING

5 Students should first memorize the questions, and then treat them as if they are an interview. They should ask and answer the questions after doing some research on the subject. Tell them to change roles after one student has answered the questions successfully.
When students have finished, share ideas as a class.

Suggested answers
A: What surprised you about the octopus? **B:** I was surprised that the octopus can spit ink. **A:** I was surprised that the octopus can break off one of its tentacles. That's a very smart trick. **B:** What other animals use camouflage to defend themselves? **A:** moths, frogs, chameleons, lizards, and tigers **B:** Polar bears and some fish also use camouflage.

VOCABULARY: Sea creatures

6 Let students work in small groups to identify the creatures. They can use the modals of possibility, e.g., *Number 6 could be a sea star. It looks like a star.*

Answers
1 jellyfish **2** seal **3** shark **4** dolphin
5 seahorse **6** sea star

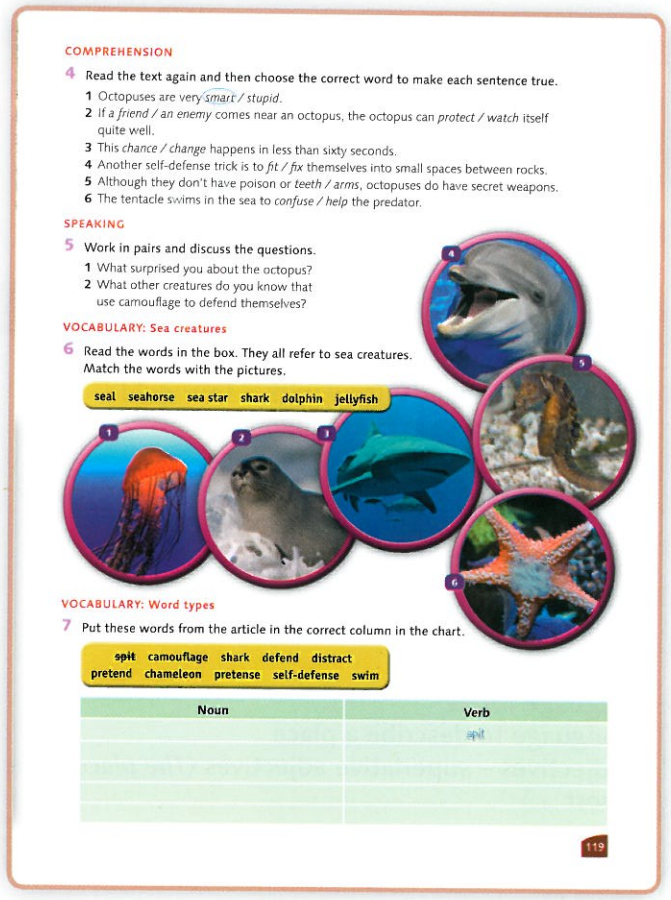
VOCABULARY: Word types

7 Ask students to tell you what a noun (a thing) and a verb (action word) are. Tell them to find the words in the article and then put them in the correct columns. Tell them that one word can be used as a verb and a noun.

Answers

Noun	Verb
camouflage	*spit*
shark	defend
chameleon	distract
pretense	pretend
self-defense	swim

Workbook, page W81, Exercises 5, 6, and 7



COMPREHENSION

4 Read the text again and then choose the correct word to make each sentence true.
1 Octopuses are very *smart / stupid*.
2 If a *friend / an enemy* comes near an octopus, the octopus can *protect / watch* itself quite well.
3 This *chance / change* happens in less than sixty seconds.
4 Another self-defense trick is to *fit / fix* themselves into small spaces between rocks.
5 Although they don't have poison or *teeth / arms*, octopuses do have secret weapons.
6 The tentacle swims in the sea to *confuse / help* the predator.

SPEAKING

5 Work in pairs and discuss the questions.
1 What surprised you about the octopus?
2 What other creatures do you know that use camouflage to defend themselves?

VOCABULARY: Sea creatures

6 Read the words in the box. They all refer to sea creatures. Match the words with the pictures.

seal seahorse sea star shark dolphin jellyfish

VOCABULARY: Word types

7 Put these words from the article in the correct column in the chart.

~~spit~~ camouflage shark defend distract pretend chameleon pretense self-defense swim

Noun	Verb
	spit

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to an interview with a tour guide
- to talk about shark cage diving
- to identify parts of speech
- to read a text about the Red Sea
- to write a description of a favorite place

Functions
- describing pictures
- making deductions
- describing a place

Language focus
- language to describe a place
- adjectives – superlative adjectives (*The place is the most ...*)

Vocabulary
- animals
- word types

Materials
- Student's Book pages 120–121, Workbook page W82, CD

Student's Book, pages 120 and 121

LISTENING

1 Students look at the pictures in pairs and discuss their ideas. Check answers as a class.

Answers
The divers are going underwater from a boat. There are sharks underwater. The men are in a cage underwater looking at sharks.

2 Read the question with the class. Play the audio and check the answer as a class.

Audioscript 16.2 – see page 133

Answer
1:30 p.m. (five hours after the start)

COMPREHENSION

3 Students read the *Listening strategies* box and follow the instructions. Monitor as they are doing this. Then play the audio again. Give students the chance to choose their answers. They can discuss with a partner. Play the audio again if necessary. Check answers as a class.

Audioscript 16.2 – see page 133

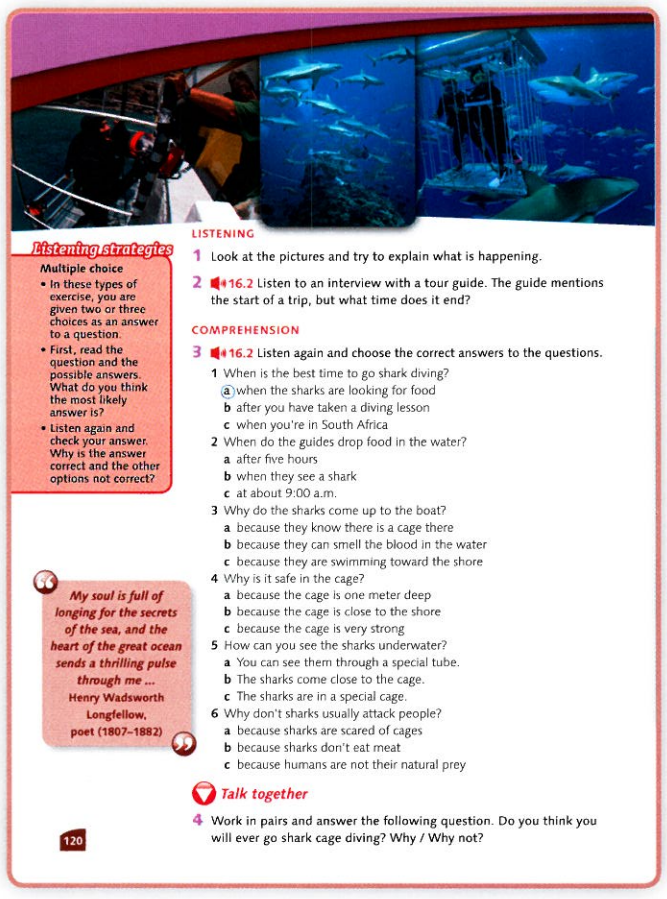
Answers
1 *a* **2** c **3** b **4** c **5** b **6** c

Quotation
Ask the students to discuss the quotation in pairs. Do they agree or disagree with it? What are their reasons for agreeing or disagreeing?

Talk together

4 Students discuss the question in pairs. Monitor as they are talking. Choose a few students to share their thoughts with the class.

Answers
Students' own answers



LISTENING

1 Look at the pictures and try to explain what is happening.

2 16.2 Listen to an interview with a tour guide. The guide mentions the start of a trip, but what time does it end?

COMPREHENSION

3 16.2 Listen again and choose the correct answers to the questions.

1 When is the best time to go shark diving?
(a) when the sharks are looking for food
b after you have taken a diving lesson
c when you're in South Africa

2 When do the guides drop food in the water?
a after five hours
b when they see a shark
c at about 9:00 a.m.

3 Why do the sharks come up to the boat?
a because they know there is a cage there
b because they can smell the blood in the water
c because they are swimming toward the shore

4 Why is it safe in the cage?
a because the cage is one meter deep
b because the cage is close to the shore
c because the cage is very strong

5 How can you see the sharks underwater?
a You can see them through a special tube.
b The sharks come close to the cage.
c The sharks are in a special cage.

6 Why don't sharks usually attack people?
a because sharks are scared of cages
b because sharks don't eat meat
c because humans are not their natural prey

Listening strategies
Multiple choice
- In these types of exercise, you are given two or three choices as an answer to a question.
- First, read the question and the possible answers. What do you think the most likely answer is?
- Listen again and check your answer. Why is the answer correct and the other options not correct?

"My soul is full of longing for the secrets of the sea, and the heart of the great ocean sends a thrilling pulse through me ..."
Henry Wadsworth Longfellow, poet (1807–1882)

Talk together

4 Work in pairs and answer the following question. Do you think you will ever go shark cage diving? Why / Why not?

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VOCABULARY: Word types

5 Students tell you what an adjective is (*a describing word*). In pairs, students put the words in the correct column. Ask them to write words that are similar next to each other. Check the answers as a class. Point out how the words change.

Answers

Adjective	Noun	Verb
hidden		hide
difficult	difficulty	
interesting	interest	interest
poisonous	poison	
intelligent	intelligence	
dangerous	danger	
	disappearance	disappear
	diver	dive

READING

6 Give students a minute to read the description and answer the question. Choose students to read it out loud. Check answer as a class.

Answer
the Red Sea and El Quseir

Workbook, page W82, Exercises 8, 9, and 10

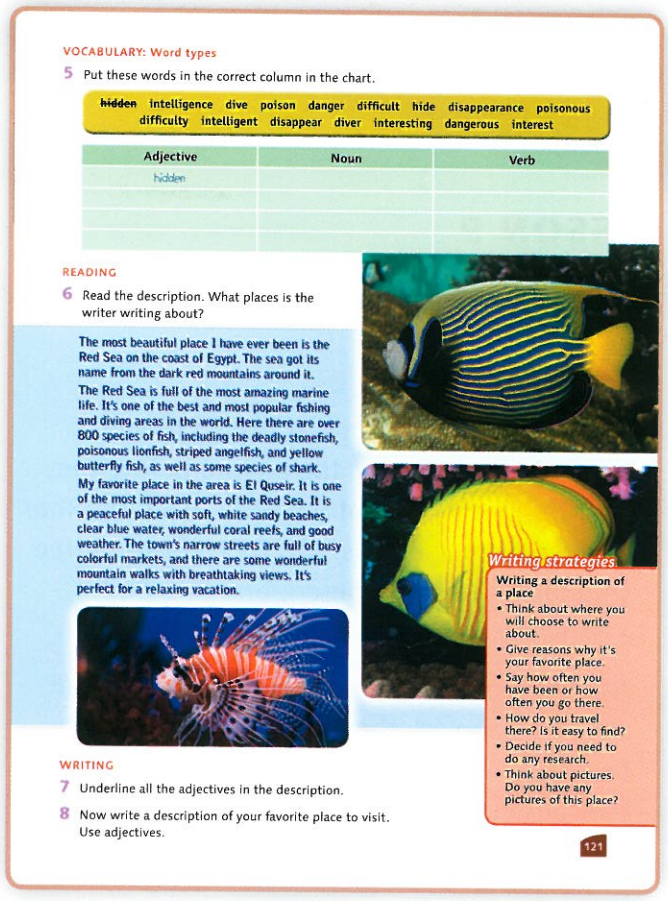
WRITING

7 Students work in pairs to complete the activity. Check answers as a class.

Answers
beautiful, dark red, amazing, full, marine, best, popular, deadly, poisonous, striped, yellow, favorite, important, peaceful, soft, white, sandy, clear, blue, wonderful, good, narrow, busy, colorful, breathtaking, perfect, relaxing

8 You could begin by telling the students about your favorite place to visit. Students read the *Writing strategies* box and follow the instructions. Show them how you followed these instructions in your own description.
Students write their descriptions. Monitor as they are working, helping where necessary. If you wish, choose some students to read their essays out loud.

Answers
Students' own answers


VOCABULARY: Word types

5 Put these words in the correct column in the chart.

~~hidden~~ intelligence dive poison danger difficult hide disappearance poisonous difficulty intelligent disappear diver interesting dangerous interest

Adjective	Noun	Verb
hidden		

READING

6 Read the description. What places is the writer writing about?

The most beautiful place I have ever been is the Red Sea on the coast of Egypt. The sea got its name from the dark red mountains around it.

The Red Sea is full of the most amazing marine life. It's one of the best and most popular fishing and diving areas in the world. Here there are over 800 species of fish, including the deadly stonefish, poisonous lionfish, striped angelfish, and yellow butterfly fish, as well as some species of shark.

My favorite place in the area is El Quseir. It is one of the most important ports of the Red Sea. It is a peaceful place with soft, white sandy beaches, clear blue water, wonderful coral reefs, and good weather. The town's narrow streets are full of busy colorful markets, and there are some wonderful mountain walks with breathtaking views. It's perfect for a relaxing vacation.

Writing strategies

Writing a description of a place

- Think about where you will choose to write about.
- Give reasons why it's your favorite place.
- Say how often you have been or how often you go there.
- How do you travel there? Is it easy to find?
- Decide if you need to do any research.
- Think about pictures. Do you have any pictures of this place?

WRITING

7 Underline all the adjectives in the description.

8 Now write a description of your favorite place to visit. Use adjectives.

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LESSONS 7 AND 8

Workbook, page W83, Exercises 11, 12, and 13

LESSON 9

Project

Ask the students to look at page 122 and to describe the animal in the picture before they read the description of the sloth. Read the *Your task* box with the class, and then choose some students to read the description out loud – a paragraph each.

Ask one or two students about their favorite animals. Then ask them to talk about their favorite animals in pairs or small groups. Can they answer the questions in the *Questions* box?

Students research their animals if they don't know the answers. They should also find some pictures of their animal and its habitat and a map of the area where the animal lives.

Students do the project, following the instructions. When they have finished, choose some students to present their project to the class. Make a display of the projects on the classroom wall.

LESSON 10

REVIEW D

Student's Book, pages 123 and 124

Tell the students they are going to review the vocabulary and grammar they have studied in Modules 7 and 8.

VOCABULARY

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

GRAMMAR

Suggested answers

11 ***A:*** *I can see a lot of desks and a few pencil cases.* **B:** I can see many students and a teacher. **A:** I can't see any octopuses, but I can see some chairs.
12 ***A:*** *I have to work with animals. I have to be careful. I don't have to work outside.* ***B:*** *Are you a veterinarian?* ***A:*** *Yes, I am!* **B:** I have to work with children. I don't have to work at night. **A:** Are you a teacher? **B:** Yes, I am!
13 The shark is the most dangerous animal. The shark is more dangerous than the butterfly. The shark has the sharpest teeth. The shark is the best swimmer. The shark can smell better than the elephant. The elephant is the biggest animal. The elephant is bigger than the fox. The fox is the smartest animal. The fox is smarter than the butterfly. The butterfly is the smallest creature. The butterfly is more colorful than the elephant.
14 A: This is a thin blue pencil. **B:** This is a long wooden ruler. **A:** This is a thin blue exercise book. **B:** This is an old lined notebook. **A:** This is a new English textbook. **B:** This is a black plastic pen.

Workbook, pages W84 and W85, Progress test 4

Workbook, pages W86 and W87, Final test

Extra reading

Treasure Island

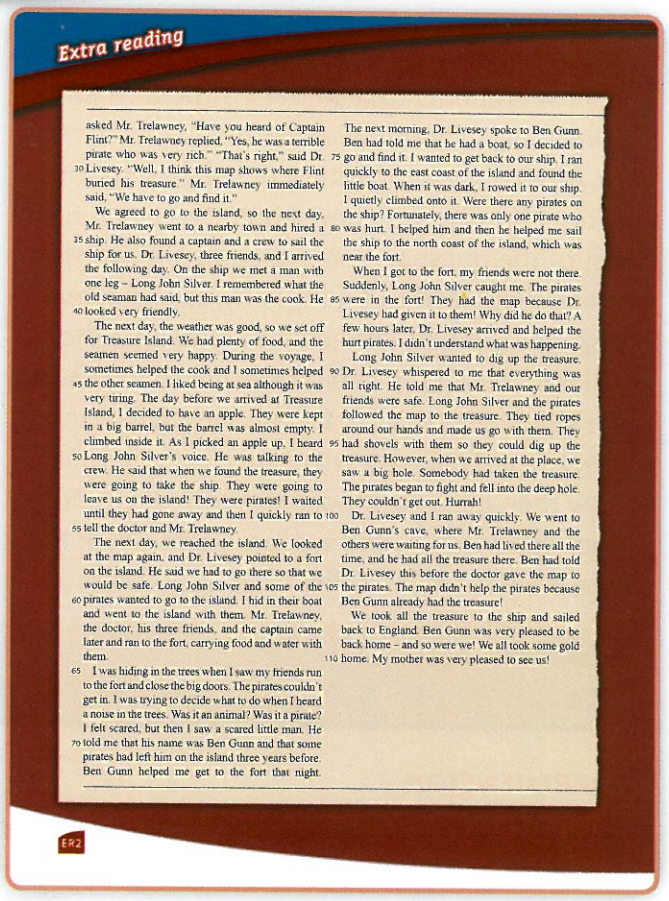
Student's Book, pages ER1, ER2, ER3, and ER4

Read the title to the students. Ask them to look at the picture and then, in pairs, discuss what the story might be about. They can use some of the modals of possibility, e.g., *It can't take place in the twenty-first century. It must be a story about an island. These three men might be friends. They might find a lot of money,* etc.

Choose students to read the story out loud if you wish, or let them read it silently. Ask them to discuss the meanings of new words in small groups. Discuss new vocabulary as a class.

When they have finished the story, ask *Did you like it? Why / Why not?*

Students complete the exercises.

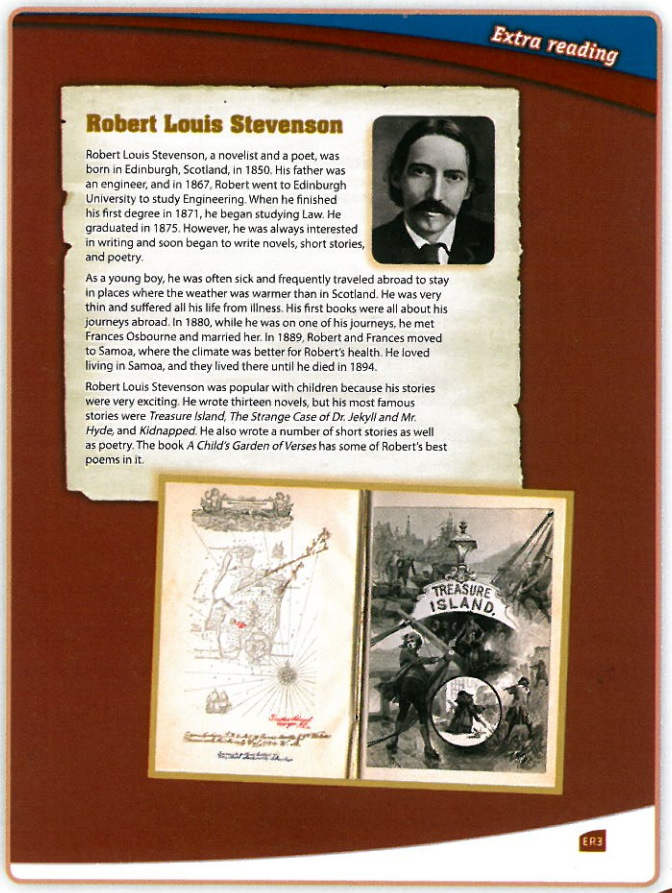




Robert Louis Stevenson

Students read the information about Stevenson. Give the students the following numbers and ask them to explain them:

1871 1889 13 1850 1880



Answers
1871 – He finished his first degree.
1889 – He moved to Samoa.
13 – the number of novels he wrote
1850 – He was born.
1880 – He got married.

VOCABULARY

1 Tell the students to read the instructions for the exercise and decide whether they need to read for general meaning (skim) or read for specific information (scan). They should then read the rest of the question and underline the words for which they need to find synonyms in the text. Next get them to predict the words that they will find within the text. They should then scan the whole text quickly for the synonyms, and check in a dictionary when they have finished. They then need to choose the correct definition from options a, b, and c. Have them check their answers in pairs, and then check as a class.

Answers
1 b **2** c **3** c **4** b **5** a

COMPREHENSION

2 Read the rubric to the students. Tell them to read quickly through the questions, try to remember as many as they can, and close their books. They should work in pairs to write down notes about the questions they have read. Then they should open their books again and check that what they remembered was correct. When they are familiar with the questions, they should try to answer them without reading the story again. If they can't answer a question, they should read the relevant part of the story again to check. When they have decided on the answers in pairs, they should join another pair and discuss their answers. Check answers as a class.

Answers
1 because he had a secret **2** because the message was from some pirates and he thought they wanted to know his secret **3** He thought he was very friendly. **4** He was inside the apple barrel when he heard the pirates talking. **5** He trusted him because he knew Ben was afraid of the pirates. **6** A pirate helped him. **7** Long John Silver caught him because the pirates were in the fort. They had the map. **8** because he knew that Ben Gunn had already taken the treasure and put it in his cave

SPEAKING

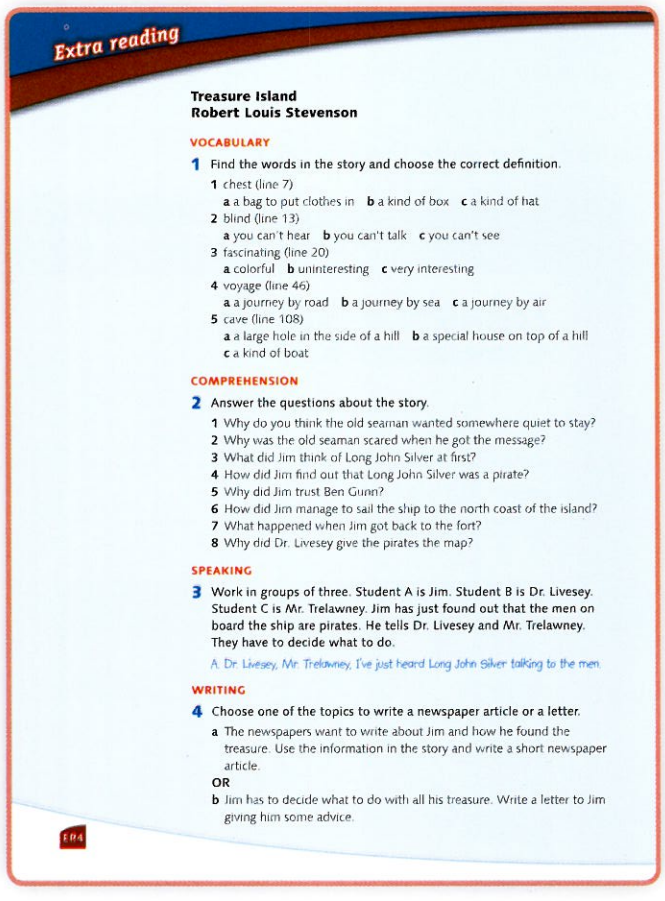
3 Give students ten to fifteen minutes to create and practice their dialogue. Choose groups to perform their dialogues in front of the class.

Suggested answers
A: *Dr. Livesey, Mr. Trelawney, I've just heard Long John Silver talking to the men.* **B:** Yes, Jim. What did you hear? **A:** They are planning to take over the ship. **C:** What! Are they pirates?

WRITING

4 Read the prompts with the class and discuss what they could write. Remind students to plan their work first. Monitor as they do this. Once you have seen all the plans, students can write their article or letter.
When they have finished, they can exchange papers with another student. They correct each other's work if necessary. Choose some students to read their articles and letters out loud.

Answers
Students' own answers



Extra reading

Treasure Island
Robert Louis Stevenson

VOCABULARY

1 Find the words in the story and choose the correct definition.
1 chest (line 7)
a a bag to put clothes in b a kind of box c a kind of hat
2 blind (line 13)
a you can't hear b you can't talk c you can't see
3 fascinating (line 20)
a colorful b uninteresting c very interesting
4 voyage (line 46)
a a journey by road b a journey by sea c a journey by air
5 cave (line 108)
a a large hole in the side of a hill b a special house on top of a hill
c a kind of boat

COMPREHENSION

2 Answer the questions about the story.
1 Why do you think the old seaman wanted somewhere quiet to stay?
2 Why was the old seaman scared when he got the message?
3 What did Jim think of Long John Silver at first?
4 How did Jim find out that Long John Silver was a pirate?
5 Why did Jim trust Ben Gunn?
6 How did Jim manage to sail the ship to the north coast of the island?
7 What happened when Jim got back to the fort?
8 Why did Dr. Livesey give the pirates the map?

SPEAKING

3 Work in groups of three. Student A is Jim. Student B is Dr. Livesey. Student C is Mr. Trelawney. Jim has just found out that the men on board the ship are pirates. He tells Dr. Livesey and Mr. Trelawney. They have to decide what to do.
A: Dr. Livesey, Mr. Trelawney, I've just heard Long John Silver talking to the men.

WRITING

4 Choose one of the topics to write a newspaper article or a letter.
a The newspapers want to write about Jim and how he found the treasure. Use the information in the story and write a short newspaper article.
OR
b Jim has to decide what to do with all his treasure. Write a letter to Jim giving him some advice.

EP4

Audioscripts

1.1

A hospital in Ethiopia

We are visiting a hospital in Wardher, in Ethiopia. I'm interviewing Dr. Fatemeh Amini. She is one of the many doctors who is working in Wardher.

What kind of work are you doing here?
In my job in Wardher, I identify people's health problems, and I train the health center's staff, too. Right now, we have nurses setting up a mobile health clinic in a remote area, where people don't usually get to see a doctor. I also work closely with the community so that local people can learn about the health services we offer.

What is life in Wardher like?
Life is very hard here. People don't have a very healthy diet. It consists mostly of staple foods like pasta and bread. Many people don't have the most basic things – water, food, healthcare, education. Very few people have access to medical assistance. Fortunately, the community now knows what services we provide, and the people trust us to help them.
People come for medical help: women with babies who need vaccinations; sick children; people with injuries or snakebites. More and more people are coming to the hospital every day.

Can anybody work here?
There are certain requirements. First, staff need at least two years of professional experience. Then, although there is no age limit, you have to be physically fit because the living conditions here are difficult.

How long do you stay in one place?
Most contracts are for six months, but some last up to twelve months. There's a lot to do here – so I'm not going anywhere else for a while!

1.2

Ian: What are you watching?
Michael: Oh! It's a video about the life of a doctor.
Ian: Do you want to be a doctor?
Michael: Of course I do! That's why I am trying to get information about them. This is an interview with Dr. Allen.
Dr. Allen: My day usually begins at the hospital, but today I am working at one of our clinics. First, I wash my hands and put on my white coat. This is very important to prevent infections. Then I go to my office, because lots of people are waiting for me already. They are not feeling well. I examine them, and I write a prescription.

1.3

World Blood Donor Day

Do you want to save a life?
Do you realize that you have something of great value within you? It's your **blood**! This is the substance that works as the body's **transportation** system. As it circulates throughout your body, it delivers **oxygen** and nutrients to all the places that need them. Blood also collects **waste** products, such as carbon dioxide, and carries them to the **organs** that make sure they leave the body.
Blood can be **replaced**, too. We can take it from one person and give it to another, by a process called **transfusion**. Every day, this process saves millions of lives. That's why hospitals need to collect blood. The blood that people donate is kept in blood **banks**.
To help encourage more people to give blood, a World Blood Donor Day has been declared. Now, annually, on June 14, groups all over the world organize events where people **volunteer** to donate blood. Every year, more than **one hundred** million people take part in blood donation. Why don't you become one of them?

2.1

First aid

Cuts and wounds
Any break in the skin means that bacteria, or germs, can enter the body. Bacteria can grow and lead to infection.
Before you do anything else, you must wash your hands. Then you should rinse the wound under cold running water. Sometimes this won't be possible – but try to clean it the best you can. Dry the area around the wound and place a bandage over it.

Nosebleeds
The patient should sit down with their head forward. With their fingers, the patient should

gently hold their nose closed. But breathing shouldn't stop! The patient should breathe through their mouth. After about ten minutes, the bleeding from the nose should stop.

Bites and stings

Some insects, such as bees, leave a small stinger in the skin. You should remove this stinger as soon as possible. If you put something cold like a wet cloth over the area, that should help stop the pain. Snakebite victims must go to the hospital immediately. Try to identify the snake, so that doctors can give the patient the right antidote. Some people take a picture of the snake on a cell phone to help identify it!

Burns

You should cool the skin with water for between ten and thirty minutes. This should stop the burn from getting worse. You shouldn't use ice or butter on the burn. You should cover it (when it is possible) with a clean, clear plastic bag.

And remember, in all emergencies, you shouldn't take any medicine without getting a doctor's prescription first.

2.2

Many different types of germs can also cause infections and illness. Most are not serious and go away after a few days, but others can be very serious. We should all practice basic hygiene to make sure we don't catch germs or spread them to others.

The best way to prevent infections is to wash your hands frequently. Dirty hands carry germs into the body when you do things like bite your fingernails or use your hands when eating. That's why you should always wash your hands thoroughly with soap and water after using the bathroom and before eating.

Food and water can also spread germs that make you sick. To help protect yourself, you should cook food thoroughly. We know that fruit and vegetables are usually healthier to eat when they are fresh and raw – because they contain more vitamins. But you shouldn't eat any raw fruit or vegetables without washing them first. You should also be very careful when eating meat – it should always be well cooked. Cooking destroys germs, so well-cooked meat is a good idea.

Animals that swim or drink in rivers can spread germs to the water. So you should never drink from rivers or lakes unless you are sure that the water is safe for drinking.

Animals can also spread germs, so you should always wash your hands thoroughly after touching animals.

3.1

Seven-year-old boy saves family from robbers
Dallas, Texas (March 10)

A seven-year-old boy's brave actions saved his family from robbers. While his parents tried to deal with the robbers, he locked himself in the bathroom with his little sister and called the police. "There are robbers in our house. Can you come really fast? Please!" the police officer heard Charlie Walters shout.

The boy talked about his scary experience to news reporters this afternoon.

Charlie and his little sister were in the yard when he realized that someone was in the house with his parents. "First, I saw a strange man. He was in the street, looking at our house. Then I looked through the window, and I saw two other men in the kitchen. I heard them say, "Give us all your jewelry and money!"

"I took my mom's phone, and my sister and I ran to the bathroom. I locked the door and called the police. I told them there were robbers in our house."

But the robbers heard the boy. They knew he was on the phone to the police, so they ran away. Fortunately, they didn't injure anyone and – thanks to Charlie's bravery – they didn't take anything.

At a news conference, a police officer gave the boy a police hat as a reward for his bravery. "The courageous action of this young boy saved his family," he said.

3.2

Narrator: Today we're talking to Sally Dawson, from Boston. Sally, this story is about you and an old school friend, is that right?

Sally: Yes, that's right. When I was in school, my best friend was named Jane. But we went to different colleges, and we didn't see each other for many years. Later, Jane and her family moved from Boston to Newport, a town about two hours' drive from Boston. After that, we lost contact completely. Then, a few weeks ago, I decided to look for her again. I tried to find her on the Internet, but I couldn't find anything about her.

Narrator: So you traveled to Newport to look for her?

Sally: Yes. I traveled there by bus. I went to the local newspaper and asked them to help me. They were interested in my story, so a reporter interviewed me and wrote an article about me in the local paper. The reporter took a picture of me, next to a famous building.

Narrator: And then?

Sally: Well, two days later, I got a phone call. It was my old friend, Jane. She was so happy to find me.

Narrator: So she saw the article and the picture in the paper?

Sally: Yes, but that's not all. The strangest thing was, when we met up, she said, "Look carefully at the building. There you are in front of it ... now look to the side of the building. There's someone there ..."
I looked carefully – and to my surprise, it was Jane! She was in the same picture! We didn't see each other that day because she had her back to the photographer. But it was her! That day we were so close to each other – but we didn't realize it.

Narrator: So your story had a happy ending!

Sally: Yes, it sure did. We were so happy to see each other again.

3.3

1 gave **2** take **3** worked **4** try **5** speak
6 had **7** hear **8** run **9** saw **10** heard

4.1

Rostam and Sohrab

Rostam is the most celebrated and legendary hero in *Shahnameh*. He was known for his heroism, chivalry, and love of adventure. He had a horse named Rakhsh that he loved dearly.

One day, Rakhsh went missing and Rostam went on a quest to find Rakhsh. While he was traveling, he reached a city named Samangan. When he asked the king of Samangan for help finding Rakhsh, the king agreed. While he was staying in Samangan, he met Tahmina, the king's daughter, and he married her. He stayed with Tahmina for a while, but he had to go back to his hometown when he found Rakhsh.

After nine months, Tahmina gave birth to Rostam's son, Sohrab. As the years passed, Sohrab grew to be a strong and respected warrior like his father.

After many years, Sohrab had to face his father in a difficult battle. Rostam's army was strong and had men from every tribe, and he even had strong slaves.

Rostam defeated Sohrab in the battle. While they were fighting, Rostam killed his own son with his sword. He didn't realize who he was.

When he found out the truth, it was too late. He only knew when he saw that the dead Sohrab was wearing a bracelet that he had given to Princess Tahmina many years before.

4.2

1 challenge **2** character **3** characteristic
4 cheese **5** chivalry **6** share

4.3

Shapur I was a **Persian king** of the **Sasanian Empire**. In around 260, Shapur I defeated the **Roman Army** led by the emperor Valerian. The whole Roman army was **captured**, including Valerian himself. Valerian was a captive for the rest of his life. Not long afterwards, Shapur I started using the **captives** to **expand** his empire. Shapur I was a smart man, and he used the experience of his captives in **building**. He built **the city of Godenshapur** and the **Dam of Caesar**. He was the author of many **rock reliefs**. The carvings on these rocks show that he was a great supporter of **minorities**, and he expanded the Sasanian court. Shapur I died in Bishapur in May **270**.

5.1

Angkor Wat

Angkor was the site of several capital cities of the Khmer Empire for about five and a half centuries. It dates back to the twelfth century. Archeologists have found among its ruins some of the most important ancient buildings in the world. There were about one hundred temples, including the famous Angkor Wat.

The entire city is about twenty-four kilometers long from east to west, and thirteen kilometers from north to south. Around the temples, there were many canals and a bridge that was 188 meters long.

From the early fifteenth century, when the people of Angkor left the city, until the late nineteenth century, Angkor was deserted and became an empty city in the jungle. In the mid nineteenth century, a French explorer named Henri Mouhot wrote about it. His writings and drawings have helped make Angkor one of the most important historical sites in Southeast Asia.

Since then, French, Japanese, and UNESCO archeologists have worked together to rebuild the city. They have carefully taken some temples apart stone by stone, and then rebuilt them.

Since the late 1990s, Angkor Wat has become an important tourist attraction. This has created a lot of money for rebuilding work, but tourism hasn't only had positive effects. Many people have not shown respect for the ancient site, and have written and drawn on the ruins. Others have built hotels near the site, and these buildings have also led to problems. The site can't support the huge number of people who live, work in, or visit the area.

In 1992, UNESCO declared Angkor Wat a World Heritage Site and started a program to protect the ruins.

5.2

Copan

In western Honduras, an ancient site is located **700** meters above sea level. Copan was one of the most important sites of the Mayan civilization. The first evidence of life in Copan dates back to **1500** BCE. The first Mayan leader started a dynasty of **16** rulers that transformed Copan into one of the greatest Mayan cities. Copan's greatest period is said to have been between 300 CE and 900 CE. During that time, major improvements of its culture took place, among which were great accomplishments in fields of study such as mathematics, heliography, and astronomy.

The downfall of Copan occurred around the **10**th century CE, most likely due to an inability to grow crops on the land around the city. Diego Garcia de Palacio discovered Copan in **1570** CE. The cultural and social significance of Copan led to UNESCO listing it as a World Heritage Site in **1980** CE.

6.1

A lost city

Machu Picchu, the lost city of the Incas, is more than 2,400 meters above sea level in the Andes mountains of Peru. It has survived on the top of a mountain since 1450, when the Inca people built it. Many archeologists believe it was the "mountain city" of the Emperor Pachacuti. Others believe it was a citadel, because it is very high on the mountain, with a good view of the valley and the river below. There is also evidence that it was possibly a religious site or a prison. The city consists of over 200 buildings – most of them houses and temples.

The Inca Empire grew into one of the world's greatest civilizations and lasted for about one hundred years. Most of the people at Machu Picchu probably died of smallpox, caught from travelers to South America in the first half of the sixteenth century. The Spanish arrived in Peru in 1572, and that is when the Incas probably left Machu Picchu.

The Spanish never found Machu Picchu. For the next few hundred years, the forest grew over the site, and because it was in the middle of a jungle, most people didn't know it was there. In 1911, an explorer discovered the ruins and wrote a book about the site. Since then, thousands of tourists have visited it. But this has led to many problems. Many people think that the new cable car, hotels, and stores have destroyed the beauty of the site. In 1983, Machu Picchu became a UNESCO World Heritage Site. Now UNESCO is thinking about putting it on its list of World Heritage Sites in Danger.

6.2

Interviewer: So, tell me, what were you like when you were a child? Have you always been interested in archeology?

Archeologist: Yes, I have. I was always very curious about things, which is important for an archeologist. I've always been interested in finding out about the past. I used to find rocks around where I lived and wanted to know what they were. Archeology is like solving a mystery. The first archeology site I worked at was in Iowa, in the US. It is a Native American village. I found things that were hundreds of years old, buried deep in the ground.

Interviewer: Where do you work now?

Archeologist: I teach students at a college. But every summer I take students on a research trip to a site in Armenia. In fact, I have just returned from one of these trips.

Interviewer: Can you tell us about a typical day there?

Archeologist: We get up at 4:30 a.m. – because we have to do eight hours of work before it gets too hot. After breakfast we start work – at just after 5 a.m. We have a break at about 9 a.m., and then we go back to work until our next break. By now it's boiling hot ... At 1 p.m. we go back to our campsite for a shower and to have lunch. Then we have free time until about 4 p.m., when we return to the site classroom for a few hours to take notes about the objects we've found. In the evening, we listen to talks about different aspects of archeology. Then we have dinner at about 7:30 p.m., and we are so tired then, that we often go straight to bed an hour later!

Interviewer: Has anyone ever found anything really interesting on a trip?

Archeologist: Yes! A few years ago an archeologist found the world's oldest leather shoe at a site called Vayotz Dzor. The shoe was 1,000 years older than the Great Pyramid of Giza. It's that kind of discovery that makes archeology so wonderful. When you touch an object from someone's life, so long ago, you feel a connection with that person. It makes them human, and you just forget that thousands of years have passed between their life and yours.

Interviewer: What are the biggest rewards that come with your job?

Archeologist: The biggest reward is that I spend my whole day thinking and talking about something that I find absolutely amazing. I'm never bored with my job. I've been able to travel to some amazing places!

7.1

The design and construction of the pyramids

The Aztecs, Mayans, and ancient Egyptians were very different civilizations that shared one thing: pyramids. But it is the Egyptian pyramid that most people recognize as the classic pyramid design – square at the bottom, with four triangular sides rising to a point. The Aztecs and Mayans built pyramids with steps and a flat top.

Before they had pyramids, the Egyptians buried their kings in rectangular blocks that were made of mud bricks. These were called *mastabas*. There was a room inside for the king's body and his possessions. Imhotep, who lived over 4,500 years ago, was the architect who put six *mastabas* on top of each other to make the world's first pyramid.

It took a lot of practice to get the pyramid design perfect. Today, some pyramids are in ruins because people built them on sand. Pyramids that people built on rock are still standing.

For centuries, people wondered how the Egyptians built their pyramids because there were few tools to build with and no trucks to move things. The Egyptians used their hands to make big blocks out of different kinds of sand, clay, and stone.

After they made the blocks, they pulled them to the pyramid site and put down the first layer of stones. But how did they place layers on top of that? The most popular idea is that they built ramps made of mud bricks. The next layer of stones was pulled up the ramps. Finally, they reached the top and covered it with white stones.

These pyramids show that the ancient Egyptians were intelligent people who had amazing technical skills.

7.2

Have you **ever** wanted to see the world from a different **angle**? Come and visit Taipei 101, an **amazing** building! There's so much to find out about, and your visit to the eighty-ninth and ninety-first levels will **blow** your mind! From the viewing points on these **levels**, you can see this modern architectural **achievement** for yourself.

Your visit begins in the reception **area** of Taipei 101. Here, you can get your tickets to **explore** the building.

Leave the reception area on the high-speed elevator, traveling at 1,010 meters per **minute**. Taking only thirty-seven seconds to ascend to the **observatory** at 382 meters above the **ground**, now you will be able to see a 360-degree **view** of Taipei.

You can then go up the **stairs** to the ninety-first level **outdoor** observatory.

You can even **shop** at Taipei 101, so why not take something home that will remind you of your **visit**?

8.1

Megacities

A megacity is a metropolitan area with a population greater than ten million people. In 2015, there were twenty-nine megacities. Mumbai, Tokyo, New York City, Dhaka, and Mexico City have populations of more than twenty million each.

The first cities began in the country we now call Iraq. The first city in the world with one million people was Rome, in the year 5 CE – a time when the world population was only 170 million, which is much smaller than it is today.

The first large modern city was Beijing, with a population of more than one million in the early nineteenth century. Soon after, New York and London had populations as big as Beijing's. But city life wasn't as popular then as it is today. In 1800, only three percent of the world's population lived in cities.

In the nineteenth century, many people from rural areas began to migrate to urban centers. They left their country cottages and farmhouses and moved to the cities, where it was easier to find jobs in the new factories. But cities were not as healthy to live in as rural areas because they were more crowded and sanitation was worse than it is now. For this reason, diseases spread more quickly in cities.

For the first time, more people now live in cities than in rural areas. The United Nations (UN) predicts that today's urban population of 7.3 billion will reach 8.5 billion by 2030. As many as three out of five people will live in cities. People are still migrating to cities all the time, looking for a happier life – nicer jobs, better healthcare, bigger homes, newer cars, and greater educational opportunities.

8.2

I've always lived in big cities. Shanghai is similar to other big cities. Life is **faster** here than in a rural place, or even a **smaller** city. It can be more **difficult**, too. But the good thing about Shanghai is its transportation system, and I think that helps make life a little **easier**. There are new airports, **quicker** trains to other cities, and buses that are **cleaner** and **safer** than the old ones.

Fortunately, in this part of the city there aren't **as many** people as there are in other areas, so it isn't **as crowded as** those parts. Also, crime is becoming a **worse** problem in those areas.

We lived in Sao Paulo, Brazil, for a few years, and that's an even **larger** city, so Shanghai feels much more comfortable to me. I certainly never feel bored because life is **more interesting** here. There are always new things to see, new people to meet, and new places to go.

Shanghai is becoming quite international. You can experience a **wider** variety of food and culture here than in many other places. Many foreign tourists find shopping here **cheaper** than in their own countries, although prices are rising for locals.

It is very busy here and getting **busier** every day. But people are still very helpful and friendly, and I have many friends and neighbors.

This city is **more exciting** than anywhere else I've ever been. It's a city that never sleeps.

9.1

What will the future bring? Here are some predictions ...

Computers

Computers will become our personal assistants. They'll know what we like and dislike, so they will help us make decisions: what to wear, what to buy, etc. Our lives will be much easier! We will always be online because we will wear a tiny computer in our clothing. This will connect us to the millions of other tiny computers there will be around us – receiving and sending information to our own, built-in "personal assistants."

Medical science

We can already visit a doctor by chatting online, but in the future more options may be possible. Telemedicine is trying to help doctors treat patients in rural areas, where hospitals don't have specialized doctors. Using remote technology, the doctor will be able to move a special robot around, to check a patient's heart, take X-rays, and get a close-up view of the patient.

Robots

Imagine you are lost in a forest. Soon it's going to get too dark for rescue workers to find you. And there's going to be a storm, so it will be too windy for planes to search from the air. But in ten years' time, we will have hundreds of tiny, intelligent robots that will search the area for you. They will send information about where you are to a large central computer, and you'll soon be home!

Flying cars

Long ago, people predicted flying cars. But this is no longer just a prediction. It's going to happen – a company is already making a flying car, which is going to cost about $300,000! Are you going to buy one? It will let you drive down a road, and then, when the traffic is busy, you can take off and fly to your destination!

9.2

In Silicon Valley and other places around the world, people are constantly working to improve the **Internet**. The creators of the first generation of the web wanted to make **information** accessible to everyone. The second generation was about enabling users to **connect** with each other. The third generation of the Internet is **going** to be focused on making it much more **intelligent**.

Our computers can already identify our interests based on previous web **searches** and can suggest other products or websites we might like.

Developers are now designing search tools that can handle more **complex** searches. For example, you **will** be able to type in several things you are looking for in one search instead of doing multiple searches.

Of course, Internet searches and other functions are going to be **faster** in the future. Some experts predict that future **websites** will be "pageless." In other words, there will be more **scrolling** and no clicking from one page to another on a site.

9.3

1 I'll carry your bags for you.
2 There's going to be a storm tonight.
3 In the future, there will be no schools. We'll all learn from home.
4 She's going to college next year, but she doesn't know what she'll study yet.
5 They're all going to the museum today.
6 Don't worry. We'll find our way to the station.
7 They are all wearing white sneakers.
8 I'm going to do my homework later.
9 I will call you when I get there.
10 He is going to study Political Science when he finishes high school. He'll probably study in New York City.

10.1

It's that time of year – summer vacation! How are YOU spending your vacation – traveling, or staying at home?

Zach: I'm taking a class to improve my English. The school is in Los Angeles, so I'm staying with my aunt and uncle, who live there. My cousin is joining me for the class, which lasts from Monday to Thursday. On Friday, my parents are driving from San Diego and spending the weekend with my aunt and uncle. When we go home, my cousin's coming with us. He hasn't been to San Diego in years, so we've planned lots of activities for him. We're going to the San Diego Zoo and Balboa Park. I can't wait for summer vacation to start! It's going to be fun.

Nina: My sister is graduating from college in New York City, so we're going to her graduation ceremony. We're staying in a hotel, and we're also planning to have lunch at a restaurant in the Empire State Building. I'm really looking forward to it because I haven't seen my sister since last semester.

Henry: I'm not doing anything really. Most of my friends are going away, so I don't know what I'm going to do. Does anyone have any ideas?

Brittany: I think vacation is for relaxing and doing what you want. For most of the summer, I'm staying at home because my dad is working, at the end of the summer we're going to stay with my grandparents for a week. They live by a beach, so I hope the weather will be nice!

10.2

Tala: Hi, Maryam! It's Tala here.

Maryam: Hi, Tala. Are you enjoying your vacation?

Tala: Yes, I am! But I'm really busy this week. What about you?

Maryam: Yes, I'm busy too. But don't forget, we're meeting on Tuesday to do our homework project together.

Tala: No, I haven't forgotten. I'm calling to ask you when we can meet to play tennis. Are you doing anything on Monday?

Maryam: I'm playing tennis with Dan in the afternoon, but I'm not doing anything in the morning.

Tala: I'm going shopping in the morning, so that's not good. What are you doing in the evening?

Maryam: I'm having dinner with my grandparents.

Tala: Are you going to visit them?

Maryam: No, they're coming here to visit us.

Tala: What about Wednesday? I'm not doing anything in the morning.

Maryam: I'm helping my mom get groceries on Wednesday, but I'm free in the evening.

Tala: I'm going out with my family in the evening. What are you doing after you've helped your mom?

Maryam: Oh, I'm busy then! I'm meeting my aunt in the afternoon, and she's taking me shopping. How about Thursday? I have a piano lesson because I'm taking a music exam next semester. But I'm free after that.

Tala: Yes, that's fine. I'm not doing anything in the afternoon. Should I come to your house?

Maryam: Yes, please come. Mom says it's OK. See you then!

Tala: Bye.

11.1

A short history of written communication

When people talk about the most important developments of civilization, they usually mention writing. Writing makes it possible for people to send messages over long distances and across time. Imagine living on Earth 30,000 years ago. If you are good at drawing, you will cover the walls of your cave with paintings of your hands. If you are a good hunter, you will draw the animals you've hunted to show people. Such drawings are among the earliest examples of writing.

Thousands of years pass, and writing moves from drawings to hieroglyphics and then to alphabets. As written language develops, people realize they can communicate with people farther away by sending letters. But if you want to send a letter, you need a postal service.

The earliest example of a postal service comes from ancient Egypt. It is a clay letter nearly 4,000 years old. The first government postal service began in China about 3,000 years ago. But people still needed something suitable to write on.

Then, 2,500 years ago, the Egyptians discovered a light, portable writing material: papyrus. Soon afterwards, messengers on foot or horseback carried messages in Egypt and China. In the year 14 BCE, the Romans organized Europe's first postal service, but after the Roman Empire collapsed, the service stopped.

In the late Middle Ages, private postal systems carried personal and business mail, and that increased greatly with the invention of the printing press in the fifteenth century. People still send letters today, but if they want others to get their news immediately, they send an e-mail.

11.2

Reading and **writing** were two of the most powerful developments in ancient **Egyptian** civilization. That is why **scribes** played an important role in early Egypt. Only scribes and **priests** could read and write. There were schools for scribes in the gardens and **squares** inside **temples**. Students had to memorize all the hieroglyphic **symbols**. Scribes didn't only keep records of important events; they also had to make important **decisions**. Later, a scribe sometimes became a **wise** man of the court, a leader for other people, or maybe an ambassador. The job of scribe was often passed from **father** to son in the same family.

12.1

Learning quiz

Do you learn better by seeing, hearing, or acting out the information you receive? In other words, are you a mostly visual, auditory, or tactile learner? Actually, everybody learns through a mixture of ways, but most of us have one particularly strong way of learning. If you find out which learning style you have, it can help improve your memory and your test scores.

12.2

If you have mostly *A*s on the quiz, you are a visual learner.

A You like to see demonstrations, diagrams, charts, and other visual aids in the classroom. You enjoy taking notes and using colors to highlight key information. If you draw outlines of your notes and create pictures of processes or events, you will remember things better. Always write down explanations and instructions as soon as you hear them.

If you have mostly *B*s on the quiz, you are an auditory learner.

B You don't remember information well until you have actually listened to it. For you, listening is more important than reading. If you listen to music while you study, it will distract you and you won't concentrate. When you travel to a new place, you will find it easier to remember directions if someone tells you before you go. This will be more helpful to you than following a map. If you listen to recordings before you take an exam, you'll remember things better, too.

If you have mostly *C*s on the quiz, you are a tactile learner.

C You like to take an active role in learning and enjoy activities like role-playing and sports. You remember things best after you've experienced them. You don't understand things as well if you only read about them. You're probably the kind of person who talks with your hands a lot! You like to study in groups because you enjoy group discussions. When you study, it will help if you take short breaks.

12.3

If you want to improve your English skills, you'll find a variety of different courses at our summer school!

Our school is a busy and lively center located in an attractive building in downtown. We have twelve classrooms. Our classes are small, with no more than twelve students, and our teachers are all very experienced in teaching students with different learning styles. As soon as you enroll, we'll give you a test to find out which level will be best for you. Our summer courses will give you the chance to improve your English language abilities and be ready for the next year at school! Our courses are fun and enjoyable. We offer a full range of activities for all ages that focus on grammar, pronunciation, and accuracy, through lots of communicative activities. There is also a strong focus on reading, writing, and grammar to help students at school as well as for international English exams.

We offer English courses for children (7–9 year-olds), pre-teens (10–12 year-olds) and teenagers (13–15 year-olds). Each course runs for a total of 24 hours. Classes start at 9 a.m., and last for three hours.

We use all the latest technology and have a huge library of materials for students to borrow. There is a self-access study center, and a cafe on site.

In the afternoons, there are optional activities: students can go home or return to school after lunch for sports, music and drama, or trips to places of interest.

So come along next week and enroll! You won't know how much fun you'll have until you join us.

13.1

One day, a poor man was walking past a restaurant. He was very hungry, and there was a lot of food with many delicious smells, but he didn't have any money. "Can you please give me some food?" he asked the cook. The cook gave him a small piece of dry bread.

As he was walking past the kitchen, the poor man smelled some delicious soup. "If I hold my bread over the soup, perhaps the bread will taste better," he thought. He entered the kitchen and held his bread over the pot of soup. Suddenly the cook came into the kitchen. "You were stealing some soup!" he shouted.

"No, I wasn't," said the poor man. "I only wanted to smell it."

"Then you must pay for the smell," answered the cook. "Give me a few coins."

"I don't have any money," said the poor man. "I only have a small piece of dry bread."

The cook took him to a wise man in the town and explained the problem. "I don't want much money, but I want some payment for smelling my soup."

The wise man thought for a few minutes. Then he took a few coins from his pocket. He held them next to the cook's ear and shook them. They made a loud noise. Then the wise man put the coins back in his pocket.

"Why did you do that?" the cook asked.

"That was your payment," answered the wise man.

"That wasn't payment. That was only the sound of coins!" complained the cook.

"The sound of the coins is payment for the smell of the soup," answered the wise man. "Now return to your kitchen."

13.2

All my life for sale

In 2000, John Freyer did an amazing **thing**. He was living in Iowa at the time. He decided to move to New York to find a new **job**. He wanted everything he owned to fit into his car. But there was a problem: he had too **many** possessions.

So he invited his friends to his apartment, and they **valued** all of John's possessions. They gave everything a **price,** and John advertised them on an online auction website. **Any** person who offered to pay the highest price for anything could buy that item. John sold **more** than 600 items including **some** false teeth, a typewriter, personal pictures, and his winter coat. He even sold **some** sugar! The project lasted for over a year. Soon his possessions were all over the world. Someone in Japan bought a bag of chips, and in the Museum of Modern Art in New York, you can see one of John's chairs. After the **sale**, he didn't have **much** left at all. Then he started another unusual project. He decided to travel around the world to see where all his possessions were. He wrote a book about his journey.

The experiment made John ask **lots of** questions about his life. What is the relationship between what we own and who we are? Do the things we buy really reflect the person we want to be? If you have only **a few** possessions, will your life become **much** easier, or **more** difficult?

The project didn't make John rich or famous, but it taught him **a lot** about happiness.

14.1

Do you think you have a great business idea?

Your business idea doesn't have to be original, but it has to be different from everything else. You have to offer something new.

Is your idea going to be popular with enough people? Is it something people feel they must have? To find out, you have to do some market research.

If your product or service costs too much, your customers won't buy it. Talk to your future customers to find out whether your price is affordable.

You have to find out as much as you can about your future customers. Who are your typical customers? What will they value in your product or service?

How much will it cost to produce your idea? When you figure out your costs, you can't forget about factory costs, wages, office equipment, etc.

You must have enough money to support yourself and your business until you start making a profit from it.

Even the best business ideas won't work if you don't have the skills and the ambition. You must want to succeed!

Can you build on your idea in the future by adding new products or services, entering new areas, or improving the original design?

14.2

Narrator: Hello listeners. Welcome to today's program. We're talking to a young businessman. Daniel, tell us about yourself and your business. How did it all start?

Daniel: Hi. I'm Daniel, and I'm nineteen. I'm a student, and I also own an online T-shirt printing business. I started the company when I was sixteen. I was ordering T-shirts for my school drama club, and that's when I realized that there was a market for something different in T-shirt design.

Narrator: Who is your typical customer?

Daniel: My customers are people who want T-shirts for any group or event. We sell to people all over the world.

Narrator: What are the main differences between your company and your competitors?

Daniel: We sell the same product, but we provide them faster, and they are thirty to fifty percent cheaper.

Narrator: Your business is growing very fast. Did you expect it to grow so quickly when you started it?

Daniel: No, I didn't expect it to grow this fast at all. I first started selling the T-shirts to clubs and teams in my school and in other schools in the local area. But I didn't start a website and online business until two years ago. That's when our profits really increased.

Narrator: At sixteen, you probably didn't have much experience in running a business. Where did you get advice?

Daniel: You're right. I didn't have any experience at all. I didn't get much advice, but I studied existing businesses and learned a lot from them. I knew one thing about business: you have to provide a product that people really want. For my business, this means two things: customers want an affordable T-shirt, and they want their own design on it. I've given them a product that does this.

Narrator: Are you planning to build your business or start a new business?

Daniel: I believe we have a better product than any of our competitors, and I think we can grow much larger. So, yes, I have big plans for the future of this business!

Narrator: What advice do you have for teenagers who want to start a business?

Daniel: You must be ambitious and you have to believe in yourself. If you believe in your idea, then others will too.

15.1

The most endangered animals in the world

Animals become endangered for three reasons: hunters target them because of their skins or fur, their habitat is under threat from development, or their habitat is changing because of global warming.

The tiger is one of the largest and fiercest of the big cats. Although their numbers are starting to increase, scientists believe that there are fewer than 4,000 tigers left in the wild. They are threatened by illegal hunting, loss of habitat, and climate change.

The polar bear and the walrus are endangered species because of global warming. Of all habitats, theirs is probably the coldest and also under the greatest threat. Polar bears can swim for a long time. There is a record for the longest swim by a polar bear: nearly 700 kilometers! Walruses are best known for their long tusks: some can grow up to almost one meter long!

Penguins are at risk because of water pollution and oil spills. They are the fastest swimmers of all birds, and they can dive the deepest.

There are about 900 mountain gorillas surviving in the wild. They are one of the most intelligent animals; they can even cry, though not with real tears!

Millions of monarch butterflies migrate every year, and their forest habitat is at risk. They are among the most colorful and most beautiful of all butterflies, but their numbers are decreasing rapidly.

The Javan rhino is one of the rarest animals: there are fewer than sixty Javan rhinos left in the wild because their rainforest habitat is under threat.

The giant panda is the most recognized symbol of animal conservation. Pandas may look like one of the world's cuddliest animals, but they are also one of the most dangerous types of bear!

15.2

The ant and the chrysalis

An ant was looking for **food** when it came across a **chrysalis**. The chrysalis moved its **tail**, and the ant saw **that** it was alive. "Poor **animal**!" cried the ant. "What a **sad** life! While I can **go** where I want, you are caught inside **your** little white shell." The chrysalis heard all this, **but** did not say anything. A **few** days later, the ant passed **that** way again, but the **shell** was empty. Suddenly, the ant felt a **light** breeze and saw a beautiful **butterfly**. "Look at me," said the butterfly. "I can fly!" And it **flew** away into the **bright** blue sky.

16.1

Monsters of the deep

For many years, scientists thought that the giant squid must be the largest squid in the world. This enormous creature lives in the deepest, darkest, coldest parts of the ocean. Scientists think that the giant squid can grow up to eighteen meters in length, and it might weigh as much as a ton. Giant squids have eight powerful arms and two long tentacles. These tentacles surround a beak that is so strong it could cut through steel! The giant squid's huge eyes, which can measure up to twenty-five centimeters in diameter, are the biggest eyes in the animal kingdom.

But some people believed there might be an even bigger squid – the "colossal squid." When, in 2003, fishermen near Antarctica caught the most amazing squid, scientists realized the giant squid might not be the biggest squid after all. Then, in 2007, a New Zealand fishing boat caught the largest squid ever recorded. The fishermen couldn't believe what they'd found. Scientists estimate that it could be about ten meters long and weigh 450 kilograms. We can't be sure of its true length because the tentacles shrink after the squid's death. Scientists now believe that the adult colossal squid could grow to over twenty meters, which is longer than a bus.

So now we can be sure that the world's largest, and probably scariest, squid is the colossal squid. Its body is heavier and has more muscles than the giant squid. It also has twenty-five tooth-like hooks as sharp as razors at the ends of its tentacles. Whales, elephant seals, and sharks eat squid, and scientists think that these hooks could have caused the scars found on some whales.

It can't be very enjoyable having your dinner fight back!

16.2

Interviewer: John works for a shark cage diving tour operator. John, could you tell us more about shark cage diving. What is it exactly? It must be very dangerous to dive where there are sharks, right?

John: Yes, it can be. That's why it's called cage diving. Divers can't just swim freely in the water. They sit in a metal cage, which is just under the surface of the water. So, when a shark swims past the cage, the diver can get a good close view of it! Of course, it is always possible that the diver might not see any sharks.

Interviewer: Oh, that must be disappointing. So, can you tell us if there's a best time to go shark cage diving?

John: Here in South Africa, the best time to see the great white sharks is in the winter. That's when the sharks come closest to the shore, because they know they might have the best chance of finding food.

Interviewer: Do divers need any special qualifications?

John: No. Even though some might have dived before, they don't have to be experienced or qualified divers. What we do is give all divers a short lesson before they go into the cage. They aren't diving, you see – they're just sitting in a cage, wearing special breathing equipment, which is a tube that carries air from the boat to the cage. But they must take the lesson before we let them in the cage.

Interviewer: Can you tell me exactly what happens on a dive?

John: Sure! The trip takes about five hours – including breakfast on the boat. The boat leaves at about 8:30 a.m., and after about half an hour, we stop sailing so that we can drop some food into the water.

Interviewer: That's interesting. Why do you do that?

John: So that the sharks will come! They can smell blood in the water from a long way away, you see. Then all we have to do is wait. We might have to wait an hour or two, or we might not. We never can tell. When we see a shark coming closer, the diver gets into the cage. This cage is made of the strongest metal, so it's completely safe. When the diver is safely inside the cage, wearing the breathing equipment, then we drop the cage about one meter down into the water.

Interviewer: Is it safe?

John: Yes, it is. A shark might come up to the cage, and might push it with its nose, but they are not interested in eating humans. Humans aren't their natural prey. So, you see, there isn't really any danger. It's the safest thing! Could I interest you in trying shark cage diving?

Interviewer: Definitely not!

Workbook answer key

INITIAL TEST

Exercise 1

1 b **2** c **3** a **4** c **5** b **6** c **7** b **8** c **9** c **10** b **11** a **12** b **13** c **14** c **15** a **16** b **17** c **18** b **19** b **20** c

Exercise 2

1 are you doing **2** am writing **3** are traveling **4** are **5** aren't **6** are **7** are taking **8** am going to be

Exercise 3

1 played **2** tried **3** weren't **4** was **5** had **6** took **7** put **8** had to **9** were **10** began

Exercise 4

1 do **2** some **3** have **4** isn't **5** so **6** have to

Exercise 5

1 We usually go on Saturday mornings.
2 How much homework do we have today?
3 When did you buy your new phone?
4 I might not go to the recreation center tomorrow.
5 Tom is playing soccer right now.
6 How many hours does she work every day?

MODULE 1

UNIT 1

Exercise 1

1 *Aila usually gets up at 8 a.m., but today she's having breakfast at 8 a.m.*
2 Aila usually does her homework at 9 a.m., but today she's going shopping with her grandma at 9 a.m.
3 Aila usually goes shopping with her mother at 10:30 a.m., but today she's visiting Aunt Samira at 10:30 a.m.
4 Aila usually chats with her friends on Friday afternoons, but today she's going for a walk with her cousins.
5 Aila usually has dinner with her family at 7:30 p.m., but today she's having dinner with her grandparents at 8:30 p.m.

Exercise 2

1 *are, doing* **2** go, aren't going, are getting **3** is going, go **4** is cooking **5** helps, am doing, is visiting **6** have, are learning

Exercise 3

1 *I often read magazines.*
2 Fatemeh is eating fish now.
3 We always study hard before our exams.
4 Right now, Mani is working as a journalist for a magazine in Tehran./ Mani is working as a journalist for a magazine in Tehran right now.
5 Every summer, we spend our vacation in Australia./ We spend our vacation in Australia every summer.

Exercise 4

Students' own answers

Exercise 5

1 *They are waiting to start work.*
2 They start work early because snakes come back to their holes just after sunrise.
3 The bags are to put the snakes in.
4 Surya usually goes to school during the day.
5 Today he is learning the snake catcher's job.
6 They can tell that there is a snake when they see an old skin lying outside the hole.
7 The snake is hissing because it is angry.
8 They are grateful to the snakes because they are providing a cure for people with snakebites all around the world.

Exercise 6

1 *disease* **2** vaccination **3** remote **4** centers **5** clinics **6** vaccinate **7** examine **8** injuries **9** prescriptions

Exercise 7

1 *am visiting* **2** are waiting **3** want **4** am talking **5** do you think **6** am **7** don't usually take **8** am doing **9** need **10** are running out **11** are saving

Exercise 8

1 *The reporter is interviewing someone about being a blood donor.*
2 Sue teaches in an elementary school.
3 She thinks it is very important.

4 They are in danger because many places are running out of blood for transfusions.
5 She is saving lives by donating blood.

Exercise 9
1 *important* **2** circulates **3** carries **4** nutrients
5 waste **6** organs **7** replace **8** banks **9** encourage
10 donate **11** volunteers

Exercise 10
2
a reading, music, sports, soccer, judo, playing the guitar; Wednesdays and Saturdays
b playing in a concert at school and finishing the book he is reading
c Next week he is practicing judo because he is working for his blue belt.

Exercises 11 and 12
Students' own answers

UNIT 2

Exercise 1
1 *must* **2** should **3** should **4** shouldn't
5 must **6** must

Exercise 2
Students' own answers

Exercise 3
1 *a sting* **2** a bruise **3** a burn **4** a bite **5** a wound

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

Exercise 5
1 *shouldn't* **2** shouldn't **3** should **4** ought to
5 shouldn't **6** should

Exercise 6
Suggested answers
1 *You should speak English whenever you can.*
2 You should ask the teacher to help you.
3 You ought to wear them for just a few hours every day.
4 You should/must stay in bed.
5 You should always put it in a safe place.
6 You shouldn't eat so much candy.

Exercise 7
Students' own answers

Exercise 8
1 *a* **2** b **3** b **4** b

Exercise 9
1 *diseases* **2** viruses/bacteria **3** antibodies **4** cells
5 healthy **6** experiments

Exercise 10
2
a Mahan must get some malaria tablets from her doctor or health center.
b She ought to bring cool clothes and sandals for the city.
c You shouldn't step on snakes or spiders in bare feet.
d She should bring dark clothes.
3 Students' own answers

Exercises 11 and 12
Students' own answers

MODULE 2

UNIT 3

Exercise 2
1 *When did the fire happen?*
It happened on Friday evening.
2 Where was Anna at the time?
She was at her desk.
3 What did Anna see?
She saw thick black smoke coming out of the kitchen window next door.
4 What did she do next?
She ran outside and knocked loudly on the neighbors' door.
5 Why did the neighbors not know about the fire?
They didn't know about the fire because the kitchen door was shut.
6 Where were the children?
The children were asleep upstairs.
7 How did she rescue the children?
Anna helped her neighbors wake the children up and take them outside to safety.

Exercise 3
1 *was/were* **2** got up **3** saw **4** ran **5** took **6** gave

Exercise 4
1 *didn't play, went* **2** didn't watch, read
3 didn't walk, rode **4** didn't read, wrote

Exercise 5
1 *looked* **2** ran **3** was **4** said **5** fell **6** called
7 arrived **8** took

Exercise 6
1 c **2** a **3** b

Exercise 7

1 *Why was the old woman on the sidewalk?*
2 Why couldn't the woman walk?
3 How long was the woman on the sidewalk?
4 What did you tell the woman?
5 Where did they take the woman?
6 What did you do after the ambulance took the woman away?

Exercise 8

Students' own answers

Exercise 9

1 *grew up* **2** didn't have **3** stopped **4** found
5 learned **6** decided **7** worked **8** built
9 laughed **10** saw **11** had **12** could

Exercise 10

1 *His education was too expensive for his family.*
2 He invented a windmill and a mechanical pump.
3 William attached a light bulb to the blades of a windmill, and it produced electricity.
4 William used wood and metal to build his windmill.
5 The villagers' lives improved because they had electricity and pumped water.

Exercise 11

1 *went*, didn't buy, met, had
2 watched, watched, didn't like
3 didn't see, were
4 wanted, didn't have

Exercises 12, 13, and 14

Students' own answers

UNIT 4

Exercise 1

1 *was sleeping, heard* **2** were having, knocked
3 was skiing, began **4** started, ran **5** were you going, saw **6** were you talking, called **7** were waiting, heard **8** was doing, called

Exercise 2

1 *happened* **2** was walking **3** fell **4** was passing
5 caught **6** hit **7** was riding **8** had **9** was traveling
10 was driving

Exercise 3

1 *was working* **2** was talking on the phone
3 were watching television **4** was sewing

Exercise 4

3 Nasreddin tries to save the Moon

Exercise 5

1 *What time of day was it?*
It was the evening.
2 Why was he looking into the well?
because he wanted to see if there was any water in it
3 What did he see in the well?
He saw the Moon.
4 Why was the rope so difficult to pull up?
because it was wrapped around some big rocks
5 When did he see the Moon in the sky?
when he fell backward

Exercise 6

1 *While* **2** when **3** when **4** when **5** While
6 when **7** when **8** while

Exercise 7

Students' own answers

Exercise 8

1 *kings* **2** heroism **3** warriors **4** respected
5 adventure **6** defeated **7** battle

Exercise 9

1 *heroism* **2** battle **3** respected **4** adventure
5 defeated

Exercise 10

1 *receives* **2** fulfills **3** gets **4** back **5** faces **6** give

Exercise 11

1 *marry* **2** battle **3** castle/palace **4** quest **5** reward
6 castle/palace

Exercise 12

1 Students' own answers
2 **a** *the middle*
b the beginning
c the middle
3 Students' own answers

Exercises 13 and 14

Students' own answers

PROGRESS TEST 1

Exercise 1

1 are writing **2** am working **3** do you want
4 don't know **5** does **6** arrive **7** wash **8** put on
9 visit **10** write

Exercise 2

1 shouldn't **2** should **3** should **4** shouldn't
5 should **6** Should **7** ought to **8** should
9 shouldn't, ought to

Exercise 3
1 were **2** was **3** were you doing **4** was driving
5 was going **6** happened **7** stopped **8** hit
9 did you feel **10** felt

Exercise 4
1 While, was waiting **2** when, go **3** while, shouldn't
4 When, walk **5** while, are waiting

Exercise 5
1 begins **2** is examining **3** is lying **4** caught, was running **5** when **6** started **7** were waiting
8 is staying

Exercise 6
1 prescription **2** injury **3** vaccinations **4** antibodies
5 X-ray **6** nosebleed, blood **7** disease, virus

Exercise 7
1 Antivenin **2** hero **3** treasures **4** transfusion
5 temperature **6** an accident **7** fans **8** invention
9 sword **10** defeated

MODULE 3

UNIT 5

Exercise 1
1 *have taken* **2** have given **3** have suggested
4 have dated **5** have believed **6** have revealed
7 have included

Exercise 2

Base form	Simple past	Past participle
write	*wrote*	*written*
become	became	become
be	was	been
bring	brought	brought
create	created	created
enjoy	enjoyed	enjoyed
find	found	found
go	went	gone
think	thought	thought
increase	increased	increased
show	showed	shown
take	took	taken
work	worked	worked
put	put	put
give	gave	given
believe	believed	believed
want	wanted	wanted

Exercise 3
1 *have* **2** went **3** have always wanted
4 did you think **5** was **6** put **7** did you enjoy **8** did
9 Have you ever traveled **10** have never been
11 have seen

Exercise 4
1 *has made* **2** has found **3** has worked
4 have arrived **5** has mapped **6** has discovered
7 have found **8** have uncovered **9** have found
10 have not come **11** have not found
12 have never been **13** have come

Exercise 5
1 *Where is Gobekli Tepe?*
It is six miles from the ancient city of Urfa, in southeastern Turkey.
2 What has Professor Schmidt found?
He has found rings of massive carved stones.
3 How long has Professor Schmidt worked in Gobekli Tepe?
He has worked there for more than a decade.
4 What evidence hasn't the team found yet?
They haven't found evidence that people have ever lived there.
5 Why haven't other people found the site before?
because the local people have never come to the site
6 Have other archeologists been to the site before?
Yes, they have.

Exercise 6
1 *temple* **2** capital **3** empire **4** explorers

Exercise 7
1 *Has, ever been, has, did he go, went*
2 Has, ever been, hasn't
3 Has, ever experienced, she has, was
4 Has, ever traveled, he has, did he travel, traveled
5 Have, ever taken, they have, did she/Paige have, did he/John have

Exercise 8
Students' own answers

Exercise 9
1 *have you been* **2** 've just got back **3** Did you enjoy
4 did **5** stayed **6** Have you ever been **7** haven't
8 've been **9** spent

Exercise 10
2 The places Sally has been are the Roman Baths and Pulteney Bridge. The place Sally hasn't been is the Astronomy Museum.
3 Students' own answers

Exercise 11
Students' own answers

UNIT 6

Exercise 1
1 *jungle* **2** sea **3** forests **4** river **5** mountains **6** valley

Exercise 2
1 *since* **2** for **3** since **4** for **5** for **6** since **7** for **8** for

Exercise 3
1 *For*, since **2** For, since **3** Since, for

Exercise 4
Students' own answers

Exercise 5
1 *How long have you worn those glasses?*
2 How long have you been in this classroom today?
3 How long have you known your best friend?
4 How long have your parents been married?
5 How long have you lived in your home?
6 How long have you studied English?
Students' own answers

Exercise 6
Students' own answers

Exercise 7
The stone structures cover a large area in the Middle East.

Exercise 8
1 *They found them in the middle of the desert.*
2 because they can only be seen from the air
3 They have been there for about 2,000 years.
4 They are similar to the Nazca Lines because they are very large stone structures that are visible from the air.
5 They were possibly used as a place of worship.

Exercise 9
1 *discovery* **2** visible **3** desert **4** journal **5** ancient

Exercise 10

Animals	People	Material	Buildings	Geographical features
jaguar	*archeologist*	brick	citadel	forest
lizard	builder	clay	market	jungle
monkey	expert	pottery	pyramid	mountain
shark	professor	stone	stadium	river
	researcher		temple	valley

Exercises 11, 12, and 13
Students' own answers

MODULE 4

UNIT 7

Exercise 1
1 *that/who* **2** that **3** that **4** that/who **5** that **6** that

Exercise 2
1 *The Mayans are the people who built pyramids in Mexico.*
2 The Thames is the river that runs through England.
3 Cleopatra was the queen who was the last pharaoh of ancient Egypt.
4 Paris is a city that is in France.
5 Lionel Messi is a soccer star who is from Argentina.
6 The Mall of America is the shopping mall that is the largest in the United States.

Exercise 3
1 *An architect is a person who designs buildings.*
2 Brick is a material that consists of dried mud.
3 Mud is a material that is found at the bottom of the river.
4 A pyramid is a structure that is found in Egypt.
5 A ramp is an object that is used to reach another level.
6 Sand is a material that is found at the beach.
7 A square is a shape that has four equal sides.

Exercise 4
Students' own answers

Exercise 5
This building is the largest shopping mall in Europe.

Exercise 6
1 *a* **2** c **3** d

Exercise 7
1 *escalators* **2** palace **3** field **4** entrance **5** staff **6** natural

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

Exercise 9
1 *which crosses the Tagus River in Portugal*
2 which helped with the financial assistance for the project
3 who cross the bridge every day
4 where you cross when other bridges are busy

Exercises 10, 11, 12, and 13
Students' own answers

UNIT 8

Exercise 1
Students' own answers

Exercise 2
1 *more frequent* **2** worse **3** cooler **4** darker
5 hotter **6** higher **7** more comfortable **8** cheaper
9 stronger **10** easier

Exercise 3
Beehive homes can be found in desert areas.

Exercise 4
1 *It was necessary to build homes so carefully because of earthquakes and weather conditions.*
2 Beehive homes are made of mud bricks.
3 The thick walls keep the sun out, and there are very few windows.
4 As the air inside the house gets hotter, it moves up higher, so that it's more comfortable at ground level.
5 They are used for storage, as well as for living in.
6 They are made of simple mud bricks that are cheap and easy to build with.

Exercise 5
1 *not as big as* **2** as nice as **3** as strong as
4 not as bad as **5** not as easy to find as

Exercise 6
1 ranch **2** roof **3** yard **4** high-rise building
5 balcony **6** apartment

Exercise 7
1 The high-rise building has stairs or an elevator.
2 It has eight floors.
3 The (higher apartments in the) high-rise building will have a better view of the city's skyline.
4 The ranch is better for people who are afraid of heights.

Exercise 8
1 *more difficult* **2** more exciting **3** healthier
4 more important **5** taller **6** younger
Students' own answers

Exercise 9
1 *more crowded* **2** higher **3** better, harder
4 more difficult **5** quieter **6** cheaper **7** heavier
8 friendlier

Exercise 10
Students' own answers

Exercise 11
1 *True*
2 False. The main reason for living in caves is that they give shelter from the extreme weather.
3 True
4 True
5 False. People in North Africa dug their homes vertically into the ground.

Exercise 12
1 *mountainous* **2** extreme **3** inhabited **4** vertically
5 advantage **6** constant

Exercises 13 and 14
Students' own answers

PROGRESS TEST 2

Exercise 1
1 Have you ever read
2 have never read
3 lived
4 have known
5 have changed, moved, were, have opened
6 have traveled, visited

Exercise 2
1 There's the woman who gave me a flower.
2 This is the island where we spent our vacation.
3 That's the architect who designed our school.
4 Can you show me the place where Charles Dickens lived?
5 I couldn't find the student who has my book.
6 Do you know the name of the person who lives here?
7 One day, I want to live in a house that has a yard.
8 Mrs. Smith is the lady who lives next door.
9 A brick is a clay block, which you use to build houses.
10 What's the name of the book that has a blue cover?

Exercise 3
1 more beautiful **2** bigger **3** farther **4** worse
5 noisier

Exercise 4
1 as hot as **2** as exciting as **3** not as friendly as
4 as fast as **5** as tall as

Exercise 5
1 pyramid **2** ranch **3** building **4** yard
5 rock **6** ramp **7** view **8** cottage **9** urban
10 concrete

Exercise 6
1 skyscraper **2** revolving **3** view **4** elevator
5 structure **6** floors **7** Architects **8** designed
9 apartments **10** center

MODULE 5

UNIT 9

Exercise 1
1 *is going to be* **2** are not going to take
3 are going to do **4** are going to make
5 are going to transform **6** is going to be
7 is also going to play **8** is going to affect

Exercise 2
1 *a* **2** a **3** a **4** a **5** b

Exercise 3
1 laptop **2** tablet **3** touch screen **4** smartphone
5 app

Exercise 4
1 *will create* **2** are going to grow **3** will not have
4 will choose **5** will want **6** is going to be
7 will become **8** Will the world be

Exercise 5
1 is going to **2** will **3** will, won't, are going to

Exercise 6
Students' own answers

Exercise 7
Suggested answers
1 *because glass in windows will be photosensitive*
2 Bathroom mirrors will double as touch screens.
3 They will show 3D pictures.
4 A touch screen panel in the car will help us find our way. Bus stops will have maps that can display our route and other information, which we will be able to download to our smartphones.
5 At the office, large screens will bring other people in offices around the world "into the room" when we need to talk to them.

Exercise 8
1 *screen* **2** download **3** photosensitive **4** interactive
5 route **6** portable

Exercise 9
2 a debit/credit card, an e-book reader
3 Students' own answers

Exercises 10 and 11
Students' own answers

UNIT 10

Exercise 1
1 *are seeing* **2** Are you planning **3** is running
4 is learning **5** are you doing

Exercise 2
1 can't **2** are leaving **3** will take/are taking
4 are sailing **5** are going to stay **6** are going to learn
7 am going to take **8** is going to have **9** will fly
10 are going to meet

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

Exercise 4
1 *We are having lunch at the cafe later.*
2 What are you doing next weekend?
3 Will you need a ride? I am going that way later.
4 Is Helia going to the library tomorrow?
5 What are your parents going to watch on TV tonight?

Exercise 5
1 *is doing* **2** is taking **3** is watching **4** is eating
5 is going

Exercise 6
1 *will* **2** won't **3** will **4** won't, will **5** Will

Exercise 7
1 *will call* **2** will, have **3** will carry **4** will be
5 won't tell **6** won't buy

Exercise 8
Students' own answers

Exercise 9
Suggested answers
vacation brochure, tour, schedule, vacation plan, tour plan

Exercise 10
an itinerary/schedule for a tour of Croatia

Exercise 11
1 *The tour lasts four days.*
2 The tourists are going to travel by cruise boat and on a felucca.
3 On Day 2, they will visit Kotor.
4 They will visit Venice on Day 4.
5 In Zadar, they will see the historical streets and the Krka National Park.

Exercise 12
1 *treasures* **2** waterfall **3** the world **4** island
5 felucca **6** preserved

Exercises 13, 14, and 15
Students' own answers

MODULE 7

UNIT 13

Exercise 1
1 *bill,* coin **2** bill, check **3** credit card
4 coin, gold

Exercise 2
1 *a few* **2** many **3** a lot of **4** some, any, a few
5 much

Exercise 3
1 *much* **2** a lot, some **3** any **4** a little, a few, a lot of
5 many **6** a lot of

Exercise 4
1 *some* **2** a few **3** a lot **4** any

Exercise 5
1 *many* **2** a few **3** many **4** much, some **5** a lot

Exercise 6

Count nouns	Noncount nouns
cow	*bread*
CD	money
shell	silver
check	food
lemon	juice
credit card	water

Exercise 7
1 *much water is* **2** much, is, some/a little
3 much, is, any **4** many sandwiches are
5 much milk is **6** many bananas are, a few

Exercise 8
1 *many; How many books did you buy yesterday?*
2 many; How many brothers and sisters do you have?
3 many; How many times a day do you brush your teeth?
4 much; How much was your computer?
5 many; How many pictures did you take?
6 much; How much water did he drink?
7 many; How many people did you invite?
8 many; How many mistakes did you make?

Exercise 9
1 *cattle* **2** shells **3** coins **4** bills **5** credit cards

Exercise 10
coins, credit cards, bills

Exercise 11
Students' own answers

Exercise 12
"Buy Nothing Day" was a day of protest against "buying too much."

Exercise 13
1 *False. Buy Nothing Day started in 1992.*
2 False. The organizers want people to think about supporting smaller, local stores.
3 True
4 False. He had a well-paid job.
5 True
6 True

Exercise 14
1 *coffee* **2** sugar **3** banana **4** cash
5 bill

Exercise 15
2
a The writer doesn't need his/her skateboard because he/she doesn't use it anymore. He/she would like to give it away to a child.
b The writer's favorite possessions are his/her photo albums. They weren't expensive because the writer made them himself/herself.
c The smartphone cost the most. The writer spent a lot of money on it because it is a good model. He/She uses it a lot, so he/she is happy with it.
3 Students' own answers

Exercises 16 and 17
Students' own answers

UNIT 14

Exercise 1
1 *have to* **2** should **3** shouldn't **4** don't have to
5 have to/must **6** can't **7** should, don't have to

Exercise 2
1 *You should write down any new vocabulary you learn.*
2 You shouldn't cross the road without looking left and right.
3 Do you have to wear a school uniform?
4 You don't have to buy one in advance.
5 You shouldn't look out of the window when someone is talking to you!
6 You must come to class on time every day.

Exercise 3
1 *new and fresh*
2 interviewing and questioning
3 people who are buying things
4 goods
5 not too expensive
6 create
7 money from it

Exercise 4
Students' own answers

Exercise 5
Jimmy Tomczak invented an affordable light shoe.

Exercise 6
1 c **2** b **3** b **4** c

Exercise 7
1 *design* **2** start **3** did **4** make **5** figure out

Exercise 8
1 *must* **2** must/have to **3** don't have **4** can't
5 have to/must **6** can't **7** don't have to **8** can't
9 have to/must **10** don't have to

Exercise 9
1 You will work at family vacation hotels in Canada and Mexico.
2 You will teach sports, arts and crafts, cooking, or music.
3 You must have previous experience working with children.
4 You need to be friendly and enthusiastic, energetic, and have the ability to teach activities to young children.
5 Yes, the hotel provides training and a uniform.

Exercises 10, 11, and 12
Students' own answers

MODULE 8

UNIT 15

Exercise 1
1 *farthest* **2** most difficult **3** longest **4** greatest

Exercise 2
1 *most poisonous* **2** biggest **3** most harmless, most dangerous **4** strongest, deadliest

Exercise 3
1 *Who is the most intelligent in your family?*
2 Who is the healthiest of all your friends?
3 Where is the most beautiful place in your country?
4 What is the most interesting book you've read?
5 What is the most useful thing you've ever bought?
6 What is the most exciting experience you've ever had?

Exercise 4
1 *walrus* **2** gorilla **3** penguin **4** panda **5** tiger
6 butterfly **7** Javan rhino **8** polar bear

Exercise 5

Opinion	Size	Age	Shape
talented	tall	old	round
		young	

Color	Origin	Material	Purpose
brown	*African*	clay	cooking
		leather	walking

Exercise 6
Students' own answers

Exercise 7
1 *beautiful young* **2** nice black **3** sweet red
4 big square **5** green pottery **6** tall Chinese
7 empty glass **8** small colorful **9** ancient Mayan
10 delicious chocolate

Exercise 8
1 *pass by* **2** breeze **3** chrysalis **4** come across
5 ant **6** shell

Exercise 9
b

Exercise 10
1 *He wanted to take a closer look at him.*
2 because the lion was asleep
3 He held the mouse in his paw.
4 because he was laughing
5 He didn't believe that such a small creature could help him.
6 He fell into the concealed hole where the rope net was.
7 The mouse heard the lion roaring.
8 The mouse chewed the rope of the net and freed the lion.

Exercises 11, 12, and 13
Students' own answers

UNIT 16

Exercise 1
1 *can't* **2** might, could **3** might, might, must
4 must **5** might, must

Exercise 2
1 *must* **2** must **3** could **4** must **5** must **6** can't

Exercise 3
1 *colossal*, enormous, giant, huge **2** beak
3 tentacles **4** sharp **5** ton **6** steel **7** shrink
8 diameter

Exercise 4
1 *scar* **2** powerful, muscles **3** hook, razor

Exercise 5
1 c **2** d **3** b **4** a

Exercise 6
1 *to become a better predator*
2 make other fish unable to see
3 the sticky liquid from its body
4 the sea cucumber's
5 wants to scare a predator away

Exercise 7
1 its tentacles
2 It squeezes a thick, sticky liquid from its body.
3 The sea cucumber escapes.
4 because it looks very scary

Exercise 8
1 *must* **2** must **3** might/could, might/could
4 can't, might/could **5** must **6** can't **7** must
8 might/could

Exercise 9
1 *cloudy* **2** dull **3** relaxing **4** boring **5** peaceful
6 harmless **7** narrow

Exercise 10
1 *a big round balloon* **2** an ancient Egyptian pyramid
3 elegant leather shoes **4** a poisonous green snake

Exercises 11 and 12
Students' own answers

PROGRESS TEST 4

Exercise 1
1 many **2** lot **3** much **4** much **5** few **6** much
7 any **8** some **9** some **10** little

Exercise 2
1 have to/must **2** don't have to **3** can't
4 have to/must **5** don't have to

Exercise 3
1 can't **2** can't **3** must **4** must **5** can't

Exercise 4
1 the most intelligent **2** the heaviest **3** the most poisonous **4** the best **5** the worst

Exercise 5
1 an old leather bag **2** a Chinese silk carpet
3 spicy Indian food **4** a big rough stone
5 a long poisonous snake

Exercise 6
1 cash **2** currency **3** product **4** research **5** check
6 price **7** a bargain **8** shells **9** affordable **10** start

Exercise 7
1 polar bear **2** tiger **3** walrus **4** butterfly **5** squid
6 shark **7** ant **8** crocodile **9** deer **10** penguin

FINAL TEST

Exercise 1
1 c **2** a **3** a **4** c **5** c **6** a **7** c **8** a **9** a **10** c **11** b
12 c **13** b **14** c **15** a **16** b **17** b **18** c **19** b **20** c

Exercise 2
Dialogue 1
1 are you doing **2** Have you already made
3 have made **4** am going to help **5** am studying
6 will you do **7** will go **8** will take
9 Have you ever been **10** went

Dialogue 2
1 are you waiting **2** are waiting **3** have been
4 hasn't come **5** did you arrive? **6** got **7** standing
8 will be late **9** will call **10** won't get

Exercise 3
1 some **2** much **3** a little **4** some **5** many

Exercise 4
1 We can't wear jewelry to school.
2 You can't forget your homework.
3 You don't have to wear a hat.
4 You should thank Mana for helping you.
5 Do I have to rewrite my essay?

Wordlist

Key:
adj = adjective
adv = adverb
n = noun
v = verb

All nouns are listed in the singular and can be assumed to form the plural by adding *s*, unless the noun has no plural form (e.g. *trousers*) or an alternative plural is listed (e.g. *balconies*, *ceremonies*).

A

adventure (n)
antibody/antibodies (n)
apartment (n)
app (n)
apple (n)
archeologist (n)
architect (n)

B

backache (n)
balcony/balconies (n)
banana (n)
bank (n)
bath (n)
battle (n)
beak (n)
bear (n)
become (v)
bee (n)
bee sting (n)
big (adj)
bill (n)
bite (n)
block (n)
blood (noncount n)
book (n)
brick (n)
bring (v)
broken (adj)
bruise (n)
building (n)
burn (n,v)
butterfly/butterflies (n)

C

camouflage (noncount n)
camp (v)
canyon (n)
capital (n)
cash (noncount n)
cattle (plural n)
cell (n)
center (n)
century/centuries (n)
ceremony/ceremonies (n)
challenge (n)
chameleon (n)
character (n)
characteristic (n)
check (n)
cheese (noncount n)
chivalry (noncount n)
choose (v)
citadel (n)
clay (noncount n)
clean (adj)
clinic (n)
coffee (noncount n)
coin (n)
college (n)
colossal (adj)
computer (n)
construction (n)
cough (noncount n)
country (noncount n)
course (n)
create (v)
credit card (n)
culture (n)
cup (n)
cut (n,v)

D

danger (n)
dangerous (adj)
defeat (v)
defend (v)
design (n,v)
diameter (n)
diet (n)
difficult (adj)
difficulty (n)
disappear (v)
disappearance (n)
discovery (n)
disease (n)
distract (v)
dive (v)
diver (n)
dolphin (n)
download (v)

E

easy (adj)
education (noncount n)
egg (n)
e-mail (n)
employment (noncount n)
enormous (adj)
environment (n)
equipment (noncount n)
examination (n)
excavate (v)

F

family/families (n)
feel (v)
feel sick (v)
find (v)
first aid (noncount n)
floor (n)
foreign (adj)
forest (n)
fortified (adj)
free (adj)

G

game (n)
giant (adj)
giant panda (n)
gold (noncount n)
good (adj)
gorilla (n)
graduate (v)
graduation (n)
graduation ceremony/ceremonies (n)

H

happy (adj)
health (noncount n)
health center (n)
healthcare (noncount n)
heritage (noncount n)
heroism (noncount n)
hidden (adj)
hide (v)
hieroglyphic (adj)
high-rise (adj)
homework (noncount n)
hook (n)
huge (adj)
hurt (v)

I

immunity (noncount n)
improve (v)
increase (v)
injury/injuries (n)
insect (n)
insect bite (n)
intelligence (noncount n)
intelligent (adj)
interact (v)
interest (n, v)
interesting (adj)
international (adj)

J

jaguar (n)
jeans (plural n)
jellyfish (n)
jungle (n)

K

knife/knives (n)

L

laptop (n)
last (v)
law (n)
letter (n)
level (n)
lizard (n)
look forward (v)

M

market (n)
medical assistance (noncount n)
messenger (n)
milk (noncount n)
money (noncount n)
monkey (n)
monster (n)
mountain (n)
mud (noncount n)
muscle (n)

N

native (adj)
newspaper (n)
nosebleed (n)

O

operation (n)
organ (n)
oxygen (noncount n)

P

painting (n)
pair (n)
panda (n)
penguin (n)
plan (v)
planet (n)
poison (n, v)
poisonous (adj)
polar (adj)
polar bear (n)
population (n)
powerful (adj)
prescription (n)
pretend (v)
pretense (n)
prison (n)
prosper (v)
protagonist (n)
public (adj)

Q

quest (n)

R

ramp (n)
ranch/ranches (n)
razor (n)
rectangular (adj)
replace (v)
recycled (adj)
respected (adj)
reward (n)
rhino (n)
river (n)
rock (n)
roof (n)
route (n)
ruin (n)

S

sand (noncount n)
scar (n)
sea level (n)
self-defense (noncount n)
server (n)
service (n)
settlement (n)
share (v)
shark (n)
sharp (adj)
shell (n)
shoe (n)
show (v)
shrink (v)
sick (adj)
silver (noncount n)
site (n)
slave (n)
small (adj)
smallpox (noncount n)
smartphone (n)
snake (n)
snakebite (n)
snorkel (n)
social (adj)
spit (v)
sport (n)
square (adj)
squid (n)
stair (n)
staple food (n)
steel (noncount n)
sting (n)
stomach (n)
stomachache (n)
stone (n)
sugar (noncount n)
swim (v)
sword (n)

T

tablet (n)
take (v)
telegraph (n)
telephone (n)
temperature (n)
temple (n)
tentacle (n)
tiger (n)
time (n)
toe (n)
ton (n)
tooth/teeth (n)
toothache (noncount n)
tower (n)
toy (n)
transfusion (n)
transportation (noncount n)
treasure (n)
triangular (adj)
tribe (n)

U

upload (v)

V

vaccination (n)
valley (n)
victim (n)
virus/viruses (n)
volunteer (v)

W

wait (v)
walrus/walruses (n)
warrior (n)
waste (noncount n)
water (noncount n)
website (n)
weigh (v)
window (n)
window cleaner (n)
work (n, v)
world (n)
wound (n)
wrist (n)

X

X-ray (n)

Y

yard (n)

Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
leave	left	left
make	made	made
put	put	put
ride	rode	ridden
ring	rang	rung
run	ran	run

Base form	Simple past	Past participle
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written

Teacher's notes

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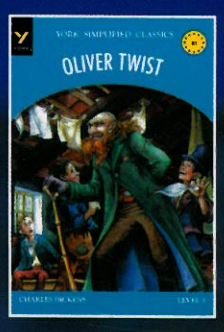
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B1

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Preliminary 1	A1-A2
Preliminary 2	A2-B1
Preliminary 3	B1
Mastery 1	B2
Mastery 2	B2-C1
Mastery 3	C1-C2

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