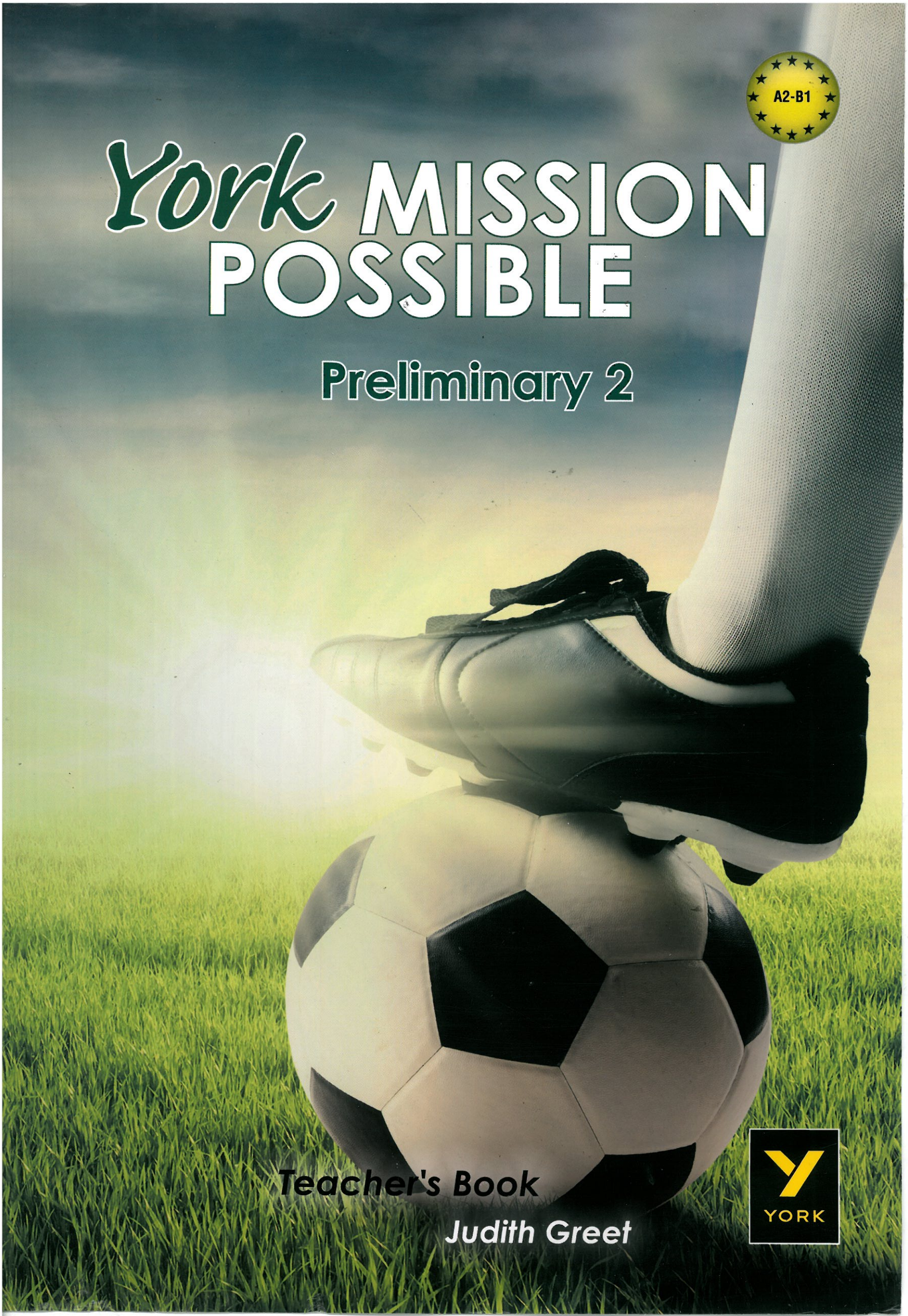
A2-B1

York MISSION POSSIBLE

Preliminary 2



Teacher's Book

Judith Greet

YORK

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Student's Book scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1 All about me ***page 5***		
1 Me and my family *page 6*	**Grammar:** the verbs *to be* and *have;* the possessive *s* **Vocabulary:** the family **Pronunciation:** the possessive *s* **Functions:** giving personal information; describing one's family	**Reading:** Anna's e-mail; a family portrait **Listening:** Harry talking about his family; Ivy talking about her family **Speaking:** describing a family; talking about your family **Writing:** about your family; about your friend's family
2 Home and school *page 12*	**Grammar:** *there is/are; a/an;* possessive adjectives and subject pronouns; *can/can't* **Vocabulary:** the home; the classroom; sports **Functions:** describing places; making preferences; expressing ability	**Reading:** Ali's new house; four athletes **Listening:** Nina and her classmates **Speaking:** describing houses and classrooms; talking about favorite things; talking about your abilities **Writing:** a description of your ideal house; about your favorite athlete

Project: Write about a member of your family.

Module 2 Our daily lives ***page 19***		
3 Daily routines *page 20*	**Grammar:** the simple present **Vocabulary:** airports and planes; the time; jobs; daily routines **Pronunciation:** the third person singular **Functions:** expressing routines; describing jobs; expressing opinions	**Reading:** a day in the life of a pilot; Ali's mother's job **Listening:** Robert and Sally's jobs **Speaking:** talking about your daily routine; talking about jobs; talking about activities **Writing:** about your daily routine; about a person's job and daily routine
4 Dangerous jobs *page 26*	**Grammar:** the simple present with adverbs of frequency **Vocabulary:** dangerous jobs; dangerous activities **Functions:** expressing frequency of actions; expressing likes and dislikes; conducting an interview	**Reading:** life at sea; Simon's adventure vacation **Listening:** dangerous activities **Speaking:** talking about how often you do activities; talking about excitement; role-playing an interview about dangerous jobs **Writing:** about how often you do activities; about someone's dangerous job

Project: Write about two dangerous jobs or two dangerous sports.
Review A ***page 33***

Module 3 Going places ***page 35***		
5 Let's go to a museum! *page 36*	**Grammar:** *there is/are* with *a/some/any; How many* **Vocabulary:** museums; places in towns and cities **Pronunciation:** intonation **Functions:** expressing quantity; describing places and buildings; agreeing and disagreeing	**Reading:** visit the Field Museum; the California Science Center **Listening:** opinions about modern buildings; Amina and Sara's visit to a museum **Speaking:** talking about places; talking about your town or city; talking about modern buildings **Writing:** about the area around your school; about a museum
6 Going shopping *page 42*	**Grammar:** count and noncount nouns **Vocabulary:** food; places in towns and cities **Pronunciation:** plural nouns **Functions:** expressing quantity; role-playing shopping; describing food	**Reading:** the Ladies' Market **Listening:** Ming's stall **Speaking:** planning a family celebration; role-playing shopping **Writing:** about what's in your shopping basket; a food quiz

Project: Write about your ideal town.

Module 4 In the past ***page 49***		
7 The time of the dinosaurs *page 50*	**Grammar:** the simple past form of *to be*; the simple past – regular affirmative forms; the simple past or the simple present **Vocabulary:** geographical features; dinosaurs **Pronunciation:** the past tense *-ed* **Functions:** inquiring about the past; expressing frequency of actions; giving facts	**Reading:** why dinosaurs disappeared; the Earth 140 million years ago **Listening:** two kinds of dinosaurs **Speaking:** talking about past events; talking about dinosaurs; talking about weekend routines; talking about last weekend **Writing:** about what you did last week; a description of your town fifty years ago and now
8 They were artists *page 56*	**Grammar:** the simple past – questions and negative forms; questions in the simple past **Vocabulary:** cave painting; countries and nationalities; museums **Functions:** expressing opinions; giving facts; inquiring about the past	**Reading:** cave art; a questionnaire **Listening:** prehistoric cave art in northern Spain; people talking about their countries; the Dinosaur Museum **Speaking:** talking about the past and the present; talking about countries and nationalities; talking about museums **Writing:** about a country; about a visit to a museum

Project: Write a report about a dinosaur.
Review B ***page 63***

Module 5 Literature *page 65*		
9 Famous detectives *page 66*	**Grammar:** the simple past – irregular verbs **Vocabulary:** types of stories; hobbies and the police; detective stories **Functions:** giving personal information; persuading; conducting an investigation	**Reading:** one author, two detectives; *The Hound of the Baskervilles* **Listening:** Arthur Conan Doyle **Speaking:** talking about last weekend; talking about famous detectives; role-playing an investigation **Writing:** about what you did last week; about your favorite detective; the ending of a story
10 Telling stories *page 72*	**Grammar:** the simple past with *First, Then, Next,* and *Finally*; *and/so* **Vocabulary:** adjectives to describe personality; stories **Functions:** describing people; expressing likes and dislikes; expressing opinions	**Reading:** *Oliver Twist*; a reading competition; three competition entries **Listening:** *Oliver Twist* **Speaking:** talking about your morning; describing people; talking about books **Writing:** about events in a story; about your favorite literary character

Project: Write about a book you like.

Module 6 Free time *page 79*		
11 Vacations *page 80*	**Grammar:** the present progressive; adverbs of manner; the simple present or the present progressive **Vocabulary:** vacations and activities; hobbies; descriptive adjectives **Functions:** describing present actions; expressing routines; giving an account of a vacation	**Reading:** two vacation postcards; two types of vacations **Listening:** Sam's vacation **Speaking:** talking about vacations and activities; talking about what people are doing; playing a guessing game; talking about what you and your friends usually do **Writing:** about what members of your family are doing now; a postcard
12 Sports and hobbies *page 86*	**Grammar:** *have to/don't have to* for obligation; *can/can't* for permission **Vocabulary:** sports; parts of the body; hobbies and activities; Olympic sports **Functions:** expressing obligation; expressing permission; reporting results	**Reading:** the rules of the game; sports quiz; Andy's report; the Olympic Games; Olympics quiz **Listening:** free-time activities **Speaking:** talking about obligations and permissions at home; talking about the rules of sports; discussing a survey; talking about the Olympic Games **Writing:** five rules of a sport; a report about free-time activities; a paragraph about an Olympic sport

Project: Write a vacation brochure.

Review C *page 93*

Module 7 Space *page 95*		
13 The solar system *page 96*	**Grammar:** the simple future with *will/won't*; *how* + adjective **Vocabulary:** space **Pronunciation:** *will* **Functions:** expressing future plans; expressing opinions; making predictions	**Reading:** the solar system; the life of an astronaut; the Earth in the future **Listening:** the Hubble telescope **Speaking:** talking about what you will do at times in the future; asking factual questions; talking about the Earth in one hundred years **Writing:** a paragraph about your future job; a paragraph about the Earth in one hundred years
14 The planets *page 102*	**Grammar:** comparative and superlative adjectives **Vocabulary:** the planets; the seasons **Functions:** making comparisons; giving facts; making preferences	**Reading:** the eight planets; the four seasons; the Equator **Listening:** Ahmad and Reza's homework **Speaking:** talking about the planets; talking about a school subject; talking about the Equator **Writing:** two new facts about a planet; a paragraph about your favorite school subject; about your country

Project: Write about life as an astronaut.

Module 8 The environment *page 109*		
15 Global warming *page 110*	**Grammar:** the imperative **Vocabulary:** the environment; growing plants **Functions:** making suggestions; proposing solutions; giving instructions	**Reading:** how to slow down global warming; how environmentally friendly you and your family are; questions about the environment **Listening:** a school ecology club **Speaking:** talking about helping the environment; talking about recycling **Writing:** about what you can do to help the environment; a list of instructions for an activity
16 The world's climate *page 116*	**Grammar:** *will, won't, might, might not* **Vocabulary:** extreme weather conditions; the weather **Pronunciation:** a tongue twister **Functions:** expressing certainty and possibility; making plans; conducting an interview; reporting an incident	**Reading:** our changing climate; Green Park Vacation Resort; forecasting the weather; a strange weather story **Listening:** a weather forecast **Speaking:** talking about the future; planning a stay at a vacation resort; role-playing an interview about a strange weather story **Writing:** about your plans for the week; a description of a time when there were extreme weather conditions

Project: Write about extreme weather conditions.

Review D *page 123*

Extra reading ***page ER1: The Murders in the Rue Morgue*** **by Edgar Allan Poe**

Introduction

York Mission Possible is an English course for teenage learners. It is a six-level course taking students from beginner through to advanced level. Each level of ***York Mission Possible*** includes a **Student's Book** that is split into two volumes, a **CD** with the listening material, a **Workbook** that is merged with each volume of the **Student's Book**, a **Teacher's Book,** and a **Test Book**.
York Mission Possible has been developed so that all four language skills are integrated, allowing students to practice the language in a meaningful way. They are encouraged to use their knowledge to help them establish grammar rules and figure out the meanings of unknown vocabulary. Students are asked to do this using material which has been especially written to appeal to their age group and interests.

The course

Each level of ***York Mission Possible*** consists of eight thematic modules, except for the Preliminary 1 level, which consists of six modules, based on a carefully graded language syllabus. This approach will make it possible for students to develop all four language skills: reading, listening, speaking, and writing. The themes vary from speaking about their family to finding out about planets.
Each module in the **Student's Book** contains two units, which develop the theme in different ways. At the end of each module, there is a project.
The **Workbook** closely reflects the work covered in the **Student's Book**. The exercises can be completed in class or as homework. They are designed to provide extra practice for grammar and vocabulary, and for reading and writing.
The **Teacher's Book** provides a comprehensive step-by-step guide to using ***York Mission Possible***. There are also full answer keys for both the **Student's Book** and the **Workbook**, as well as complete audioscripts for the listening material which can be found at the back.
The **CD** includes all the opening reading and listening activities in the **Student's Book**.
The **Test Book** assesses students' performance in the four language skills. The tests follow the same style as international assessment programs in order to help students prepare for international examinations.

How to use the course

Module presentation

Every module starts with a list of outcomes, so the students always know what they are going to learn, and teachers what they are going to teach. Each opening page contains a selection of pictures from the module, together with some questions. The questions aim to awaken students' interest in the module theme and encourage class discussion. Students will be able to confirm the answers to these questions as they work their way through each module.

How the units work

Each module has two units. The first unit in each module covers eight lessons and the second unit covers nine lessons, including the project. After every four units, there is a tenth lesson. This comprises review exercises in the **Student's Book** and a progress test in the **Workbook**.

Lessons 1 and 2 Each unit begins with an opener called *Before you begin*. This will start by asking the students to look at the pictures on the page and do a short activity. The aim of this is to start them thinking about the topic of the unit and the vocabulary they might need. This is always followed by a list of useful vocabulary to work with. This list relates to the reading passage which follows and guides the students to the use of a dictionary. The reading passage is also on the **CD**.

Various activities help students fully understand the language in the reading passage, including comprehension, vocabulary, and grammar. These activities provide students with the tools they need in order to produce meaningful and communicative language in the speaking and writing tasks which follow.

Lessons 3 and 4 These pages continue the development of the unit theme, using reading or listening activities. The activities are followed by different comprehension exercises, for example, answering questions, completing charts, and doing matching tasks. Students are sometimes asked to complete a grammar exercise and then to listen to the **CD** to check if they have the correct answers.

Students will always be asked to give their own opinions, either by speaking to a partner or by writing. There are also pronunciation activities where appropriate.

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 will be used to prepare for the writing activity which appears on the final page of each **Workbook** unit. Writing is the hardest 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 read material relating to the topic, they studied the vocabulary and the grammar required, and they 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 working 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 which should be completed individually by each student. These will give you and your students an indication of any language which 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** which 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 which 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 through 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 complex 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 related 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 which are related 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 authors 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 to establish the meaning of new words.
- The first reading passage is always recorded. Play it to 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. Remember, spelling in English is not easy, so it needs to be learned!
- 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 be using this year. Explain that they are going to be talking about themselves, their daily lives, traveling around, the past, literature, free time, and many other interesting topics. Tell them what you expect of them, e.g., how much homework they will get, what they should and shouldn't do in class, etc. As vocabulary is an important part of the course, discuss with them different methods of learning and reviewing vocabulary. Once you have discussed the course, tell students to open their books to page 5.
Tell the students that this page tells them what they will be doing in the first module. Look at each picture with the class and choose students to answer the questions. Then ask the students questions about themselves, for example, *Is your family the same as Anna's family? Is your living room like this one? What color is your living room?,* and *Is there a cabinet in your classroom?*

All about me

Outcomes

- To read about someone's family, a family portrait, someone's new house, and four athletes
- To listen to people talking about their families
- To use vocabulary related to family members, the home, the classroom, and sports
- To talk about your family, family relationships, your house, favorite activities and things, and abilities
- To use the verbs *to be* and *have*, the possessive *s*, *there is/are*, *a/an*, possessive adjectives and subject pronouns, and *can/can't*
- To write about your family, a friend's family, your ideal house, and your favorite athlete



Unit 1 Me and my family

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read someone's e-mail describing her family
- to talk about families
- to write sentences about one's family

Functions
- describing pictures
- identifying family members
- giving personal information

Language focus
- the verbs *to be* and *have*
- the possessive *s*

Vocabulary
- the family

Materials
- Student's Book pages 6–7, Workbook pages W4–W5 CD

Student's Book, pages 6 and 7

BEFORE YOU BEGIN

1 If possible, bring in a picture of your family. Show it to the class and say *This is my family.* Point to the individual people and say who they are: *my mother, my father, my brother, my sister,* etc. The students work in pairs and look at the pictures on page 6. They describe each one.

Suggested answers
There are two families. One family has a mother, a father, a son, and a daughter. The father is tall and wears an orange sweater. The mother has dark hair. In the other family there are two small children. The boy has blond hair like his mother. They all look very happy. (Many other answers are possible.)

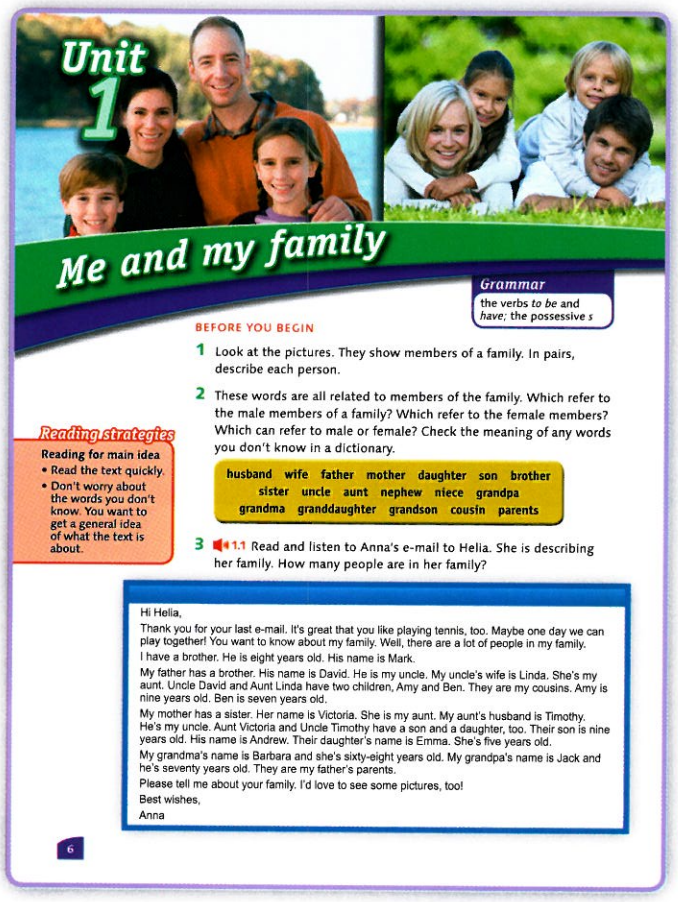
2 On the board, as headings for three separate columns, write *Male, Female,* and *Both*. Ask the students to read the words in the box and tell you which column they should go in. Write the words on the board and ask students to check the ones they don't know in a dictionary.

Answers
Male: husband, father, son, brother, uncle, nephew, grandpa, grandson
Female: wife, mother, daughter, sister, aunt, niece, grandma, granddaughter
Male or female: cousin, parents

3 Point to the text. Ask *Who is writing the e-mail? (Anna) Who is she sending it to? (Helia)* Read the question in the rubric. Before they do this activity, read the *Reading strategies* box. Then ask students to read it and give you the answer.
Then play the CD while the students read the e-mail and check the answer.

Audioscript 1.1 – see page 124

Answer
fourteen people (including Anna)


Unit 1
Me and my family
Grammar
the verbs *to be* and *have*; the possessive *s*
BEFORE YOU BEGIN
1 Look at the pictures. They show members of a family. In pairs, describe each person.
2 These words are all related to members of the family. Which refer to the male members of a family? Which refer to the female members? Which can refer to male or female? Check the meaning of any words you don't know in a dictionary.
husband wife father mother daughter son brother sister uncle aunt nephew niece grandpa grandma granddaughter grandson cousin parents
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 1.1 Read and listen to Anna's e-mail to Helia. She is describing her family. How many people are in her family?
Hi Helia,
Thank you for your last e-mail. It's great that you like playing tennis, too. Maybe one day we can play together! You want to know about my family. Well, there are a lot of people in my family.
I have a brother. He is eight years old. His name is Mark.
My father has a brother. His name is David. He is my uncle. My uncle's wife is Linda. She's my aunt. Uncle David and Aunt Linda have two children, Amy and Ben. They are my cousins. Amy is nine years old. Ben is seven years old.
My mother has a sister. Her name is Victoria. She is my aunt. My aunt's husband is Timothy. He's my uncle. Aunt Victoria and Uncle Timothy have a son and a daughter, too. Their son is nine years old. His name is Andrew. Their daughter's name is Emma. She's five years old.
My grandma's name is Barbara and she's sixty-eight years old. My grandpa's name is Jack and he's seventy years old. They are my father's parents.
Please tell me about your family. I'd love to see some pictures, too!
Best wishes,
Anna
6

COMPREHENSION

4 Read the *Reading strategies* box with the students. Read the first two questions with the class and ask them to choose the keywords. (*1 How old/Mark; 2 Anna/two brothers*)
Play the CD again if you wish. Students then answer the questions. They should write sentences. Check answers as a class.

Audioscript 1.1 – see page 124

Answers
1 *Mark is eight years old.* **2** No, Anna has one brother. **3** Anna's father has one brother. **4** David's wife is Linda. **5** Ben is seven years old. **6** Anna has four cousins. **7** Anna has two aunts. **8** Yes, Anna's grandpa is seventy.

GRAMMAR: The verbs *to be* and *have*; the possessive *s*

5 This exercise should be a review for the students. They can refer to the *Student grammar review* on page W43. Check answers as a class.

Answers
1 *is* **2** is **3** are **4** am **5** are

6 Check students understand when to use *have* and *has*. On the board write *I* _____ *a brother. My brother* _____ *a daughter.* Choose students to complete these two sentences. Write the answers in the sentences. Choose other students to read them out loud. On the board, write *I, You, We, They.* Ask which verb goes with them (*have*). Then write *He, She, It* and repeat (*has*).

Answers
1 *have* **2** has **3** has **4** have **5** have **6** have

7 Hold up a book belonging to a student. Say, for example, *This is Helia's book*. Repeat *Helia's* so they hear the apostrophe *s*. Write it on the board and point to the apostrophe *s*. Choose students to read it out loud, making sure they pronounce the apostrophe *s*.
Students work individually to complete the exercise. Check answers as a class. Write the sentences on the board and ask students to come and put the apostrophe in the correct place.

Answers
1 *Anna's father is Sam.* **2** Mark's mother is Helen. **3** Ben's father is David. **4** Amy's grandma is Barbara. **5** David's wife is Linda. **6** Anna's cousins are Amy, Ben, Andrew, and Emma.

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

8 Ask the students the questions before they look at their books. Help with the answers where necessary.
Ask students to work in pairs to match the questions and answers. They take turns asking and answering the questions. Don't tell them the correct answer at this stage. Check answers as a class.

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

SPEAKING

9 Students work in pairs to ask and answer the questions about themselves. Monitor as they are speaking, helping where necessary. Choose a few students to ask and answer the questions in front of the class.

Suggested answers
A: *Are you twelve?* ***B:*** *Yes, I am.*

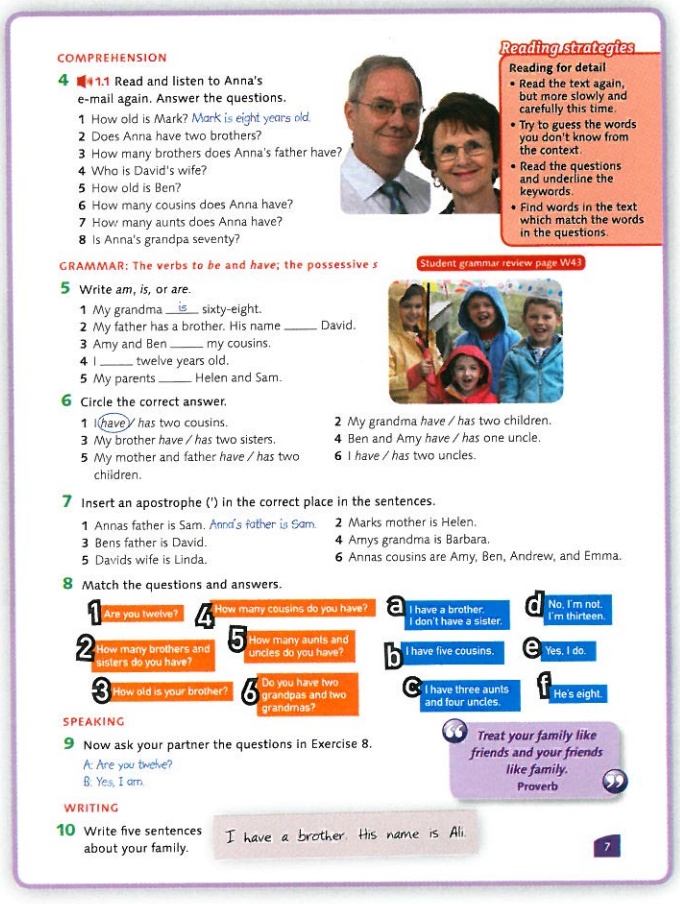
WRITING

10 Read the instruction and the example sentence with the class. Students write their own sentences. Monitor as they are writing. If they make a mistake, point it out to them and encourage them to correct it themselves. Don't tell them the correct answer immediately.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Do they agree with the advice? Why / Why not?

Workbook, pages W4 and W5, Exercises 4, 5, and 6



COMPREHENSION

4 1.1 Read and listen to Anna's e-mail again. Answer the questions.
1 How old is Mark? Mark is eight years old.
2 Does Anna have two brothers?
3 How many brothers does Anna's father have?
4 Who is David's wife?
5 How old is Ben?
6 How many cousins does Anna have?
7 How many aunts does Anna have?
8 Is Anna's grandpa seventy?

Reading strategies
Reading for detail
- Read the text again, but more slowly and carefully this time.
- Try to guess the words you don't know from the context.
- Read the questions and underline the keywords.
- Find words in the text which match the words in the questions.

GRAMMAR: The verbs *to be* and *have*; the possessive *s* — Student grammar review page W43

5 Write *am, is,* or *are.*
1 My grandma is sixty-eight.
2 My father has a brother. His name ____ David.
3 Amy and Ben ____ my cousins.
4 I ____ twelve years old.
5 My parents ____ Helen and Sam.

6 Circle the correct answer.
1 I (have) / has two cousins.
2 My grandma *have / has* two children.
3 My brother *have / has* two sisters.
4 Ben and Amy *have / has* one uncle.
5 My mother and father *have / has* two children.
6 I *have / has* two uncles.

7 Insert an apostrophe (') in the correct place in the sentences.
1 Annas father is Sam. Anna's father is Sam.
2 Marks mother is Helen.
3 Bens father is David.
4 Amys grandma is Barbara.
5 Davids wife is Linda.
6 Annas cousins are Amy, Ben, Andrew, and Emma.

8 Match the questions and answers.
1 Are you twelve? — d No, I'm not. I'm thirteen.
2 How many brothers and sisters do you have? — a I have a brother. I don't have a sister.
3 How old is your brother? — f He's eight.
4 How many cousins do you have? — b I have five cousins.
5 How many aunts and uncles do you have? — c I have three aunts and four uncles.
6 Do you have two grandpas and two grandmas? — e Yes, I do.

SPEAKING

9 Now ask your partner the questions in Exercise 8.
A: Are you twelve?
B: Yes, I am.

Treat your family like friends and your friends like family. Proverb

WRITING

10 Write five sentences about your family.
I have a brother. His name is Ali.

7

LESSONS 3 AND 4

Overview

Outcomes
- to listen to someone talking about his family
- to read about people in someone's family
- to identify the possessive *s*
- to talk about family relationships
- to write sentences about one's family relationships

Functions
- identifying family relationships
- giving personal information

Language focus
- the verbs *to be* and *have*
- pronunciation – the possessive *s*

Vocabulary
- the family

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

Student's Book, pages 8 and 9

LISTENING

1 Firstly, direct students' attention to the photographic family tree. Explain that vertical lines indicate the children of the parents whose pictures are above, and that horizontal lines connect brothers and sisters. So, Bill and Elsie have a son and a daughter; likewise, Ian and Marian, while John and Susan have two sons and a daughter. Before students listen, read the *Listening strategies* box. Say each name so they know how they are pronounced. Then ask the students to read the questions. Play the CD. Students answer the questions. Check answers as a class.

Audioscript 1.2 – see page 124

Answers
1 *Harry is twelve.* **2** Harry's brother's name is Freddie. **3** Harry's mother is thirty-two. **4** Susan's husband's name is John. **5** Harry's grandma is sixty-two. **6** Harry's uncle's name is Ian. **7** Harry's aunt is twenty-nine. **8** Harry's cousin's name is Annabel.

Workbook, page W5, Exercise 7



COMPREHENSION

2 Read the instructions with the class. Look at the first example. Point to Bill and Elsie in the family tree on page 8. As you point, say *husband, wife.* Remind students of the wordlist on page 6 that they can use if necessary. Ask students to work in pairs to complete the exercise. Check answers as a class.

Answers
1 *husband – wife* **2** brother – sister **3** father – son **4** aunt – niece **5** sister – brother **6** daughter – mother **7** grandson – grandpa **8** aunt – nephew **9** uncle – niece **10** cousin – cousin

3 Choose a student to read the first example. Point to Susan on the family tree.
Ask students to work in pairs. They take turns reading each sentence and figuring out the answer. Monitor as they are working, but do not say if they are correct or not at this stage.

Answers
Students' own answers

4 Students listen to check their answers. Check answers as a class. Choose students to read the sentences out loud. You can ask further questions, e.g., *What is Susan's husband's name? What is her brother's name? What is her daughter's name?* etc.

Audioscript 1.3 – see page 124

Answers
1 *Susan* **2** Ian **3** Oscar **4** Freddie

Workbook, page W5, Exercises 8 and 9

PRONUNCIATION: The possessive *s*

5 Ask students to look at the first sentence in Exercise 5 and listen. Play the CD. Pause it and ask students to repeat as a class. Make sure they are pronouncing the apostrophe *s*.
Play the CD again and ask individuals to repeat. Students take turns saying the sentences in pairs. Monitor and correct if necessary.

Audioscript 1.4 – see page 124

Talk together

6 Read the example with a student. You ask the question. Students work in pairs to complete the exercise. Monitor as they are speaking, making sure they are pronouncing the apostrophe *s*.

Suggested answers
A: *Who is Bill's wife?* ***B:*** *Elsie is Bill's wife.*
A: How old is Bill's wife? **B:** Bill's wife is sixty-two. **A:** Who is Ian's daughter? **B:** Ian's daughter is Annabel. **A:** Who is Susan's nephew? **B:** Oscar is Susan's nephew. **A:** Who is Elsie's son? **B:** Ian is Elsie's son. **A:** What is Elsie's son's job? **B:** Elsie's son is a doctor.

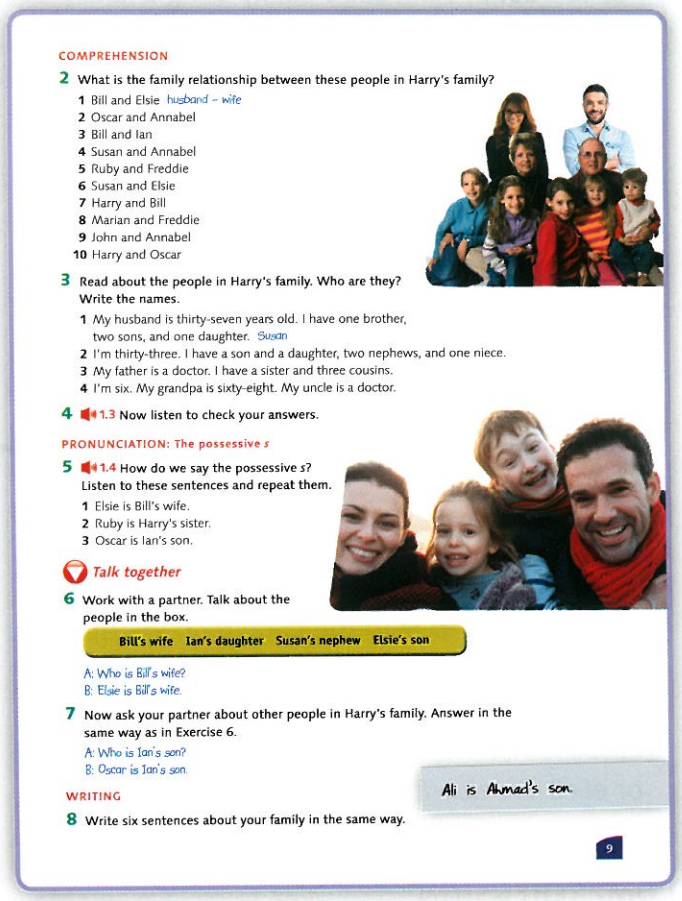
7 Choose two students to read the example. Explain that they can ask about anybody in the family. Monitor as they are speaking. Choose a few pairs to ask and answer a question in front of the class at the end.

Suggested answers
A: *Who is Ian's son?* ***B:*** *Oscar is Ian's son.*
A: Who is Freddie's brother? **B:** Harry is Freddie's brother.

WRITING

8 Read the instruction to the class and point to the example. Students write their six sentences. They can switch notebooks when they have finished and check each other's work. They need to make sure the apostrophe *s* is in the correct place. Go around and check that they are doing this properly.

Answers
Students' own answers



COMPREHENSION

2 What is the family relationship between these people in Harry's family?
1 Bill and Elsie husband – wife
2 Oscar and Annabel
3 Bill and Ian
4 Susan and Annabel
5 Ruby and Freddie
6 Susan and Elsie
7 Harry and Bill
8 Marian and Freddie
9 John and Annabel
10 Harry and Oscar

3 Read about the people in Harry's family. Who are they? Write the names.
1 My husband is thirty-seven years old. I have one brother, two sons, and one daughter. Susan
2 I'm thirty-three. I have a son and a daughter, two nephews, and one niece.
3 My father is a doctor. I have a sister and three cousins.
4 I'm six. My grandpa is sixty-eight. My uncle is a doctor.

4 1.3 Now listen to check your answers.

PRONUNCIATION: The possessive *s*

5 1.4 How do we say the possessive *s*? Listen to these sentences and repeat them.
1 Elsie is Bill's wife.
2 Ruby is Harry's sister.
3 Oscar is Ian's son.

Talk together

6 Work with a partner. Talk about the people in the box.
Bill's wife Ian's daughter Susan's nephew Elsie's son
A: Who is Bill's wife?
B: Elsie is Bill's wife.

7 Now ask your partner about other people in Harry's family. Answer in the same way as in Exercise 6.
A: Who is Ian's son?
B: Oscar is Ian's son.

WRITING

8 Write six sentences about your family in the same way.

Ali is Ahmad's son.

9

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about a family
- to write sentences about a family
- to listen to someone talking about her family
- to talk about someone's family using a family tree
- to write about a friend's family

Functions
- describing one's family
- giving personal information

Language focus
- the verbs *to be* and *have*
- the possessive *s*

Vocabulary
- the family

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

Student's Book, pages 10 and 11

READING

1 Ask a student to read the paragraph about the family. Ask some questions, e.g., *Who is Sally's sister? Who is Peter's brother? Who is Sally's husband?* etc. Then ask *Who is Tom's wife?* Teach or elicit *We don't know.* Ask *Does Pam have any children?* Students answer *We don't know.*

COMPREHENSION

2 Students have to read the sentences and put checkmarks or crosses in the boxes like the example. Read the *Tip* box with the class. Let students work in pairs. Check answers as a class.

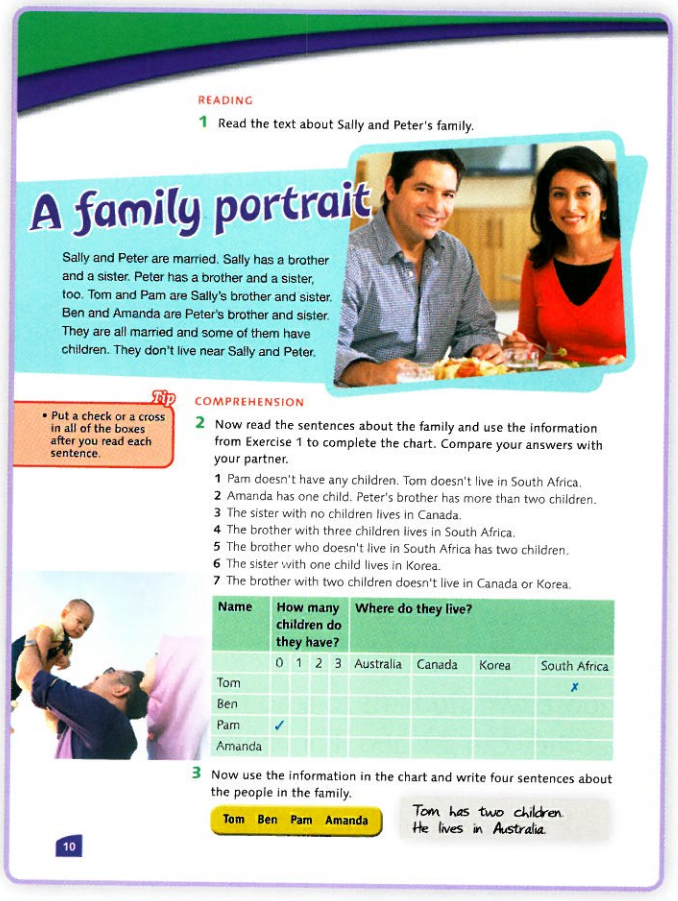
Answers

Name	How many children do they have?			
	0	1	2	3
Tom	×	×	✓	×
Ben	×	×	×	✓
Pam	✓	×	×	×
Amanda	×	✓	×	×

Name	Where do they live?			
	Australia	Canada	Korea	South Africa
Tom	✓	×	×	×
Ben	×	×	×	✓
Pam	×	✓	×	×
Amanda	×	×	✓	×

3 Ask the students to write one or two sentences about each of the other three brothers and sisters.

Suggested answers
Tom has two children. He lives in Australia. Ben lives in South Africa. He has three children. Pam has no children. She lives in Canada. Amanda has one child. She lives in Korea.



READING

1 Read the text about Sally and Peter's family.

A family portrait

Sally and Peter are married. Sally has a brother and a sister. Peter has a brother and a sister, too. Tom and Pam are Sally's brother and sister. Ben and Amanda are Peter's brother and sister. They are all married and some of them have children. They don't live near Sally and Peter.

Tip
• Put a check or a cross in all of the boxes after you read each sentence.

COMPREHENSION

2 Now read the sentences about the family and use the information from Exercise 1 to complete the chart. Compare your answers with your partner.

1 Pam doesn't have any children. Tom doesn't live in South Africa.
2 Amanda has one child. Peter's brother has more than two children.
3 The sister with no children lives in Canada.
4 The brother with three children lives in South Africa.
5 The brother who doesn't live in South Africa has two children.
6 The sister with one child lives in Korea.
7 The brother with two children doesn't live in Canada or Korea.

Name	How many children do they have?				Where do they live?			
	0	1	2	3	Australia	Canada	Korea	South Africa
Tom								✗
Ben								
Pam	✓							
Amanda								

3 Now use the information in the chart and write four sentences about the people in the family.

Tom Ben Pam Amanda

Tom has two children. He lives in Australia.

10

LISTENING

4 Ask the students to read the *Listening strategies* box and look at the information. Read each piece of information and ask the students to tell you if you need a word or a number. Play the CD. Students complete the information if they can. Play it again. Check answers as a class.

Audioscript 1.5 – see page 124

Answers
1 *Ivy* **2** seventy-five **3** husband
4 seventy-eight **5** one **6** wife **7** two sons and one daughter **8** one **9** husband
10 one daughter **11** two **12** two

Workbook, page W6, Exercises 10 and 11

SPEAKING

5 Choose students to read the example sentences for their own family. Some students will be more able to do this spontaneously, so get them to go first. Use their sentences as examples, and get lower-ability students to follow their lead. When you have some good examples from students, get them to draw the family tree and write their family names in the appropriate places. When they have done this, get them to write notes about their families next to the tree. Students complete the task.

Answers
Students' own answers

6 Students work in pairs and show their family trees, explaining who the people featured in the family trees are. Students now have the necessary notes and diagram to explain properly and in detail about the people in their family trees. They should choose a partner they don't normally work with and explain to them about who the people are. Monitor while they work, checking their pronunciation.

Answers
Students' own answers

Workbook, page W6, Exercise 12

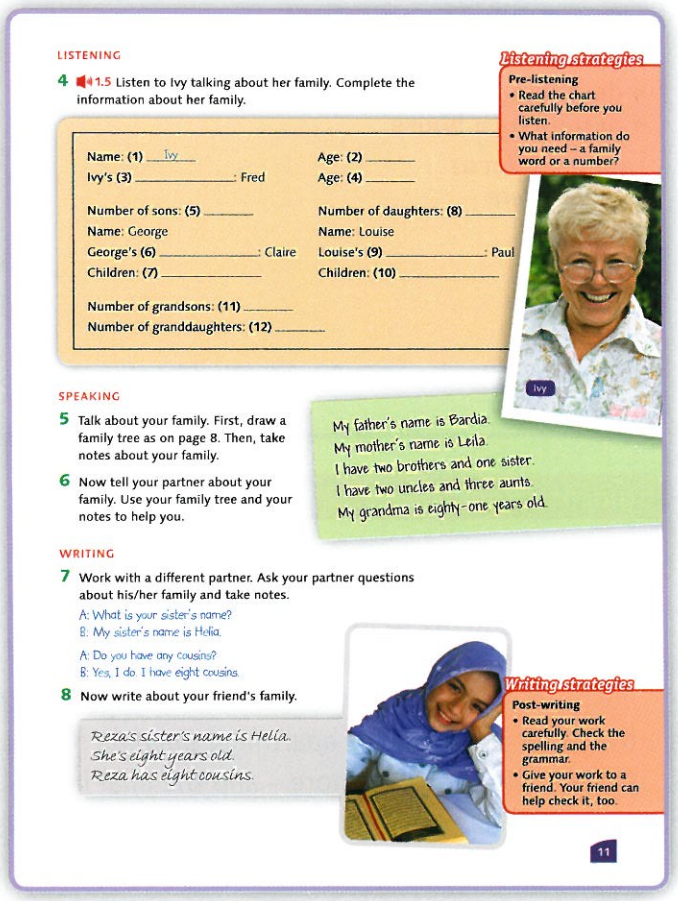
WRITING

7 Put the students in different pairs. Choose a pair to read the example sentences. Ask different students to ask you the questions. Answer them. Write notes on the board, e.g., *brother – Taha – 25.* Point out that they are not writing sentences. Students then ask each other questions.

Suggested answers
A: *What is your sister's name?* ***B:*** *My sister's name is Helia.* ***A:*** *Do you have any cousins?*
B: *Yes. I have eight cousins.*

8 Point to the example and ask students to write about their partner from the notes they have made. Now they need to write full sentences. When they have finished, read the *Writing strategies* box with the class. Ask them to read their work carefully, correcting any mistakes. They should check their spelling and, in particular, the correct use of the apostrophe *s*. Choose some students to read their work out loud.

Answers
Students' own answers



LISTENING

4 1.5 Listen to Ivy talking about her family. Complete the information about her family.

Name: (1) Ivy
Ivy's (3) _____: Fred
Age: (2) _____
Age: (4) _____

Number of sons: (5) _____
Name: George
George's (6) _____: Claire
Children: (7) _____

Number of daughters: (8) _____
Name: Louise
Louise's (9) _____: Paul
Children: (10) _____

Number of grandsons: (11) _____
Number of granddaughters: (12) _____

Listening strategies
Pre-listening
- Read the chart carefully before you listen.
- What information do you need – a family word or a number?

SPEAKING

5 Talk about your family. First, draw a family tree as on page 8. Then, take notes about your family.

6 Now tell your partner about your family. Use your family tree and your notes to help you.

My father's name is Bardia.
My mother's name is Leila.
I have two brothers and one sister.
I have two uncles and three aunts.
My grandma is eighty-one years old.

WRITING

7 Work with a different partner. Ask your partner questions about his/her family and take notes.

A: What is your sister's name?
B: My sister's name is Helia.
A: Do you have any cousins?
B: Yes, I do. I have eight cousins.

8 Now write about your friend's family.

Reza's sister's name is Helia.
She's eight years old.
Reza has eight cousins.

Writing strategies
Post-writing
- Read your work carefully. Check the spelling and the grammar.
- Give your work to a friend. Your friend can help check it, too.

11

LESSONS 7 AND 8

Workbook, page W7, Exercises 13, 14, and 15

Unit 2 Home and school

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read about someone describing his new house
- to identify items in a house
- to talk about houses
- to write about one's ideal house

Functions
- describing pictures
- describing a house

Language focus
- *there is/are*
- *a/an*

Vocabulary
- the home

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

Student's Book, pages 12 and 13

BEFORE YOU BEGIN

1 Ask the students to look at the three pictures. Help them describe the pictures. Ask *How many floors are there in the first picture? (2)* Repeat with the other pictures (*The apartment building has four floors* – and probably more – *and the final house, a bungalow, has one floor.*) Ask *Do you live in a house or an apartment?*

Answers
Students' own answers

2 Ask the students to read the words in pairs and find the words that are outside a house. They then find them in the pictures. Check their answers. Ask what they do in the rooms of the house, e.g., *We sleep in a bedroom.*

Answers
inside: living room, dining room, kitchen, bedroom, bathroom
outside: garage, yard

3 Ask them to look at the *Reading strategies* box. Say *Look at the pictures at the top of the page. Which house am I describing? This house has a gray roof.* Elicit the third picture. Write the sentence on the board and ask them for the keywords. They should say *gray roof.* Explain that this is the phrase that helped them choose the correct picture. The short words, such as the prepositions and articles, don't help them do that.
Play the CD and ask the students to read the text. They can try to underline the keywords. They now match the underlined words to the pictures. Check answers as a class.

Audioscript 2.1 – see page 124

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



COMPREHENSION

4 Play the CD again. Students answer the questions.

Audioscript 2.1 – see page 124

Answers
1 *There are seven rooms and a garage.* **2** His bedroom is white. **3** The closet is in Ali's bedroom. **4** The television is in the living room. **5** The stove is in the kitchen. **6** There are six chairs in the kitchen. **7** Ali's favorite place is the yard.

VOCABULARY: The home

5 Students work in pairs to match the words and numbers. Give them three minutes to do this. Check answers as a class.

Answers
1 drapes **2** bed **3** closet **4** carpet **5** shower **6** mirror **7** sink **8** bookshelves **9** desk **10** plant **11** coffee table **12** television **13** couch **14** armchair **15** lamp **16** dining table **17** refrigerator **18** stove **19** cabinet

Workbook, page W8, Exercises 1 and 2

GRAMMAR: *There is/are; a/an*

6 Ask students to look around the classroom. Say *There is a board. There are chairs.* Point to the things as you say the sentences. Students repeat each sentence after you. Elicit a few more from the class. Write the first two sentences you said on the board. Underline *is* and *board*, *are* and *chairs*. Show that the verb changes because the noun is singular or plural. Refer students to the *Student grammar review* on page W43, if necessary. Explain also that when there is a list of nouns or two nouns joined by 'and', the verb usually changes according to whether the first noun after it is singular or plural. *There are chairs and a board in the room.*
There is a board and chairs in the room.
There is a board, chairs, and a table in the room.
Students then work in pairs to complete the exercise. Check answers as a class.

Answers
1 *there is* **2** there are **3** There are **4** There is **5** there is **6** there are **7** There is **8** There is **9** there are **10** There are **11** there is **12** There are

SPEAKING

7 Remind students of the difference between *a* and *an* (an *is used before a vowel sound*). Give them some words as practice (e.g., *armchair, egg, ice cream, orange,* and *umbrella* all need *an*). Put words which need *a* in the list also to help test them.
Put students in pairs to complete the exercise. Choose some pairs to tell the class two of their sentences.

Suggested answers
A: *There is a living room. There is a television in the living room.* ***B:*** *There is a bed and a closet in the bedroom.* **A:** There is a shower and a sink in the bathroom. **B:** There are four chairs in the kitchen. **A:** There is a stove and a refrigerator in the kitchen. **B:** There are drapes in the bedroom.

Workbook, page W8, Exercises 3 and 4

8 Students work in different pairs and describe their own houses. Monitor and help where necessary. Listen for any errors. Make a note of them and go over them as a class at the end of the activity.

Answers
Students' own answers

WRITING

9 Read the instructions with the class. Explain what *ideal* means. As an example, give them a description of your ideal house. Students can begin this in class and finish it for homework.

Answers
Students' own answers



COMPREHENSION

4 2.1 Read and listen to Ali again. Answer these questions.

1 How many rooms are there in Ali's house? There are seven rooms and a garage.
2 What color is his bedroom?
3 Where is the closet?
4 Where is the television?
5 Where is the stove?
6 How many chairs are there in the kitchen?
7 What is Ali's favorite place?

VOCABULARY: The home

5 Look at the picture of the house. Match the numbers with the words in the box.

bed drapes closet bookshelves desk shower couch armchair coffee table lamp television stove refrigerator sink cabinet mirror plant carpet dining table

GRAMMAR: *There is/are; a/an* Student grammar review page W43

6 Read about Neda's house and complete the blanks with *there is/there are*.

I like our house very much. Downstairs, (1) there is a living room and a dining room. In the living room, (2) _____ three armchairs and a couch. (3) _____ some beautiful pictures on the walls. (4) _____ a television, too. In the dining room, (5) _____ a big table and (6) _____ eight chairs. (7) _____ a big kitchen, too. (8) _____ a stove and a refrigerator in the kitchen. Upstairs, (9) _____ five bedrooms. (10) _____ two bathrooms. Outside, (11) _____ a yard. (12) _____ a lot of flowers in the yard.

SPEAKING

7 Look at the picture of the house again in Exercise 5. Work with a partner. Describe it using *there is/there are* and *a/an*.

A: There is a living room. There is a television in the living room.
B: There is a bed and a closet in the bedroom.

8 Now describe your house. Use the vocabulary you learned. Use *there is/there are* and *a/an*.

I like my house very much. In the living room, there is a big couch and two armchairs.

WRITING

9 Write about your ideal house. How many rooms are there? What rooms are there? What furniture is in the rooms?

13

LESSONS 3 AND 4

Overview

Outcomes
- to talk about the classroom
- to talk about favorite activities in class
- to listen to someone talking about herself
- to talk about favorite things

Functions
- describing classrooms
- making preferences

Language focus
- possessive adjectives and subject pronouns

Vocabulary
- the classroom

Materials
- Student's Book pages 14–15, Workbook pages W9–W10, CD

Student's Book, pages 14 and 15

VOCABULARY: The classroom

1 Choose different students to read the list of words and point to the things in the classroom. Check their pronunciation. Choose a student to read the example sentences. Say *What about our classroom?* Choose a student to give the example sentences about your classroom. Choose an item that isn't in your classroom and give the negative form, e.g., *There isn't a television in our classroom.* Students work in pairs to make sentences. Check answers as a class.

Suggested answers
In my classroom, there is a board. There are twenty desks and twenty chairs. There are bookshelves and computers. On my desk, there is a pencil case, a pen, and an eraser. There are posters on the walls.

2 Say *Look at the pictures.* Read the example questions to the class. Choose students to answer. Students work in pairs. Monitor as they are speaking, checking for accuracy. Go over any problems at the end of the activity.

Suggested answers
***A:** Are there five computers? **B:** Yes, there are.*
***A:** Is there a plant? **B:** Yes, there is.* **A:** Are there pencils on the desk? **B:** Yes, there are. **A:** Is there a poster on the wall? **B:** No, there isn't.

Workbook, page W9, Exercise 5

SPEAKING

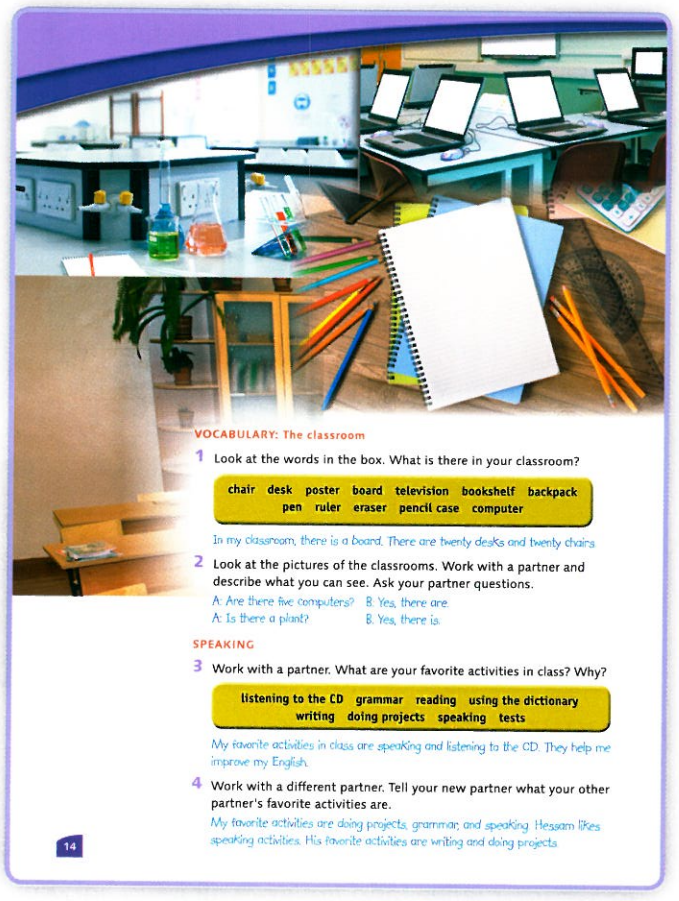
3 Go over the list of activities with the class. Each time, ask students to raise their hands if they like the activity.
Choose a student to read the example out loud. Students work in pairs and talk about their favorite activities. Monitor as they are talking, helping where necessary. Students may need help explaining why they like an activity. Write any useful new vocabulary on the board for the class.

Suggested answers
***A:** My favorite activities in class are speaking and listening to the CD. They help me improve my English.* **B:** My favorite activities in class are doing projects and writing. They are fun.

4 Put students in new pairs. They talk about their first partner's favorite activities in class. Monitor as they are speaking. Point out any inaccuracies in grammar and help the students to self-correct.

Suggested answers
My favorite activities are doing projects, grammar, and speaking. Hessam likes speaking activities. His favorite activities are writing and doing projects.

Workbook, page W9, Exercise 6



VOCABULARY: The classroom

1 Look at the words in the box. What is there in your classroom?

chair desk poster board television bookshelf backpack pen ruler eraser pencil case computer

In my classroom, there is a board. There are twenty desks and twenty chairs.

2 Look at the pictures of the classrooms. Work with a partner and describe what you can see. Ask your partner questions.

A: Are there five computers? B: Yes, there are.
A: Is there a plant? B: Yes, there is.

SPEAKING

3 Work with a partner. What are your favorite activities in class? Why?

listening to the CD grammar reading using the dictionary writing doing projects speaking tests

My favorite activities in class are speaking and listening to the CD. They help me improve my English.

4 Work with a different partner. Tell your new partner what your other partner's favorite activities are.

My favorite activities are doing projects, grammar, and speaking. Hessam likes speaking activities. His favorite activities are writing and doing projects.

14

GRAMMAR: Possessive adjectives and subject pronouns

5 Hold up your book and say *This is my book.* Point to a student and ask him/her to do the same. Then take the book and say *Is this my book?* Students answer *No, it's her/his book.* Ask two students to come to the front. Give them an object, e.g., two books. Say *These are your books.* Ask the two students *Are they my books?* The students reply *No, they're our books.* Ask another two students to come to the front. Ask *Are these your books?* They reply *No, they're their books.* Practice with other students and other objects. Refer students to the *Student grammar review* on page W43, if necessary.
Ask students to read the text without writing anything. When they have finished, tell them to complete the text with the words in the box. Remind them about the use of a capital letter to begin a sentence. They should do the task individually and then compare their answers with a partner. Check answers as a class.

Answers
1 *my* **2** My **3** His **4** Our **5** Her **6** Her
7 Their **8** your

6 Ask a student to come to the front. Ask him/her for his/her mother's name. On the board write: _____ *am (student's name).* _____ *mother's name is (name).* Ask the student to read the two sentences out loud, filling in the blanks (*I, My*). Ask another student to come to the front and read the sentences about the first student, saying, e.g., *She is (name). Her mother's name is (name).*
You might like to remind the students of the possessive adjectives and subject pronouns by writing the following chart on the board and asking the students to help you complete it.

I	*My*	*We*	*Our*
You	*Your*	*You*	*Your*
He	*His*	*They*	*Their*
She	*Her*		
It	*Its*		

Students complete the activity in pairs. Ask the class what they think the answers are. If their answers are possible, say so. Sometimes, more than one answer could be possible.

Answers
1 *My* **2** I **3** We/They **4** my/our/their
5 Our/My **6** She **7** their/my **8** her/my
9 My/Her **10** His

7 Now ask the students to listen to what Nina actually says and check their answers.

Audioscript 2.2 – see page 125

Answers
1 *My* **2** I **3** We **4** my **5** Our **6** She **7** their
8 her **9** My **10** His

Workbook, page W10, Exercise 7

Talk together

8 Ask the students to look at the list of favorite things. Ask a student *What is your favorite food?* When he/she replies, say *Ask me.* You give your answer and ask one of the other questions to another student. Again the student asks you. Students work in small groups (four or five students) to complete the exercise.

Suggested answers
A: *What is your favorite food?* ***B:*** *My favorite food is salad.*

9 Ask the students to sit with a student from another group. Each student tells his/her new partner about his/her group. When they have finished, ask a few students to tell the class about their group.

Suggested answers
Our favorite food is salad. Ali likes juice. Juice is his favorite drink. Our favorite sport is soccer.



GRAMMAR: Possessive adjectives and subject pronouns Student grammar review page W43

5 Read about Matthew. Complete the sentences using the words in the box.

my your his her our their

Matthew

Hello, (1) my name is Matthew. I am twelve years old. (2) _____ best friend is twelve years old, too. (3) _____ name is Simon. We like sport. (4) _____ favorite sport is soccer. I have a sister. (5) _____ name is Joanna. Joanna has a best friend. (6) _____ name is Alice. They don't like sport. (7) _____ favorite hobby is collecting shells. What about you? What's (8) _____ favorite hobby?

6 Now read about Nina and her classmates. Complete the sentences using the correct possessive adjective or subject pronoun.

Nina

(1) My name is Nina. (2) _____ am in a class with my friends, Fatemeh, Neda, and Aila. (3) _____ are students in the same English class at school. English is (4) _____ favorite subject. (5) _____ teacher is Miss Soraya. (6) _____ is very nice. Neda and Aila are very good at speaking in English, but (7) _____ favorite English activities are reading and writing. Fatemeh and I are good at writing, but (8) _____ favorite activity is doing projects. (9) _____ favorite activity is grammar. Fatemeh's brother is at a different school. (10) _____ favorite activities are doing projects and studying grammar.

7 2.2 Now listen to Nina and check your answers.

Talk together

8 Work in small groups. Talk about your favorite things.

My favorite food | My favorite drink | My favorite activity on vacation | My favorite subject at school | My favorite place | My favorite sport

A: What is your favorite food? B: My favorite food is salad.

9 Work with a partner from a different group. Tell him/her about your group's favorite things.
Our favorite food is salad. Ali likes juice. Juice is his favorite drink. Our favorite sport is soccer.

15

LESSONS 5 AND 6

Overview

Outcomes
- to read short texts about athletes
- to talk about what one can/can't do
- to write about one's favorite athlete

Functions
- identifying sports
- expressing ability
- giving facts

Language focus
- *can/can't*

Vocabulary
- sports

Materials
- Student's Book pages 16–17, Workbook pages W10–W11

Student's Book, pages 16 and 17

VOCABULARY: Sports

1 In pairs, students complete their lists. Time them. Start counting down (*10, 9, 8 ...*) when they have ten seconds left. Ask each pair to tell you a sport. Write them on the board so that students can check their spelling.
Ask *What's your favorite sport?* Tell students to ask each other across the class.

Suggested answers
soccer, baseball, tennis, basketball, volleyball, golf

READING

2 Ask the students to name the sports in the pictures (*tennis, soccer, golf, baseball*). Ask *Is Messi your favorite soccer player?* Elicit answers. Tell them to read the information and match each part with a picture. Read the *Reading strategies* box first. Remind them to think about the sports people do. Point to the soccer player and ask *Does he hit a ball?* Elicit that he *kicks* a ball. Remind students to match the words with the sport. Check answers as a class.

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

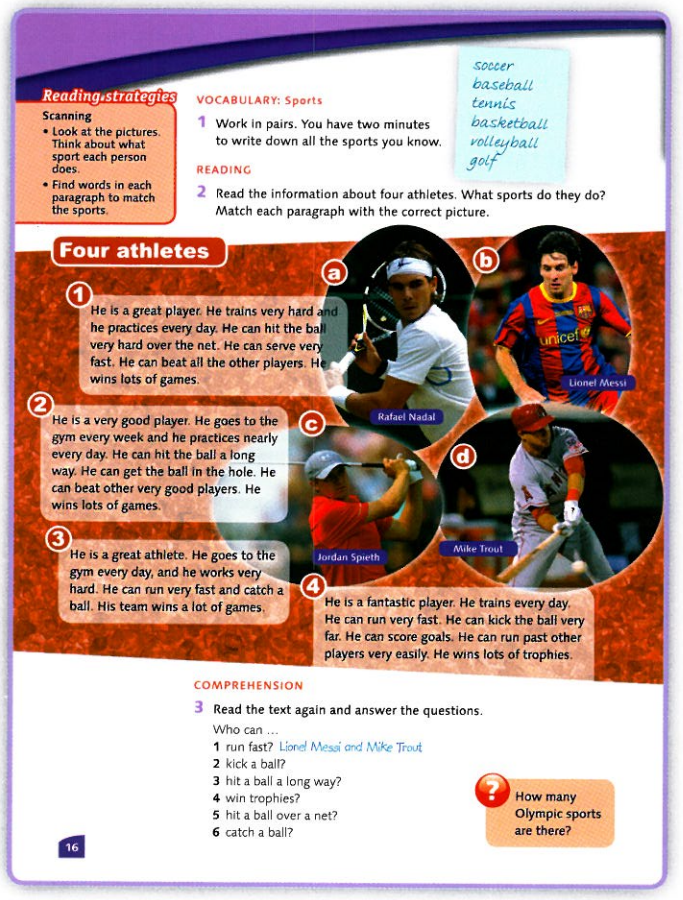
COMPREHENSION

3 Students can read the text quietly to themselves again, or you can choose different students to read each text out loud. This will be good practice for their pronunciation.
Students then answer the questions. They can check their answers in pairs when they have finished. Check answers as a class.

Answers
1 *Lionel Messi and Mike Trout* **2** Lionel Messi **3** Jordan Spieth **4** Lionel Messi **5** Rafael Nadal **6** Mike Trout

Research box
Ask the question. Tell the students to try to find out the answer.

Answer
There are twenty-eight Olympic sports, as follows: aquatics, archery, badminton, basketball, boxing, canoeing, cycling, equestrianism, fencing, field hockey, soccer, golf, gymnastics, handball, judo, modern pentathlon, rowing, rugby, sailing, shooting, ping-pong, taekwondo, tennis, track and field, triathlon, volleyball, weightlifting, and wrestling. Many of these sports comprise different disciplines and events.


Reading strategies
Scanning
• Look at the pictures. Think about what sport each person does.
• Find words in each paragraph to match the sports.

VOCABULARY: Sports
1 Work in pairs. You have two minutes to write down all the sports you know.

soccer
baseball
tennis
basketball
volleyball
golf

READING
2 Read the information about four athletes. What sports do they do? Match each paragraph with the correct picture.

Four athletes

1 He is a great player. He trains very hard and he practices every day. He can hit the ball very hard over the net. He can serve very fast. He can beat all the other players. He wins lots of games.

2 He is a very good player. He goes to the gym every week and he practices nearly every day. He can hit the ball a long way. He can get the ball in the hole. He can beat other very good players. He wins lots of games.

3 He is a great athlete. He goes to the gym every day, and he works very hard. He can run very fast and catch a ball. His team wins a lot of games.

4 He is a fantastic player. He trains every day. He can run very fast. He can kick the ball very far. He can score goals. He can run past other players very easily. He wins lots of trophies.

a Rafael Nadal
b Lionel Messi
c Jordan Spieth
d Mike Trout

COMPREHENSION
3 Read the text again and answer the questions.
Who can ...
1 run fast? Lionel Messi and Mike Trout
2 kick a ball?
3 hit a ball a long way?
4 win trophies?
5 hit a ball over a net?
6 catch a ball?

? How many Olympic sports are there?

16

GRAMMAR: *Can/can't*

4 Ask the students to name the activities in the pictures (*swimming, playing chess, painting, sewing, running, playing tennis*). Write the words on the board and check the spelling and pronunciation. Point to each word and elicit a sentence from different students, e.g., *I can swim. I can't sew.* Make sure they pronounce the final *t* in *can't*. Refer students to the *Student grammar review* on page W43 if necessary.
Choose two students to read the example sentences out loud. Write the sentences on the board. Point to *and* and *but*. Show that if the modal verb (*can*) is the same, we use *and*. If it is different (*can, can't*), we use *but*.
Students work in pairs. Monitor as they are working. Choose a few students to tell the class about their partner.

Suggested answers
A: *I can play tennis, but I can't sew.* ***B:*** *I can play chess and I can swim.*

5 Ask different students questions, e.g., *Can you swim?* Teach students to say *Yes, I can./No, I can't.* When a few students have replied, ask a different student *Can (Ali) swim?* The student replies *Yes, he can./No, he can't*. Say *Can (Tim) and (Brad) swim?* A student replies *Yes, they can./No, they can't*. Practice with other sports.
Choose two students to read the examples. Students work in pairs, asking and answering questions. Monitor as they are working, helping where necessary.

Suggested answers
A: *Can you play tennis?* ***B:*** *Yes, I can.* ***A:*** *Can you play chess?* ***B:*** *No, I can't.*

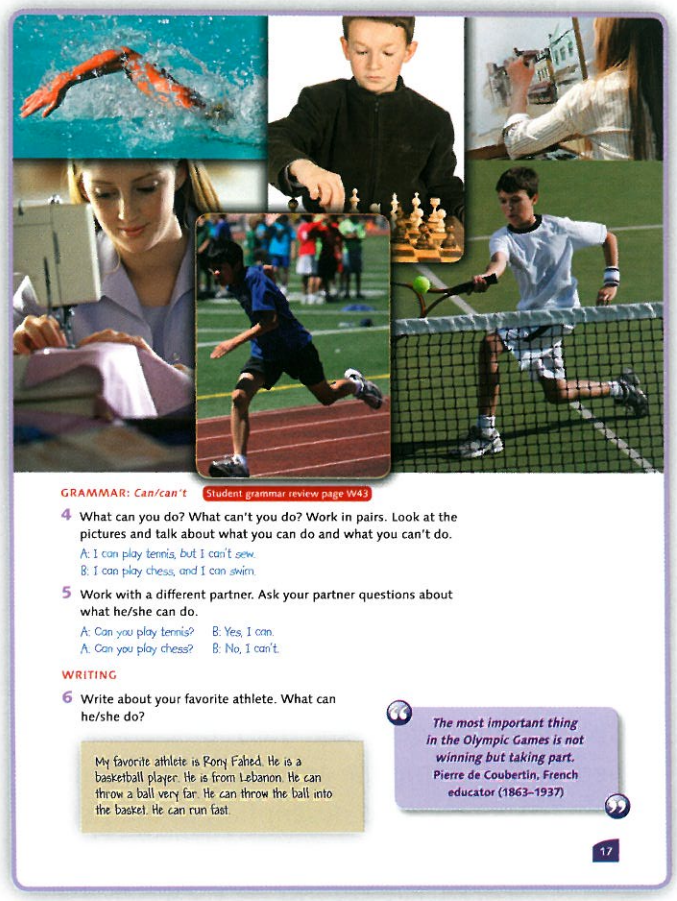
WRITING

6 Ask different students *Who is your favorite athlete?* Elicit different answers. Each time, ask *What sport does he/she do?*
Students can begin writing in the classroom, but they could find some more information and finish at home. Choose students to read their paragraphs to the class. If you wish, you could ask them to write on sheets of paper and make a display of their work on the classroom walls. Then students could read them all at their leisure.

Answers
Students' own answers

Quotation
Ask students to read the quotation. If necessary, explain that it means it is more important to do the sport than to win. Ask if they agree with this.

Workbook, pages W10 and W11, Exercises 8, 9, 10, and 11



GRAMMAR: *Can/can't* Student grammar review page W43

4 What can you do? What can't you do? Work in pairs. Look at the pictures and talk about what you can do and what you can't do.
A: I can play tennis, but I can't sew.
B: I can play chess, and I can swim.

5 Work with a different partner. Ask your partner questions about what he/she can do.
A: Can you play tennis? B: Yes, I can.
A: Can you play chess? B: No, I can't.

WRITING

6 Write about your favorite athlete. What can he/she do?

My favorite athlete is Rony Fahed. He is a basketball player. He is from Lebanon. He can throw a ball very far. He can throw the ball into the basket. He can run fast.

The most important thing in the Olympic Games is not winning but taking part.
Pierre de Coubertin, French educator (1863–1937)

17

LESSONS 7 AND 8

Workbook, page W11, Exercises 12, 13, and 14

LESSON 9

Project

If possible, bring in a picture of a member of your family into the class, for example, one of your parents or a cousin. Introduce the person to the class. Ask the students to ask you questions about this person. Give them prompts if necessary, e.g., name (*What's her name?*), brothers and sisters (*Does she have any brothers or sisters?*), etc. Check they are asking the questions properly. Give as much information as you can about the person.

Ask students to look at page 18 in their Student's Book. Read the task with them. Explain that they will do this on a sheet of paper when they are ready. They should first plan in their notebooks.

Read the questions with the class. You could ask different students the questions. Encourage them to give complete answers as you want them to write a good description of the person.

Choose students to read the different paragraphs of Aila's project out loud.

Students can write notes in their notebooks to match each paragraph of Aila's project. Let them check with you if they are unsure of anything. Go around the class checking their work and giving advice where needed.

Give students sheets of paper to write their final projects on.

Student's Book, page 19

OPENER

On the board, write *pilot*, *fisherman*, *firefighter*. Ask the students *Do you want to do any of these jobs? Why?* If students say, for example, that they don't want to be a fisherman, ask why not. Ask *Do you think these are dangerous jobs?* Accept students' answers and ask them to explain their answers.

Ask students to look at page 19. Teach bungee jumping if necessary. Ask *Do you want to go bungee jumping? Why / Why not?* Ask *What sports do you like doing?*

Then ask students *Who flies a plane?* (*a pilot*) Can students tell you what the daily routine of a pilot is like?

Explain to the students that they will learn about some dangerous jobs and sports in these next two units.

Our daily lives

Outcomes

- To read about a day in the life of a pilot, the job of someone's mother, a fisherman's dangerous job, a quiz about excitement, and Simon's adventure vacation
- To listen to two people talking about their jobs and three people talking about dangerous activities
- To use vocabulary related to airports and planes, the time, jobs, and dangerous jobs and activities
- To talk about daily routines, job descriptions and routines, the advantages and disadvantages of being a fisherman, frequency of certain activities, an adventure vacation, and dangerous jobs and activities
- To use the simple present and adverbs of frequency
- To write about your daily routines, someone's job, frequency of doing certain activities, and someone's dangerous job



Unit 3 Daily routines

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about someone talking about his job
- to talk about what one does every day
- to write sentences about what one does every day

Functions
- expressing likes and dislikes
- expressing opinions
- expressing routines

Language focus
- the simple present

Vocabulary
- airports and planes
- the time

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

Student's Book, pages 20 and 21

BEFORE YOU BEGIN

1 Ask the students to say what they can see in the pictures (*the inside of a plane, an airport, a plane*). Choose students to answer the questions. Ask them to explain their answers.

Answers
Students' own answers

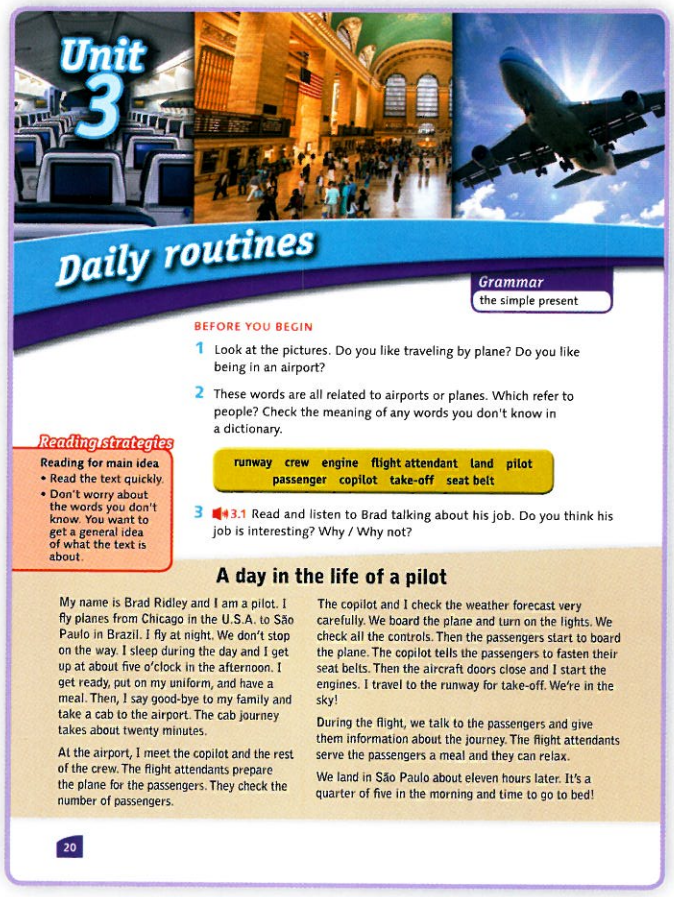
2 Students work in pairs to answer the question. Check answers as a class. Choose students to read the words out loud and say if they are people. Check their pronunciation. Tell students that there is also a verb, 'to take off', that does not have a hyphen.

Answers
crew, flight attendant, pilot, passenger, copilot

3 Read the instructions to the students. Ask them to read the *Reading strategies* box before they read. Ask them to read the text. Students give you their answers to the questions.
Play the CD. Students listen and read at the same time.

Audioscript 3.1 – see page 125

Answers
Students' own answers


Unit 3
Daily routines
Grammar
the simple present
BEFORE YOU BEGIN
1 Look at the pictures. Do you like traveling by plane? Do you like being in an airport?
2 These words are all related to airports or planes. Which refer to people? Check the meaning of any words you don't know in a dictionary.
runway crew engine flight attendant land pilot passenger copilot take-off seat belt
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 3.1 Read and listen to Brad talking about his job. Do you think his job is interesting? Why / Why not?
A day in the life of a pilot
My name is Brad Ridley and I am a pilot. I fly planes from Chicago in the U.S.A. to São Paulo in Brazil. I fly at night. We don't stop on the way. I sleep during the day and I get up at about five o'clock in the afternoon. I get ready, put on my uniform, and have a meal. Then, I say good-bye to my family and take a cab to the airport. The cab journey takes about twenty minutes.
At the airport, I meet the copilot and the rest of the crew. The flight attendants prepare the plane for the passengers. They check the number of passengers.
The copilot and I check the weather forecast very carefully. We board the plane and turn on the lights. We check all the controls. Then the passengers start to board the plane. The copilot tells the passengers to fasten their seat belts. Then the aircraft doors close and I start the engines. I travel to the runway for take-off. We're in the sky!
During the flight, we talk to the passengers and give them information about the journey. The flight attendants serve the passengers a meal and they can relax.
We land in São Paulo about eleven hours later. It's a quarter of five in the morning and time to go to bed!
20

COMPREHENSION

4 Read the *Reading strategies* box with the students. Ask them to find the answers to the questions in the text.
Students then answer the questions, in pairs if you wish. Play the CD again, then check answers as a class.
Ask students if there is any vocabulary they still do not understand. Encourage other students to try to explain words if they can.

Audioscript 3.1 – see page 125

Answers
1 *He sleeps during the day.* **2** He gets to the airport by cab. **3** He meets the copilot and the rest of the crew at the airport. **4** The flight attendants prepare the plane for the passengers. **5** Brad and the copilot check the weather forecast before the flight. **6** The passengers fasten their seat belts when they board the plane. **7** The flight attendants serve the passengers a meal. **8** Students' own answer

GRAMMAR: The simple present

5 Write the following sentence on the board: *I get up at six o'clock.* Choose a student to read it out loud. Then say *We.* Choose another student to say the same sentence with *we (We get up at six o'clock.)* Continue, practicing with *he, she, they, you.* Make sure students remember the *s* with *he/she (He gets up at six o'clock.)*
Refer students to page W43 and advise them to read the information at home.
Students work in pairs to complete the sentences. Check answers as a class.

Answers
1 *get up* **2** take **3** arrive **4** meet **5** board **6** travels **7** take off **8** lands

Workbook, page W12, Exercises 1 and 2

VOCABULARY: The time

6 Explain that pilots use the 24-hour clock to make it clear that they are speaking about morning or afternoon/night. Ask students *Who else uses the 24-hour clock? (the police, train, bus companies, etc.)*
Students match the times. Check the answers as a class. If you wish, ask students to read the times out loud.

Answers
1 c *(nine ten)* **2** a (fourteen hundred hours) **3** b (nineteen twenty) **4** d (three forty-five)

Workbook, page W12, Exercise 3

SPEAKING

7 Tell students what you do every day using as many verbs as you can.
Students work in pairs and describe their daily routine. Students take notes (they shouldn't write full sentences, e.g., *get up – 6:30*).
Monitor as they are working, helping where necessary.

Suggested answer
I get up at six o'clock.

8 Choose students to tell the rest of the class about their partner.

Suggested answer
Samira gets up at six thirty.

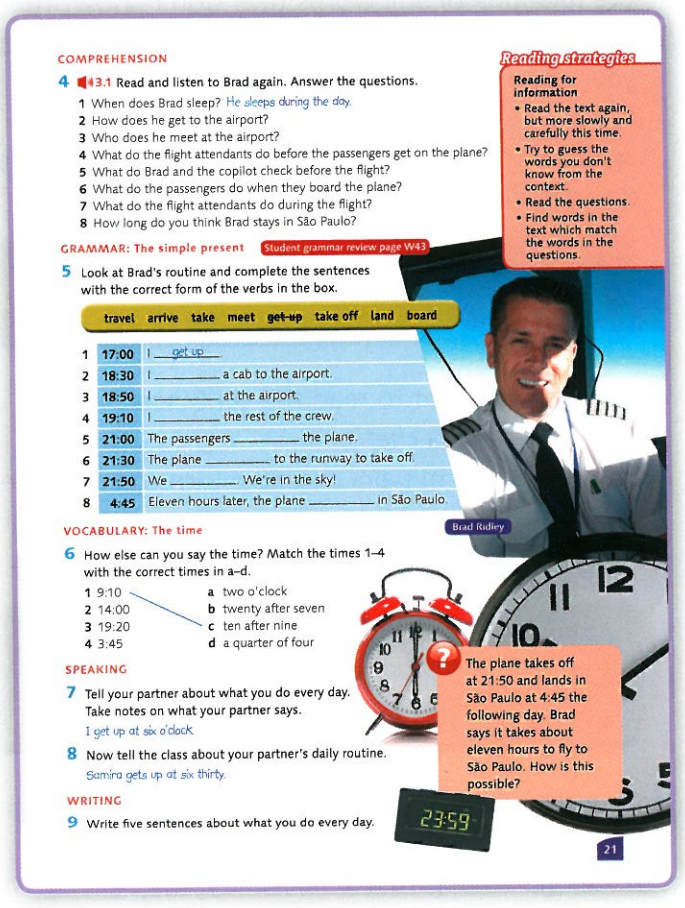
WRITING

9 Students write sentences about themselves. Monitor as they are writing, pointing out any errors. Encourage students to correct the mistakes themselves, instead of telling them the answer.

Answers
Students' own answers

Research box
Ask students to read the question in the research box. Students work in pairs to answer the question.

Answer
This is possible because of the four-hour time difference between Chicago and São Paulo.



COMPREHENSION

4 3.1 Read and listen to Brad again. Answer the questions.
1 When does Brad sleep? *He sleeps during the day.*
2 How does he get to the airport?
3 Who does he meet at the airport?
4 What do the flight attendants do before the passengers get on the plane?
5 What do Brad and the copilot check before the flight?
6 What do the passengers do when they board the plane?
7 What do the flight attendants do during the flight?
8 How long do you think Brad stays in São Paulo?

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

GRAMMAR: The simple present Student grammar review page W43

5 Look at Brad's routine and complete the sentences with the correct form of the verbs in the box.

travel arrive take meet get up take off land board

1	17:00	I *get up*
2	18:30	I _____ a cab to the airport.
3	18:50	I _____ at the airport.
4	19:10	I _____ the rest of the crew.
5	21:00	The passengers _____ the plane.
6	21:30	The plane _____ to the runway to take off.
7	21:50	We _____. We're in the sky!
8	4:45	Eleven hours later, the plane _____ in São Paulo.

VOCABULARY: The time

6 How else can you say the time? Match the times 1–4 with the correct times in a–d.

1 9:10	a two o'clock
2 14:00	b twenty after seven
3 19:20	c ten after nine
4 3:45	d a quarter of four

SPEAKING

7 Tell your partner about what you do every day. Take notes on what your partner says.
I get up at six o'clock.

8 Now tell the class about your partner's daily routine.
Samira gets up at six thirty.

WRITING

9 Write five sentences about what you do every day.

Brad Radley

The plane takes off at 21:50 and lands in São Paulo at 4:45 the following day. Brad says it takes about eleven hours to fly to São Paulo. How is this possible?

21

LESSONS 3 AND 4

Overview

Outcomes
- to talk about jobs
- to listen to people talking about their jobs
- to ask and answer questions about people's jobs

Functions
- identifying jobs
- describing jobs
- expressing opinions

Language focus
- the simple present

Vocabulary
- jobs

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

Student's Book, pages 22 and 23

VOCABULARY: Jobs

1 Read the words with the class. Ask students to repeat them after you. They work in pairs to check the meaning of any words they don't know. Then ask students *Is your father a firefighter? What does your father do? Is your mother a nurse?* etc. Check the pronunciation of the different jobs again. Point to the different pictures and ask *What does he/she do? (firefighter, chef, scientist)*

Answers
Students' own answers

2 Choose a student to read the sentences. Ask *Do you want to be a chef?*
Students work in pairs and take turns reading the sentences and matching them with a job. Check answers as a class.

Answers
1 *chef* **2** cab driver **3** mail carrier **4** pilot **5** firefighter

3 Give students five minutes, working in pairs, to try to explain the other words. Monitor as they are working, helping where necessary. Check answers as a class.

Suggested answers
A nurse works in a hospital. She helps the doctors. A veterinarian takes care of sick animals. A teacher works in a school and teaches children. A server serves food to people in restaurants.

Workbook, page W13, Exercise 4

SPEAKING

4 Choose two students to read the dialogue. Give another example of your own. Then students work in pairs to create dialogues. Monitor as they are working. Choose a few pairs to say their dialogues in front of the class.

Suggested answers
A: *This person takes care of sick animals.* ***B:*** *Is it a veterinarian?* ***A:*** *That's right!* **B:** This person works on an airplane. **A:** Is it a pilot? **B:** No, it isn't. **A:** Is it a flight attendant? **B:** Yes, it is.

5 Explain that students have to choose ten jobs which they think are the most interesting. They then order them 1–10. They should try to explain why they have chosen these jobs as in the example. Monitor as they are working, helping where necessary.

Suggested answer
We think that a police officer is the most interesting job because every day is different.



VOCABULARY: Jobs

1 Do you know the following words? Check the meaning of any words you don't know in a dictionary.

police officer pilot nurse teacher cleaner chef cab driver soccer player server mail carrier firefighter mechanic farmer veterinarian builder scientist flight attendant

2 Who says these sentences? Match the jobs above to each quote.
1 "I work in a restaurant. I make delicious food." chef
2 "I drive people wherever they want to go."
3 "I deliver letters to your house."
4 "I fly airplanes all over the world."
5 "I put out fires in buildings."

3 Look at the other jobs. What do they do?
A nurse works in a hospital. She helps the doctors.

SPEAKING

4 Work with a partner. Think of a job and describe it. Your friend guesses the job.
A: This person takes care of sick animals.
B: Is it a veterinarian?
A: That's right!

5 Read the list of jobs in Exercise 1 again. Which jobs are the most interesting? Why? Work with a partner and order the jobs from 1–10. 1 is the most interesting. Tell the class.
We think that a police officer is the most interesting job because every day is different.

6 What jobs do your mother and father do? What do they do every day?
A: My mother is a nurse. She takes care of sick people in hospital.
B: My father is a chef. He works in a big restaurant.

22

6 Choose two students to read the dialogue. Give another example of your own. Then students work in pairs to create dialogues. Monitor as they are working. Ask students to talk to a different partner. Choose a few students to say their sentences to the class.

Suggested answers
A: *My mother is a nurse. She takes care of sick people in hospital.* ***B:*** *My father is a chef. He works in a big restaurant.*

LISTENING

7 Read the *Listening strategies* box with the class. Ask the students *What job am I talking about? I work in a hospital. I am not a doctor. I take care of patients.* Elicit that it is *a nurse.* Write the three sentences on the board. Ask *Which words tell you it's a nurse?* Students should be able to tell you *a hospital, not a doctor, take care of patients.* Show them that they will hear words relating to the jobs.
Play the CD to the students. Check the answers as a class.

Audioscript 3.2 – see page 125

Answers
1 firefighter **2** scientist

COMPREHENSION

8 Choose students to read the words in the box. Students listen again and decide who says the words. They can write *R* or *S* beside each word for speed. Play the CD. Check answers as a class.

Audioscript 3.2 – see page 125

Suggested answers
Robert: *dangerous,* fire engines, good shape, put out fires, car accident, rescue people, uniform, helmet, special pants
Sally: laboratory, white coats, mask, special equipment, experiments, write notes, computers

9 Read the *Listening strategies* box with the class. Tell them to underline any keywords they find. Play the CD again if the students require it. Students can work in pairs and match the sentences to Robert or Sally. Check answers as a class.

Audioscript 3.2 – see page 125

Answers
1 *Robert* **2** Sally **3** Sally **4** Robert **5** Sally **6** Robert **7** Sally **8** Robert

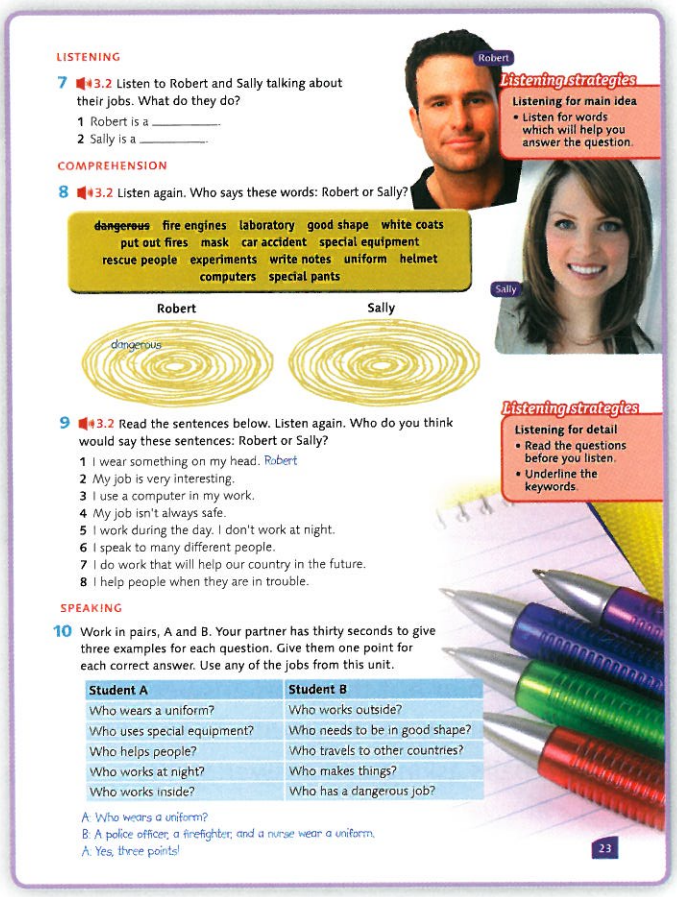
Workbook, page W13, Exercise 5

SPEAKING

10 Students work in pairs to play a game. Do a few examples with the class first. Monitor as they are working, helping where necessary. Choose a few students to give their answers to the questions.

Suggested answers
A: *Who wears a uniform?* ***B:*** *A police officer, a firefighter, and a nurse wear a uniform.*
A: Who uses special equipment? **B:** A scientist a mechanic, and a builder use special equipment. **A:** Who helps people? **B:** A police officer, a doctor, and a nurse help people. **A:** Who works at night? **B:** A police officer, a firefighter, and a doctor work at night. **A:** Who works inside? **B:** A cleaner, a server, and a chef work inside. **B:** Who works outside? **A:** A mail carrier, a soccer player, and a farmer work outside. **B:** Who needs to be in good shape? **A:** A soccer player, a firefighter, and a farmer need to be in good shape. **B:** Who travels to other countries? **A:** A pilot, a flight attendant, and a scientist travel to other countries. **B:** Who makes things? **A:** A builder and a chef make things. **B:** Who has a dangerous job? **A:** A police officer and a firefighter have dangerous jobs.

Workbook, page W13, Exercises 6 and 7



LISTENING

7 3.2 Listen to Robert and Sally talking about their jobs. What do they do?
1 Robert is a _____.
2 Sally is a _____.

Robert

Listening strategies
Listening for main idea
• Listen for words which will help you answer the question.

COMPREHENSION

8 3.2 Listen again. Who says these words: Robert or Sally?

~~dangerous~~ fire engines laboratory good shape white coats put out fires mask car accident special equipment rescue people experiments write notes uniform helmet computers special pants

Sally

Robert Sally

dangerous

9 3.2 Read the sentences below. Listen again. Who do you think would say these sentences: Robert or Sally?
1 I wear something on my head. Robert
2 My job is very interesting.
3 I use a computer in my work.
4 My job isn't always safe.
5 I work during the day. I don't work at night.
6 I speak to many different people.
7 I do work that will help our country in the future.
8 I help people when they are in trouble.

Listening strategies
Listening for detail
• Read the questions before you listen.
• Underline the keywords.

SPEAKING

10 Work in pairs, A and B. Your partner has thirty seconds to give three examples for each question. Give them one point for each correct answer. Use any of the jobs from this unit.

Student A	Student B
Who wears a uniform?	Who works outside?
Who uses special equipment?	Who needs to be in good shape?
Who helps people?	Who travels to other countries?
Who works at night?	Who makes things?
Who works inside?	Who has a dangerous job?

A: Who wears a uniform?
B: A police officer, a firefighter, and a nurse wear a uniform.
A: Yes, three points!

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LESSONS 5 AND 6

Overview

Outcomes
- to read a text about the job of someone's mother
- to distinguish between the different pronunciations of the third person singular
- to write about someone's job
- to talk about what one does on Friday

Functions
- expressing routines

Language focus
- the simple present
- pronunciation – the third person singular

Vocabulary
- daily routines

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

Student's Book, pages 24 and 25

READING

1 Read the *Writing strategies* box with the class. Then read the questions with them. Explain that not all the questions will be relevant to the particular job that each student has chosen. Students check the topic areas. Before they write their answers, do Exercises 2 to 5.

Answers
Students' own answers

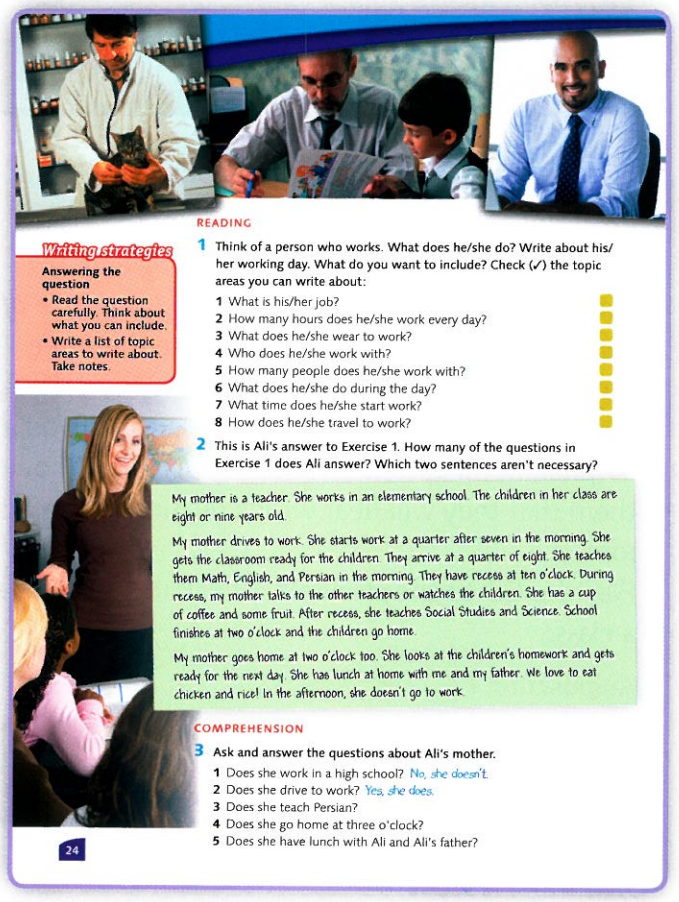
2 Students work individually and then compare answers with a partner. Check answers as a class.

Suggested answers
Ali answers questions 1, 2, 4, 6, 7, and 8. The following two sentences aren't necessary: *She has lunch at home with me and my father. We love to eat chicken and rice!* These sentences do not tell us about Ali's mother's working day.

COMPREHENSION

3 Choose a few students to ask and answer the examples. Point out the short answers. Remind students that we use *does* with *he/she*. Students work in pairs asking and answering the questions. Check answers as a class.

Answers
1 *No, she doesn't.* **2** *Yes, she does.* **3** Yes, she does. **4** No, she doesn't. **5** Yes, she does.


READING

Writing strategies
Answering the question
- Read the question carefully. Think about what you can include.
- Write a list of topic areas to write about. Take notes.

1 Think of a person who works. What does he/she do? Write about his/her working day. What do you want to include? Check (✓) the topic areas you can write about:
1 What is his/her job?
2 How many hours does he/she work every day?
3 What does he/she wear to work?
4 Who does he/she work with?
5 How many people does he/she work with?
6 What does he/she do during the day?
7 What time does he/she start work?
8 How does he/she travel to work?

2 This is Ali's answer to Exercise 1. How many of the questions in Exercise 1 does Ali answer? Which two sentences aren't necessary?

My mother is a teacher. She works in an elementary school. The children in her class are eight or nine years old.

My mother drives to work. She starts work at a quarter after seven in the morning. She gets the classroom ready for the children. They arrive at a quarter of eight. She teaches them Math, English, and Persian in the morning. They have recess at ten o'clock. During recess, my mother talks to the other teachers or watches the children. She has a cup of coffee and some fruit. After recess, she teaches Social Studies and Science. School finishes at two o'clock and the children go home.

My mother goes home at two o'clock too. She looks at the children's homework and gets ready for the next day. She has lunch at home with me and my father. We love to eat chicken and rice! In the afternoon, she doesn't go to work.

COMPREHENSION

3 Ask and answer the questions about Ali's mother.
1 Does she work in a high school? *No, she doesn't.*
2 Does she drive to work? *Yes, she does.*
3 Does she teach Persian?
4 Does she go home at three o'clock?
5 Does she have lunch with Ali and Ali's father?

24

PRONUNCIATION: The third person singular

4 Copy the chart on the board, including the verb *arrives*. Then add the verbs *works* and *washes* in the appropriate column. Say the verbs and ask students to repeat after you. Show them how they fit into the chart.
Play the first verb. Pause the CD and ask students which column the verb belongs in. Play the rest of the CD. Students read the verbs to each other in pairs and decide on the correct column. Play the CD again and check the answers as a class.

Audioscript 3.3 – see page 125

Answers

/z/	/s/	/ɪz/
arrives	starts	teaches
has	gets	finishes
loves	talks	watches
reads	marks	

GRAMMAR: The simple present

5 Go over the rules for the simple present. Look at the *Student grammar review* on page W43 with the students, if necessary.
Students do the exercise and then check their answers with a partner. Check answers as a class.

Answers
1 *work* **2** don't **3** gets **4** makes **5** brings
6 drives **7** take **8** gives **9** operates **10** has
11 repairs **12** don't **13** goes **14** comes

WRITING

6 Students start writing their paragraph. Monitor as they are working, making sure that they cover all the topic areas they checked, and helping where necessary. If some students finish early, let them read each other's writing and try to correct if necessary. Choose a few students to read their writing out loud.

Answers
Students' own answers

Workbook, page W14, Exercises 8 and 9

SPEAKING

7 Ask students *Do you like Friday? Why? Look at Exercise 7. Why does it say 'Hurray!'?*
Students unscramble the words and write the questions. They ask their partner the questions. They take turns asking each other each question. Check the questions as they are writing. You might want to go over them as a class before they ask each other.

Answers
1 Do you go to school on Fridays? **2** What time do you get up on Fridays? **3** Does your mother make your breakfast? **4** Does your father work on Fridays? **5** What time do you have lunch on Fridays? **6** Do you go out with your family on Fridays? **7** Do you play video games on Fridays? **8** Do you practice sports on Fridays?

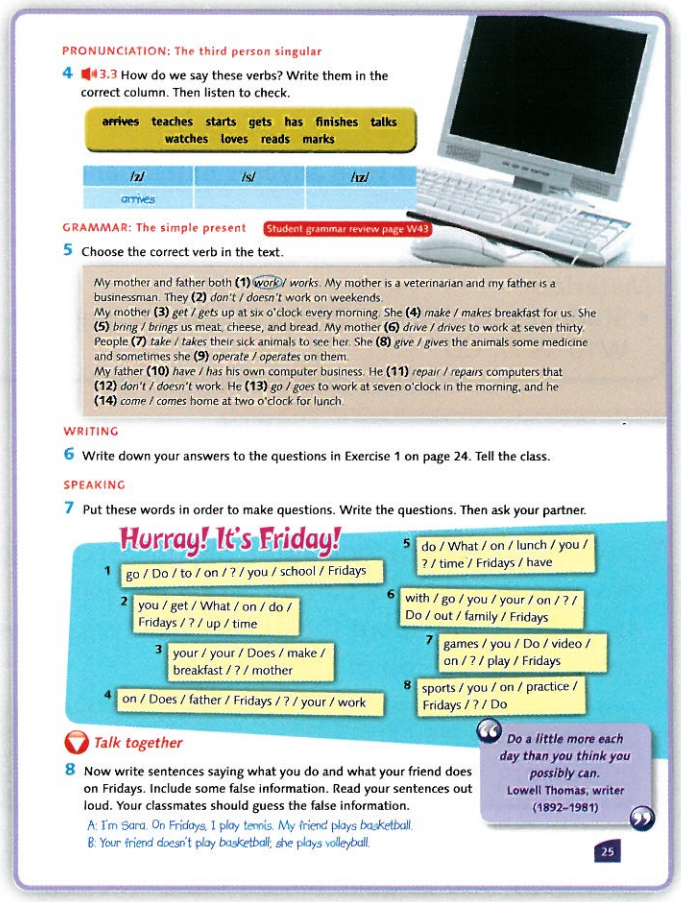
Talk together

8 Students follow the instructions. Choose students to read their sentences out loud. After each one, ask *Is that true or false? What do you think?*

Suggested answers
A: *I'm Sara. On Fridays, I play tennis. My friend plays basketball.* ***B:*** *Your friend doesn't play basketball; she plays volleyball.* **B:** I play video games on Fridays. **A:** You don't play video games. You go out with your family.

Quotation
Ask students to read the quotation. Do they agree with it? Why / Why not?

Workbook, page W14, Exercise 10



PRONUNCIATION: The third person singular

4 43.3 How do we say these verbs? Write them in the correct column. Then listen to check.

arrives teaches starts gets has finishes talks watches loves reads marks

/ɪz/	/s/	/z/
arrives		

GRAMMAR: The simple present Student grammar review page W43

5 Choose the correct verb in the text.

My mother and father both **(1)** work / works. My mother is a veterinarian and my father is a businessman. They **(2)** don't / doesn't work on weekends.
My mother **(3)** get / gets up at six o'clock every morning. She **(4)** make / makes breakfast for us. She **(5)** bring / brings us meat, cheese, and bread. My mother **(6)** drive / drives to work at seven thirty. People **(7)** take / takes their sick animals to see her. She **(8)** give / gives the animals some medicine and sometimes she **(9)** operate / operates on them.
My father **(10)** have / has his own computer business. He **(11)** repair / repairs computers that **(12)** don't / doesn't work. He **(13)** go / goes to work at seven o'clock in the morning, and he **(14)** come / comes home at two o'clock for lunch.

WRITING

6 Write down your answers to the questions in Exercise 1 on page 24. Tell the class.

SPEAKING

7 Put these words in order to make questions. Write the questions. Then ask your partner.

Hurray! It's Friday!

1 go / Do / to / on / ? / you / school / Fridays
2 you / get / What / on / do / Fridays / ? / up / time
3 your / your / Does / make / breakfast / ? / mother
4 on / Does / father / Fridays / ? / your / work
5 do / What / on / lunch / you / ? / time / Fridays / have
6 with / go / you / your / on / ? / Do / out / family / Fridays
7 games / you / Do / video / on / ? / play / Fridays
8 sports / you / on / practice / Fridays / ? / Do

Talk together

8 Now write sentences saying what you do and what your friend does on Fridays. Include some false information. Read your sentences out loud. Your classmates should guess the false information.
A: I'm Sara. On Fridays, I play tennis. My friend plays basketball.
B: Your friend doesn't play basketball; she plays volleyball.

Do a little more each day than you think you possibly can.
Lowell Thomas, writer (1892–1981)

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LESSONS 7 AND 8

Workbook, page W15, Exercise 11

Unit 4 Dangerous jobs

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about a dangerous job
- to talk about being a fisherman
- to talk about how often one does certain activities
- to write sentences about how often one does certain activities

Functions
- expressing opinions
- stating advantages and disadvantages
- expressing frequency of actions

Language focus
- the simple present with adverbs of frequency

Vocabulary
- dangerous jobs

Materials
- Student's Book pages 26–27, Workbook pages W16–W17, CD

Student's Book, pages 26 and 27

BEFORE YOU BEGIN

1 Tell the students to look at the pictures and try to describe them with a partner. Ask a few pairs to say a few things about the pictures and what they know about the job of a fisherman.

Answers
Students' own answers

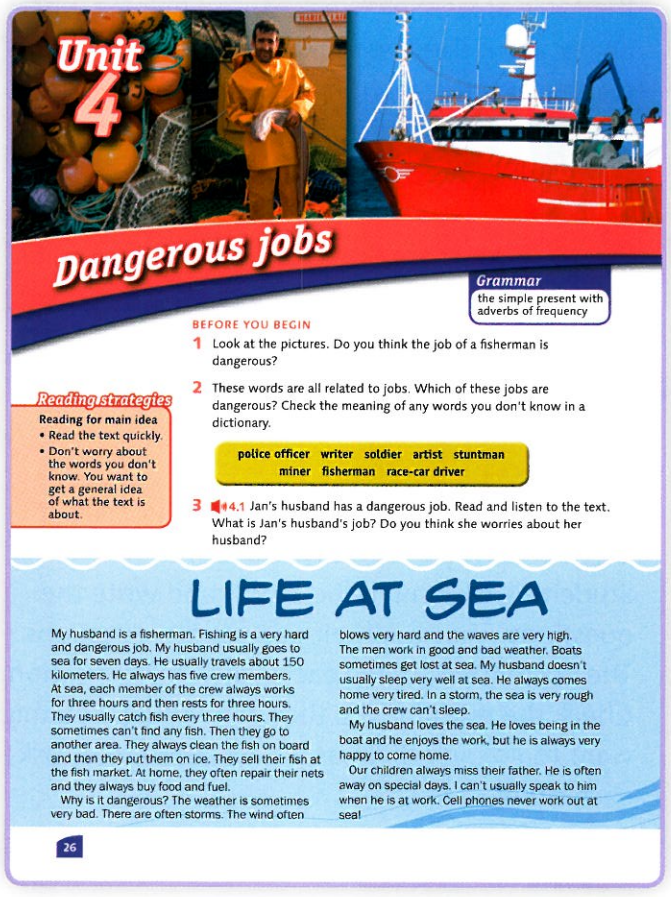
2 First check that students know the words. Give them two or three minutes to check in a dictionary.
Ask the question. Students might disagree on the answers, so encourage them to give reasons for their answers.

Suggested answers
police officer, soldier, stuntman, miner, fisherman, race car driver

3 Before students read the text, read the *Reading strategies* box. Read the instructions and ask the students to read the text. If you wish, play the CD now while the students read. Check answers as a class.

Audioscript 4.1 – see page 125

Suggested answer
Jan's husband is a fisherman. Yes, I think she worries about her husband, because he has a difficult and dangerous job.


Unit 4

Dangerous jobs

Grammar
the simple present with adverbs of frequency

BEFORE YOU BEGIN

1 Look at the pictures. Do you think the job of a fisherman is dangerous?

2 These words are all related to jobs. Which of these jobs are dangerous? Check the meaning of any words you don't know in a dictionary.

police officer writer soldier artist stuntman
miner fisherman race-car driver

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 4.1 Jan's husband has a dangerous job. Read and listen to the text. What is Jan's husband's job? Do you think she worries about her husband?

LIFE AT SEA

My husband is a fisherman. Fishing is a very hard and dangerous job. My husband usually goes to sea for seven days. He usually travels about 150 kilometers. He always has five crew members. At sea, each member of the crew always works for three hours and then rests for three hours. They usually catch fish every three hours. They sometimes can't find any fish. Then they go to another area. They always clean the fish on board and then they put them on ice. They sell their fish at the fish market. At home, they often repair their nets and they always buy food and fuel.

Why is it dangerous? The weather is sometimes very bad. There are often storms. The wind often blows very hard and the waves are very high. The men work in good and bad weather. Boats sometimes get lost at sea. My husband doesn't usually sleep very well at sea. He always comes home very tired. In a storm, the sea is very rough and the crew can't sleep.

My husband loves the sea. He loves being in the boat and he enjoys the work, but he is always very happy to come home.

Our children always miss their father. He is often away on special days. I can't usually speak to him when he is at work. Cell phones never work out at sea!

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COMPREHENSION

4 Before students do Exercise 4, read the *Reading strategies* box. Students follow the instructions and decide if the sentences are true or false. If you wish, play the CD again. Students compare their answers in pairs. Check answers as a class.

Audioscript 4.1 – see page 125

Answers
1 *True* **2** False. He travels about 150 kilometers. **3** True **4** False. They usually catch fish every three hours. **5** False. They put them on ice. **6** False. The fishermen repair their nets. **7** True **8** False. He is often away on special days.

Talk together

5 Students can work in groups to discuss the question. Choose one person from each group to report their ideas to the class.

Suggested answer
It's a very exciting job. You get to work outside. It is very dangerous. You often have to work in bad weather. You are a long way from home.

GRAMMAR: The simple present with adverbs of frequency

6 Students work in pairs to order the sentences. They then check in the text. Choose students to read the sentences out loud to check their answers. Ask them to underline the adverbs of frequency. Point out the order – after the verb *to be* (e.g., *He is often away on special days.*); after an auxiliary verb, such as *do* (e.g., *My husband doesn't usually sleep well at sea.*); before all other verbs. Refer students to the *Student grammar review* on page W44 if necessary.

Answers
1 *My husband usually goes to sea for seven days.* **2** He always has five crew members. **3** They sometimes can't find any fish. **4** The weather is sometimes very bad. **5** My husband doesn't usually sleep very well at sea. **6** He is often away on special days.

SPEAKING

7 Go over the meaning of the five adverbs. Explain that they are in order of frequency in the box. Give them some examples using the days of the week. Say *Always. How many days a week?* Elicit *Seven out of seven*. Say *Never. How many days a week?* Elicit *None.* Explain that *usually* is five or six days a week; *often* is about four days a week; *sometimes* is one or two days a week. Following the sentences in the previous exercise, students complete the sentences about themselves. Choose a student to read the example. Students read the sentences to each other and check the answers. Choose a few students to read each sentence out loud about themselves.

Suggested answers
1 *I am never late for school.* **2** I sometimes watch television for two hours every day. **3** I often drink juice. **4** I am always happy. **5** My friends sometimes come to my house. **6** I often see my grandparents. **7** My mother usually makes cupcakes. **8** I never eat ice cream.

Workbook, page W16, Exercises 1 and 2

8 Choose two students to read the example question and answer. Ask two more students the question. Students work in pairs, taking turns asking and answering the questions. Choose a few pairs to ask and answer in front of the class.

Suggested answers
A: *How often do you get up very early?* ***B:*** *I usually get up very early.* **A:** How often do you play basketball? **B:** I often play basketball. **A:** How often do you play video games? **B:** I sometimes play video games. **A:** How often do you eat fish? **B:** I never eat fish.

WRITING

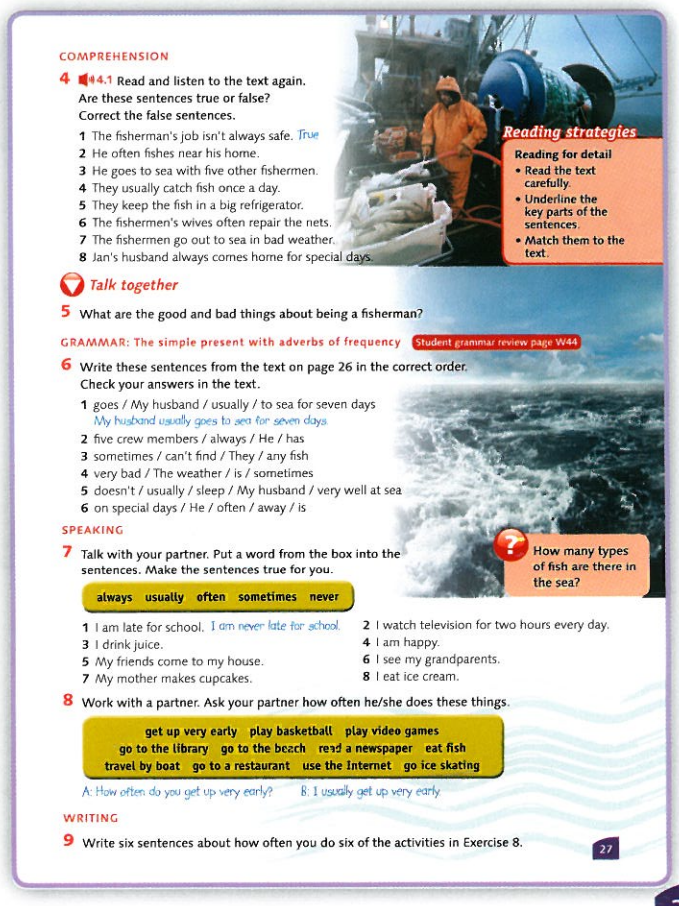
9 Students write their sentences. Monitor as they are working, checking the accuracy of their work. Point out any errors and help the students to correct them themselves.

Answers
Students' own answers

Research box
Ask students to discuss the question in pairs.

Answer
Nobody really knows exactly how many types of fish there are as new ones are being discovered all the time. Scientists think there are about 20,000 different types. They are finding 150–200 types a year.

Workbook, pages W16 and W17, Exercises 3, 4, and 5



COMPREHENSION

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

1 The fisherman's job isn't always safe. *True*
2 He often fishes near his home.
3 He goes to sea with five other fishermen.
4 They usually catch fish once a day.
5 They keep the fish in a big refrigerator.
6 The fishermen's wives often repair the nets.
7 The fishermen go out to sea in bad weather.
8 Jan's husband always comes home for special days.

Reading strategies
Reading for detail
- Read the text carefully.
- Underline the key parts of the sentences.
- Match them to the text.

Talk together

5 What are the good and bad things about being a fisherman?

GRAMMAR: The simple present with adverbs of frequency Student grammar review page W44

6 Write these sentences from the text on page 26 in the correct order. Check your answers in the text.

1 goes / My husband / usually / to sea for seven days
My husband usually goes to sea for seven days.
2 five crew members / always / He / has
3 sometimes / can't find / They / any fish
4 very bad / The weather / is / sometimes
5 doesn't / usually / sleep / My husband / very well at sea
6 on special days / He / often / away / is

SPEAKING

7 Talk with your partner. Put a word from the box into the sentences. Make the sentences true for you.

always usually often sometimes never

1 I am late for school. *I am never late for school.*
2 I watch television for two hours every day.
3 I drink juice.
4 I am happy.
5 My friends come to my house.
6 I see my grandparents.
7 My mother makes cupcakes.
8 I eat ice cream.

8 Work with a partner. Ask your partner how often he/she does these things.

get up very early play basketball play video games
go to the library go to the beach read a newspaper eat fish
travel by boat go to a restaurant use the Internet go ice skating

A: How often do you get up very early? B: I usually get up very early.

WRITING

9 Write six sentences about how often you do six of the activities in Exercise 8.

How many types of fish are there in the sea?

27

LESSONS 3 AND 4

Overview

Outcomes
- to talk about dangerous activities
- to listen to people talking about activities
- to read a questionnaire about excitement

Functions
- describing pictures
- expressing likes and dislikes
- giving reasons

Language focus
- the simple present

Vocabulary
- dangerous activities

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

Student's Book, pages 28 and 29

VOCABULARY: Dangerous activities

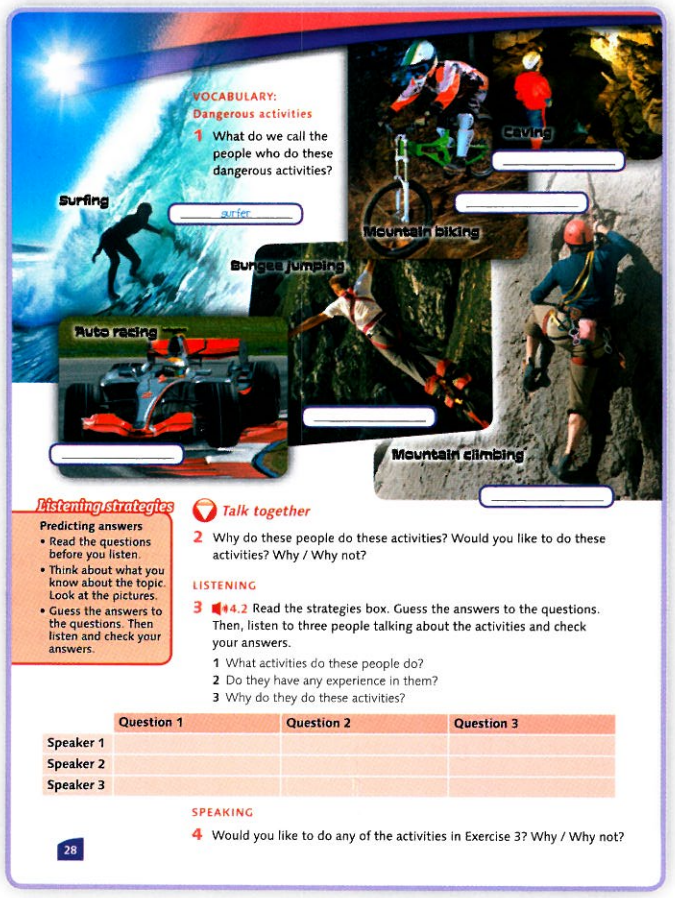
1 Look at the pictures with the class and name the different sports. Ask *Do you want to go surfing?* etc. Read the question. Before they do the activity, say *What's my job?* Elicit *teacher.* Ask *What's the verb?* Elicit *teach.* Ask *What do we add to the verb to make the noun? (er).* Point out, however, that if the verb ends in *e* (e.g., *bike, cave, drive*), we only add *r* (*biker, caver, driver*). Say *Now do the exercise.* Students can work in pairs. Check answers as a class.

Answers
surfer, caver, mountain biker, bungee jumper, auto racing driver, mountain climber

Talk together

2 Discuss the questions with the class. Choose different students to give their opinions. Ask a student to read the questions to the class. Check pronunciation of important words (*activities*).

Answers
Students' own answers



LISTENING

3 Ask students to read the *Listening strategies* box. For the second point, ask students to look at the pictures and describe them.
Read the questions to the class. Play the CD. Ask students just to listen at first. Students can write any answers they know. Then play the CD again. Students write their answers. They can compare answers with a partner before you check answers with the class. Play the CD again if necessary.

Audioscript 4.2 – see pages 125 and 126

Answers

	Question 1	Question 2	Question 3
Speaker 1	Bungee jumping	Yes	She really enjoys it.
Speaker 2	Auto racing	Yes	He loves fast cars and it's very exciting.
Speaker 3	Mountain climbing	Yes	He loves arriving at the top of a mountain and looking at the world from there.

SPEAKING

4 Let students work in small groups to discuss the questions. Monitor as they are working, helping if necessary. When they have finished, ask *Who wants to do bungee jumping? Why?* Choose a few students to reply.
Have a few pairs of students try to use these questions to have a short conversation in front of the class. Choose competent students to do this.

Answers
Students' own answers

Workbook, page W17, Exercise 6

READING AND SPEAKING

5 Do the first question with the class. Explain the points system (*one point for* **a**, *two for* **b**, *three for* **c**). Students work in pairs, taking turns reading the questions and answers out loud. They all write their answers and add up their points. Ask *Who has 1–6 points?* Read what this means. Ask *Do you think this is correct?* Repeat with points 7–12 and 13–18.

Answers
Students' own answers

Workbook, page W17, Exercises 7 and 8



READING AND SPEAKING

5 Read the questionnaire with a partner. Check the key. Do you enjoy excitement? Compare your score with your partner's score.

Do you enjoy excitement?

1 You want to start a new hobby. Which one do you choose?
a playing the piano
b playing tennis
c mountain biking

2 You're going on vacation. What do you like to do?
a sit by the swimming pool
b swim in the ocean
c go surfing

3 What kind of movies do you like to watch?
a a romantic movie
b a comedy movie
c an action movie

4 What's your favorite color?
a yellow
b blue
c red

5 Which of these activities do you want to do when you are older?
a I don't want to do any dangerous activities.
b bungee jumping, but not driving a race-car
c bungee jumping and driving a race-car

6 Which animals would you like to hold?
a I don't want to hold any animals.
b a spider, but not a snake
c a spider and a snake

Key for quiz

a = 1 point, **b** = 2 points, **c** = 3 points
1–6 points: You are usually a little shy. Try to be a little braver!
7–12 points: Perfect! You don't usually like danger, but you aren't usually scared of many things.
13–18 points: Be careful! Remember, some things are dangerous!

LESSONS 5 AND 6

Overview

Outcomes
- to read and talk about someone's vacation
- to talk about what sports one would want to do
- to talk about a dangerous job
- to write about someone's dangerous job

Functions
- expressing opinions
- expressing frequency of actions
- conducting an interview

Language focus
- the simple present with adverbs of frequency

Vocabulary
- dangerous jobs

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

Student's Book, pages 30 and 31

READING

1 Ask students to look at the yellow box of words. Read them out loud. Then ask the students to look at the three pictures and name the sports (*From top left to bottom right, the pictures depict scuba diving, surfing, white-water rafting.*) Students then read the text and solve the puzzle. Give them five to ten minutes to do this and then compare answers with a partner. Check answers as a class.

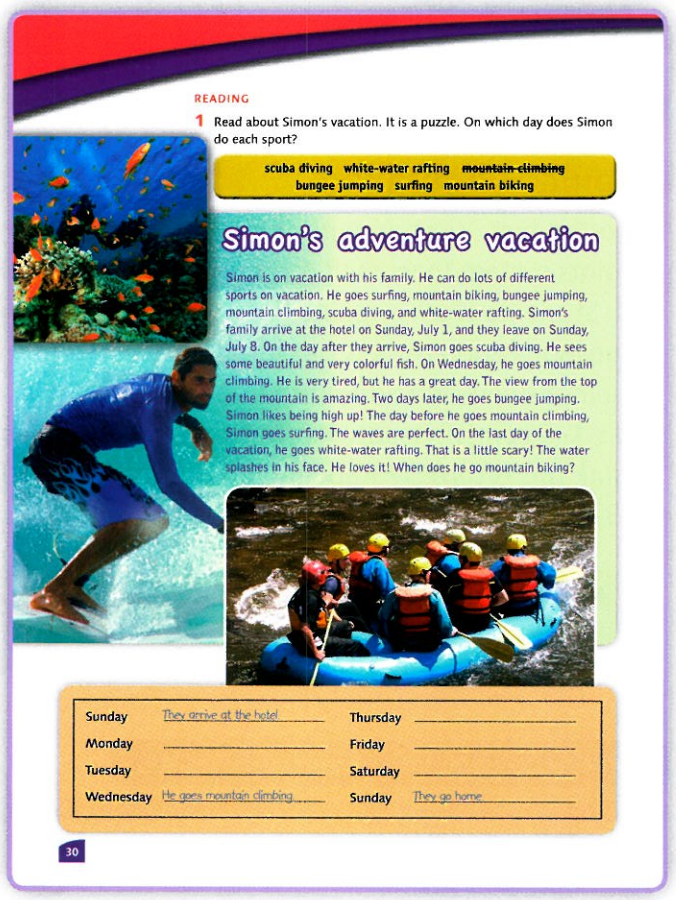
Answers
Sunday: *They arrive at the hotel.*
Monday: He goes scuba diving.
Tuesday: He goes surfing.
Wednesday: *He goes mountain climbing.*
Thursday: He goes mountain biking.
Friday: He goes bungee jumping.
Saturday: He goes white-water rafting.
Sunday: *They go home.*

SPEAKING

2 Students work in pairs. Monitor as they are working, helping where necessary. Tell students to talk about the vacation, saying one sentence each, and adding to the list of things Simon does. When they have finished, they should compare what they said with another pair of students. When they are done comparing, check as a class.

Suggested answer
Simon arrives at the hotel on Sunday. On Friday, he goes bungee jumping. On the day before, he goes mountain biking. On the last day, he goes white-water rafting.

Workbook, page W18, Exercises 9 and 10



READING

1 Read about Simon's vacation. It is a puzzle. On which day does Simon do each sport?

scuba diving white-water rafting ~~mountain climbing~~ bungee jumping surfing mountain biking

Simon's adventure vacation

Simon is on vacation with his family. He can do lots of different sports on vacation. He goes surfing, mountain biking, bungee jumping, mountain climbing, scuba diving, and white-water rafting. Simon's family arrive at the hotel on Sunday, July 1, and they leave on Sunday, July 8. On the day after they arrive, Simon goes scuba diving. He sees some beautiful and very colorful fish. On Wednesday, he goes mountain climbing. He is very tired, but he has a great day. The view from the top of the mountain is amazing. Two days later, he goes bungee jumping. Simon likes being high up! The day before he goes mountain climbing, Simon goes surfing. The waves are perfect. On the last day of the vacation, he goes white-water rafting. That is a little scary! The water splashes in his face. He loves it! When does he go mountain biking?

Sunday	They arrive at the hotel.	Thursday	
Monday		Friday	
Tuesday		Saturday	
Wednesday	He goes mountain climbing.	Sunday	They go home.

30

3 Read the questions to the students and check they understand them. Ask students to ask you each question. You answer. Students then work in pairs to ask and answer the questions. Choose a few students to ask and answer each question in front of the class.

Suggested answers
I think that Simon feels tired at the end of his vacation. I would like to go on a vacation like this. I would want to go mountain biking and white-water rafting, but I wouldn't want to go surfing.

Talk together

4 Read the instructions to the students and check that they know what they have to do. Ask them what *true for you* means. Give them an example for yourself, as well as the one in the book. Write a list of possible adverbs on the board, and see if anyone has an alternative example for the first sentence. Tell students to work in pairs. Students make the sentences. Check their answers as a class.

Suggested answers
1 *I never do dangerous sports.* **2** I often watch sports on television. **3** Soccer is often exciting. **4** I sometimes like playing sports. **5** Auto racing is often dangerous.

5 Divide the class into pairs. One student in the pair is Student A. One is Student B. Let groups of A students work together to agree on the questions. Groups of B students discuss the questions. They have ten minutes to do this. Monitor and help where necessary.

Answers
Students' own answers

6 Explain to students that they now have to act out a dialogue in pairs. They each take a role, and then when they have completed the dialogue in this way, they should switch roles. Pair an A student with a B student. They carry out their role-play. Monitor as they are working. Choose a few students to do their role-play in front of the class.

Answers
A: What do you do? **B:** I am a miner. **A:** What do you do every day? **B:** I work underground. It is very dark. **A:** Is your job always dangerous? **B:** Yes, it is. **A:** What dangerous things do you do? **B:** I look for minerals in the rock. **A:** Do you feel scared? **B:** Yes, I often feel scared. **A:** Do you work alone? **B:** No, I work with lots of people. **A:** Is it sometimes fun? **B:** Yes, my job is sometimes fun.

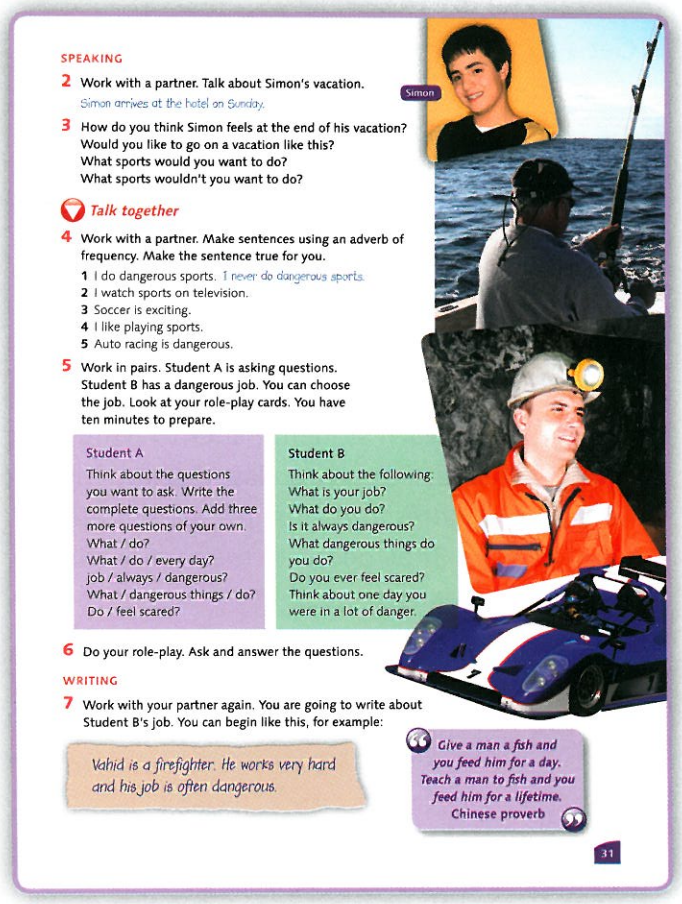
WRITING

7 A and B students work together to write about the job B chose. First, students should write notes. Monitor as they are working, helping where necessary. Point out any inaccuracies and ask students to try to correct them. When they are happy with what they want to say, they can write their final draft.

Answers
Students' own answers

Workbook, page W18, Exercises 11, 12, and 13

Quotation
Ask students to discuss what they think about the quotation. Do they agree with it? Why / Why not?



SPEAKING

2 Work with a partner. Talk about Simon's vacation.
Simon arrives at the hotel on Sunday.

3 How do you think Simon feels at the end of his vacation?
Would you like to go on a vacation like this?
What sports would you want to do?
What sports wouldn't you want to do?

Talk together

4 Work with a partner. Make sentences using an adverb of frequency. Make the sentence true for you.
1 I do dangerous sports. I never do dangerous sports.
2 I watch sports on television.
3 Soccer is exciting.
4 I like playing sports.
5 Auto racing is dangerous.

5 Work in pairs. Student A is asking questions. Student B has a dangerous job. You can choose the job. Look at your role-play cards. You have ten minutes to prepare.

Student A
Think about the questions you want to ask. Write the complete questions. Add three more questions of your own.
What / do?
What / do / every day?
job / always / dangerous?
What / dangerous things / do?
Do / feel scared?

Student B
Think about the following:
What is your job?
What do you do?
Is it always dangerous?
What dangerous things do you do?
Do you ever feel scared?
Think about one day you were in a lot of danger.

6 Do your role-play. Ask and answer the questions.

WRITING

7 Work with your partner again. You are going to write about Student B's job. You can begin like this, for example:

Vahid is a firefighter. He works very hard and his job is often dangerous.

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. Chinese proverb

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LESSONS 7 AND 8

Workbook, page W19, Exercises 14 and 15

LESSON 9

Project

If possible, gather together some magazine or newspaper pictures of dangerous jobs or sports which the students can use.

Get a picture of a dangerous job and a dangerous sport. Show each to the class and ask the questions in the relevant box about each picture. Encourage the students to give as much information as they can. Write any useful phrases on the board.

Students begin to prepare their projects. They take notes about each job or sport. Monitor as they are working, helping where necessary.

You could give each student paper to write their projects on and so create a class display. They expand their notes into a full paragraph, using full sentences. They decorate their work with pictures or drawings.

Choose students to present their work to the class. You could choose a few students over the next few lessons to do this.

LESSON 10

REVIEW A

Student's Book, pages 33 and 34

Students work on their own to complete the vocabulary tests 1 to 10. Students then work in pairs to complete the grammar test questions 11 to 15. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers

1 c **2** b **3** d **4** a **5** e **6** b **7** b **8** c **9** b

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

GRAMMAR

Suggested answers

11 ***A:*** *What do you always do on Mondays?* ***B:*** *I always go to school.* **A:** What do you never do on Saturdays? **B:** I never play tennis.
A: What do you sometimes do on Tuesdays?
B: I sometimes watch television.
12 ***A:*** *Do you have a cousin?* ***B:*** *Yes, I do.* ***A:*** *Is your cousin's name Andrew?* ***B:*** *No, it isn't.*
A: Are you part of Family D? **B:** Yes, I am.
13 ***A:*** *There's a table. There are two couches. There is an armchair. There isn't a refrigerator.* ***B:*** *Is it the living room?* ***A:*** *Yes, it is.* **B:** There's a closet and a bed. There isn't a couch. **A:** Is it the bedroom? **B:** Yes, it is.
14 ***A:*** *Do you usually wear a uniform?* ***B:*** *Yes, I do.* ***A:*** *Do you fly planes?* ***B:*** *Yes, I do.* ***A:*** *Are you a pilot?* ***B:*** *Yes, I am!* **A:** Do you usually wear a uniform? **B:** No, I don't. **A:** Is your job dangerous? **B:** No, it isn't. **A:** Do you work in a school? **B:** Yes, I do. **A:** Are you a teacher? **B:** Yes, I am!
15 **1** ***A:*** *Do you usually go to school on Fridays?* ***B:*** *No, I don't. I never go to school on Fridays.*
2 A: What is your favorite activity on vacation? **B:** My favorite activity is surfing.
3 A: What do you have in your bedroom? **B:** I have a bed, a desk, and a closet.
4 A: How many cousins do you have? **B:** I have five cousins. **5 A:** What does a veterinarian usually do? **B:** A veterinarian usually takes care of sick animals.

Workbook, pages W20 and W21, Progress test 1

OPENER

Tell the students that in this module they are going to learn about what you find in different towns and cities.

Look at each picture with the class and choose students to suggest answers to the questions. Accept their suggestions and tell them that they will find the answers as they go over the module.

The pictures, from top left clockwise to bottom left show a T-rex skeleton at the Field Museum of Natural History in Chicago (see also page 36 of the Student's Book); the Ladies' Market in Hong Kong (see also page 42 of the Student's Book); and the National Museum in Singapore (see also page 41 of the Student's Book).

Then ask the students questions about themselves. *Do you often go to a museum? Which one? Which museums did you visit on vacation? Do you like going to museums? Why / Why not? Where do you like doing your shopping? Do you like going to markets or do you prefer shopping malls? Why?*

Going places

Outcomes

- To read about the Field Museum of Natural History, the Museum of the History of Science, and the Ladies' Market
- To listen to people talking about buildings, a visit to the Museum of the History of Science, and a stall owner at the Ladies' Market
- To use vocabulary related to museums, places in towns and cities, and food
- To talk about places on a map, what there is/isn't in your town or city, certain buildings, food at a family celebration, and shopping for food
- To use *there is/are* with *a/some/any*, *How many*, and count and noncount nouns
- To write about the area near your school, a museum in your country, what there is in your shopping basket, and a quiz about food



Unit 5 Let's go to a museum!

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the Field Museum of Natural History
- to talk about places on a map
- to recognize intonation in questions
- to write about the area around one's school

Functions
- expressing opinions
- expressing quantity
- describing a map

Language focus
- *there is/are* with *a/some/any*
- *How many*
- pronunciation – intonation

Vocabulary
- museums

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

Student's Book, pages 36 and 37

BEFORE YOU BEGIN

1 Ask the students if they heard of or been to the Field Museum of National History. Ask them to choose the object they most want to see.

Answers
Students' own answers

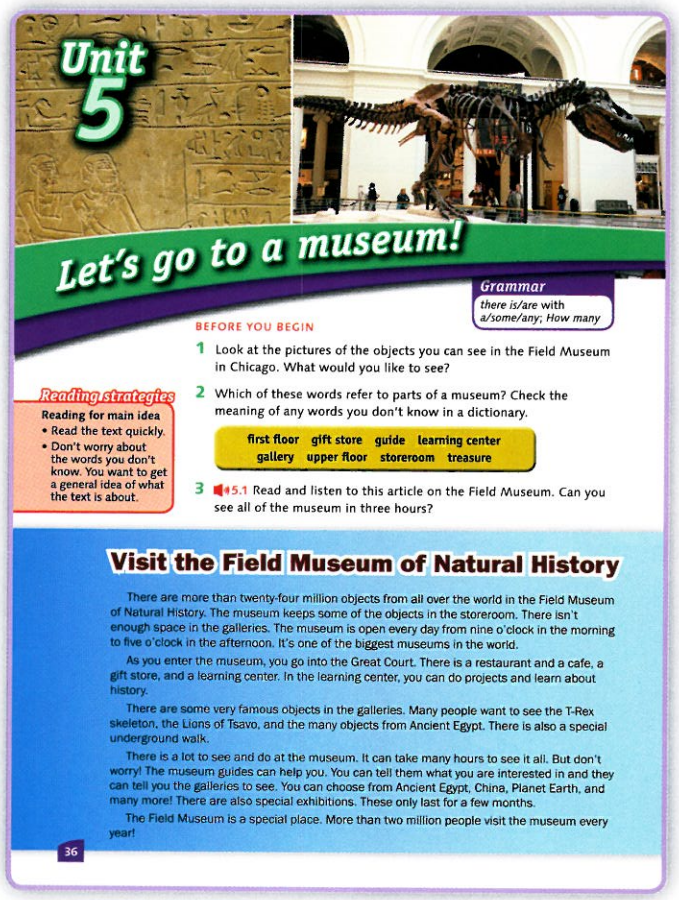
2 Ask students to work in pairs and find out the meanings of the words. Point out that *gallery* is the singular of *galleries* as it is the plural form of the noun only that features in the text. Ask different pairs to explain the words in English.

Answers
storeroom, gift store, gallery, learning center, first floor, upper floor

3 Ask students to quickly read the *Reading strategies* box. Ask them to listen and read. Then choose students to give you the answer.

Audioscript 5.1 – see page 126

Answer
No, you can't see all of the museum in three hours.


Unit 5
Let's go to a museum!

Grammar
there is/are with *a/some/any*; *How many*

BEFORE YOU BEGIN

1 Look at the pictures of the objects you can see in the Field Museum in Chicago. What would you like to see?

2 Which of these words refer to parts of a museum? Check the meaning of any words you don't know in a dictionary.

first floor gift store guide learning center
gallery upper floor storeroom treasure

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 5.1 Read and listen to this article on the Field Museum. Can you see all of the museum in three hours?

Visit the Field Museum of Natural History

There are more than twenty-four million objects from all over the world in the Field Museum of Natural History. The museum keeps some of the objects in the storeroom. There isn't enough space in the galleries. The museum is open every day from nine o'clock in the morning to five o'clock in the afternoon. It's one of the biggest museums in the world.

As you enter the museum, you go into the Great Court. There is a restaurant and a cafe, a gift store, and a learning center. In the learning center, you can do projects and learn about history.

There are some very famous objects in the galleries. Many people want to see the T-Rex skeleton, the Lions of Tsavo, and the many objects from Ancient Egypt. There is also a special underground walk.

There is a lot to see and do at the museum. It can take many hours to see it all. But don't worry! The museum guides can help you. You can tell them what you are interested in and they can tell you the galleries to see. You can choose from Ancient Egypt, China, Planet Earth, and many more! There are also special exhibitions. These only last for a few months.

The Field Museum is a special place. More than two million people visit the museum every year!

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COMPREHENSION

4 Before students do the exercise, ask them to read the *Reading strategies* box. Underline keywords in the first two sentences as a class (*more than twenty-four million objects; in the storeroom*).
Ask students to work in pairs to underline the keywords in the other sentences. Give them one minute.
Then ask them to try to match the underlined words with sections in the article. Remind them to read around the sentence too, that is, the sentences before and after the words.
Students match the phrases. Check answers as a class.

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

Workbook, page W22, Exercise 1

GRAMMAR: *There is/are* with *a/some/any*; *How many*

5 Go over the rules for *a*, *some*, and *any*. Write the following sentences on the board: *There is a board in the classroom. There are some chairs. Are there any couches? No, there aren't any couches.* Ask questions to help students understand: *How many boards are there? (one) So we say 'There is a board.' How many chairs are there? (a lot) When we don't want to say or don't know the number and there is more than one, we say "some". Which word do we use when we ask a question? (any) What word do we use if we are talking about more than one and saying no? (any)* Refer students to the *Student grammar review* on page W44 if necessary.
Direct the students' attention to the map. Students find the Field Museum on the map and then complete the sentences. Check answers as a class.

Answers
1 a **2** a **3** some **4** a **5** some **6** any **7** any

6 Students work in pairs to ask and answer questions.

Suggested answers
A: *Is there a subway station near The Field Museum?* ***B:*** *Yes, there is.* ***A:*** *Are there any schools near the Field Museum?* ***B:*** *No, there aren't.* **A:** Are there any stores near the hotel? **B:** Yes, there are.

7 Ask some simple questions about your town with *How many*, e.g., *How many markets are there? How many schools are there?* etc.
Students look at the map for thirty seconds and close their books. Using the vocabulary in Exercise 6, they ask each other questions. Choose students to ask their questions in front of the class.

Suggested answers
A: *How many banks are there?* ***B:*** *There is one bank.* ***A:*** *How many parking lots are there?* ***B:*** *There is one parking lot.* **A:** Are there any markets? **B:** No, there aren't any markets.

Workbook, page W22, Exercises 2, 3, and 4

PRONUNCIATION: Intonation

8 Play the CD. Students tell you whether they think the person's voice goes up or down. Play the CD again, pausing after each sentence for the students to repeat. Let them practice saying the sentences in pairs.

Audioscript 5.2 – see page 126

Answer
The person's voice goes up at the end of the questions.

WRITING

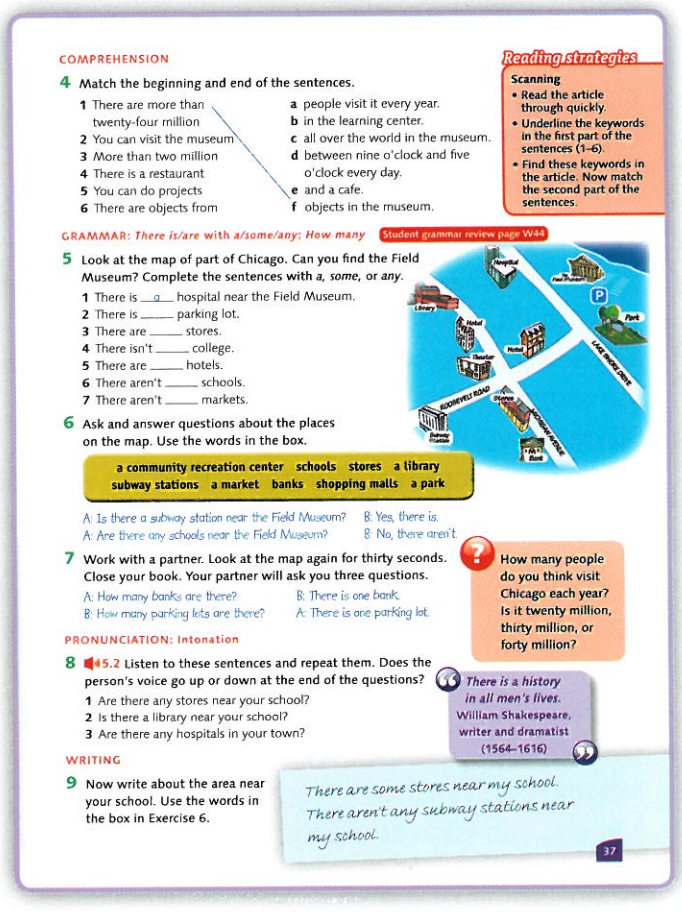
9 Choose students to read the example sentences. Students write the sentences and then show them to a partner. They try to correct each other's work. Check answers as a class.

Answers
Students' own answers

Research box
Ask students to read the question in the research box. Tell them to try to find out the answer for the next lesson.

Answer
About forty million people visit Chicago each year.

Quotation
Ask students to read the quotation. Ask if they know who William Shakespeare was. Ask if they agree with him and if they know the titles of any plays he wrote.



COMPREHENSION

4 Match the beginning and end of the sentences.

1 There are more than twenty-four million	a people visit it every year.
2 You can visit the museum	b in the learning center.
3 More than two million	c all over the world in the museum.
4 There is a restaurant	d between nine o'clock and five o'clock every day.
5 You can do projects	e and a cafe.
6 There are objects from	f objects in the museum.

Reading strategies
Scanning
- Read the article through quickly.
- Underline the keywords in the first part of the sentences (1–6).
- Find these keywords in the article. Now match the second part of the sentences.

GRAMMAR: *There is/are with a/some/any; How many* — Student grammar review page W44

5 Look at the map of part of Chicago. Can you find the Field Museum? Complete the sentences with *a, some,* or *any*.
1 There is __a__ hospital near the Field Museum.
2 There is ____ parking lot.
3 There are ____ stores.
4 There isn't ____ college.
5 There are ____ hotels.
6 There aren't ____ schools.
7 There aren't ____ markets.

6 Ask and answer questions about the places on the map. Use the words in the box.

a community recreation center · schools · stores · a library · subway stations · a market · banks · shopping malls · a park

A: Is there a subway station near the Field Museum? B: Yes, there is.
A: Are there any schools near the Field Museum? B: No, there aren't.

7 Work with a partner. Look at the map again for thirty seconds. Close your book. Your partner will ask you three questions.
A: How many banks are there? B: There is one bank.
B: How many parking lots are there? A: There is one parking lot.

How many people do you think visit Chicago each year? Is it twenty million, thirty million, or forty million?

PRONUNCIATION: Intonation

8 5.2 Listen to these sentences and repeat them. Does the person's voice go up or down at the end of the questions?
1 Are there any stores near your school?
2 Is there a library near your school?
3 Are there any hospitals in your town?

There is a history in all men's lives.
William Shakespeare, writer and dramatist (1564–1616)

WRITING

9 Now write about the area near your school. Use the words in the box in Exercise 6.

There are some stores near my school. There aren't any subway stations near my school.

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about places in towns and cities
- to talk about what places exist in one's town
- to talk about certain buildings in pictures
- to listen to people talking about buildings

Functions
- expressing opinions
- describing places in a town or city
- describing a building
- giving reasons
- agreeing and disagreeing

Language focus
- *there is/are* with *a/some/any*

Vocabulary
- places in towns and cities

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

Student's Book, pages 38 and 39

VOCABULARY: Places in towns and cities

1 Ask the students to look at the pictures and tell you what places they are, using the words in the box and a dictionary (counter-clockwise from top right: a train station, a park, a market, a library, a bakery, a restaurant).
Give them time to check the rest of the words. Check their pronunciation by asking different students to read them out loud.

2 Choose two students to read the example question and answer. Ask if there is anything else you can do in a library, e.g., *You can read books and newspapers. You can find information. You can use computers.*
Students work in pairs, taking turns asking and answering questions. Monitor as they are working, helping where necessary. Check answers as a class.

Suggested answers
A: *What can you do in a library?* ***B:*** *In a library, you can borrow books.* **A:** What can you do in a park? **B:** You can go for a walk. **A:** What can you do in a shopping mall? **B:** You can buy clothes. **A:** What can you do in a museum? **B:** You can learn about the past. **A:** What can you do in a bank? **B:** You can put money in a bank. **A:** What can you do in a restaurant? **B:** You can eat chicken and potatoes.

SPEAKING

3 Choose students to read the example sentences. Give students three or four minutes to make their list in pairs. Check answers as a class.
It might be a good idea to work with lower-ability students here, asking them *Is there a police station? Is there a hotel?* etc. This will allow them to participate in the activity fully, use some of the target language, but rely less on finding vocabulary items that they are unsure of.

Suggested answers
There is a police station. There isn't a hotel. There are some clothing stores. There aren't any department stores.

Workbook, page W23, Exercises 5 and 6



VOCABULARY: Places in towns and cities

1 These words are all related to places in towns and cities. Check the meaning of any words you don't know in a dictionary.

library park shopping mall museum bank restaurant supermarket train station bus station pharmacy bakery meat market shoe store clothing store department store hairdresser's hospital hotel police station

2 What can you do in these places? Work in pairs.

library park shopping mall museum bank restaurant

A: What can you do in a library?
B: In a library, you can borrow books.

SPEAKING

3 What is there in your town or city? What isn't there in your town or city? Make a list with your partner.

There is a police station.
There isn't a hotel.
There are some clothing stores.
There aren't any department stores.

38

LISTENING AND SPEAKING

4 Encourage students to give their opinions of the buildings. You can tell them where these buildings are (*1 Paris, France – it's in front of the Louvre art gallery and is the main entrance; 2 New York City – the Guggenheim Museum; 3 Mexico City, Mexico – the Museo Soumaya, an art gallery; 4 Bilbao, Spain – the Guggenheim Museum*). Ask *Which would you like to visit?*

Answers
Students' own answers

5 Ask students to read the sentences. Play the CD. Ask students to mark checks or crosses. Play the CD again for them to check their answers. Check answers as a class.
Get students to discuss their answers in complete sentences before checking as a class, in order to give them more free practice.

Audioscript 5.3 – see page 126

Answers

	1	2	3	4
Hessam likes this building.	×	×	×	×
Hessam doesn't like this building.	✓	✓	✓	✓
Mani likes this building.	✓	✓	✓	✓
Mani doesn't like this building.	×	×	×	×

6 Ask students if they can remember any of the words the boys use. Give them time to discuss with a partner and then play the CD again. Check answers as a class.
Some students may have already used the vocabulary after listening just once. If you notice this, let them try to pronounce the words correctly. You can even ask them how they think you spell the words. Get them to tell you as many as they can, and write them on the board as they tell you to spell them. If they are incorrect, change one letter at a time. When you have a good collection of words, play the CD to check them. This time around, they can check their spellings, and decide which boy says which word. At the end, make sure you make a thorough spelling correction, and run through pronunciation.

Audioscript 5.3 – see page 126

Answers

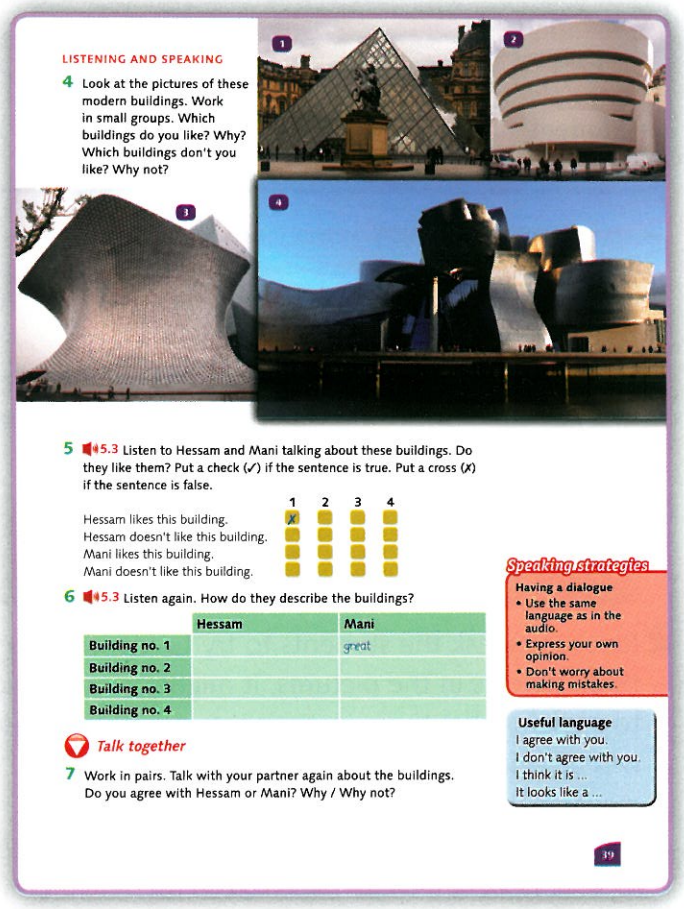
	Hessam	Mani
Building no. 1	horrible	*great*, interesting
Building no. 2	ugly	tall, beautiful
Building no. 3	enormous	nice
Building no. 4	very tall, too big	very interesting, great, very intelligent

Workbook, page W23, Exercise 7

Talk together

7 Before they do the speaking activity, read the *Speaking strategies* box with the students. Read the *Useful language* box. You can give an opinion of one of the buildings and ask students if they agree or disagree with you.
Students work in pairs to discuss the pictures. Monitor as they are speaking. You do not need to correct them as this exercise is about fluency, not accuracy. If there are any consistent grammatical problems, you can go over them at the end of the lesson.

Answers
Students' own answers



LISTENING AND SPEAKING

4 Look at the pictures of these modern buildings. Work in small groups. Which buildings do you like? Why? Which buildings don't you like? Why not?

5 5.3 Listen to Hessam and Mani talking about these buildings. Do they like them? Put a check (✓) if the sentence is true. Put a cross (✗) if the sentence is false.

	1	2	3	4
Hessam likes this building.	✗			
Hessam doesn't like this building.				
Mani likes this building.				
Mani doesn't like this building.				

6 5.3 Listen again. How do they describe the buildings?

	Hessam	Mani
Building no. 1		great
Building no. 2		
Building no. 3		
Building no. 4		

Talk together

7 Work in pairs. Talk with your partner again about the buildings. Do you agree with Hessam or Mani? Why / Why not?

Speaking strategies
Having a dialogue
- Use the same language as in the audio.
- Express your own opinion.
- Don't worry about making mistakes.

Useful language
I agree with you.
I don't agree with you.
I think it is ...
It looks like a ...

LESSONS 5 AND 6

Overview

Outcomes
- to talk about museums in one's country
- to read about the California Science Center
- to listen to a conversation about a visit to a museum
- to write about a museum in one's country
- to talk about a museum in one's country

Functions
- describing pictures
- describing a museum

Language focus
- museums

Vocabulary
- museums

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

Student's Book, pages 40 and 41

READING

1 Students work in pairs to think of as many things as they can in three minutes. Discuss their answers as a class.

Answers
Students' own answers

2 Before you ask the students to try to identify the three objects in the pictures, it might be advisable to explain what these instruments do. *An astrolabe was an instrument used to plot the position and movements of the Sun, Moon, stars and planets, and could be used in navigation and determining the time. A globe is a three-dimensional representation of the Earth. A compass is a relatively simple navigational tool that consists of a free-spinning magnetic needle that aligns itself with the magnetic north and south poles.*
Students match the words and pictures in pairs. Check answers as a class.

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

3 Before they read, go over the *Reading strategies* box with the students. Ask students to read the text quickly and find the answer to the question. Give them three to five minutes to do this. Check answers as a class.

Answers
astrolabes, compasses, globes, telescopes, cameras, and much more



READING

1 Talk with your partner. What can you see in museums in your country?

2 Match the words with the pictures.
1 astrolabe
2 globe
3 compass

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 Read about the California Science Center in Los Angeles in the U.S.A. What objects can you see in the museum?

The California Science Center

Welcome to the California Science Center in Los Angeles in the U.S.A. It is a big and very interesting museum. It is in a special building that even has a movie theater!

The museum teaches visitors about science and math. The focus is on physics, chemistry, biology, and technology. There are special rooms where you can touch and learn about the objects. There are astrolabes, compasses, globes, telescopes, cameras, and much more. There is also a cafe and a store.

The museum is free and they also offer guided tours. The museum is interesting for people of all ages. It is by a big park and it is very easy to find.

40

COMPREHENSION

4 This time the students will have to read the text more carefully, as suggested in the *Reading strategies* box. Reassure them that they won't need to understand every word to do the exercise, and so don't let them check words in a dictionary. Ask them to underline the keywords in the sentences and then do the exercise. They can work in pairs. Check answers as a class. When the students have finished, check any new vocabulary with the class.

Answers
1 *False. It is a big museum.* **2** False. It is very interesting. **3** True **4** False. It has lots of rooms. **5** False. There is a store in the museum. **6** True

READING

5 Ask the students to read the dialogue quietly to themselves, ignoring the blanks. Do not let them write anything at this stage. Read the words in the box with them. Ask them to work in pairs to complete the dialogue.

Answers
Students' own answers

6 Play the CD while students check their answers. Check answers as a class. Then in their pairs, students take the parts of Amina and Sara and practice reading the dialogue out loud.

Audioscript 5.4 – see page 126

Answers
1 *special* **2** city **3** astrolabes **4** cafe **5** store

Workbook, page W24, Exercises 8, 9, and 10

WRITING

7 Ask students to look again at the text on page 40. Ask *How many paragraphs are there? (3)* Explain that each paragraph in a text has to have a separate topic. Students do the exercise. Check answers as a class.

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

8 Ask for suggestions from the class about museums in their country. Discuss them for a few minutes. Students write notes about the museum they have chosen. Ask them to refer to the paragraph titles in Exercise 7 as a possible model to follow. They then show their notes to a partner and add further information to their partner's notes if possible.

Answers
Students' own answers

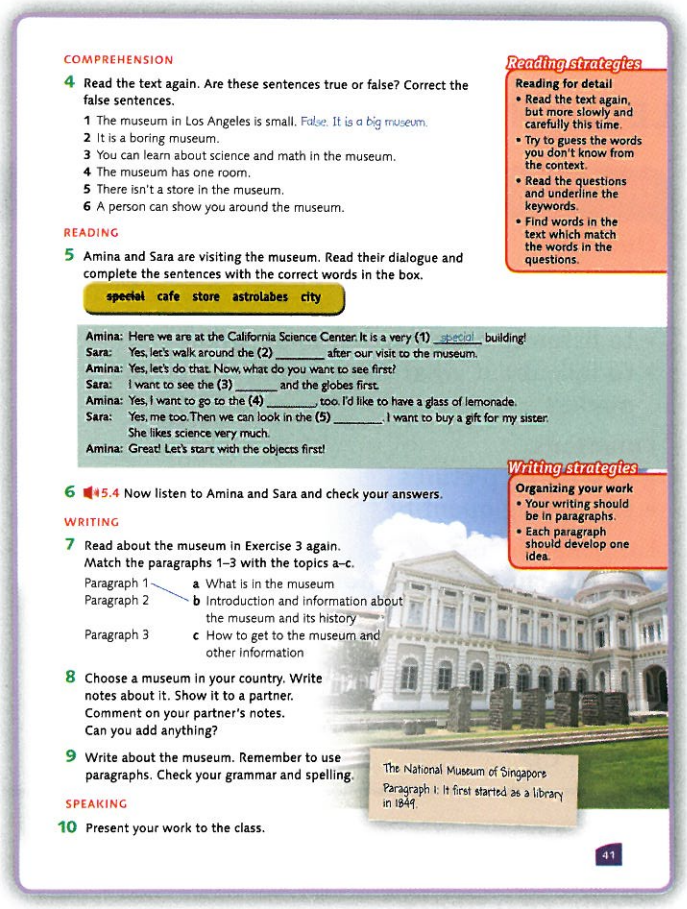
9 Read the *Writing strategies* box with the class before they start writing. Monitor as they are writing. Point out any grammatical or spelling errors, but don't correct them. Give students time to try and correct them. If they can't do it, go back and help.
Students can check each other's work before asking you to check it finally.

Answers
Students' own answers

SPEAKING

10 Choose students to give their presentation to the class. Spread the presentations out over several successive lessons, asking a few students each lesson to give their presentations.

Answers
Students' own answers



COMPREHENSION

4 Read the text again. Are these sentences true or false? Correct the false sentences.

1 The museum in Los Angeles is small. False. It is a big museum.
2 It is a boring museum.
3 You can learn about science and math in the museum.
4 The museum has one room.
5 There isn't a store in the museum.
6 A person can show you around the museum.

Reading strategies
Reading for detail
- Read the text again, but more slowly and carefully this time.
- Try to guess the words you don't know from the context.
- Read the questions and underline the keywords.
- Find words in the text which match the words in the questions.

READING

5 Amina and Sara are visiting the museum. Read their dialogue and complete the sentences with the correct words in the box.

special cafe store astrolabes city

Amina: Here we are at the California Science Center. It is a very (1) special building!
Sara: Yes, let's walk around the (2) _____ after our visit to the museum.
Amina: Yes, let's do that. Now, what do you want to see first?
Sara: I want to see the (3) _____ and the globes first.
Amina: Yes, I want to go to the (4) _____, too. I'd like to have a glass of lemonade.
Sara: Yes, me too. Then we can look in the (5) _____. I want to buy a gift for my sister. She likes science very much.
Amina: Great! Let's start with the objects first!

6 5.4 Now listen to Amina and Sara and check your answers.

Writing strategies
Organizing your work
- Your writing should be in paragraphs.
- Each paragraph should develop one idea.

WRITING

7 Read about the museum in Exercise 3 again. Match the paragraphs 1–3 with the topics a–c.

Paragraph 1 – a What is in the museum
Paragraph 2 – b Introduction and information about the museum and its history
Paragraph 3 – c How to get to the museum and other information

8 Choose a museum in your country. Write notes about it. Show it to a partner. Comment on your partner's notes. Can you add anything?

9 Write about the museum. Remember to use paragraphs. Check your grammar and spelling.

The National Museum of Singapore
Paragraph 1: It first started as a library in 1844.

SPEAKING

10 Present your work to the class.

41

LESSONS 7 AND 8

Workbook, page W25, Exercises 11 and 12

Unit 6 Going shopping

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the Ladies' Market
- to listen to a stall owner in a market
- to talk about what there is and there isn't in a market

Functions
- describing pictures
- expressing quantity

Language focus
- count and noncount nouns

Vocabulary
- food

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. Teach any new vocabulary they want to know.

Answers
Students' own answers

2 Ask students to work in pairs. Write *fruit* and *vegetables* on the board and ask them to put the words into the correct column. Check answers as a class. Make sure they understand all the vocabulary. Test them with a few items each lesson, saying, e.g., *We find this in the ocean. (fish) We eat this for breakfast. You make it with flour. (bread)* etc.

Answers
fruit: tomato, plum, cherry, apricot, apple, pear, peach
vegetables: eggplant, garlic, potato, cauliflower

3 Before they read, remind students to read the *Reading strategies* box. They listen and follow as you play the CD. Choose a student to answer the question. Does the rest of the class agree?

Audioscript 6.1 – see page 127

Answer
Hong Kong, China



COMPREHENSION

4 Read the *Reading strategies* box with the students. Ask them to work in pairs to underline the keywords in each sentence. Ask the students to read the article again, but more carefully this time. In pairs, students do the exercise. Play the CD again and check answers as a class. Encourage students to explain why some sentences are false.

Audioscript 6.1 – see page 127

Answers
1 False. About seven million people live in Hong Kong. **2** True **3** False. It is open from noon. **4** True **5** True **6** False. There are many small restaurants in the market.

LISTENING

5 Explain that when they listen, they might not understand every word. They need to think about the question and decide what kind of word the answer will be. Read the question to them: *What time does he open his stall?* Ask for suggested answers, e.g., *at nine o'clock; in the morning.* This is the kind of information that they should listen for. Play the CD. Check answers as a class.

Audioscript 6.2 – see page 127

Answer
at noon

6 Choose students to read the list of items. Check that they know that beans are vegetables and dates are fruit. Check their pronunciation. Explain that they might sometimes hear the word, but Ming might say *there aren't any* … . Tell them to listen carefully. Play the CD. Check answers as a class.

Audioscript 6.2 – see page 127

Answers
cherries, apples, apricots, dates, eggplants, garlic, tomatoes, potatoes

7 Play the CD again while the students answer the question. Remind them to listen carefully.

Audioscript 6.2 – see page 127

Answers
eggs, rice, flour, honey, bread, milk, coffee, tea, meat, beef, lamb, chicken

GRAMMAR: Count and noncount nouns

8 Explain the terms count and noncount to the students. Use the *Student grammar review* to help if you wish. If possible, bring a glass of water into the classroom. Have five pencils in your hand and ask *Can you count these? How many are there? (five) So, they are count nouns. They have a plural – one pencil, two pencils.* Show them the water. Ask *Can you count this? (no) So, it is a noncount noun. It doesn't have a plural.* Refer students to the *Student grammar review* on page W44, if necessary.
Give students time to write the words. Let them work in pairs. Check answers as a class.

Answers
Count nouns: *apples*, apricots, eggplants, beans, cauliflowers, cherries, dates, peaches, pears, potatoes, tomatoes, cookies, eggs, plants
Noncount nouns: *flour*, garlic, beef, bread, cake, chicken, coffee, fish, honey, lamb, meat, milk, rice, tea

9 Choose students to read the dialogues. Point out that *with plural count nouns we use a plural verb,* e.g., *are*; *with noncount nouns, we always use a singular verb,* e.g., *is*.
Students work in pairs. Monitor, correcting if you hear any mistakes.

Suggested answers
A: *beans* ***B:*** *There aren't any beans.* ***A:*** *flour* ***B:*** *There is some flour.* **A:** cookies **B:** There are some cookies. **A:** beef **B:** There isn't any beef.

Research box
Ask students to read the question in the research box. Tell them to try to find out the answer for the next lesson.

Answer
The oldest covered market in the world is in Istanbul, Turkey. It consists of sixty-one covered streets and over 3,000 stores.

Workbook, page W26, Exercises 1, 2, and 3



COMPREHENSION

4 6.1 Read and listen to the article again. Are these sentences true or false? Correct the false sentences.
1 Three million people live in Hong Kong. False. About seven million people live in Hong Kong.
2 There are lots of things for tourists to see.
3 The Ladies' Market is open from seven o'clock in the morning.
4 You can buy things to eat at the market.
5 Tourists like to buy things that are made in China.
6 You can't find any restaurants in the market.

Reading strategies
Reading for information
- Read the sentences first and underline the keywords.
- Go back to the text and find the part which mentions what you are looking for.
- Decide if the sentence is true or false. If it is false, think about why it is false.

LISTENING

5 6.2 Listen to Ming. He owns a fruit and vegetable stall in the market. What time does he open his stall?

6 6.2 Listen to Ming again. What can you buy from him today? Check (✓) the things you can buy.

apples		dates	
apricots		garlic	
eggplants		peaches	
beans		pears	
cauliflowers		potatoes	
cherries	✓	tomatoes	

7 6.2 Listen to Ming one more time. What can you buy from the stalls next to Ming's stall? Check (✓) the things you can buy.

beef		flour	
bread		honey	
cake		lamb	
chicken		meat	
coffee		milk	
cookies		plants	
eggs	✓	rice	
fish		tea	

GRAMMAR: Count and noncount nouns — Student grammar review page W44

8 Write the words from Exercises 6 and 7 in the correct columns.

Count nouns	Noncount nouns
apples	flour

9 Work in pairs. Make sentences using the words from Exercise 8 and *there is/are*.
A: beans B: There aren't any beans.
A: flour B: There is some flour.

Where is the oldest covered market in the world? Is it in Turkey, Egypt, or Syria?

43

LESSONS 3 AND 4

Overview

Outcomes
- to talk about places on a map
- to read a conversation about a shopping list
- to read a conversation about preparations for a celebration
- to talk about food in a celebration

Functions
- identifying places on a map
- expressing quantity
- expressing opinions

Language focus
- count and noncount nouns

Vocabulary
- places in towns and cities
- food

Materials
- Student's Book pages 44–45, Workbook pages W27–W28, CD

Student's Book, pages 44 and 45

VOCABULARY: Places in towns and cities

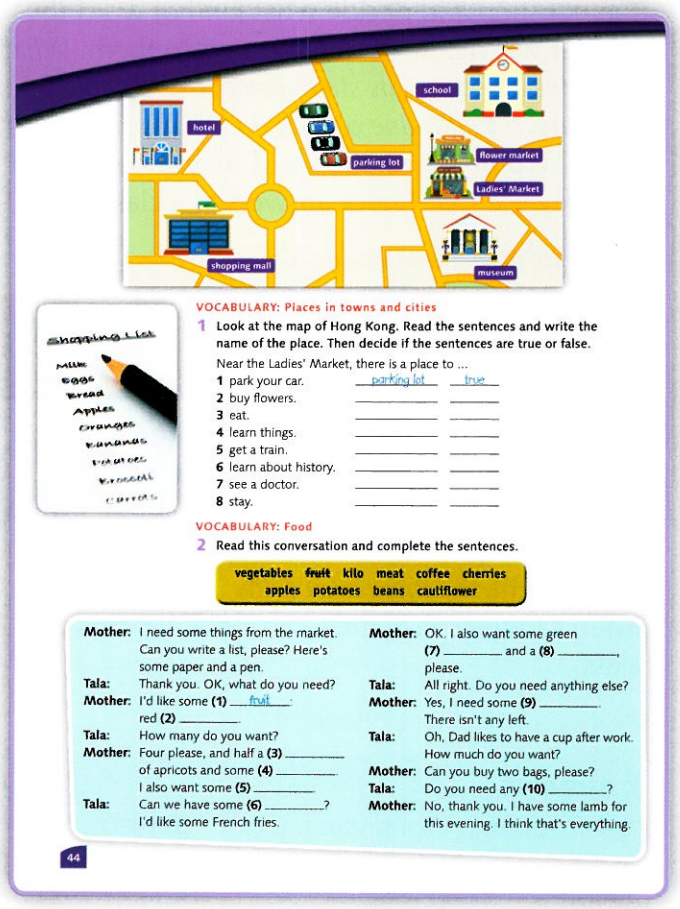
1 Read the first example sentence to the class. Ask *Where do you park your car? (in a parking lot)* *Can you see a parking lot on the map? Point to it.* Make sure all students understand what to do. Ask students to work in pairs. Check answers as a class.

Answers
1 *parking lot, true* **2** flower market, true **3** restaurant, false **4** school, true **5** train station, false **6** museum, true **7** hospital, false **8** hotel, true

VOCABULARY: Food

2 Remind the students that they should first read the whole conversation. Before they fill in the blanks, they should read the whole sentence and possibly the sentence before and after so that they can confirm their answers. So, for example, *(2) could be cherries, except that cherries are not bought singly whereas apples are, while (6) might be beans except that French fries are made from potatoes, not beans.* Let students work individually to begin with.

Answers
Students' own answers



3 Students read the dialogue in pairs to check their answers. If necessary, explain why any wrong answers (for example, cherries for (2)) are incorrect. Choose different pairs to read a few lines each. Then play the CD so that students can confirm all the answers.

Audioscript 6.3 – see page 127

Answers
1 *fruit* **2** apples **3** kilo **4** cherries **5** vegetables **6** potatoes **7** beans **8** cauliflower **9** coffee **10** meat

GRAMMAR: Count and noncount nouns

4 Review with the class when we use *a*, *some*, and *any*. Look at the *Student grammar review* on page W44.
Students work individually to complete the exercise. They can check their answers in pairs before you check answers as a class.

Answers
1 *a* **2** any **3** some **4** some **5** a **6** any **7** any **8** a **9** some **10** any

5 Remind students to read the whole conversation before they choose the correct verb form. They work individually and then take the role of Rachel or Mom and read the conversation out loud with a partner. They can discuss their answers if necessary. Check answers as a class.

Answers
1 *are* **2** are **3** is **4** Is **5** are **6** is **7** Is **8** isn't
9 is **10** are **11** aren't **12** is **13** are **14** isn't
15 is **16** are

Workbook, page W27, Exercises 4 and 5

SPEAKING

6 Students read the conversation again, trying to change some of the items. They need to make sure the verbs are still correct. Monitor and help where necessary. Choose a few students to perform their conversation in front of the class. Students should give feedback once the performing students have finished. This can take the form of 'a star and a wish' (one good thing, one thing to improve), three things they liked, and one they weren't sure about, or a 'consensus clap' (students applaud at the end at a volume they think is appropriate for the performance). You should remind the students in the audience how to be a good audience as well.

Answers
Students' own answers

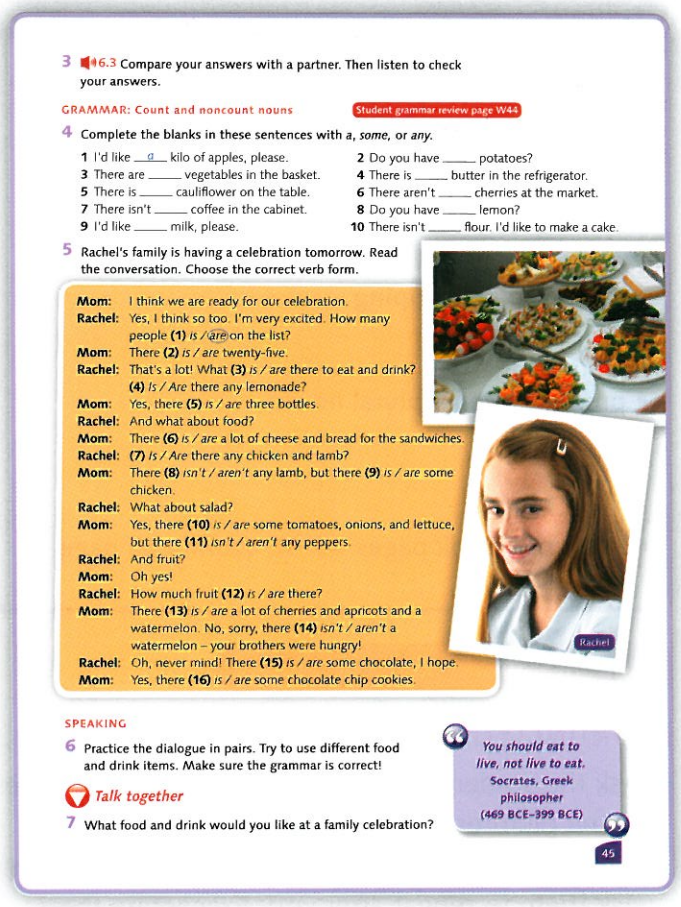
Talk together

7 Students can discuss in small groups. One person can write the list they decide on and report back to the rest of the class.
You can limit the food items to ten if you think it necessary. Include some variations, such as sweet, savory, drinks, healthy snacks, a mixture of all these, etc. You could get students to give feedback by asking them who would like to come to a party where they served this kind of food. Students may need to be reminded about being constructive when giving feedback here, as well.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Do they agree with it? Why / Why not?

Workbook, pages W27 and W28, Exercise 6



3 6.3 Compare your answers with a partner. Then listen to check your answers.

GRAMMAR: Count and noncount nouns — Student grammar review page W44

4 Complete the blanks in these sentences with *a*, *some*, or *any*.

1 I'd like ___a___ kilo of apples, please.
2 Do you have ____ potatoes?
3 There are ____ vegetables in the basket.
4 There is ____ butter in the refrigerator.
5 There is ____ cauliflower on the table.
6 There aren't ____ cherries at the market.
7 There isn't ____ coffee in the cabinet.
8 Do you have ____ lemon?
9 I'd like ____ milk, please.
10 There isn't ____ flour. I'd like to make a cake.

5 Rachel's family is having a celebration tomorrow. Read the conversation. Choose the correct verb form.

Mom: I think we are ready for our celebration.
Rachel: Yes, I think so too. I'm very excited. How many people **(1)** *is / are* on the list?
Mom: There **(2)** *is / are* twenty-five.
Rachel: That's a lot! What **(3)** *is / are* there to eat and drink? **(4)** *Is / Are* there any lemonade?
Mom: Yes, there **(5)** *is / are* three bottles.
Rachel: And what about food?
Mom: There **(6)** *is / are* a lot of cheese and bread for the sandwiches.
Rachel: **(7)** *Is / Are* there any chicken and lamb?
Mom: There **(8)** *isn't / aren't* any lamb, but there **(9)** *is / are* some chicken.
Rachel: What about salad?
Mom: Yes, there **(10)** *is / are* some tomatoes, onions, and lettuce, but there **(11)** *isn't / aren't* any peppers.
Rachel: And fruit?
Mom: Oh yes!
Rachel: How much fruit **(12)** *is / are* there?
Mom: There **(13)** *is / are* a lot of cherries and apricots and a watermelon. No, sorry, there **(14)** *isn't / aren't* a watermelon – your brothers were hungry!
Rachel: Oh, never mind! There **(15)** *is / are* some chocolate, I hope.
Mom: Yes, there **(16)** *is / are* some chocolate chip cookies.

Rachel

SPEAKING

6 Practice the dialogue in pairs. Try to use different food and drink items. Make sure the grammar is correct!

Talk together

7 What food and drink would you like at a family celebration?

You should eat to live, not live to eat.
Socrates, Greek philosopher
(469 BCE–399 BCE)

45

LESSONS 5 AND 6

Overview

Outcomes
- to distinguish between the different pronunciations of plural noun endings
- to role-play shopping for food
- to write about one's shopping
- to write a quiz about food

Functions
- role-playing shopping
- describing food

Language focus
- pronunciation – plural nouns

Vocabulary
- food

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

Student's Book, pages 46 and 47

PRONUNCIATION: Plural nouns

1 Ask the students to name the fruit and vegetables in the pictures.
Read the three examples in the chart to the class. Ask them to repeat after you. Exaggerate the sounds so they can hear them clearly.
Draw the chart on the board. Number the columns 1, 2, 3 (so 1 is /z/, 2 is /s/ and 3 is /ɪz/). Ask students to write the numbers on three separate sheets of paper. Play the CD, pausing after each word. Students hold up the number of the sound they hear. Check they all have the correct one. Ask a few students to say the word. Students then copy the chart and write the words in the correct column in their exercise books.

Audioscript 6.4 – see page 127

Answers

/z/	/s/	/ɪz/
eggs	*apricots*	*peaches*
chickens	cakes	boxes
vegetables	plants	watches
tomatoes		
potatoes		
plums		
cherries		
pears		
flowers		

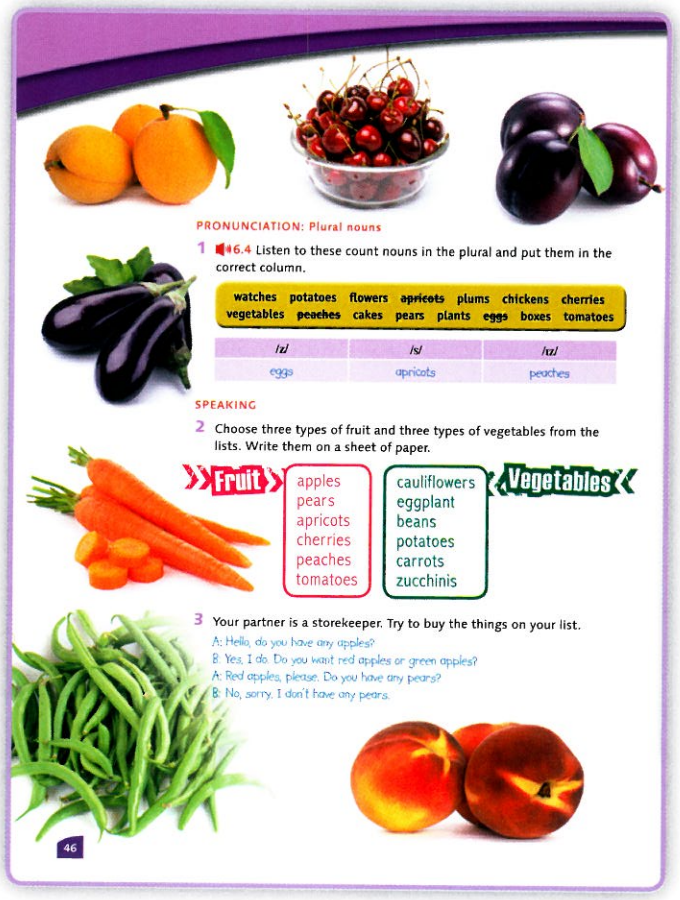
SPEAKING

2 Students follow the instructions. You also write a list. Tell students to read the lists and decide which one they would prefer to eat from. Ask a few students to give you their answers. Ask them what is the difference between the two lists. (*List 1 is fruit; List 2 is vegetables.*) Now explain that they have to choose three from each list. They can choose any they like. They should then write down what they chose.

Answers
Students' own answers

3 Model the dialogue with a student using the items on your list. At the end say *I am happy. I have everything on my list.* Or *I am sad. I don't have the things on my list.*
Students do the role-play in pairs. Monitor and help if necessary. At the end, ask a few students *Are you happy or sad?* Choose some students to do the role-play in front of the class.

Suggested answers
A: *Hello, do you have any apples?* ***B:*** *Yes, I do. Do you want red apples or green apples?* ***A:*** *Red apples, please. Do you have any pears?* ***B:*** *No, sorry. I don't have any pears.* **A:** Do you have any eggplants? **B:** Yes, I have some eggplants. How many would you like? **A:** Three, please.



WRITING

4 Students write about the items that they got in the last exercise. Monitor and check for accuracy. Choose a few students to read their sentences out loud.

Practice the structure *I have …* a few times, using your own list. Ask them the questions *What do I have?* and *What is there …?* Write some example sentences from your list on the board. Ask two students to come up to the board and write a sentence each.

Answers
Students' own answers

SPEAKING

5 Play the game with the class. Students keep adding to the list until a student can no longer remember what preceded the item he/she wants to add. The list goes in alphabetical order. Try a few times with the class and then divide the class in half and ask each team to play. See who can get furthest through the alphabet.

Answers
A: *I go to the market to buy some apples.*
B: *I go to the market to buy some apples and some beans.* ***C:*** *I go to the market to buy some apples, some beans, and some carrots.* **D:** I go to the market to buy some apples, some beans, some carrots, and some dates.

Workbook, page W28, Exercises 7 and 8

VOCABULARY: Food

6 Students work in pairs to name the foods. Explain that this is a race. Direct their attention to the tip: each food is either red or white, at least when peeled. As soon as one pair has finished, stop everyone else and check the answers. If they are correct, stop the game and congratulate the winners. If they are not correct, don't tell them which ones are wrong and ask the class to continue. Keep going until you have a true winner.

Check answers as a class.

Answers
1 *cheese* **2** milk **3** onion **4** cherries
5 cauliflower **6** tomato **7** garlic **8** apple
9 plum **10** potato

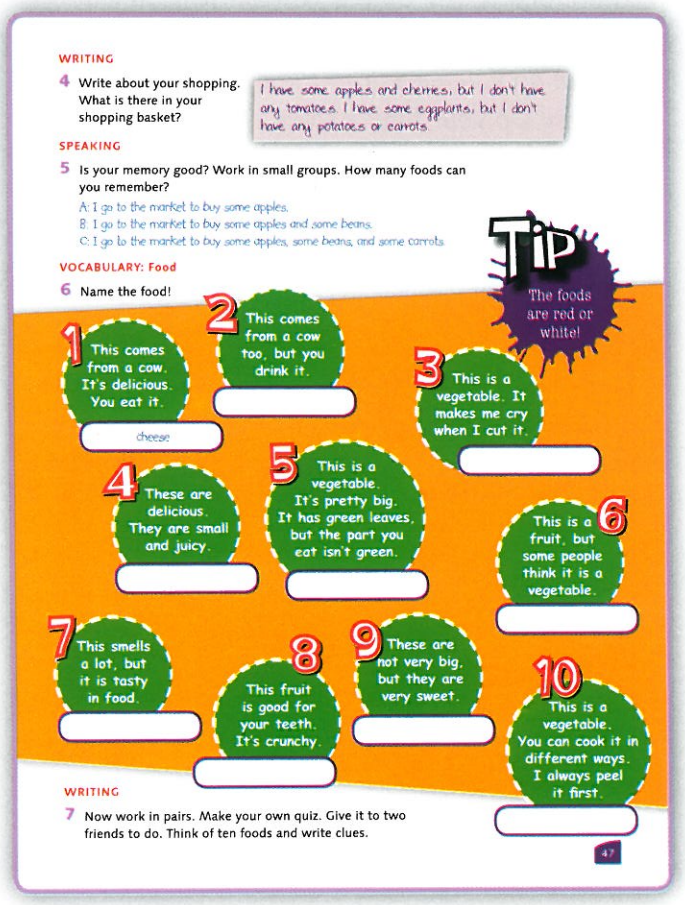
WRITING

7 Monitor as the pairs are working, helping where necessary. You may need to offer suggestions, e.g., *It comes from a cow; you cook it before eating (beef); It is meat from a white animal (lamb); It is an orange vegetable (carrot); It is a yellow fruit, but not sweet to eat (lemon); It is food from the ocean that you cook before eating (fish); These vegetables are long and green (beans); It is food made from flour (bread).*

When they have finished, ask them to switch their quizzes with another pair. They try to do each other's quiz and then give it back to be checked.

Answers
Students' own answers

Workbook, page W28, Exercise 9



LESSONS 7 AND 8

Workbook, page W29, Exercises 10 and 11

LESSON 9

Project

Ask students to tell you what they can see in a town. Review all the vocabulary. If they can't remember all the words, give them clues, e.g., *Where can you borrow a book?* etc.

Ask students to look at the green box on page 48. Ask *Do we have all these things in our town? Would you like all these things in our town?*

Then look at the blue box. Ask *How do you travel around the town?* If students say *car*, ask *Where do you leave it in the town?* Elicit *parking lot*. Ask *Do you think a town should have a lot of parking lots?* If they walk, ask *Where do you walk?* Teach *on the sidewalk.*

Read the task with the class. Students work on their projects. Be available to answer any questions.

Students present their projects. Make a class display. You can have a class vote on the best town.

Student's Book, page 49

OPENER

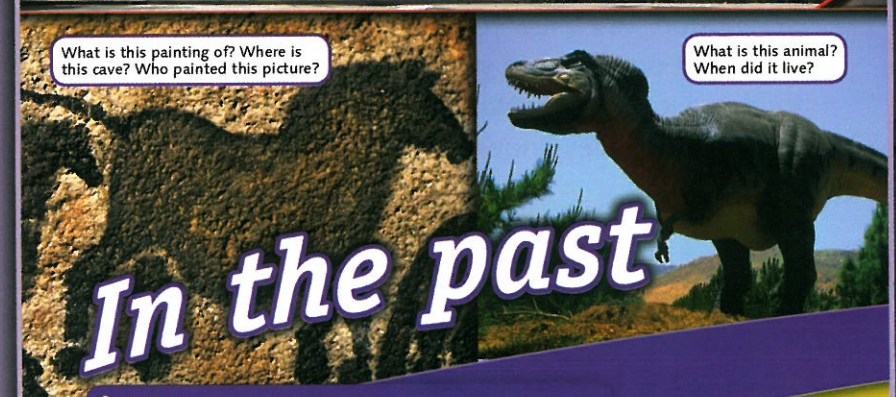
Ask students to look at the pictures on page 49. Tell them to spend time writing some notes about the pictures. They should then discuss the pictures with their partner. In particular, they should think about why there is a picture of a museum on the page. What might it contain? Teach the word *dinosaur* and ask the students to tell you anything they can about dinosaurs in English. Ask them to think of words to describe them.

Ask *Do you like reading about dinosaurs? Can you name any dinosaurs? Which one is your favorite? Would you like to go to a museum to learn about dinosaurs? Are there any museums like that in this country?*

Ask the students to suggest answers to the questions. Explain that they will find out the answers as they go over the module.

In the past





Outcomes

- To read about dinosaurs, what the Earth was like 140 million years ago, cave art, prehistoric cave art in northern Spain, and a questionnaire about a dinosaur museum
- To listen to a scientist talking about dinosaurs, a reporter talking about prehistoric cave art in Spain, five people talking about their countries, and a radio show about a Natural History museum
- To use vocabulary related to geographical features, cave painting, and countries and nationalities
- To talk about what possibly happened to the dinosaurs, what you did last weekend, what represents your life now, countries and nationalities, and a visit to a dinosaur museum
- To use the simple past form of *to be*, all regular forms of the simple past, and the simple past or the simple present
- To write about what you did last week, what your town was like fifty years ago and now, a country, and a visit to a museum

Project

Write a report about a dinosaur.

49

Outcomes

- To read about dinosaurs, what the Earth was like 140 million years ago, cave art, prehistoric cave art in northern Spain, and a questionnaire about a dinosaur museum
- To listen to a scientist talking about dinosaurs, a reporter talking about prehistoric cave art in Spain, five people talking about their countries, and a radio show about a Natural History museum
- To use vocabulary related to geographical features, cave painting, and countries and nationalities
- To talk about what possibly happened to the dinosaurs, what you did last weekend, what represents your life now, countries and nationalities, and a visit to a dinosaur museum
- To use the simple past form of *to be*, all regular forms of the simple past, and the simple past or the simple present
- To write about what you did last week, what your town was like fifty years ago and now, a country, and a visit to a museum

Unit 7 The time of the dinosaurs

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about dinosaurs
- to talk about specific times in the past
- to talk about yesterday

Functions
- describing pictures
- inquiring about the past
- expressing opinions

Language focus
- the simple past form of *to be*

Vocabulary
- geographical features

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

Student's Book, pages 50 and 51

BEFORE YOU BEGIN

1 Tell students to look at the pictures and try to describe them with their partners. It will be hard for them to describe dinosaurs because they lack the vocabulary, but it is excellent practice for description. Ask a few pairs to say a few things about the pictures and write down any ideas you think are interesting. Now, ask some students to tell you what they know about dinosaurs.

Answers
Students' own answers

2 Students study the words in pairs, check their meaning and answer the question.
Read the question to the students and ask them what *geographical features* are. Ask for some ideas. Write them on the board. Now ask the students what they have to do. Check they know what the task involves and provide them with dictionaries, if necessary.

Monitor while they are deciding which kind of geographical features existed in the time of the dinosaurs. Suggest ideas. At the end of the exercise, get students to explain why they think these features existed at that time.

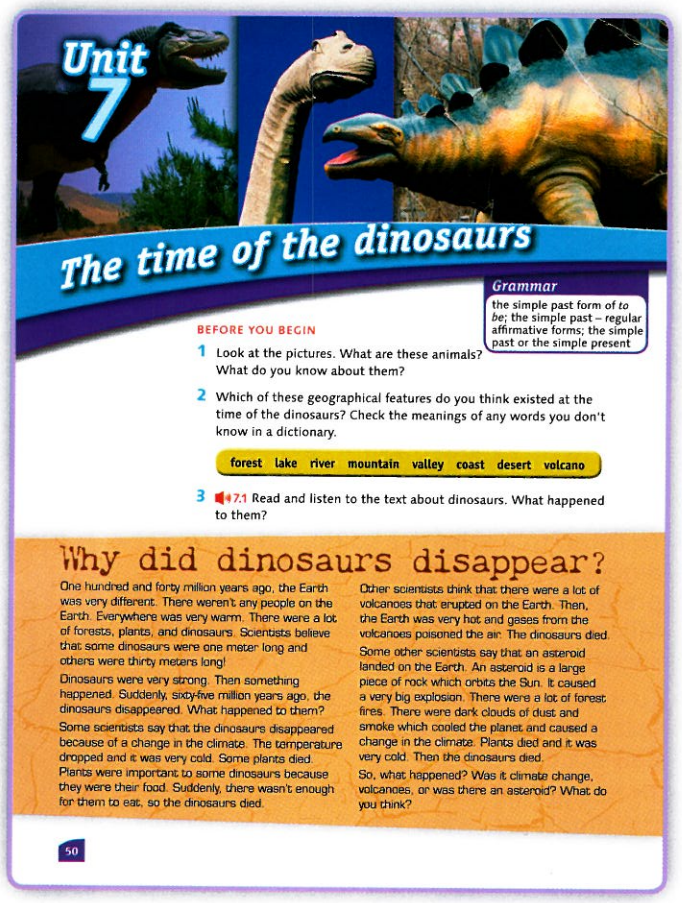
Answer
All of them existed.

3 Play the CD while the students read the text. Ask them to find the answer to the question. Tell them not to worry about any words they don't understand at this stage.

Audioscript 7.1 – see page 127

Answer
The dinosaurs disappeared. We don't know why.

Workbook, page W30, Exercises 1 and 2


Unit 7

The time of the dinosaurs

Grammar
the simple past form of *to be*; the simple past – regular affirmative forms; the simple past or the simple present

BEFORE YOU BEGIN

1 Look at the pictures. What are these animals? What do you know about them?

2 Which of these geographical features do you think existed at the time of the dinosaurs? Check the meanings of any words you don't know in a dictionary.

forest lake river mountain valley coast desert volcano

3 7.1 Read and listen to the text about dinosaurs. What happened to them?

Why did dinosaurs disappear?

One hundred and forty million years ago, the Earth was very different. There weren't any people on the Earth. Everywhere was very warm. There were a lot of forests, plants, and dinosaurs. Scientists believe that some dinosaurs were one meter long and others were thirty meters long!

Dinosaurs were very strong. Then something happened. Suddenly, sixty-five million years ago, the dinosaurs disappeared. What happened to them?

Some scientists say that the dinosaurs disappeared because of a change in the climate. The temperature dropped and it was very cold. Some plants died. Plants were important to some dinosaurs because they were their food. Suddenly, there wasn't enough for them to eat, so the dinosaurs died.

Other scientists think that there were a lot of volcanoes that erupted on the Earth. Then, the Earth was very hot and gases from the volcanoes poisoned the air. The dinosaurs died.

Some other scientists say that an asteroid landed on the Earth. An asteroid is a large piece of rock which orbits the Sun. It caused a very big explosion. There were a lot of forest fires. There were dark clouds of dust and smoke which cooled the planet and caused a change in the climate. Plants died and it was very cold. Then the dinosaurs died.

So, what happened? Was it climate change, volcanoes, or was there an asteroid? What do you think?

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COMPREHENSION

4 Read the *Reading strategies* box with the class. Students read the questions and underline the keywords. Discuss as a class. Then students read the text again. and answer the questions. Play the CD again if you wish.
Students can compare answers in pairs before you check answers as a class.
Check any hard words with the students and ask them to try to explain them by reading the words in the sentences.

Audioscript 7.1 – see page 127

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

GRAMMAR: The simple past form of *to be*

5 Refer students to the *Student grammar review* on pages W44 and W45. Give the students some examples, e.g., *Yesterday I was at school.* Point to a student and say *We were at school yesterday.* Say *I wasn't at a museum yesterday.* Again, point to a student and say *We weren't at a museum yesterday.* Write the sentences on the board and point to the words *yesterday* and *was/wasn't.* Students complete the exercise in pairs. Check answers as a class.

Answers
1 *were* **2** weren't **3** was, was **4** wasn't **5** were

6 Write these two sentences on the board: *Yesterday, I _____ at school. Today, I _____ at school.* Ask students for suggestions *(was, am).* Point to the words *yesterday* and *today* to help them.
Tell the students to read the complete passage but not to write anything. Ask *Where was Simon yesterday? (at the museum)*
Tell the students to read the passage again and choose the correct answers. Check answers as a class.

Answers
1 *is* **2** is **3** are **4** were **5** are **6** were **7** was **8** were

Workbook, page W30, Exercises 3 and 4

SPEAKING

7 Choose two students to read the example question and answer. Read the different times with the class. Explain that they all refer to the past.
Students practice in pairs. Monitor and help where necessary. Choose a few students to ask and answer the questions in front of the class.

Suggested answers
A: *Where were you last Monday?* ***B:*** *I was at school.* **A:** Where were you yesterday? **B:** I was at home.

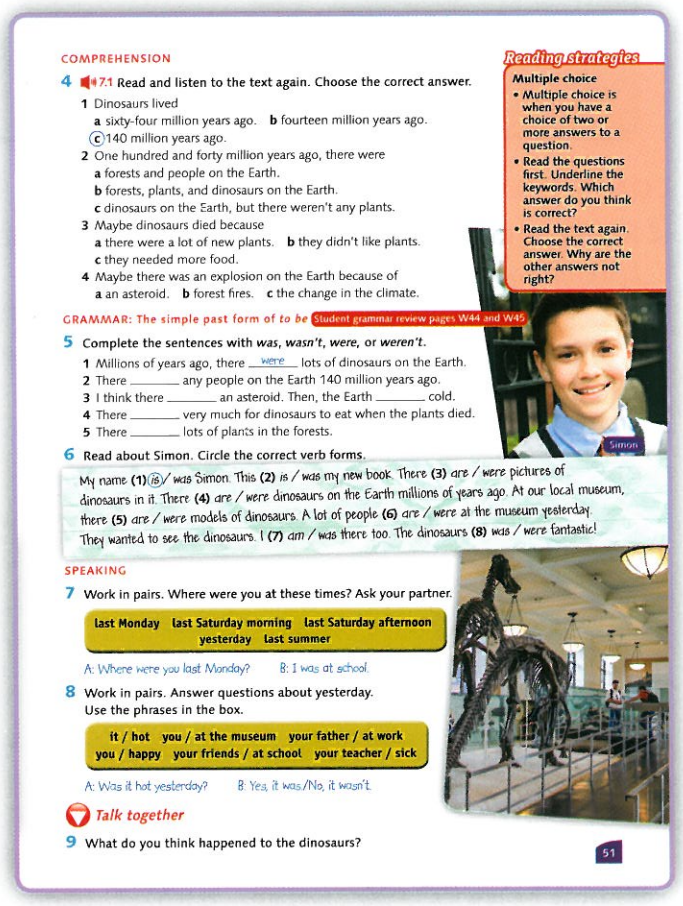
8 Ask two students to read the example question and answer. Ask the students the next two questions yourself. Next, ask students to ask the next questions. Then ask them to work in pairs to ask and answer the questions. Monitor and point out any errors they are making. They should be able to correct them themselves.

Suggested answers
A: *Was it hot yesterday?* ***B:*** *Yes, it was. / No, it wasn't.* **A:** Were you at the museum yesterday? **B:** No, I wasn't. **A:** Was your father at work yesterday? **B:** Yes, he was. **A:** Were you happy yesterday? **B:** Yes, I was. **A:** Were your friends at school yesterday? **B:** Yes, they were. **A:** Was your teacher sick yesterday? **B:** No, he/she wasn't.

Talk together

9 Discuss the question as a class. Have a class vote if students have different opinions.

Answers
Students' own answers



COMPREHENSION

4 7.1 Read and listen to the text again. Choose the correct answer.

1 Dinosaurs lived
a sixty-four million years ago. b fourteen million years ago.
c 140 million years ago.
2 One hundred and forty million years ago, there were
a forests and people on the Earth.
b forests, plants, and dinosaurs on the Earth.
c dinosaurs on the Earth, but there weren't any plants.
3 Maybe dinosaurs died because
a there were a lot of new plants. b they didn't like plants.
c they needed more food.
4 Maybe there was an explosion on the Earth because of
a an asteroid. b forest fires. c the change in the climate.

Reading strategies
Multiple choice
- Multiple choice is when you have a choice of two or more answers to a question.
- Read the questions first. Underline the keywords. Which answer do you think is correct?
- Read the text again. Choose the correct answer. Why are the other answers not right?

GRAMMAR: The simple past form of *to be* Student grammar review pages W44 and W45

5 Complete the sentences with *was, wasn't, were,* or *weren't.*

1 Millions of years ago, there were lots of dinosaurs on the Earth.
2 There _____ any people on the Earth 140 million years ago.
3 I think there _____ an asteroid. Then, the Earth _____ cold.
4 There _____ very much for dinosaurs to eat when the plants died.
5 There _____ lots of plants in the forests.

6 Read about Simon. Circle the correct verb forms.

My name (1) is / was Simon. This (2) is / was my new book. There (3) are / were pictures of dinosaurs in it. There (4) are / were dinosaurs on the Earth millions of years ago. At our local museum, there (5) are / were models of dinosaurs. A lot of people (6) are / were at the museum yesterday. They wanted to see the dinosaurs. I (7) am / was there too. The dinosaurs (8) was / were fantastic!

SPEAKING

7 Work in pairs. Where were you at these times? Ask your partner.

last Monday | last Saturday morning | last Saturday afternoon | yesterday | last summer

A: Where were you last Monday? B: I was at school.

8 Work in pairs. Answer questions about yesterday. Use the phrases in the box.

it / hot | you / at the museum | your father / at work | you / happy | your friends / at school | your teacher / sick

A: Was it hot yesterday? B: Yes, it was./No, it wasn't.

Talk together

9 What do you think happened to the dinosaurs?

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to a scientist talking about dinosaurs
- to read about the Tyrannosaurus Rex
- to distinguish between the different pronunciations of regular past tense endings
- to talk about what one usually does on the weekend and what happened last weekend
- to write sentences about what one did last week

Functions
- expressing frequency of actions
- reporting about past actions

Language focus
- the simple past – regular affirmative forms
- the simple past or the simple present
- pronunciation – the past tense *-ed*

Vocabulary
- dinosaurs

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

Student's Book, pages 52 and 53

LISTENING

1 Tell students they are going to hear about two dinosaurs. Read the names to the class. Tell them to listen and answer the question.

Audioscript 7.2 – see pages 127 and 128

Answers
The Argentinosaurus liked to eat plants. The Giganotosaurus liked to eat meat.

COMPREHENSION

2 Read the questions with the class. Then read the *Listening strategies* box and elicit answers from the students (the first two questions need words; the next three need numbers). Play the CD again while students answer the questions. Check answers as a class.

Audioscript 7.2 – see pages 127 and 128

Answers

	Argentinosaurus	Giganotosaurus
Where did it live?	*South America*	South America
What did it eat?	plants	meat, small dinosaurs
How long was it?	35 to 40 meters	14 meters
How tall was it?	21 meters	five and a half meters
How heavy was it?	73,000 kilograms	6,000 kilograms

GRAMMAR: The simple past – regular affirmative forms

3 Look at the *Student grammar review* on page W45. Students complete the chart after listening again, if necessary. Students check answers in pairs before you check as a class.

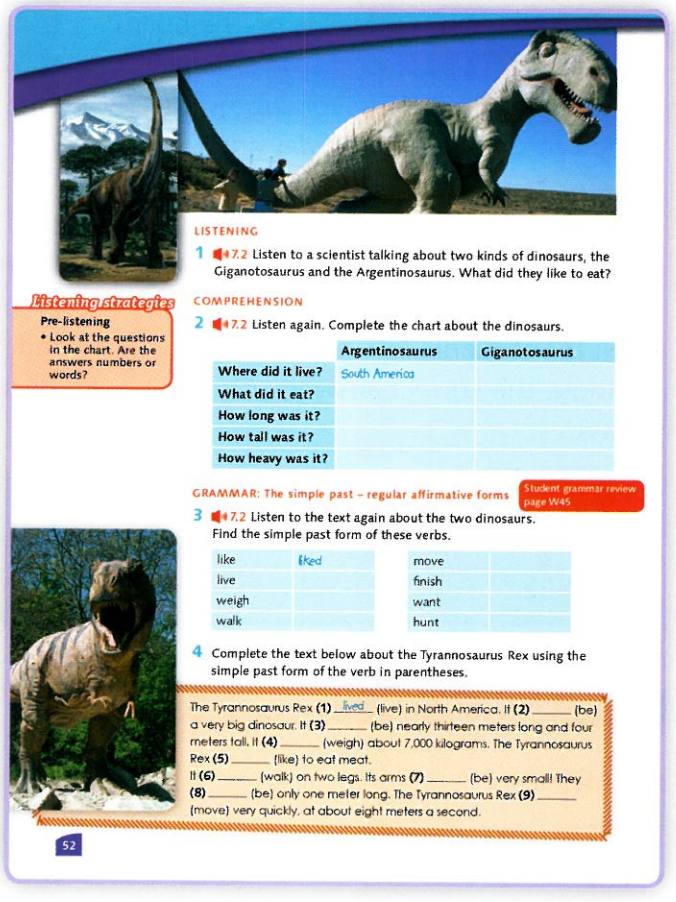
Audioscript 7.2 – see pages 127 and 128

Answers
like – liked; live – lived; weigh – weighed; walk – walked; move – moved; finish – finished; want – wanted; hunt – hunted

4 Ask students *Have you heard of the Tyrannosaurus Rex?* Tell them we often call it T-Rex for short. Get any information from the students and write notes on the board. Students complete the text. They can check the information on the board with the information in the text.
Check answers as a class.

Answers
1 *lived* **2** was **3** was **4** weighed **5** liked **6** walked **7** were **8** were **9** moved

Workbook, page W31, Exercises 5 and 6



LISTENING

1 7.2 Listen to a scientist talking about two kinds of dinosaurs, the Giganotosaurus and the Argentinosaurus. What did they like to eat?

Listening strategies
Pre-listening
- Look at the questions in the chart. Are the answers numbers or words?

COMPREHENSION

2 7.2 Listen again. Complete the chart about the dinosaurs.

	Argentinosaurus	Giganotosaurus
Where did it live?	South America	
What did it eat?		
How long was it?		
How tall was it?		
How heavy was it?		

GRAMMAR: The simple past – regular affirmative forms — Student grammar review page W45

3 7.2 Listen to the text again about the two dinosaurs. Find the simple past form of these verbs.

like	*liked*	move	
live		finish	
weigh		want	
walk		hunt	

4 Complete the text below about the Tyrannosaurus Rex using the simple past form of the verb in parentheses.

The Tyrannosaurus Rex **(1)** *lived* (live) in North America. It **(2)** _____ (be) a very big dinosaur. It **(3)** _____ (be) nearly thirteen meters long and four meters tall. It **(4)** _____ (weigh) about 7,000 kilograms. The Tyrannosaurus Rex **(5)** _____ (like) to eat meat.
It **(6)** _____ (walk) on two legs. Its arms **(7)** _____ (be) very small! They **(8)** _____ (be) only one meter long. The Tyrannosaurus Rex **(9)** _____ (move) very quickly, at about eight meters a second.

52

PRONUNCIATION: The past tense *-ed*

5 Copy the chart onto the board. Model the words for the students. Students repeat. Students listen to the CD. They say which column each word belongs in.

Audioscript 7.3 – see page 128

Answers

/d/	/t/	/ɪd/
lived	*liked*	*hunted*
weighed	chased	needed
happened	walked	wanted

6 Play the CD again and pause after each word for students to repeat.

Audioscript 7.3 – see page 128

GRAMMAR: The simple past or the simple present

7 Remind students that *-ed* verbs are used with the past tense. We use the simple past tense when the time has finished, e.g., *yesterday, last week,* etc. and the action is completed. We use the simple present tense to describe continuing habits. Refer students to the *Student grammar review* on pages W44 and W45.
Tell students to read the complete passage, without writing anything. Ask *What did the person learn about? (dinosaurs)* Students complete the exercise. Ask them to compare their answers in pairs. Check answers as a class.

Answers
1 *play* **2** visited **3** works **4** travels **5** was
6 were **7** walked **8** arrived **9** walked
10 learned **11** was **12** talked **13** was
14 watched **15** look **16** love

Research box
Ask students to read the questions in the research box. Tell them to try to find out the answer for the next lesson.

Answer
The biggest dinosaur was the Argentinosaurus. The smallest dinosaur was the Microraptor, which weighed about one kilogram and was less than one meter long.

Talk together

8 Ask students to read the verbs in the box in the simple past form *(played, walked, arrived, learned, talked, watched, worked, visited, traveled, looked, wanted)*. Check their pronunciation.
Choose a student to read the example sentences. Students work in pairs to make as many sentences as they can. Monitor as they work, helping to correct where necessary.

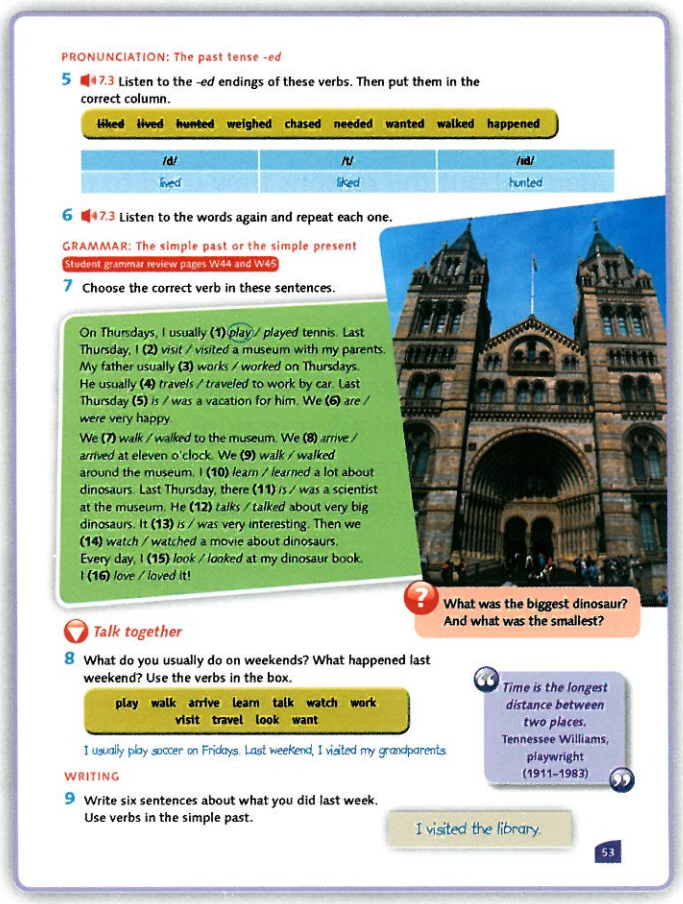
Suggested answers
I usually play soccer on Fridays. Last weekend, I visited my grandparents. I usually watch television on the weekend. Last weekend, I played tennis.

Workbook, page W31, Exercises 7 and 8

WRITING

9 Choose a student to read the example sentence. Ask students for some other examples. Students write their sentences.

Answers
Students' own answers


PRONUNCIATION: The past tense *-ed*

5 7.3 Listen to the *-ed* endings of these verbs. Then put them in the correct column.

~~liked~~ ~~lived~~ ~~hunted~~ ~~weighed~~ ~~chased~~ ~~needed~~ ~~wanted~~ ~~walked~~ ~~happened~~

/d/	/t/	/ɪd/
lived	liked	hunted

6 7.3 Listen to the words again and repeat each one.

GRAMMAR: The simple past or the simple present

Student grammar review pages W44 and W45

7 Choose the correct verb in these sentences.

On Thursdays, I usually **(1)** *play / played* tennis. Last Thursday, I **(2)** *visit / visited* a museum with my parents. My father usually **(3)** *works / worked* on Thursdays. He usually **(4)** *travels / traveled* to work by car. Last Thursday **(5)** *is / was* a vacation for him. We **(6)** *are / were* very happy.
We **(7)** *walk / walked* to the museum. We **(8)** *arrive / arrived* at eleven o'clock. We **(9)** *walk / walked* around the museum. I **(10)** *learn / learned* a lot about dinosaurs. Last Thursday, there **(11)** *is / was* a scientist at the museum. He **(12)** *talks / talked* about very big dinosaurs. It **(13)** *is / was* very interesting. Then we **(14)** *watch / watched* a movie about dinosaurs. Every day, I **(15)** *look / looked* at my dinosaur book. I **(16)** *love / loved* it!

What was the biggest dinosaur? And what was the smallest?

Talk together

8 What do you usually do on weekends? What happened last weekend? Use the verbs in the box.

play walk arrive learn talk watch work visit travel look want

I usually play soccer on Fridays. Last weekend, I visited my grandparents.

Time is the longest distance between two places.
Tennessee Williams, playwright (1911–1983)

WRITING

9 Write six sentences about what you did last week. Use verbs in the simple past.

I visited the library.

53

Quotation
Ask students to read the quotation. Do they agree with it? Why / Why not?

LESSONS 5 AND 6

Overview

Outcomes
- to talk about the time of the dinosaurs
- to read a website page about dinosaurs
- to write about one's town fifty years ago and now

Functions
- describing pictures
- expressing opinions
- giving facts about the past

Language focus
- the simple past or the simple present

Vocabulary
- dinosaurs

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

Student's Book, pages 54 and 55

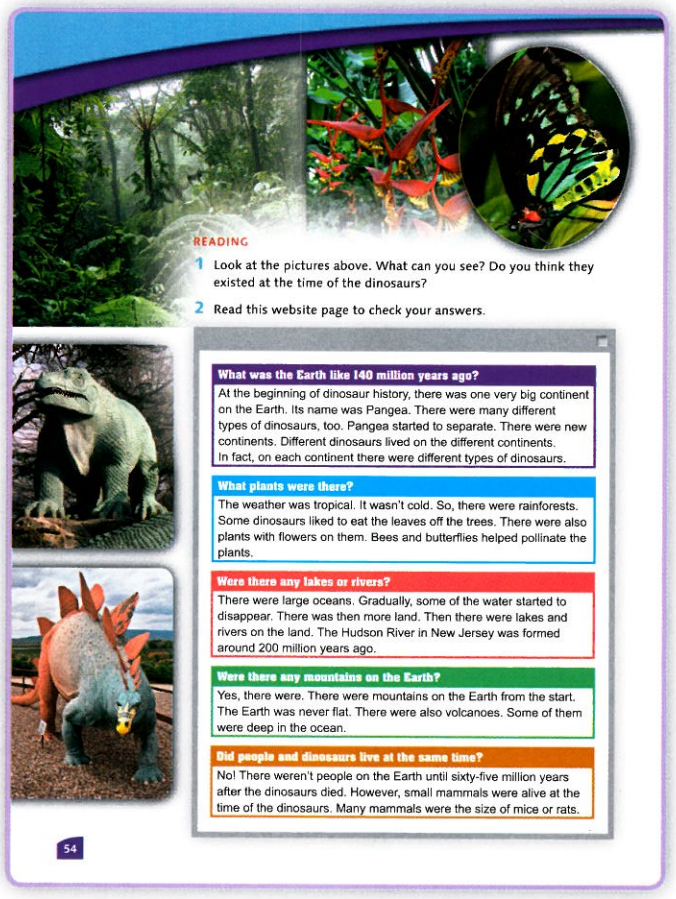
READING

1 Discuss the questions with the students. Teach any new vocabulary they need.
Get students to describe the plants first, and write new descriptive words on the board.
Get students to practice using these words to describe the plants.
Now ask the second question. Remind the students about the reasons they used to decide which geographical features existed, and tell them they should think about this when deciding.
Students work in pairs first, and then join groups with another pair. You can monitor what they are saying, and ask questions to stimulate conversation if necessary. Share ideas as a class, and discuss different groups' answers.

Suggested answers
I can see lots of trees and plants. It looks like a forest. I can see a colorful butterfly. I think that all of these things existed at the time of the dinosaurs.

2 Students read the website and check their answers. Discuss further, helping them with any new vocabulary.
You can put the students into groups of five, where each student reads one entry on the webpage, and they then share what they have learned, discussing how this new information relates to what they have just discussed.
Share answers as a class, and write any words they found hard on the board, rehearsing pronunciation and explaining meanings.

Answer
There were rainforests, plants with flowers on them, and butterflies at the time of dinosaurs.


READING

1 Look at the pictures above. What can you see? Do you think they existed at the time of the dinosaurs?

2 Read this website page to check your answers.

What was the Earth like 140 million years ago?
At the beginning of dinosaur history, there was one very big continent on the Earth. Its name was Pangea. There were many different types of dinosaurs, too. Pangea started to separate. There were new continents. Different dinosaurs lived on the different continents. In fact, on each continent there were different types of dinosaurs.

What plants were there?
The weather was tropical. It wasn't cold. So, there were rainforests. Some dinosaurs liked to eat the leaves off the trees. There were also plants with flowers on them. Bees and butterflies helped pollinate the plants.

Were there any lakes or rivers?
There were large oceans. Gradually, some of the water started to disappear. There was then more land. Then there were lakes and rivers on the land. The Hudson River in New Jersey was formed around 200 million years ago.

Were there any mountains on the Earth?
Yes, there were. There were mountains on the Earth from the start. The Earth was never flat. There were also volcanoes. Some of them were deep in the ocean.

Did people and dinosaurs live at the same time?
No! There weren't people on the Earth until sixty-five million years after the dinosaurs died. However, small mammals were alive at the time of the dinosaurs. Many mammals were the size of mice or rats.

54

COMPREHENSION

3 Read the *Reading strategies* box with the class first. Ask them to look at the text to find where the answers are for questions 3 (*third paragraph*) and 4 (*fifth paragraph*).
Students read the text again and answer the questions. Then they check answers in pairs. Check answers as a class.
Tell students that the *Reading strategies* will help them answer the questions. Ask them what the first thing they should do when reading is (*read it all through quickly to get a general idea*), and then ask them what they should do next (*read it more slowly to pick out specific pieces of information*). Ask them which part of the *Reading strategies* refers to which step of reading a text properly.

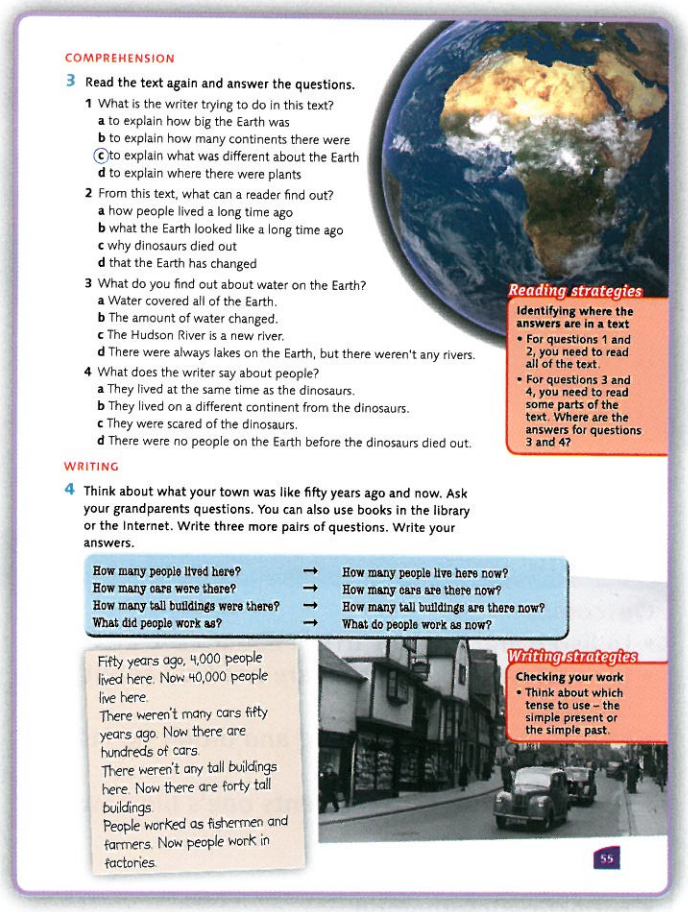
Answers
1 c **2** b **3** b **4** d

WRITING

4 Read the instructions with the class. Then read the questions. Ask students to work in pairs to write three more pairs of questions.
Choose a student to read the example sentences. Read the *Writing strategies* box and study with the class when you use the past and present tenses.
For homework, students find out the information and write their answers.

Answers
Students' own answers

Workbook, page W32, Exercises 9, 10, 11, and 12



COMPREHENSION

3 Read the text again and answer the questions.

1 What is the writer trying to do in this text?
a to explain how big the Earth was
b to explain how many continents there were
c to explain what was different about the Earth
d to explain where there were plants

2 From this text, what can a reader find out?
a how people lived a long time ago
b what the Earth looked like a long time ago
c why dinosaurs died out
d that the Earth has changed

3 What do you find out about water on the Earth?
a Water covered all of the Earth.
b The amount of water changed.
c The Hudson River is a new river.
d There were always lakes on the Earth, but there weren't any rivers.

4 What does the writer say about people?
a They lived at the same time as the dinosaurs.
b They lived on a different continent from the dinosaurs.
c They were scared of the dinosaurs.
d There were no people on the Earth before the dinosaurs died out.

Reading strategies
Identifying where the answers are in a text
- For questions 1 and 2, you need to read all of the text.
- For questions 3 and 4, you need to read some parts of the text. Where are the answers for questions 3 and 4?

WRITING

4 Think about what your town was like fifty years ago and now. Ask your grandparents questions. You can also use books in the library or the Internet. Write three more pairs of questions. Write your answers.

How many people lived here? → How many people live here now?
How many cars were there? → How many cars are there now?
How many tall buildings were there? → How many tall buildings are there now?
What did people work as? → What do people work as now?

Fifty years ago, 4,000 people lived here. Now 40,000 people live here.
There weren't many cars fifty years ago. Now there are hundreds of cars.
There weren't any tall buildings here. Now there are forty tall buildings.
People worked as fishermen and farmers. Now people work in factories.

Writing strategies
Checking your work
- Think about which tense to use – the simple present or the simple past.

55

LESSONS 7 AND 8

Workbook, page W33, Exercises 13 and 14

Unit 8 They were artists

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about cave art
- to write sentences which are not true about oneself
- to talk about what one did and didn't do last week
- to talk about what represents one's life now

Functions
- expressing opinions
- correcting information
- making guesses

Language focus
- the simple past – questions and negative forms

Vocabulary
- cave painting

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

Student's Book, pages 56 and 57

BEFORE YOU BEGIN

1 Explain what a cave is. Ask *Are there any caves in our country? (If so, where?)* Ask the students to look at the pictures. Ask the question. To help them, say *They are very, very old.*

Answers
Students' own answers

2 Talk about color and how to put paint on the cave walls. Encourage students to explain how they could have been used.

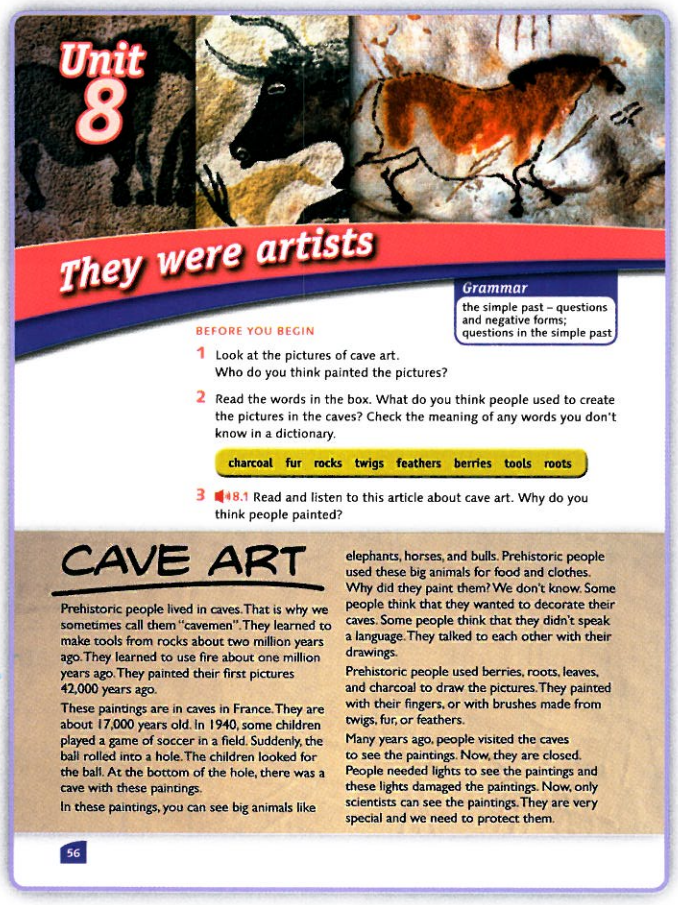
Answers
berries, roots, charcoal, twigs, fur, feathers

3 Ask students to read and listen to the article. Then ask them if they have any further ideas to answer the question.

Audioscript 8.1 – see page 128

Answers
Students' own answers

Workbook, page W34, Exercise 1


Unit 8
They were artists
Grammar
the simple past – questions and negative forms; questions in the simple past
BEFORE YOU BEGIN
1 Look at the pictures of cave art. Who do you think painted the pictures?
2 Read the words in the box. What do you think people used to create the pictures in the caves? Check the meaning of any words you don't know in a dictionary.
charcoal fur rocks twigs feathers berries tools roots
3 48.1 Read and listen to this article about cave art. Why do you think people painted?
CAVE ART
Prehistoric people lived in caves. That is why we sometimes call them "cavemen". They learned to make tools from rocks about two million years ago. They learned to use fire about one million years ago. They painted their first pictures 42,000 years ago.
These paintings are in caves in France. They are about 17,000 years old. In 1940, some children played a game of soccer in a field. Suddenly, the ball rolled into a hole. The children looked for the ball. At the bottom of the hole, there was a cave with these paintings.
In these paintings, you can see big animals like elephants, horses, and bulls. Prehistoric people used these big animals for food and clothes. Why did they paint them? We don't know. Some people think that they wanted to decorate their caves. Some people think that they didn't speak a language. They talked to each other with their drawings.
Prehistoric people used berries, roots, leaves, and charcoal to draw the pictures. They painted with their fingers, or with brushes made from twigs, fur, or feathers.
Many years ago, people visited the caves to see the paintings. Now, they are closed. People needed lights to see the paintings and these lights damaged the paintings. Now, only scientists can see the paintings. They are very special and we need to protect them.
56

COMPREHENSION

4 Before doing the exercise, read the *Reading strategies* box. Ask students to underline the keywords. They then read the article again and answer the questions. Draw students' attention to the instances of the negative form of the simple past (*didn't* + base form), such as … *they didn't speak a language*.

Audioscript 8.1 – see page 128

Answers
1 *False. They painted them 17,000 years ago.*
2 True **3** True **4** False. They also used their fingers. **5** True

GRAMMAR: The simple past – questions and negative forms

5 Ask two students to read the example question and answer. Remind them that the children are answering the questions. Students work in pairs to complete the exercise. Check answers as a class.

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

6 Look at the *Student grammar review* on page W45 and go over the negative form of the past tense. Give an example and write it on the board in this way:

Ali painted a picture of his house yesterday.
Ali didn't paint a picture of his school yesterday.

Ask the students to tell you what the verb is in the first sentence (*painted*). Ask *How does it change in the second sentence? (paint) What else do we need? (didn't)*
Choose a student to read the example sentence. Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *No, they didn't live in houses. They lived in caves.* **2** No, they didn't paint their first pictures forty-two years ago. They painted their first pictures 42,000 years ago. **3** No, an old man and an old woman didn't discover the paintings. Some children discovered them. **4** No, the children's tennis ball didn't roll into a hole. The children's soccer ball rolled into a hole. **5** No, the cavemen didn't paint small animals. They painted big animals. **6** No, the cavemen didn't use paint to make their paintings. They used berries, roots, leaves, and charcoal.

Workbook, page W34, Exercise 2

SPEAKING

7 Give the class a false statement about yourself, for example, *I lived in Canada last year.* Ask *Is that true?* Students reply *You lived in [your country's name] last year.* Students write their false statements by themselves. Monitor as they are writing, helping and correcting where necessary. You might like to write a group of verbs on the board for them to use, such as *played, lived, painted, moved, used, visited, watched, learned, was.*

Suggested answers
I played soccer last Tuesday. I visited a museum last week. I went out with my family last week.

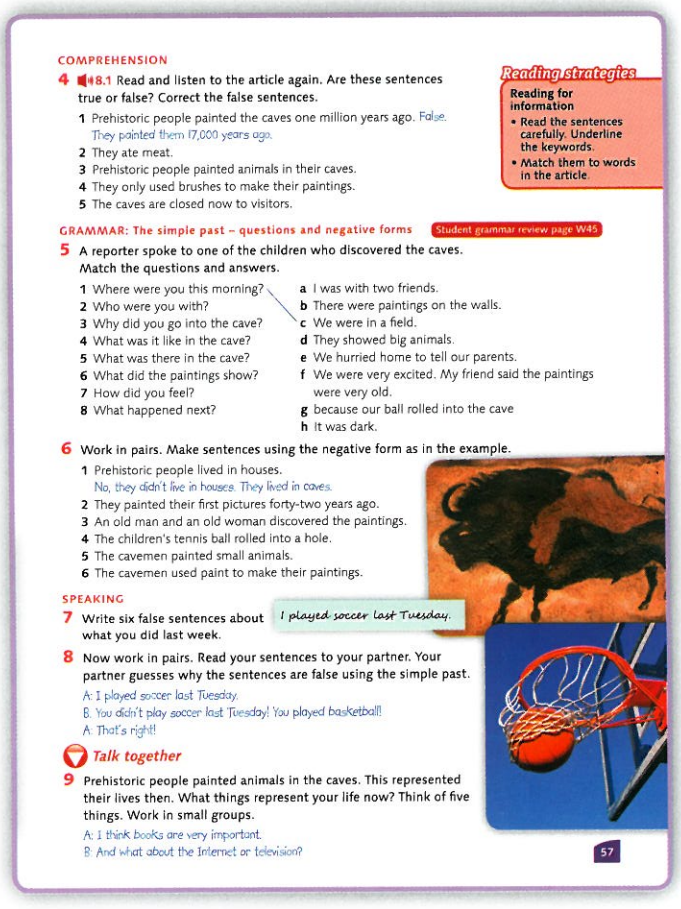
8 Students follow the instructions and work with a partner. Monitor as they are working, helping if necessary.
Choose some students to tell the class about their partner, e.g., *He didn't play soccer last Tuesday. He played basketball.*

Suggested answers
A: *I played soccer last Tuesday.* ***B:*** *You didn't play soccer last Tuesday! You played basketball!* ***A:*** *That's right!* **B:** I visited a museum last Saturday. **A:** You didn't visit a museum last Saturday! You visited your grandparents! **B:** That's right!

Talk together

9 Put students in small groups of three to five. Ask students to discuss their ideas. Point out that the group can only choose five things. They should make a list first and then agree on what to leave out until they have only five things.
Choose a student from each group to tell the class their five things.

Suggested answers
A: *I think books are very important.* ***B:*** *And what about the Internet or television?*



COMPREHENSION

4 8.1 Read and listen to the article again. Are these sentences true or false? Correct the false sentences.

1 Prehistoric people painted the caves one million years ago. False. They painted them 17,000 years ago.
2 They ate meat.
3 Prehistoric people painted animals in their caves.
4 They only used brushes to make their paintings.
5 The caves are closed now to visitors.

Reading strategies
Reading for information
- Read the sentences carefully. Underline the keywords.
- Match them to words in the article.

GRAMMAR: The simple past – questions and negative forms — Student grammar review page W45

5 A reporter spoke to one of the children who discovered the caves. Match the questions and answers.

1 Where were you this morning?	a I was with two friends.
2 Who were you with?	b There were paintings on the walls.
3 Why did you go into the cave?	c We were in a field.
4 What was it like in the cave?	d They showed big animals.
5 What was there in the cave?	e We hurried home to tell our parents.
6 What did the paintings show?	f We were very excited. My friend said the paintings were very old.
7 How did you feel?	g because our ball rolled into the cave
8 What happened next?	h It was dark.

6 Work in pairs. Make sentences using the negative form as in the example.

1 Prehistoric people lived in houses.
No, they didn't live in houses. They lived in caves.
2 They painted their first pictures forty-two years ago.
3 An old man and an old woman discovered the paintings.
4 The children's tennis ball rolled into a hole.
5 The cavemen painted small animals.
6 The cavemen used paint to make their paintings.

SPEAKING

7 Write six false sentences about what you did last week. *I played soccer last Tuesday.*

8 Now work in pairs. Read your sentences to your partner. Your partner guesses why the sentences are false using the simple past.

A: I played soccer last Tuesday.
B: You didn't play soccer last Tuesday! You played basketball!
A: That's right!

Talk together

9 Prehistoric people painted animals in the caves. This represented their lives then. What things represent your life now? Think of five things. Work in small groups.

A: I think books are very important.
B: And what about the Internet or television?

57

LESSONS 3 AND 4

Overview

Outcomes
- to read and listen to a report about the Altamira Cave
- to ask and answer about prehistoric people
- to listen to people talking about their countries
- to talk about one's country
- to write a paragraph about a country

Functions
- expressing opinions
- making guesses
- giving facts

Language focus
- questions in the simple past

Vocabulary
- countries and nationalities

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

Student's Book, pages 58 and 59

READING AND LISTENING

1 Discuss the questions with the class. Write on the board any suggestions of what prehistoric people painted in the caves.

Answers
Students' own answers

2 Point out that, in the case of *deer* and *bison*, *the singular and plural forms are the same.* Elicit answers and write the list on the board. Ask if any of the ideas match.

Answers
bison, deer, horses, men, hands, signs

3 Check the past tense of the verbs in the box with the class. Students work in pairs to complete the text.

Answers
Students' own answers

4 Ask students to switch books with another pair. Play the CD to the class for them to check the answers. Ask *Who got ten out of ten?*
Check answers as a class. Choose students to read sentences out loud.

Audioscript 8.2 – see page 128

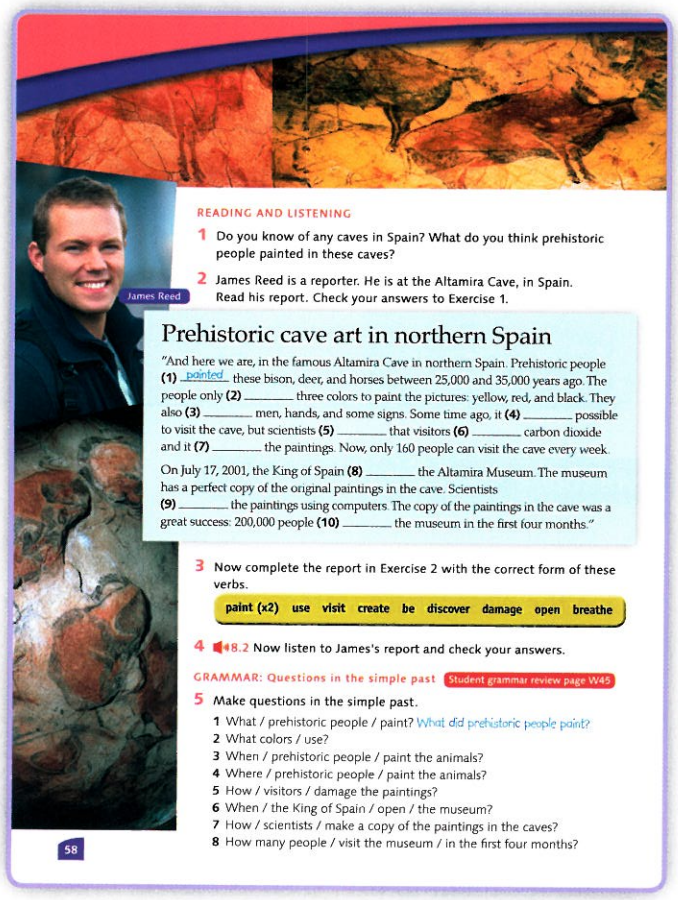
Answers
1 *painted* **2** used **3** painted **4** was
5 discovered **6** breathed **7** damaged
8 opened **9** created **10** visited

Workbook, page W35, Exercise 3

GRAMMAR: Questions in the simple past

5 Look at the *Student grammar review* on page W45 with the class. Remind them how to form questions. Write the example on the board and point out the use of *did* and *paint* (not *painted*). Students work alone to write the questions. Check answers as a class.

Answers
1 *What did prehistoric people paint?* **2** What colors did they use? **3** When did prehistoric people paint the animals? **4** Where did prehistoric people paint the animals? **5** How did visitors damage the paintings? **6** When did the King of Spain open the museum? **7** How did scientists make a copy of the paintings in the caves? **8** How many people visited the museum in the first four months?



READING AND LISTENING

1 Do you know of any caves in Spain? What do you think prehistoric people painted in these caves?

2 James Reed is a reporter. He is at the Altamira Cave, in Spain. Read his report. Check your answers to Exercise 1.

James Reed

Prehistoric cave art in northern Spain

"And here we are, in the famous Altamira Cave in northern Spain. Prehistoric people **(1)** painted these bison, deer, and horses between 25,000 and 35,000 years ago. The people only **(2)** _____ three colors to paint the pictures: yellow, red, and black. They also **(3)** _____ men, hands, and some signs. Some time ago, it **(4)** _____ possible to visit the cave, but scientists **(5)** _____ that visitors **(6)** _____ carbon dioxide and it **(7)** _____ the paintings. Now, only 160 people can visit the cave every week.

On July 17, 2001, the King of Spain **(8)** _____ the Altamira Museum. The museum has a perfect copy of the original paintings in the cave. Scientists **(9)** _____ the paintings using computers. The copy of the paintings in the cave was a great success: 200,000 people **(10)** _____ the museum in the first four months."

3 Now complete the report in Exercise 2 with the correct form of these verbs.

paint (x2) use visit create be discover damage open breathe

4 48.2 Now listen to James's report and check your answers.

GRAMMAR: Questions in the simple past Student grammar review page W45

5 Make questions in the simple past.

1 What / prehistoric people / paint? What did prehistoric people paint?
2 What colors / use?
3 When / prehistoric people / paint the animals?
4 Where / prehistoric people / paint the animals?
5 How / visitors / damage the paintings?
6 When / the King of Spain / open / the museum?
7 How / scientists / make a copy of the paintings in the caves?
8 How many people / visit the museum / in the first four months?

58

6 Remind students that they will find all the answers in the report on page 58. Check answers as a class.

Answers

1 A: *What did prehistoric people paint?* **B:** *They painted bison, deer, and horses.* **2 A:** What colors did they use? **B:** They used yellow, red, and black. **3 A:** When did prehistoric people paint the animals? **B:** They painted them between 25,000 and 35,000 years ago. **4 A:** Where did prehistoric people paint the animals? **B:** They painted them in caves. **5 A:** How did visitors damage the paintings? **B:** They breathed out carbon dioxide. **6 A:** When did the King of Spain open the museum? **B:** He opened the museum on July 17, 2001. **7 A:** How did scientists make a copy of the paintings in the caves? **B:** They used computers. **8 A:** How many people visited the museum in the first four months? **B:** 200,000 people visited the museum.

Workbook, page W35, Exercise 4

Research box

Ask students to read the question in the research box. Tell them to try to find out the answer for the next lesson.

Answer

The paintings in the Altamira Cave were found in 1868 by a hunter.

VOCABULARY: Countries and nationalities

7 Let students work in pairs or small groups to complete the exercise.

Answers

1 England **2** Brazil **3** China **4** Canada **5** Mexico **6** the U.S. **7** South Africa **8** Iran **9** Japan **10** Australia

LISTENING

8 Play the CD through, pausing after each speaker. Students write their answers. Check answers as a class.

Audioscript 8.3 – see page 128

Answers

Country	Nationality	Language	Capital city	Flag
1 England	*English*	English	London	red and white
2 Mexico	Mexican	Spanish	*Mexico City*	white, green, and red
3 China	*Chinese*	Chinese	Beijing	red and yellow
4 Canada	Canadian	French and English	*Ottawa*	red and white
5 Australia	*Australian*	English	Canberra	red, white, and blue

SPEAKING

9 Students work in pairs to ask and answer questions. Invite a few pairs to say their dialogue out loud.

Suggested answers

A: *My flag is red and white.* ***B:*** *Are you English?* ***A:*** *No, I'm not. The capital city of my country is Ottawa and I speak English.* ***B:*** *Do you come from Canada?* ***A:*** *Yes, I do!*

10 Ask students to work in different pairs and talk about their country. Ask different pairs to say a sentence each.

Answers

Students' own answers

Workbook, page W35, Exercises 5 and 6

WRITING

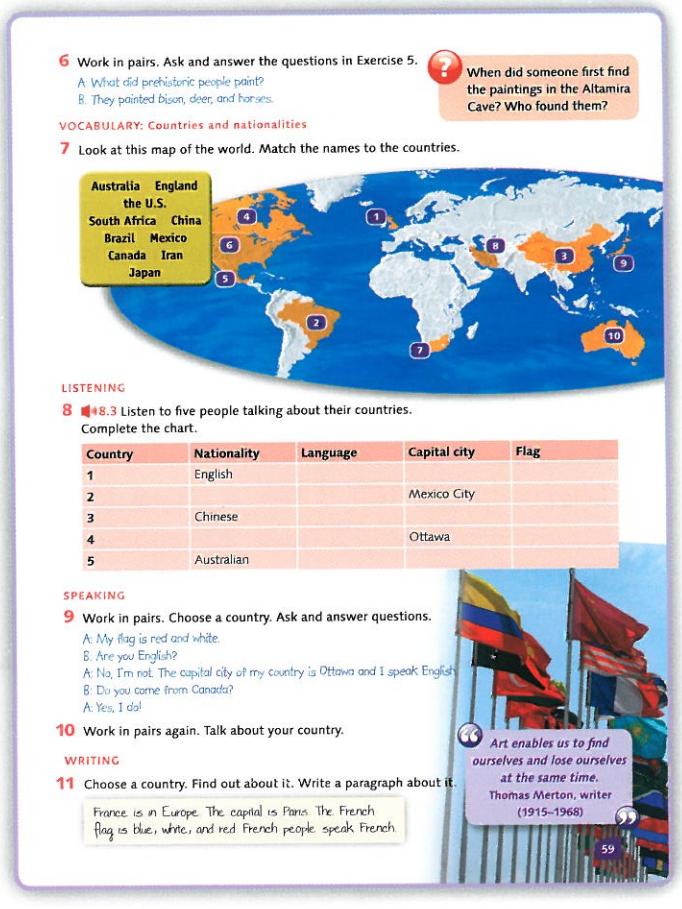
11 Read the instructions with the class. Ask them to write about a country that is neither France nor any of the five mentioned in Exercise 8. They can do this exercise for homework.

Answers

Students' own answers

Quotation

Ask students to discuss what they think about the quotation. Do they agree with it? Why / Why not?



6 Work in pairs. Ask and answer the questions in Exercise 5.
A: What did prehistoric people paint?
B: They painted bison, deer, and horses.

When did someone first find the paintings in the Altamira Cave? Who found them?

VOCABULARY: Countries and nationalities

7 Look at this map of the world. Match the names to the countries.

Australia England the U.S. South Africa China Brazil Mexico Canada Iran Japan

LISTENING

8 48.3 Listen to five people talking about their countries. Complete the chart.

Country	Nationality	Language	Capital city	Flag
1	English			
2			Mexico City	
3	Chinese			
4			Ottawa	
5	Australian			

SPEAKING

9 Work in pairs. Choose a country. Ask and answer questions.
A: My flag is red and white.
B: Are you English?
A: No, I'm not. The capital city of my country is Ottawa and I speak English.
B: Do you come from Canada?
A: Yes, I do!

10 Work in pairs again. Talk about your country.

WRITING

11 Choose a country. Find out about it. Write a paragraph about it.

France is in Europe. The capital is Paris. The French flag is blue, white, and red. French people speak French.

Art enables us to find ourselves and lose ourselves at the same time.
Thomas Merton, writer (1915–1968)

59

LESSONS 5 AND 6

Overview

Outcomes
- to talk about a Natural History museum
- to listen to a radio show about a Natural History museum in Dorset
- to read a questionnaire about a visit to the dinosaur museum
- to write about a friend's visit to the museum

Functions
- expressing opinions
- inquiring about the past

Language focus
- the simple past – questions and answers

Vocabulary
- museums – a Natural History museum

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

Student's Book, pages 60 and 61

LISTENING

1 Discuss the questions with the class. If they don't know, explain that Natural History is the study of plants and animals.

Answers
Students' own answers

2 Read the *Listening strategies* box. Tell the students to read The Dinosaur Museum poster and think about the kind of information that is required. Discuss as a class.
Play the CD. Ask students to listen only. Then play the CD again. Students write the missing information. Students can compare answers in pairs before you check answers as a class.

Audioscript 8.4 – see pages 128 and 129

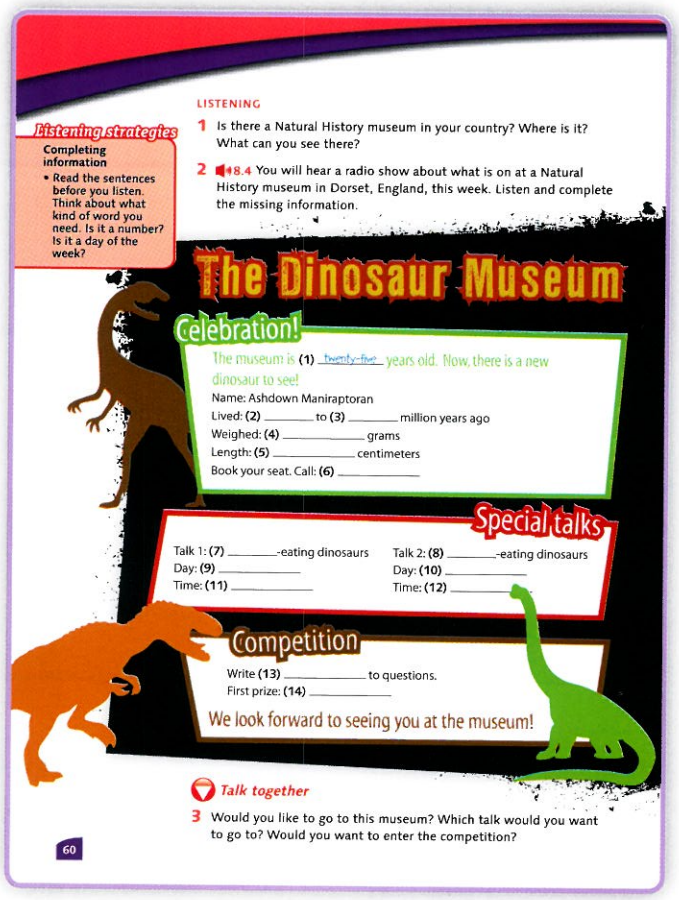
Answers
1 *twenty-five* **2** 100 **3** 145 **4** 200 **5** 30
6 2536649 **7** plant **8** meat **9** Wednesday
10 Friday **11** eleven o'clock **12** three o'clock
13 answers **14** a big toy dinosaur

Talk together

3 Let students discuss the questions in pairs. Choose students to give their answers and discuss as a class.
Before students discuss this question together, get a few students to help you make a quick summary of the poster. Ask other students what kind of information talks they like to listen to. Have they ever seen a science experiment, for example? Ask the class if they have ever entered a competition. Get a few details about their experiences.

Answers
Students' own answers

Workbook, page W36, Exercise 7



SPEAKING

4 Students work in pairs to ask and answer the questions about Rachel. Monitor as they are speaking, helping where necessary. Check answers as a class.
To practice for this exercise, remind students about Yes/No questions by asking *Did you go to a museum last week?* and eliciting the structure *Yes, I did./No, I didn't*. Ask a few other questions which use different auxiliaries.

Answers
1 *Yes, she did.* **2** *No, she didn't.* **3** Yes, she did. **4** Yes, she did. **5** Yes, she did. **6** No, she wasn't.

5 Students repeat the questions, but this time about Oliver. Monitor as they are speaking. Make sure they are using *he*. Check answers as a class. Quickly review the form, as in Exercise 4, by asking a few different questions of several students, e.g., *Do you have a brother? Is your name Sally? Were you born in [city name]?* etc.

Answers
1 Did Oliver visit the museum? Yes, he did. **2** Did he visit the museum on Friday? Yes, he did. **3** Did he visit the museum on Wednesday? No, he didn't. **4** Did he listen to a talk? Yes, he did. **5** Did he enter the competition? Yes, he did. **6** Was he the winner? Yes, he was.

READING

6 Tell the students that they have to imagine that they visited the museum last week. They choose their answers and write down *a*, *b* or *c*. Check that all the students have answers, helping if necessary. You write your answers too.

Answers
Students' own answers

SPEAKING

7 Choose a pair to ask and answer the questions in the example. Choose different students to ask you the questions. Give your answers.
Students work in pairs asking and answering the questions.
Remind students that they are still imagining they went to the museum last week. You can start this exercise by asking and answering with one competent student, and changing roles afterwards. Tell students to find a new partner to work with.

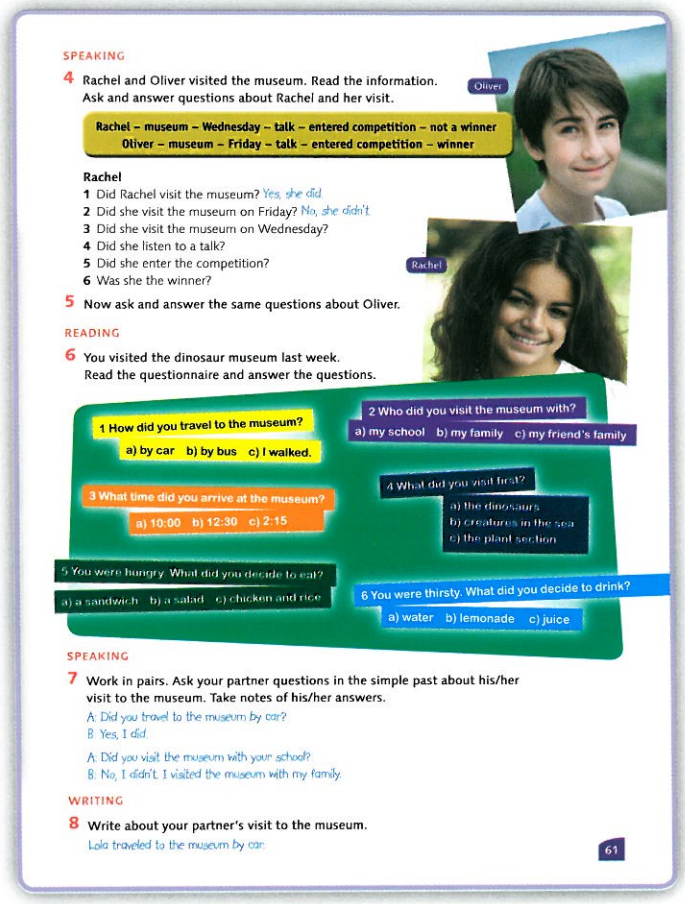
Suggested answers
A: *Did you travel to the museum by car?* ***B:*** *Yes, I did.* ***A:*** *Did you visit the museum with your school?* ***B:*** *No, I didn't. I visited the museum with my family.* **A:** Did you eat a salad? **B:** No, I didn't. I ate chicken and rice. **A:** Did you visit the plant section first? **B:** No, we visited the dinosaurs first.

WRITING

8 Students write the sentences about their partner. Monitor as they are writing, pointing out any errors and helping students correct their work. Choose some students to read their sentences out loud. Ask the other student in the pair if the sentences are correct.

Suggested answer
Lola traveled to the museum by car.

Workbook, page W36, Exercises 8 and 9


SPEAKING
4 Rachel and Oliver visited the museum. Read the information. Ask and answer questions about Rachel and her visit.
Rachel – museum – Wednesday – talk – entered competition – not a winner
Oliver – museum – Friday – talk – entered competition – winner
Oliver
Rachel
Rachel
1 Did Rachel visit the museum? Yes, she did.
2 Did she visit the museum on Friday? No, she didn't.
3 Did she visit the museum on Wednesday?
4 Did she listen to a talk?
5 Did she enter the competition?
6 Was she the winner?
5 Now ask and answer the same questions about Oliver.
READING
6 You visited the dinosaur museum last week. Read the questionnaire and answer the questions.
1 How did you travel to the museum?
a) by car b) by bus c) I walked.
2 Who did you visit the museum with?
a) my school b) my family c) my friend's family
3 What time did you arrive at the museum?
a) 10:00 b) 12:30 c) 2:15
4 What did you visit first?
a) the dinosaurs
b) creatures in the sea
c) the plant section
5 You were hungry. What did you decide to eat?
a) a sandwich b) a salad c) chicken and rice
6 You were thirsty. What did you decide to drink?
a) water b) lemonade c) juice
SPEAKING
7 Work in pairs. Ask your partner questions in the simple past about his/her visit to the museum. Take notes of his/her answers.
A: Did you travel to the museum by car?
B: Yes, I did.
A: Did you visit the museum with your school?
B: No, I didn't. I visited the museum with my family.
WRITING
8 Write about your partner's visit to the museum.
Lola traveled to the museum by car.
61

LESSONS 7 AND 8

Workbook, page W37, Exercises 10, 11, and 12

LESSON 9

Project

Ask students *Do you have a favorite dinosaur?* Ask them to tell the class about their favorite dinosaur.

Read the questions with the class. Ask them to read the example about the Ankylosaurus. Ask them *Does it answer all the questions?* Students read and check. (Yes, all the questions are answered as far as they can be.)

Students choose their dinosaur and do their research. Ask students to take notes first to answer the questions. Check their work.

Then give them a sheet of paper to use to write about their dinosaur and add a picture. Encourage them to use their best handwriting and to think about where to place their writing and picture. Ask students to present their chosen dinosaur to the class. Make a display of their work.

LESSON 10

REVIEW B

Student's Book, pages 63 and 64

Students work on their own to complete the vocabulary test questions 1 to 8. Students then work in pairs to complete the grammar test questions 9 to 13. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers
1 d **2** a **3** e **4** c **5** a **6** a **7** b
8 1d 2c 3b 4a 5e

GRAMMAR

Suggested answers
9 ***A:*** *You can buy lots of different things here.* ***B:*** *Is it a supermarket?* ***A:*** *Yes, it is.* **B:** You can read books here. **A:** Is it a library? **B:** Yes, it is.
10 ***A:*** *Do you have any cake?* ***B:*** *Yes, I do.* **A:** Do you have any beans? **B:** No, I don't. **A:** Do you have any milk? **B:** Yes, I have some milk.
11 ***A:*** *like* ***B:*** *liked* ***B:*** *be* ***A:*** *was or were*
A: watch **B:** watched **B:** walk **A:** walked
12 **1** ***A:*** *Was it hot yesterday morning?* ***B:*** *Yes, it was./No, it wasn't.* **2** Did you visit a museum last week? **3** What did you watch on television yesterday? **4** How did you travel to school today? **5** What time did school start today?
Students' own answers to the questions
13 ***A:*** *What did you do yesterday morning?* ***B:*** *I came to school. I had an English class and a Math class. I went home.* **A:** What did you do last weekend? **B:** I visited my grandparents in the city. We had lunch. I played tennis in the afternoon.

Workbook, pages W38 and W39, Progress test 2

Student's Book, page 65

OPENER

Ask students to look at the pictures on page 65. Get students to describe the pictures and say who they think the people are. How do they know this? What other famous authors and characters from books do they know? Have they read the books or seen the movies? Teach the word *author* and *character.* Ask *Do you like reading?* Ask the students to name any authors they know. Ask them to tell the class the titles of books these authors have written. Ask *Who is your favorite author? What is your favorite book? Why do you like this book? Who is the main character in the book? What kind of person is he/she?*
Ask them to suggest answers to the questions in the boxes. Explain that they will find out the answers as they go over the module.

Literature

Outcomes

- To read about an author, *The Hound of the Baskervilles*, *Oliver Twist*, a reading competition, and three competition entries
- To listen to a text about an author and the end of a story
- To use vocabulary related to types of stories, hobbies, and the police, and describing personality
- To talk about what you did last weekend, the best detective, solving a crime, and books and characters
- To use irregular verbs in the simple past, the simple past with *First*, *Then*, *Next*, and *Finally*, and *and/so*
- To write about what you did last week, your favorite detective, the ending of a story, events in a book, and your favorite character from a book



Unit 9 Famous detectives

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about an author
- to read about someone's weekend
- to talk about what one did last weekend
- to write sentences about what one did last week

Functions
- describing pictures
- giving personal information

Language focus
- the simple past – irregular verbs

Vocabulary
- types of stories

Materials
- Student's Book pages 66–67, Workbook page W50, CD

Student's Book, pages 66 and 67

BEFORE YOU BEGIN

1 Ask the students to discuss the second two questions in pairs. Ask the class for suggested answers. Explain that the first picture is the author, Agatha Christie. If they haven't heard of her, they will find out more in Exercise 3. The other two pictures are her characters, Hercule Poirot and Miss Marple. Again, don't give them any further information at this point as they will find out more later. However, if the students have heard of them, give them a few minutes to tell the class what they know.

Answers
The picture on the far left shows the author Agatha Christie. The other pictures show her two best-known characters, Hercule Poirot and Jane Marple, as they were depicted in popular British television series of the 1980s and 1990s.

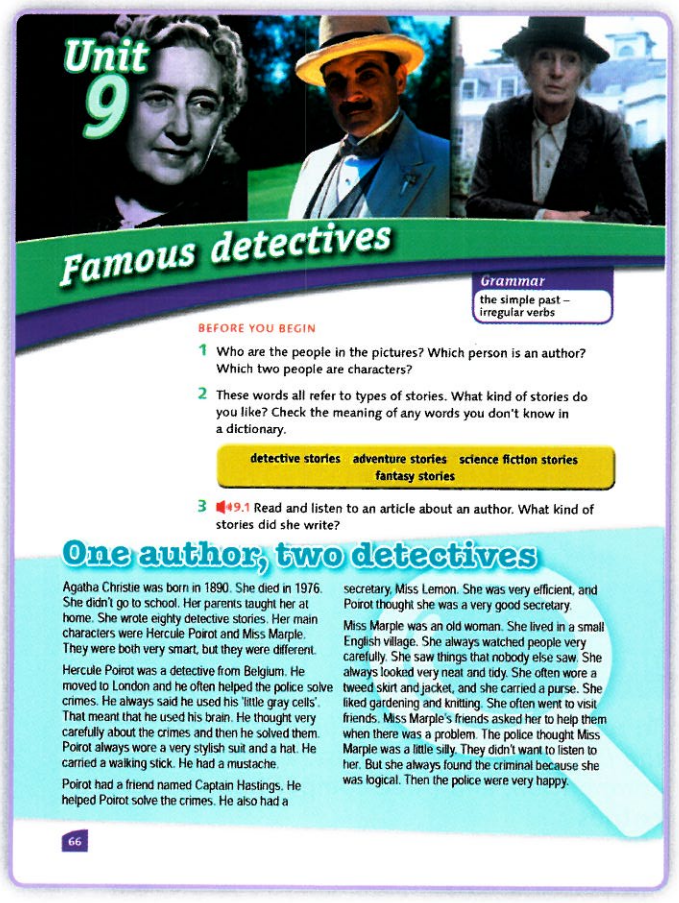
2 Students check the words in a dictionary. As a class, discuss what type of story they like.

Answers
Students' own answers

3 Read the question to the class. Ask students to read and listen. Then check their answer.

Audioscript 9.1 – see page 129

Answer
She wrote detective stories.


Unit 9
Famous detectives
Grammar
the simple past – irregular verbs
BEFORE YOU BEGIN
1 Who are the people in the pictures? Which person is an author? Which two people are characters?
2 These words all refer to types of stories. What kind of stories do you like? Check the meaning of any words you don't know in a dictionary.
detective stories adventure stories science fiction stories fantasy stories
3 49.1 Read and listen to an article about an author. What kind of stories did she write?
One author, two detectives
Agatha Christie was born in 1890. She died in 1976. She didn't go to school. Her parents taught her at home. She wrote eighty detective stories. Her main characters were Hercule Poirot and Miss Marple. They were both very smart, but they were different.
Hercule Poirot was a detective from Belgium. He moved to London and he often helped the police solve crimes. He always said he used his 'little gray cells'. That meant that he used his brain. He thought very carefully about the crimes and then he solved them. Poirot always wore a very stylish suit and a hat. He carried a walking stick. He had a mustache.
Poirot had a friend named Captain Hastings. He helped Poirot solve the crimes. He also had a secretary, Miss Lemon. She was very efficient, and Poirot thought she was a very good secretary.
Miss Marple was an old woman. She lived in a small English village. She always watched people very carefully. She saw things that nobody else saw. She always looked very neat and tidy. She often wore a tweed skirt and jacket, and she carried a purse. She liked gardening and knitting. She often went to visit friends. Miss Marple's friends asked her to help them when there was a problem. The police thought Miss Marple was a little silly. They didn't want to listen to her. But she always found the criminal because she was logical. Then the police were very happy.
66

COMPREHENSION

4 Before students read the article again, read the *Reading strategies* box with them. They have already read the article once, so concentrate on the second two points. Students follow the instructions and complete the activity. They check answers with a partner. Check answers as a class.

Audioscript 9.1 – see page 129

Answers
1 *Hercule Poirot* **2** Miss Marple **3** Hercule Poirot **4** Captain Hastings **5** Miss Marple **6** Hercule Poirot **7** Hercule Poirot **8** Miss Marple

GRAMMAR: The simple past – irregular verbs

5 Students should know the meaning of these verbs and will therefore be able to link them to the past tense forms in the article. Look at the *Student grammar review* on page W91 with the students, if necessary. Check answers as a class.

Answers
1 *went* **2** saw **3** taught **4** found **5** had **6** wrote **7** wore **8** thought

6 Ask the students to read the paragraph, ignoring the blanks and answering the following question: *Who is the baby in the picture? (the writer's youngest cousin)*
Students complete the exercise working in pairs. Check answers as a class.

Answers
1 *had* **2** went **3** was **4** were **5** gave **6** was **7** wore **8** went **9** took **10** saw **11** had **12** wrote

Workbook, page W50, Exercises 1, 2, and 3

SPEAKING

7 Students follow the instructions and write the six sentences about their weekend. Go around the class and monitor. Point out any errors and help the students correct any mistakes.

Answers
Students' own answers

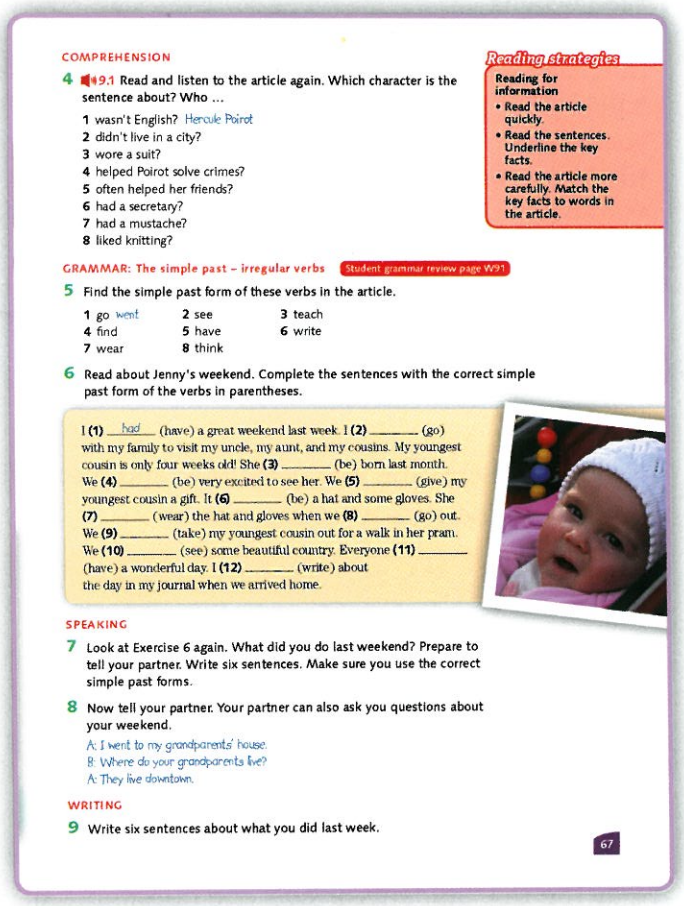
8 Choose two students to read the example dialogue. Students work in pairs to talk about their past weekend, using the sentences they wrote in Exercise 7.

Suggested answers
A: *I went to my grandparents' house.* ***B:*** *Where do your grandparents live?* ***A:*** *They live downtown.* **B:** I went to the movie theater. **A:** What did you see? **B:** I saw a cartoon movie.

WRITING

9 Students now write about their week. Choose some students to read their sentences out loud. You should prepare six sentences of your own to show them, as a model. Write these on the board before this exercise and then direct students' attention to them. Get the whole class to read the sentences out loud (they should not be long or have unknown vocabulary), as you point to the words. Correct pronunciation. Tell students to write six sentences in the same way you did.

Answers
Students' own answers



COMPREHENSION

4 9.1 Read and listen to the article again. Which character is the sentence about? Who ...

1 wasn't English? Hercule Poirot
2 didn't live in a city?
3 wore a suit?
4 helped Poirot solve crimes?
5 often helped her friends?
6 had a secretary?
7 had a mustache?
8 liked knitting?

Reading strategies
Reading for information
- Read the article quickly.
- Read the sentences. Underline the key facts.
- Read the article more carefully. Match the key facts to words in the article.

GRAMMAR: The simple past – irregular verbs Student grammar review page W91

5 Find the simple past form of these verbs in the article.

1 go went 2 see 3 teach
4 find 5 have 6 write
7 wear 8 think

6 Read about Jenny's weekend. Complete the sentences with the correct simple past form of the verbs in parentheses.

I (1) had (have) a great weekend last week. I (2) _____ (go) with my family to visit my uncle, my aunt, and my cousins. My youngest cousin is only four weeks old! She (3) _____ (be) born last month. We (4) _____ (be) very excited to see her. We (5) _____ (give) my youngest cousin a gift. It (6) _____ (be) a hat and some gloves. She (7) _____ (wear) the hat and gloves when we (8) _____ (go) out. We (9) _____ (take) my youngest cousin out for a walk in her pram. We (10) _____ (see) some beautiful country. Everyone (11) _____ (have) a wonderful day. I (12) _____ (write) about the day in my journal when we arrived home.

SPEAKING

7 Look at Exercise 6 again. What did you do last weekend? Prepare to tell your partner. Write six sentences. Make sure you use the correct simple past forms.

8 Now tell your partner. Your partner can also ask you questions about your weekend.
A: I went to my grandparents' house.
B: Where do your grandparents live?
A: They live downtown.

WRITING

9 Write six sentences about what you did last week.

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LESSONS 3 AND 4

Overview

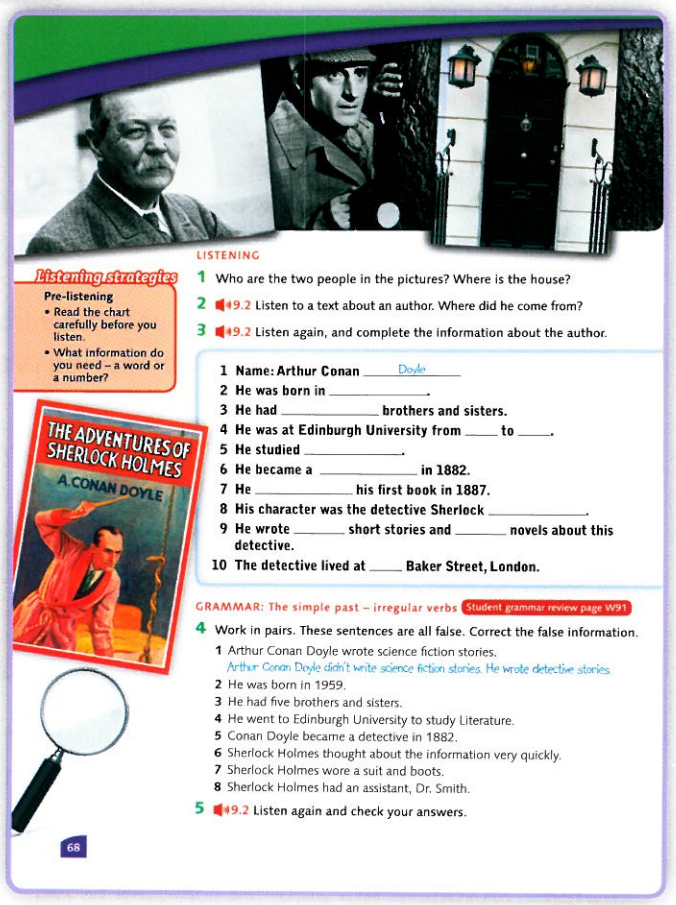
Outcomes
- to listen to a text about an author
- to talk about detectives
- to write about one's favorite detective

Functions
- describing pictures
- correcting information
- expressing opinions
- persuading
- describing people

Language focus
- the simple past – regular and irregular verbs

Vocabulary
- hobbies and the police

Materials
- Student's Book pages 68–69, Workbook page W51, CD



Student's Book, pages 68 and 69

LISTENING

1 Students discuss the two questions, and then tell the rest of the class what they think.

Answers
From left to right, the pictures show Sir Arthur Conan Doyle; his best-known character, Sherlock Holmes, as depicted in a series of movies made in the 1940s; and 221B Baker Street, London, home to the Sherlock Holmes Museum.

2 Play the CD. Students answer the question. Check the answer as a class.

Audioscript 9.2 – see page 129

Answer
Scotland

3 Before you play the CD again, read the *Listening strategies* box with the class. Establish what answers are required, then play the CD. Students check answers with a partner. Check answers as a class.

Audioscript 9.2 – see page 129

Answers
1 *Doyle* **2** Scotland/1859 **3** nine
4 1876, 1881 **5** Medicine **6** doctor
7 finished **8** Holmes **9** fifty-six, four **10** 221B

GRAMMAR: The simple past – irregular verbs

4 Ask a student to read the example in the book out loud. Ask *What's the past tense of 'write'? (wrote)* Ask another student to read the sentence out loud. Check the base forms of the other verbs, e.g., *was–be, had–have*. Refer students to the *Student grammar review* on page W91.
Students work in pairs to complete the exercise. Don't check the answers as a class yet.

Answers
Students' own answers

5 Play the CD and then check the answers with the class.

Audioscript 9.2 – see page 129

Answers
1 *Arthur Conan Doyle didn't write science fiction stories. He wrote detective stories.* **2** He wasn't born in 1959. He was born in 1859. **3** He didn't have five brothers and sisters. He had nine brothers and sisters. **4** He didn't go to Edinburgh University to study Literature. He went to study Medicine. **5** Conan Doyle didn't become a detective in 1882. He became a doctor in 1882. **6** Sherlock Holmes didn't think about the information very quickly. He thought about it very carefully. **7** Sherlock Holmes didn't wear a suit and boots. He wore a large coat and a tweed hat. **8** Sherlock Holmes didn't have an assistant, Dr. Smith. He had an assistant, Dr. Watson.

VOCABULARY: Hobbies and the police

6 Students work together to write the words in the correct columns.

Answers

Hobbies	Police words
soccer	*crime*
knitting	criminal
golf	detective
gardening	clue
cricket	to solve

GRAMMAR: The simple past – regular and irregular verbs

7 Tell the students about the list of irregular verbs on page W94. Advise them to refer to this or the *Student grammar review* on page W91 if they need to. Students complete the exercise, then check answers with a partner. Check answers as a class.

Answers
1 *was* **2** lived **3** loved **4** ate **5** weighed
6 had **7** spent **8** left **9** investigated **10** gave
11 solved **12** gave

Workbook, page W51, Exercise 4

8 Write the following sentence on the board: *Leila went to France last summer. Where …?* Ask students to make a question with *Where (Where did Leila go last summer?).* Point out how *did* and *go* are used. Students work in pairs to complete the rest of the exercise.

Answers
1 A: *Where did Nero Wolfe come from?* **B:** *He came from New York.* **2 A:** What did Poirot carry? **B:** Poirot carried a walking stick.
3 A: What did Sherlock Holmes use to solve crimes? **B:** He used logic to solve crimes.
4 A: How much did Nero Wolfe weigh? **B:** He weighed 130 kilograms. **5 A:** Who didn't have an assistant? **B:** Miss Marple didn't have an assistant.

Workbook, page W51, Exercises 5 and 6

Talk together

9 Put the class into small groups. Ask students to discuss who is the best detective and why. Have a class vote to decide who would solve a crime most quickly. Write the numbers of votes for each detective on the board.

Answers
Students' own answers

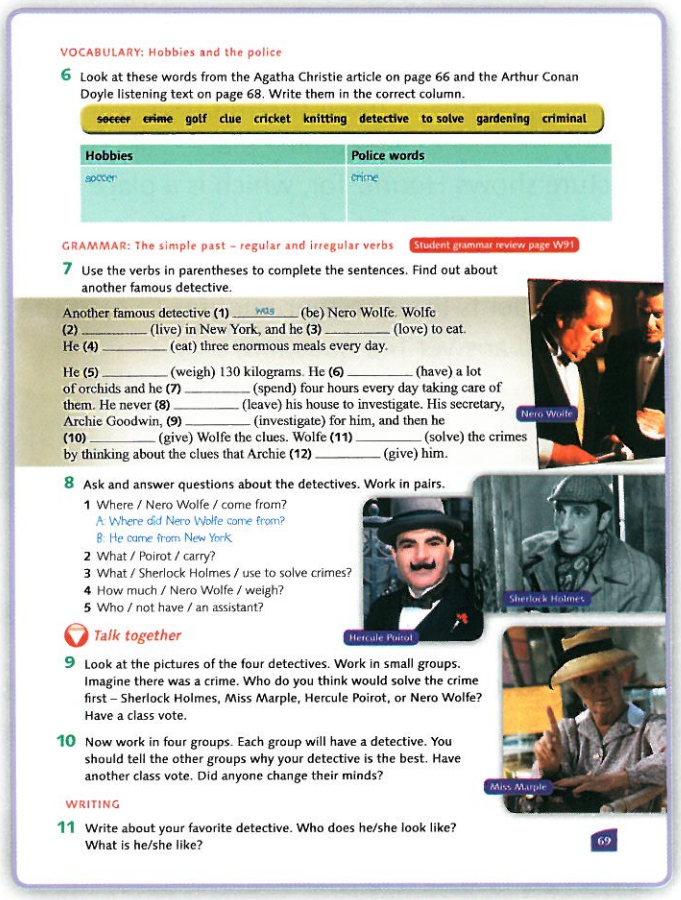
10 Each group chooses a representative who explains to the rest of the class why their detective is the best.
When the class has listened to the four representatives, have another class vote. Check the numbers against the last vote. Did anyone change their minds?

Answers
Students' own answers

WRITING

11 Students can either choose one of the four detectives in the Student's Book or choose another that they like, from a novel, TV show, or movie.

Suggested answer
My favorite detective is Miss Marple. She always looks very neat and tidy. She likes gardening and knitting, and she often visits friends. They ask her to help them, and she always finds the criminal.



VOCABULARY: Hobbies and the police

6 Look at these words from the Agatha Christie article on page 66 and the Arthur Conan Doyle listening text on page 68. Write them in the correct column.

~~soccer~~ ~~crime~~ golf clue cricket knitting detective to solve gardening criminal

Hobbies	Police words
soccer	crime

GRAMMAR: The simple past – regular and irregular verbs — Student grammar review page W91

7 Use the verbs in parentheses to complete the sentences. Find out about another famous detective.

Another famous detective (1) was (be) Nero Wolfe. Wolfe (2) _____ (live) in New York, and he (3) _____ (love) to eat. He (4) _____ (eat) three enormous meals every day.

He (5) _____ (weigh) 130 kilograms. He (6) _____ (have) a lot of orchids and he (7) _____ (spend) four hours every day taking care of them. He never (8) _____ (leave) his house to investigate. His secretary, Archie Goodwin, (9) _____ (investigate) for him, and then he (10) _____ (give) Wolfe the clues. Wolfe (11) _____ (solve) the crimes by thinking about the clues that Archie (12) _____ (give) him.

Nero Wolfe

8 Ask and answer questions about the detectives. Work in pairs.

1 Where / Nero Wolfe / come from?
A: Where did Nero Wolfe come from?
B: He came from New York.
2 What / Poirot / carry?
3 What / Sherlock Holmes / use to solve crimes?
4 How much / Nero Wolfe / weigh?
5 Who / not have / an assistant?

Hercule Poirot

Sherlock Holmes

Talk together

9 Look at the pictures of the four detectives. Work in small groups. Imagine there was a crime. Who do you think would solve the crime first – Sherlock Holmes, Miss Marple, Hercule Poirot, or Nero Wolfe? Have a class vote.

10 Now work in four groups. Each group will have a detective. You should tell the other groups why your detective is the best. Have another class vote. Did anyone change their minds?

Miss Marple

WRITING

11 Write about your favorite detective. Who does he/she look like? What is he/she like?

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LESSONS 5 AND 6

Overview

Outcomes
- to read a summary of a story
- to write the ending of a story
- to talk about a crime

Functions
- making predictions
- comparing stories
- conducting an investigation

Language focus
- the simple past – irregular verbs

Vocabulary
- detective stories

Materials
- Student's Book pages 70–71, Workbook page W52

Student's Book, pages 70 and 71

READING

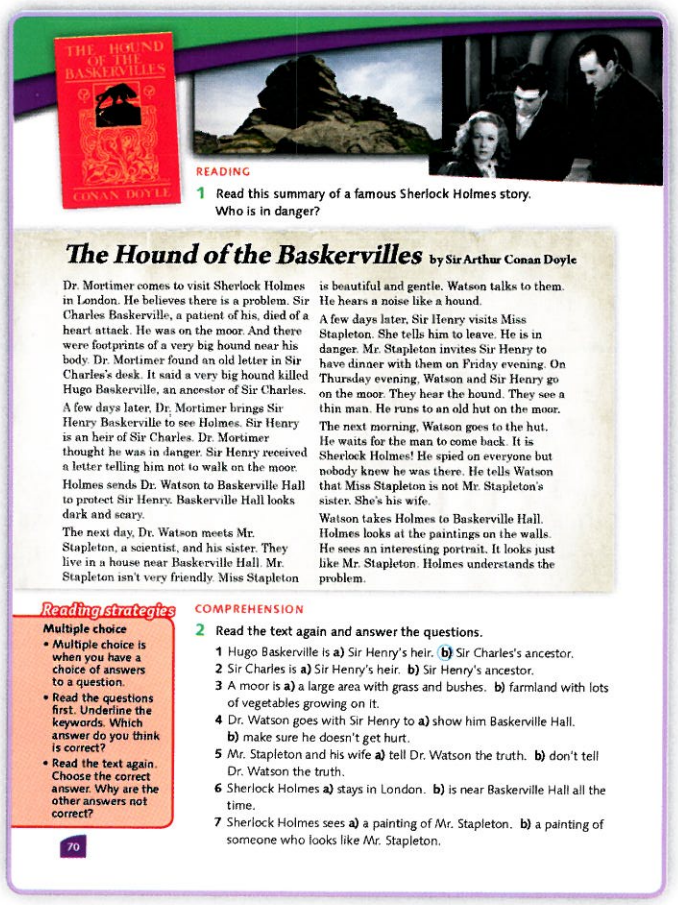
1 Ask the students to look at the pictures. Explain that a *moor* is a large area in the country where nothing much grows except grass and low-growing bushes. A moor doesn't usually look like a very friendly or welcoming place. The middle picture shows Hound Tor, which is a place on Dartmoor in the west of England. This is said to have given Conan Doyle the idea for his book. Give students three to four minutes to read the story and answer the question.

Answer
Sir Henry Baskerville is in danger.

COMPREHENSION

2 Before students do the exercise, read the *Reading strategies* box with them. Students work alone to answer the questions. Students check answers with a partner. Check answers as a class. Ask them to explain why the other answers are wrong.

Answers
1 *b* **2** b **3** a **4** b **5** b **6** b **7** b



WRITING

3 Put the students in groups of four or five. They decide on the ending. One student writes their ideas. Groups tell the rest of the class their ideas. Try to write shortened versions on the board.

Answers
Students' own answers

READING

4 Students read the end of the story. Check if it matches any of the endings written by any of the groups. Ask some questions to help them understand the story if you wish, e.g., *Where does Sir Henry go on Friday evening? Who watches the house? Whom can't they see? What is the weather like? Why is that a problem? (They can't see very well.) Why does Sir Henry run? Who catches the hound? Where is Mrs. Stapleton? Where is Mr. Stapleton? Was Mr. Stapleton from the Baskerville family? (yes) Why did Mr. Stapleton want Sir Henry to go away? (so Mr. Stapleton could have the family money)*

Answers
Students' own answers

Workbook, page W52, Exercises 7, 8, and 9

SPEAKING

5 Read the paragraph in the red box with the class. Put the students into groups of four. They can decide who is playing each part – two are detectives and two are suspects. Explain the vocabulary if necessary.
The detectives and the suspects sit together in their pairs. The detectives and the suspects sit separately to plan their roles. Give them five minutes to prepare. Explain that the detectives have to ask lots of questions. The suspects have to imagine that, at the time of the theft, they were together doing something else, which gives them an alibi, so they need to agree on what exactly they were doing the whole time. If the suspects don't prepare their story of what they were doing very carefully, the police will think that they are lying and are therefore guilty of the crime.

Answers
Students' own answers

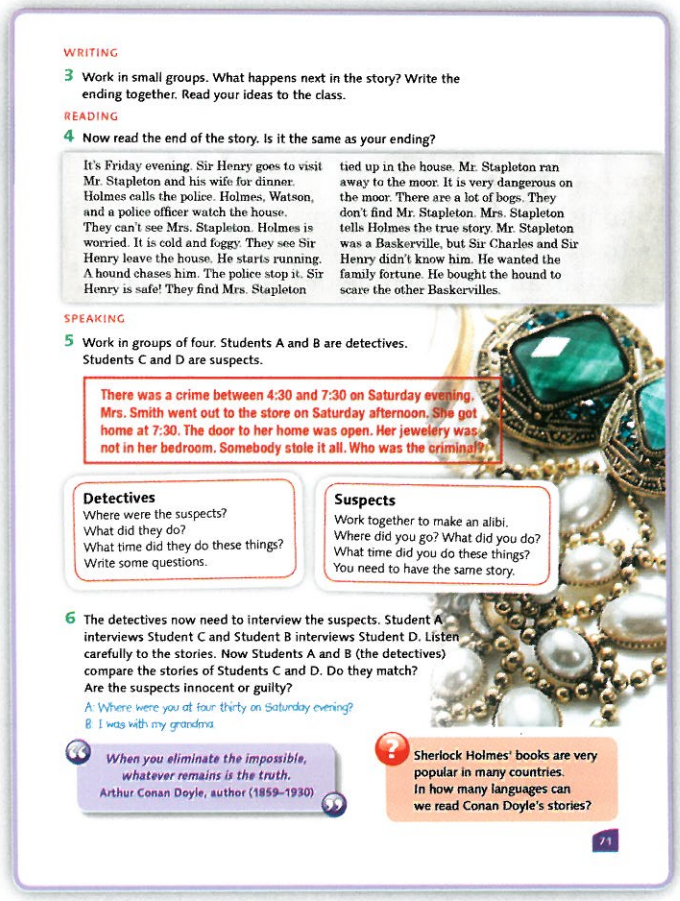
6 Put the students in their appropriate pairs. The detectives ask the questions and take notes. Each detective needs to be able to compare his/her notes with the other detective. Give the detectives three to five minutes to ask their questions. The detectives then have two minutes to compare the answers and decide if the suspects are innocent or guilty. Ask the detectives: *Is anyone guilty?*

Suggested answers
A: *Where were you at four thirty on Saturday evening?* ***B:*** *I was with my grandma.* **A:** What did you do? **B:** We talked and she gave me some juice. **A:** What time did you leave? **B:** I left at seven thirty.

Quotation
Ask students to read the quotation. Do they agree that this is good advice for detectives to follow? Why / Why not?

Research box
Ask students to read the question in the research box. Tell them to try to find out the answer for the next lesson.

Answer
Conan Doyle's stories have been translated into more than sixty languages.



WRITING

3 Work in small groups. What happens next in the story? Write the ending together. Read your ideas to the class.

READING

4 Now read the end of the story. Is it the same as your ending?

It's Friday evening. Sir Henry goes to visit Mr. Stapleton and his wife for dinner. Holmes calls the police. Holmes, Watson, and a police officer watch the house. They can't see Mrs. Stapleton. Holmes is worried. It is cold and foggy. They see Sir Henry leave the house. He starts running. A hound chases him. The police stop it. Sir Henry is safe! They find Mrs. Stapleton tied up in the house. Mr. Stapleton ran away to the moor. It is very dangerous on the moor. There are a lot of bogs. They don't find Mr. Stapleton. Mrs. Stapleton tells Holmes the true story. Mr. Stapleton was a Baskerville, but Sir Charles and Sir Henry didn't know him. He wanted the family fortune. He bought the hound to scare the other Baskervilles.

SPEAKING

5 Work in groups of four. Students A and B are detectives. Students C and D are suspects.

There was a crime between 4:30 and 7:30 on Saturday evening. Mrs. Smith went out to the store on Saturday afternoon. She got home at 7:30. The door to her home was open. Her jewelery was not in her bedroom. Somebody stole it all. Who was the criminal?

Detectives
Where were the suspects?
What did they do?
What time did they do these things?
Write some questions.

Suspects
Work together to make an alibi.
Where did you go? What did you do?
What time did you do these things?
You need to have the same story.

6 The detectives now need to interview the suspects. Student A interviews Student C and Student B interviews Student D. Listen carefully to the stories. Now Students A and B (the detectives) compare the stories of Students C and D. Do they match? Are the suspects innocent or guilty?

A: Where were you at four thirty on Saturday evening?
B: I was with my grandma.

When you eliminate the impossible, whatever remains is the truth.
Arthur Conan Doyle, author (1859–1930)

Sherlock Holmes' books are very popular in many countries. In how many languages can we read Conan Doyle's stories?

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LESSONS 7 AND 8

Workbook, pages W52 and W53, Exercises 10, 11, and 12

Unit 10 Telling stories

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a summary of a story
- to order events in a story
- to talk about what one did in the morning

Functions
- describing pictures
- making predictions
- describing people

Language focus
- the simple past *(First, Then, Next, Finally)*
- *and/so*

Vocabulary
- adjectives to describe personality

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 make suggestions about the people in the pictures. Don't tell them the answers yet, as they will find out when they read.

Answers
Students' own answers

2 Read the words to the students. Ask them to find out the meanings and discuss the question in pairs.

Answers
cruel, dangerous, funny, nasty, innocent, kind, dishonest

3 Play the CD while the students read the story. Choose students to answer the question and justify their answer.
Then ask them if they can now name the people in the pictures at the top of the page (Oliver Twist, Dodger, Charles Dickens).

Audioscript 10.1 – see page 129

Answer
No, Oliver didn't have a happy life at the beginning of the story.



Telling stories

Grammar
the simple past with *First, Then, Next* and *Finally*; *and/so*

BEFORE YOU BEGIN

1 Look at the pictures. Who are the people you can see?

2 These words are in the story. Which words describe people? Check the meaning of any words you don't know in a dictionary.

workhouse cruel dangerous funny laugh steal nasty innocent kind dishonest

3 10.1 Read and listen to a summary of *Oliver Twist* by Charles Dickens. Did Oliver have a happy life at the beginning of the story?

Oliver Twist

Charles Dickens was a British writer. He lived in London. He wrote thirty-four books. One of his books is called *Oliver Twist*. It is a very famous story. It takes place in 1830.

Oliver Twist had no parents. He lived in a workhouse with a lot of other poor children. They didn't have very much food. The people who took care of the children were not kind. They were cruel. One day, Oliver decided to run away to London.

London was a very dangerous place in 1830. Oliver met another young boy. His name was Dodger. He seemed very friendly. Dodger introduced Oliver to a man named Fagin. Fagin gave him food and somewhere to sleep. Fagin was funny, and Oliver laughed a lot. He felt happy. But Fagin wanted Oliver to help Dodger and the other boys steal from rich people. Oliver knew this was wrong. He knew Fagin was dishonest.

One day, Oliver went out with Dodger and another boy. Dodger stole some money from a man named Mr. Brownlow and then ran away. Oliver didn't run away. The police wanted to arrest him. Fortunately, another man saw what happened. This man told the police that Oliver was innocent. Mr. Brownlow felt sorry for Oliver. Oliver looked very sad so Mr. Brownlow took him home. He took care of Oliver. Mr. Brownlow was very kind. He gave Oliver some new clothes. He taught him to read. He gave him food. Oliver had a nice bedroom to sleep in for the first time in his life.

Unfortunately, this was not the end of the story. Fagin and his friend, Bill, wanted Oliver back.

72

COMPREHENSION

4 Ask students to read the information in the *Reading strategies* box. They then read the story again silently and answer the questions.

Audioscript 10.1 – see page 129

Answers
1 He wrote thirty-four books. **2** Oliver lived in a workhouse before he went to London. **3** The workhouse wasn't very nice. The children didn't have very much food. The people who took care of the children were not kind. Oliver didn't like it there. **4** Oliver went to London when he left the workhouse. **5** Oliver met Dodger and Fagin in London. **6** Fagin wasn't a good man. He was dishonest. **7** Oliver didn't steal the money from Mr. Brownlow. **8** Mr. Brownlow was a good man. He was very kind. **9** Students' own answers **10** Students' own answers

GRAMMAR: The simple past with *First, Then, Next,* and *Finally*

5 Choose students to read each sentence out loud. Point out that *First* is used with sentence 1. Ask *Which word do we use with sentence 4? (Finally)* Explain that either *Then* or *Next* can be used for the middle sentences. Then ask them to work in pairs to order and complete the sentences. Check answers as a class. Refer the students to the *Student grammar review* on page W91 if necessary.

Answers
1 *First, Oliver ran away from the workhouse.*
2 Then/Next, he met Dodger in London.
3 Then/Next, he met Mr. Brownlow.
4 Finally, Fagin wanted to find him.

Workbook, page W54, Exercises 1 and 2

SPEAKING

6 Explain what you did this morning using the four words, for example *First, I got up. Then, I took a shower. Next, I had breakfast. Finally, I drove to school.* Students can work in pairs.

Suggested answer
First, I got up. Then, I washed. Next, I had breakfast. Finally, I walked to school.

GRAMMAR: *And/so*

7 Ask the students to find examples of *and* and *so* in the reading text. Point out that if we are using *and*, the ideas in the two sentences are connected, e.g., *Fagin was funny, and Oliver laughed a lot.* We use *so* when an idea is a direct consequence of another, e.g., *Oliver looked very sad, so Mr. Brownlow took him home*. Refer students to the *Student grammar review* on page W91 if necessary. Students complete the exercise.

Answers
1 Oliver liked Mr. Brownlow, and he liked Rose. **2** Oliver was unhappy, so he ran away. **3** I didn't want to watch television, so I read a book. **4** I read *Oliver Twist*, and I saw the movie.

Workbook, page W54, Exercise 3

VOCABULARY: Adjectives to describe personality

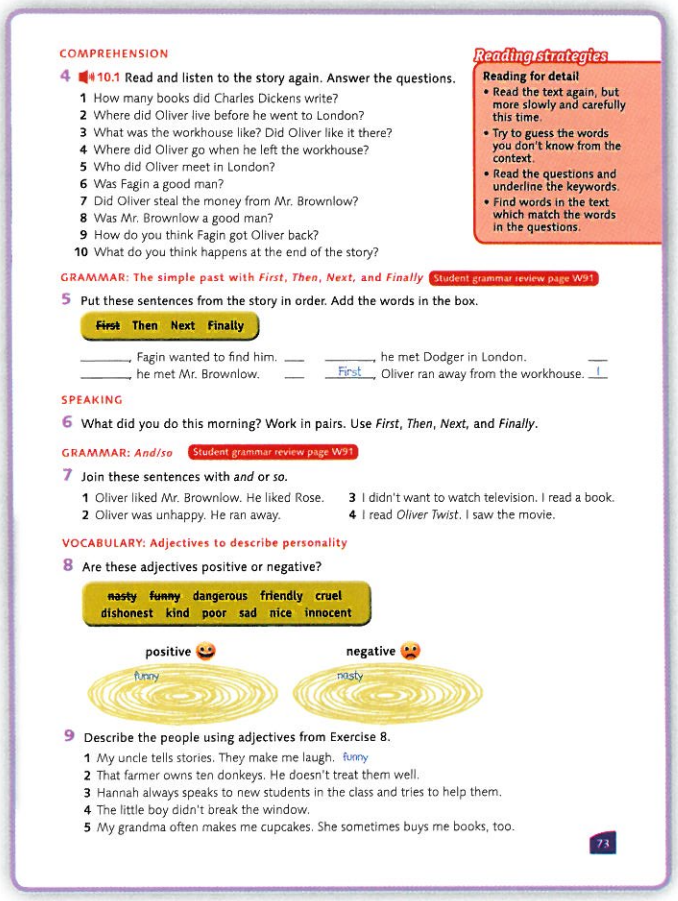
8 Students work in pairs to place the adjectives in the correct place.

Suggested answers
positive: *funny*, friendly, kind, nice, innocent
negative: *nasty*, dangerous, cruel, dishonest, poor, sad

9 Ask students to work in pairs. Monitor as they are speaking, helping where necessary.

Answers
1 *funny* **2** cruel **3** friendly **4** innocent **5** kind

Workbook, page W54, Exercise 4



COMPREHENSION

4 10.1 Read and listen to the story again. Answer the questions.
1 How many books did Charles Dickens write?
2 Where did Oliver live before he went to London?
3 What was the workhouse like? Did Oliver like it there?
4 Where did Oliver go when he left the workhouse?
5 Who did Oliver meet in London?
6 Was Fagin a good man?
7 Did Oliver steal the money from Mr. Brownlow?
8 Was Mr. Brownlow a good man?
9 How do you think Fagin got Oliver back?
10 What do you think happens at the end of the story?

Reading strategies
Reading for detail
- Read the text again, but more slowly and carefully this time.
- Try to guess the words you don't know from the context.
- Read the questions and underline the keywords.
- Find words in the text which match the words in the questions.

GRAMMAR: The simple past with *First, Then, Next,* and *Finally* Student grammar review page W91

5 Put these sentences from the story in order. Add the words in the box.

~~First~~ Then Next Finally

_____, Fagin wanted to find him. ___ _____, he met Dodger in London. ___
_____, he met Mr. Brownlow. ___ First, Oliver ran away from the workhouse. 1

SPEAKING

6 What did you do this morning? Work in pairs. Use *First, Then, Next,* and *Finally*.

GRAMMAR: *And/so* Student grammar review page W91

7 Join these sentences with *and* or *so*.
1 Oliver liked Mr. Brownlow. He liked Rose.
2 Oliver was unhappy. He ran away.
3 I didn't want to watch television. I read a book.
4 I read *Oliver Twist*. I saw the movie.

VOCABULARY: Adjectives to describe personality

8 Are these adjectives positive or negative?

~~nasty~~ ~~funny~~ dangerous friendly cruel
dishonest kind poor sad nice innocent

positive negative
funny nasty

9 Describe the people using adjectives from Exercise 8.
1 My uncle tells stories. They make me laugh. funny
2 That farmer owns ten donkeys. He doesn't treat them well.
3 Hannah always speaks to new students in the class and tries to help them.
4 The little boy didn't break the window.
5 My grandma often makes me cupcakes. She sometimes buys me books, too.

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to the ending of a story
- to talk about stories and characters
- to write a sequence in a story

Functions
- making predictions
- expressing likes and dislikes
- describing stories and their characters
- expressing opinions

Language focus
- the simple past *(First, Then, Next, Finally)*

Vocabulary
- stories

Materials
- Student's Book pages 74–75, Workbook page W55, CD

Student's Book, pages 74 and 75

LISTENING

1 Give students three or four minutes to answer the question. Monitor as they are speaking. Choose pairs to give their opinions.

Answers
Students' own answers

2 Remind students of the names of the characters they will hear. Explain that they do not need to understand every word at this stage. They just need to decide if the ending is happy or not. Play the CD.
Ask students to try to give reasons for their answers.

Audioscript 10.2 – see pages 129 and 130

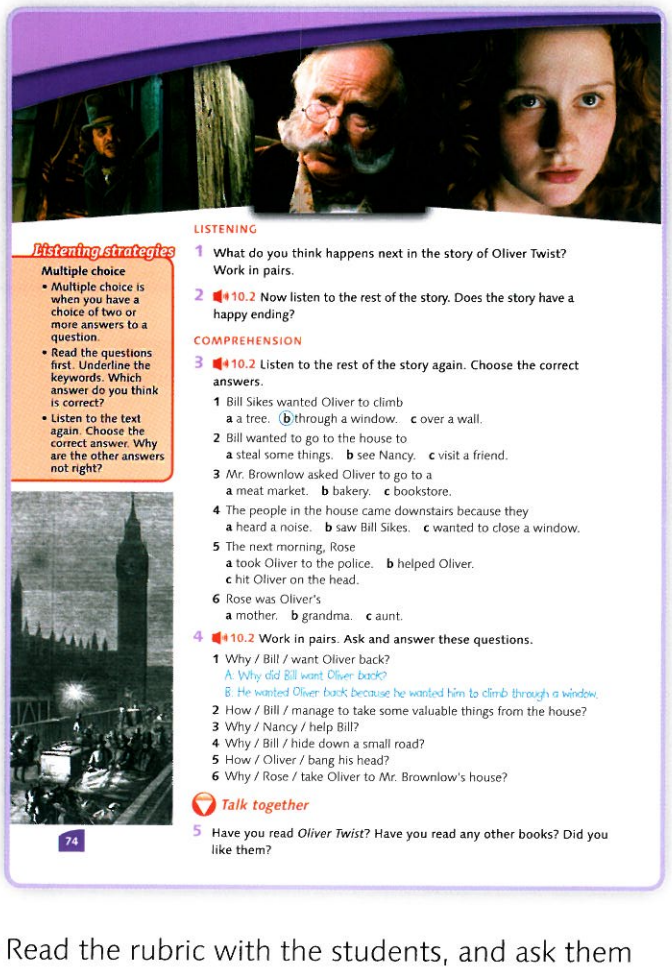
Answer
Yes, the story has a happy ending.

COMPREHENSION

3 Before students do the exercise, ask them to read the *Listening strategies* box. Choose a student to read the first question and explain why option *b* is the correct answer. Students work in pairs, following the advice. Then, play the CD again while students answer the questions. Check answers as a class. Establish why the other options are not correct.

Audioscript 10.2 – see pages 129 and 130

Answers
1 *b* **2** a **3** c **4** a **5** b **6** c



Listening strategies

Multiple choice
- Multiple choice is when you have a choice of two or more answers to a question.
- Read the questions first. Underline the keywords. Which answer do you think is correct?
- Listen to the text again. Choose the correct answer. Why are the other answers not right?

74

LISTENING

1 What do you think happens next in the story of Oliver Twist? Work in pairs.

2 10.2 Now listen to the rest of the story. Does the story have a happy ending?

COMPREHENSION

3 10.2 Listen to the rest of the story again. Choose the correct answers.

1 Bill Sikes wanted Oliver to climb
a a tree. (b) through a window. c over a wall.

2 Bill wanted to go to the house to
a steal some things. b see Nancy. c visit a friend.

3 Mr. Brownlow asked Oliver to go to a
a meat market. b bakery. c bookstore.

4 The people in the house came downstairs because they
a heard a noise. b saw Bill Sikes. c wanted to close a window.

5 The next morning, Rose
a took Oliver to the police. b helped Oliver.
c hit Oliver on the head.

6 Rose was Oliver's
a mother. b grandma. c aunt.

4 10.2 Work in pairs. Ask and answer these questions.

1 Why / Bill / want Oliver back?
A: Why did Bill want Oliver back?
B: He wanted Oliver back because he wanted him to climb through a window.
2 How / Bill / manage to take some valuable things from the house?
3 Why / Nancy / help Bill?
4 Why / Bill / hide down a small road?
5 How / Oliver / bang his head?
6 Why / Rose / take Oliver to Mr. Brownlow's house?

Talk together

5 Have you read *Oliver Twist*? Have you read any other books? Did you like them?

4 Read the rubric with the students, and ask them what they think they have to do. Explain that they have to decide on the answers to the questions together, and then ask and answer the questions, taking turns asking and answering. Tell them that they can create a whole sentence in reply to the question if they like. Use the example answer to show them how they should answer as a whole sentence. Tell them to try to answer the questions in pairs before they listen to the recording again to check.

Audioscript 10.2 – see pages 129 and 130

Answers

1 A: *Why did Bill want Oliver back?* **B:** *He wanted Oliver back because he wanted him to climb through a window.* **2 A:** How did Bill manage to take some valuable things from the house? **B:** He asked Oliver to climb through the window and open the door. **3 A:** Why did Nancy help Bill? **B:** Nancy helped Bill because she was scared of him. **4 A:** Why did Bill hide down a small road? **B:** Bill hid down a small road so that he could grab Oliver. **5 A:** How did Oliver bang his head? **B:** Oliver banged his head because Bill dropped him. **6 A:** Why did Rose take Oliver to Mr. Brownlow's house? **B:** Rose took Oliver to Mr. Brownlow's house because they needed Mr. Brownlow's help.

Talk together

5 Ask a student to read the questions. Check that students understand what they mean. Tell students to discuss the questions in pairs, and then get them to give feedback, one student from every pair. If students haven't read *Oliver Twist*, ask them if they would like to.

Answers

Students' own answers

SPEAKING

6 Complete the sentences about yourself and read them to the class as a model. Students work in pairs to complete the sentences. Monitor as they are speaking, helping where necessary. Choose students to read their answers out loud.

Answers

Students' own answers

7 Discuss the book covers with the class. Ask questions to get them thinking about the books, e.g., *Look at the cover for Black Beauty. Who, or what, is Black Beauty? (a horse) Do you think it is a happy story? Do you think there are cruel people in the story? Where do you think it takes place?* etc. Choose students to read the questions and answers out loud. Check if students understand the adjectives – you could ask them to put them in opposite pairs, where possible. Students then work in pairs to ask and answer the questions about the other books. Monitor as they are speaking, helping where necessary. Check answers as a class.

Suggested answers

1 A: *I think that Black Beauty is exciting.* **B:** *I think that it is a serious book.* **B:** I think that *Heidi* is sad. **A:** I think that it is a funny book. **2 A:** *I think that the characters in Heidi are friendly and helpful.* **B:** *I think that they are kind.* **B:** I think that the characters in *Sinbad the Sailor* are silly. **A:** I think that they are sensible.

Workbook, page W55, Exercises 5, 6, and 7

WRITING

8 Students write about one of the books. They are expressing their personal opinions, so it doesn't matter if the facts they give are right or wrong. However, check the grammar. We usually write about books in the present tense.

Answers

Students' own answers

Research box

Ask students to read the question in the research box. Students work in pairs to answer the question.

Answer

She got them from a public library.



SPEAKING

6 Work in pairs. Complete these sentences. Tell the rest of your class. Do they agree with you?

1 I *like / don't like* detective stories because ...
2 I *like / don't like* adventure stories because ...
3 I *like / don't like* science fiction stories because ...

7 Work in pairs. Look at these book covers. Answer the questions.

1 What do you think about each story? Use the adjectives in the box.

exciting boring sad happy funny serious scary

A: I think that *Black Beauty* is exciting.
B: I think that it is a serious book.

2 What do you think the characters are like? Use the adjectives in the box.

silly sensible kind cruel nasty friendly rude helpful polite

A: I think that the characters in *Heidi* are friendly and helpful.
B: I think that they are kind.

WRITING

8 Choose one of the books. What do you think happens? Finish these sentences.

1 First, ...
2 Then, ...
3 Next, ...
4 Finally, ...

Maryam has three new books to read. She didn't get them from school. She didn't buy them. She didn't get them as a gift. Where did she get them from?

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LESSONS 5 AND 6

Overview

Outcomes
- to read texts related to a reading competition
- to write and talk about a favorite character in a book

Functions
- expressing opinions
- describing a character

Language focus
- stories

Vocabulary
- adjectives to describe personality

Materials
- Student's Book pages 76–77, Workbook page W56

Student's Book, pages 76 and 77

READING

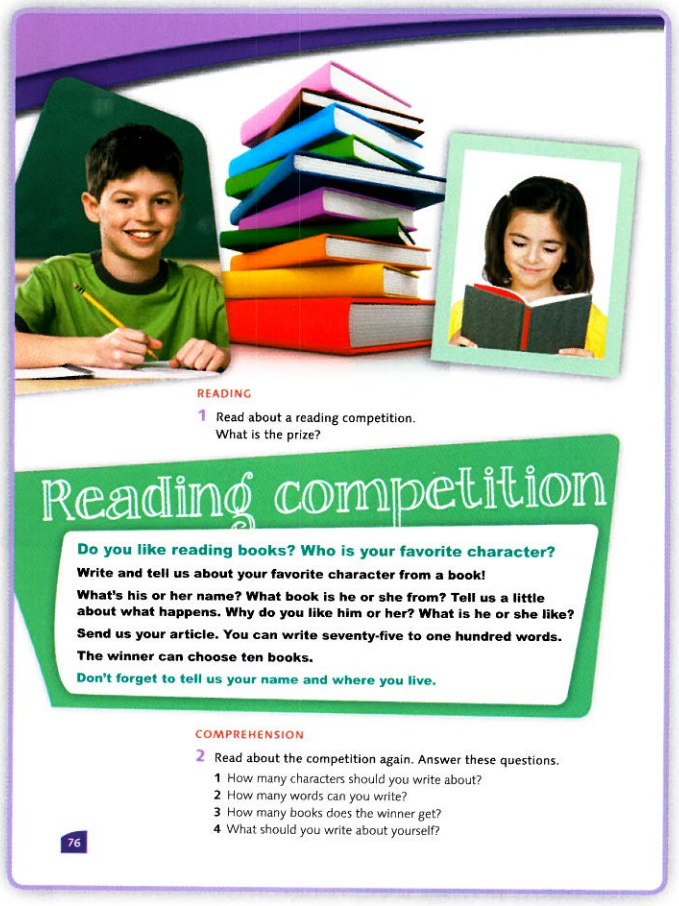
1 Read the question to the students and ask them what they think a reading competition consists of. What do they think the prize will be? Ask them if they have ever entered a reading competition. Did they win it? Tell students to skim the text and answer the question. Do they think it is a good prize? Students read the text and answer the question. Ask them *Would you like to enter this competition?*

Answer
The prize is ten books.

COMPREHENSION

2 Read the questions to the students and tell them to work in pairs. Each student works on two questions out of the four, and checks their answers with their partner. Remind them to underline the parts of the text where they find the answers. Check answers as a class.

Answers
1 You have to write about one character.
2 You can write seventy-five to one hundred words. **3** The winner gets ten books. **4** You have to write your name and address.


READING

1 Read about a reading competition. What is the prize?

Reading competition

Do you like reading books? Who is your favorite character?

Write and tell us about your favorite character from a book!

What's his or her name? What book is he or she from? Tell us a little about what happens. Why do you like him or her? What is he or she like?

Send us your article. You can write seventy-five to one hundred words.

The winner can choose ten books.

Don't forget to tell us your name and where you live.

COMPREHENSION

2 Read about the competition again. Answer these questions.

1 How many characters should you write about?
2 How many words can you write?
3 How many books does the winner get?
4 What should you write about yourself?

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READING

3 Students read the entries and name the characters. Ask *What are the titles of the books? (Gulliver's Travels, The Secret Garden, Treasure Island)* and *Who wrote the books? (Jonathan Swift, Frances Hodgson Burnett, Robert Louis Stevenson)* Check answers as a class.

Answers
1 Gulliver **2** Mary Lennox **3** Jim Hawkins

COMPREHENSION

4 Tell students that some of them have written a better competition entry than others. Ask them what the competition says they should write (*name of character, name of book, what happens, why you like the character, the personality of the character*), and tell them to read the entries again and decide who has followed the instructions. They should then decide who has won the competition and why. Students read the entries again and discuss the questions with a partner. Check answers as a class.

Answers
1 Helen and Ali followed the instructions. (Ryan didn't write enough words.) **2** Students' own answers

WRITING

5 Students work by themselves first to write their notes. Then in pairs, they ask each other the questions about their favorite characters. Encourage them to ask any further questions. This will also help students add more in their writing.

Answers
Students' own answers

6 Students write a paragraph about their favorite character. They should write at least seventy-five words. Monitor as they are writing, helping where necessary. Do not correct outright; instead, suggest different phrases they can use if they wish. When they have finished, students switch with a partner.

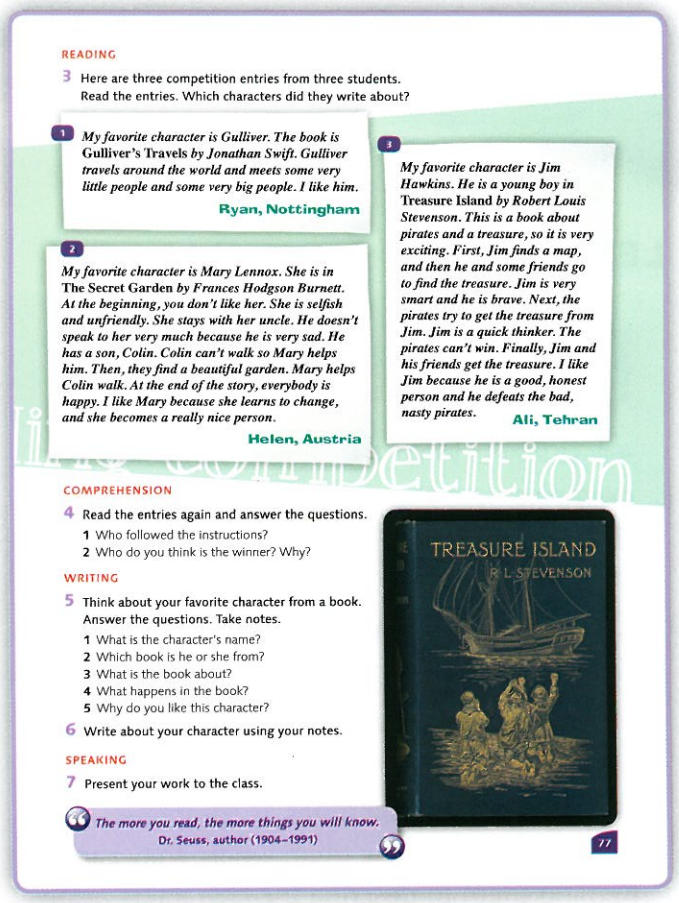
Answers
Students' own answers

SPEAKING

7 Choose students to read their final paragraphs out loud. The other students should listen carefully and ask questions if they want to know more about the story.
As well as asking questions, students who are listening should be ready to give feedback. Tell them to decide on something they liked about the paragraphs, and something that could be improved for next time.

Quotation
Ask students to read the quotation. Do they agree with it? Why / Why not?

Workbook, page W56, Exercises 8, 9, and 10


READING

3 Here are three competition entries from three students. Read the entries. Which characters did they write about?

1 *My favorite character is Gulliver. The book is* **Gulliver's Travels** *by Jonathan Swift. Gulliver travels around the world and meets some very little people and some very big people. I like him.*
Ryan, Nottingham

2 *My favorite character is Mary Lennox. She is in* **The Secret Garden** *by Frances Hodgson Burnett. At the beginning, you don't like her. She is selfish and unfriendly. She stays with her uncle. He doesn't speak to her very much because he is very sad. He has a son, Colin. Colin can't walk so Mary helps him. Then, they find a beautiful garden. Mary helps Colin walk. At the end of the story, everybody is happy. I like Mary because she learns to change, and she becomes a really nice person.*
Helen, Austria

3 *My favorite character is Jim Hawkins. He is a young boy in* **Treasure Island** *by Robert Louis Stevenson. This is a book about pirates and a treasure, so it is very exciting. First, Jim finds a map, and then he and some friends go to find the treasure. Jim is very smart and he is brave. Next, the pirates try to get the treasure from Jim. Jim is a quick thinker. The pirates can't win. Finally, Jim and his friends get the treasure. I like Jim because he is a good, honest person and he defeats the bad, nasty pirates.*
Ali, Tehran

COMPREHENSION

4 Read the entries again and answer the questions.
1 Who followed the instructions?
2 Who do you think is the winner? Why?

WRITING

5 Think about your favorite character from a book. Answer the questions. Take notes.
1 What is the character's name?
2 Which book is he or she from?
3 What is the book about?
4 What happens in the book?
5 Why do you like this character?

6 Write about your character using your notes.

SPEAKING

7 Present your work to the class.

The more you read, the more things you will know.
Dr. Seuss, author (1904–1991)

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LESSONS 7 AND 8

Workbook, page W57, Exercises 11 and 12

LESSON 9

Project

Ask students *What is your favorite book?* Elicit examples from the students and ask *Why do you like it?* Students answer, e.g., *It's exciting. The main character is very kind,* etc.

Ask different students to ask you the questions. Give as much details in your answers as you can.

Then the students take notes about their favorite book. Monitor as they are working.

They then write their notes as complete sentences, expanding them where they can. Remind them to describe the characters using the adjectives they learned in the last unit.

Finally, students decorate their writing with pictures from the Internet or magazines.

Choose some students to present their work to the rest of the class.

If possible, make a display of their work so that all students can read about the different books. Try to encourage students to read some of the books they read about.

Student's Book, page 79

OPENER

Ask students *What do you do in your free time?* Elicit answers from various students and ask follow-on questions, e.g., *I play soccer. Where do you play? How many times a week do you play?* etc.

Look at the pictures with the class and discuss the questions. Make sure students answer the questions with reference to the pictures. Get students to discuss in pairs and then change partners to get different opinions and practice using any new vocabulary. Finally, get students to describe the pictures, and see who can keep talking for the longest time. Accept all sensible suggestions, but tell students that they will find out more as they go over the module.

Free time



Outcomes

- To read about vacations in postcards, two types of vacations, the rules of two sports, a sports quiz, a report on a survey about sports and hobbies, and the Olympic Games
- To listen to someone talking about his vacation and two teenagers talking about their free time
- To use vocabulary related to vacations and activities, hobbies, descriptive adjectives, sports, parts of the body, and Olympic sports
- To talk about what people are doing, your last vacation, obligations and permissions at home and in sports, sports and hobbies, and your favorite Olympic sport
- To use the present progressive, adverbs of manner, the simple present or the present progressive, *have to/don't have to* for obligation, and *can/can't* for permission
- To write about what people are doing, a postcard to your friend, about the rules of a sport, a report on a survey, and a paragraph about an Olympic sport

Unit 11 Vacations

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read vacation postcards
- to talk about vacations
- to talk about family and friends
- to write sentences about what family members are doing

Functions
- describing pictures
- expressing opinions
- describing present actions

Language focus
- the present progressive

Vocabulary
- vacations and activities

Materials
- Student's Book pages 80–81, Workbook page W58, CD

Student's Book, pages 80 and 81

BEFORE YOU BEGIN

1 In pairs, students discuss the questions. Monitor as they are talking. Go over any relevant problems after you have discussed the answers as a class. Don't tell them where the places are, but write their suggestions on the board.

Answers
Students' own answers

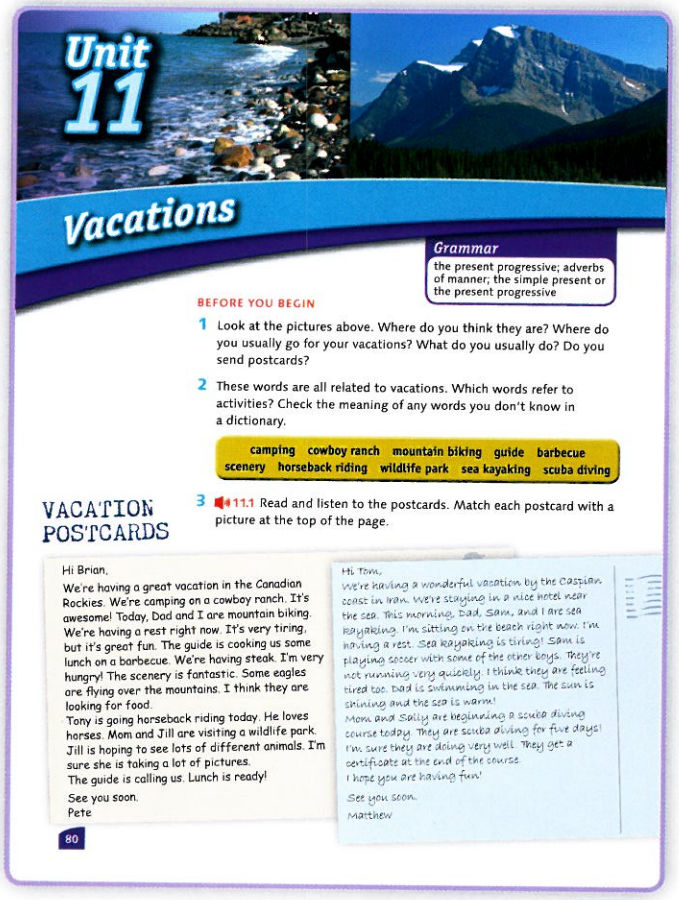
2 Students work in pairs and help each other understand the words, looking them up in a dictionary, if necessary. Check answers as a class.

Answers
camping, mountain biking, horseback riding, sea kayaking, scuba diving

3 Read the instructions with the class. Play the CD while they read the postcards. Check answers as a class.

Audioscript 11.1 – see page 130

Answers
Pete – Canadian Rockies (the picture on the right); Matthew – Caspian coast in Iran (the picture on the left)


Unit 11
Vacations

Grammar
the present progressive; adverbs of manner; the simple present or the present progressive

BEFORE YOU BEGIN

1 Look at the pictures above. Where do you think they are? Where do you usually go for your vacations? What do you usually do? Do you send postcards?

2 These words are all related to vacations. Which words refer to activities? Check the meaning of any words you don't know in a dictionary.

camping cowboy ranch mountain biking guide barbecue scenery horseback riding wildlife park sea kayaking scuba diving

VACATION POSTCARDS

3 11.1 Read and listen to the postcards. Match each postcard with a picture at the top of the page.

Hi Brian,
We're having a great vacation in the Canadian Rockies. We're camping on a cowboy ranch. It's awesome! Today, Dad and I are mountain biking. We're having a rest right now. It's very tiring, but it's great fun. The guide is cooking us some lunch on a barbecue. We're having steak. I'm very hungry! The scenery is fantastic. Some eagles are flying over the mountains. I think they are looking for food.
Tony is going horseback riding today. He loves horses. Mom and Jill are visiting a wildlife park. Jill is hoping to see lots of different animals. I'm sure she is taking a lot of pictures.
The guide is calling us. Lunch is ready!
See you soon.
Pete

Hi Tom,
We're having a wonderful vacation by the Caspian coast in Iran. We're staying in a nice hotel near the sea. This morning, Dad, Sam, and I are sea kayaking. I'm sitting on the beach right now. I'm having a rest. Sea kayaking is tiring! Sam is playing soccer with some of the other boys. They're not running very quickly. I think they are feeling tired too. Dad is swimming in the sea. The sun is shining and the sea is warm!
Mom and Sally are beginning a scuba diving course today. They are scuba diving for five days! I'm sure they are doing very well. They get a certificate at the end of the course.
I hope you are having fun!
See you soon.
Matthew

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COMPREHENSION

4 Read the *Reading strategies* box with the class. Then read the first sentence and who says it. Ask the students to find the sentence in Pete's postcard which tells us this (*Some eagles are flying over the mountains.*)
Give students time to read the sentences. Then play the CD again while students read the postcards. They match the sentences, then check with a partner. Check answers as a class.

Audioscript 11.1 – see page 130

Answers
1 *Pete* **2** Matthew **3** Pete **4** Matthew **5** Pete **6** Pete **7** Matthew **8** Matthew

Talk together

5 Students discuss in pairs. Choose pairs to tell the rest of the class their choices.

Answers
Students' own answers

GRAMMAR: The present progressive

6 Ask some students to come to the front of the class. Ask them to sit on chairs. Give one student a book to read. Give another a sheet of paper to draw a picture on. Say, for example, *Look at Toby. He's reading a book. What's he doing? He's reading a book.* Ask students to repeat the last sentence after you. Then ask the question around the class for students to answer. Repeat with the student drawing a picture.
Ask another student to come to the front and give him/her a book to read. Ask the class *What are they doing?* Help students form the sentence *They're reading.* Practice around the class.
On the board, write *reading* and *drawing* and ask students to read the words. On the board again write *ride, write,* and *have*. Ask students to add *-ing*. Ask *How do you spell 'riding'?* etc. Show students how we first lose the *-e* and then add *-ing*. Write the *-ing* words on the board: *riding, writing, having*. Do the same with *run, swim,* and *sit,* and show how we double the last letter and add *-ing*. Write the words on the board and read them with the class (*running, swimming, sitting*). Students complete the exercise. They check answers with a partner. Check answers as a class.

Answers
1 *are flying* **2** is sitting **3** Are, reading
4 is riding **5** is running **6** am writing
7 is swimming **8** are having

Workbook, page W58, Exercise 1

SPEAKING

7 Read the example question to the students. Choose a few students to give the answer *(She's sea kayaking.)* Students work in pairs, asking and answering the questions. Monitor as they are working. Check answers as a class.

Answers
1 A: *What's Lena doing?* **B:** *She's sea kayaking.*
2 A: What's Emily doing? **B:** She's taking pictures. **3 A:** What's Rob doing? **B:** He's riding a horse. **4 A:** What's Dan doing? **B:** He's scuba diving.

8 Ask students questions about the other students in the class to teach the negative, e.g., *Is Aisa playing ping-pong? (No, she isn't playing ping-pong. She's learning English.)*

Before students tell each other about their families, tell the students about your family. Try to include as many verbs as you can. Students talk about their families in pairs. Monitor as they are speaking, helping where necessary. Choose students to tell the class about their partner's family.

Suggested answers
A: *My mother is working. She isn't eating lunch.* **B:** My sister is at school. She's learning English. **A:** My brother is at home. He's eating lunch.

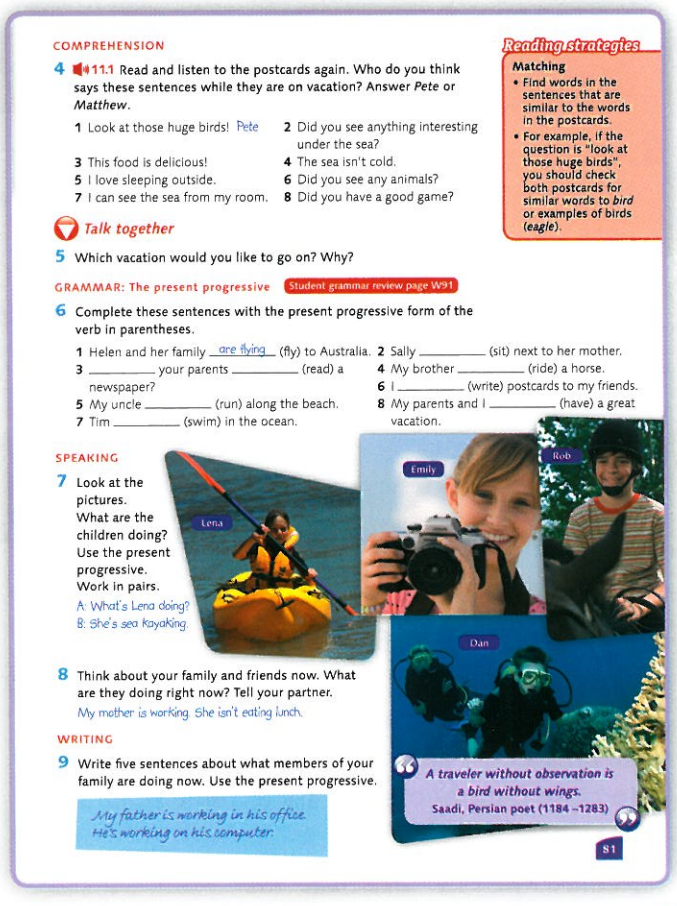
Workbook, page W58, Exercises 2 and 3

WRITING

9 Choose a student to read the example sentences out loud. Students write their own sentences. Check as they are writing, helping where necessary. When they have finished, ask students to switch exercise books with a partner. The partner checks their sentences and suggests corrections.

Answers
Students' own answers

Quotation
Ask students to read the quotation. If necessary, explain that it means that travelers should look around them to make their traveling worthwhile. Ask the students if they agree. Why / Why not?



COMPREHENSION

4 11.1 Read and listen to the postcards again. Who do you think says these sentences while they are on vacation? Answer *Pete* or *Matthew*.

1 Look at those huge birds! Pete
2 Did you see anything interesting under the sea?
3 This food is delicious!
4 The sea isn't cold.
5 I love sleeping outside.
6 Did you see any animals?
7 I can see the sea from my room.
8 Did you have a good game?

Reading strategies
Matching
- Find words in the sentences that are similar to the words in the postcards.
- For example, if the question is "look at those huge birds", you should check both postcards for similar words to *bird* or examples of birds (*eagle*).

Talk together

5 Which vacation would you like to go on? Why?

GRAMMAR: The present progressive Student grammar review page W91

6 Complete these sentences with the present progressive form of the verb in parentheses.

1 Helen and her family *are flying* (fly) to Australia.
2 Sally _____ (sit) next to her mother.
3 _____ your parents _____ (read) a newspaper?
4 My brother _____ (ride) a horse.
5 My uncle _____ (run) along the beach.
6 I _____ (write) postcards to my friends.
7 Tim _____ (swim) in the ocean.
8 My parents and I _____ (have) a great vacation.

SPEAKING

7 Look at the pictures. What are the children doing? Use the present progressive. Work in pairs.
A: What's Lena doing?
B: She's sea kayaking.

Lena · Emily · Rob · Dan

8 Think about your family and friends now. What are they doing right now? Tell your partner.
My mother is working. She isn't eating lunch.

WRITING

9 Write five sentences about what members of your family are doing now. Use the present progressive.
My father is working in his office. He's working on his computer.

A traveler without observation is a bird without wings.
Saadi, Persian poet (1184 –1283)

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to someone talking about his vacation
- to talk about activities to do on vacation
- to talk about what family and friends usually do and are doing now

Functions
- describing pictures
- correcting information
- expressing opinions
- expressing likes and dislikes
- describing present actions
- expressing routines

Language focus
- the simple present / present progressive
- adverbs of manner

Vocabulary
- hobbies

Materials
- Student's Book pages 82–83, Workbook pages W58–W59, CD

Student's Book, pages 82 and 83

LISTENING

1 Ask students to suggest where the pictures might be. Ask them to explain their choices. Don't give them the correct answers as they will find out in the listening exercise.

Answers
Students' own answers

2 Ask students which place a typical sixth grade boy might want to go for a vacation. Get them to vote. Tell them that Sam will use certain words which will help them understand where he is on vacation. Play the CD for the students. Check the students' answers to the question.

Audioscript 11.2 – see page 130

Answer
New Zealand

COMPREHENSION

3 Play the CD again. Students do the matching exercise. Then they check answers with a partner. Ask students to give you the full sentences as an answer. As an added challenge, get students to close their books and try to remember all the sentences.

Audioscript 11.2 – see page 130

Answers
1 *c: Sam is mountain biking.* **2** e: Dad is sunbathing. **3** g: Mom is reading a book. **4** a: Dan is swimming. **5** b: Anna is building sandcastles. **6** h: Tom is white-water rafting. **7** f: Ben is playing on a computer. **8** d: Tony is watching a movie.

GRAMMAR: The present progressive

4 Students complete the exercise individually. Review the language point if necessary as a class, and refer students to the *Student grammar review* on page W91. Check answers as a class.

Answers
1 *Ben isn't sitting on the beach. He's sitting in his bedroom.* **2** Sam isn't swimming. He's mountain biking. **3** Dan isn't building sandcastles. He's swimming. **4** Dad isn't sleeping. He's sunbathing. **5** Mom isn't white-water rafting. She's reading a book. **6** Tony isn't watching a TV show. He's watching a movie.



LISTENING

1 Where are the places in the pictures above? Would you like to go there?

2 11.2 Listen to Sam talking about his vacation. Where is he? Check your answers to Exercise 1.

COMPREHENSION

3 11.2 Listen again. Match the people and the activities. Write sentences.

1 Sam	a swimming
2 Dad	b building sandcastles
3 Mom	c mountain biking
4 Dan	d watching a movie
5 Anna	e sunbathing
6 Tom	f playing on a computer
7 Ben	g reading a book
8 Tony	h white-water rafting

Sam is mountain biking.

GRAMMAR: The present progressive — Student grammar review page W91

4 Correct these sentences about the people in Exercise 2 using the present progressive.

1 Ben is sitting on the beach.
Ben isn't sitting on the beach. He's sitting in his bedroom.
2 Sam is swimming.
3 Dan is building sandcastles.
4 Dad is sleeping.
5 Mom is white-water rafting.
6 Tony is watching a TV show.

SPEAKING

5 Look at the pictures. You are on vacation. Choose an activity to do today. Work in pairs. Your partner can ask three questions to guess the activity.

A: Are you playing tennis today?
B: No, I'm not.
A: Are you playing soccer today?
B: Yes, I am!

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SPEAKING

5 Look at the pictures with the class and elicit the different activities. Include *mountain climbing* and *swimming* as well as *mountain biking, tennis,* and *soccer*. Students work in pairs, following the instructions.

Suggested answers

A: *Are you playing tennis today?* ***B:*** *No, I'm not.*
A: *Are you playing soccer today?* ***B:*** *Yes, I am!*
B: Are you white-water rafting today? **A:** No, I'm not. **B:** Are you swimming today? **A:** Yes, I am!

Workbook, pages W58 and W59, Exercise 4

VOCABULARY: Hobbies

6 Students work in pairs to check the meaning of the different activities. Read the example sentence out loud yourself, and ask a student the question.

Suggested answers

A: *I like playing chess and running. What do you like doing?* **B:** I like playing the piano and reading.

GRAMMAR: Adverbs of manner

7 Refer students to the *Student grammar review* on page W91.
In pairs, students take turns reading the sentences and suggesting the adverb. Check answers as a class.

Answers

1 *badly* **2** quickly **3** slowly **4** carefully

Workbook, page W59, Exercise 5

SPEAKING

8 Check if students understand the new adverbs by demonstrating them. Then mime something yourself and encourage students to ask you the questions as in the example.

Suggested answers

A: *Are you playing the piano?* ***B:*** *Yes, I am.*
A: *Are you playing the piano loudly?* ***B:*** *Yes, I am.*
A: Are you running? **B:** Yes, I am. **A:** Are you running quickly? **B:** Yes, I am.

Workbook, page W59, Exercise 6

GRAMMAR: The simple present or the present progressive

9 Choose a student to read the example sentences. Ask students to tell you which tense is which, i.e., *play* (simple present) and *am shopping* (present progressive). Refer them to the *Student grammar review* on page W91, if necessary. Students complete the sentences. Check answers as a class.

Answers

1 *play, am shopping* **2** drives, is walking
3 watch, am listening

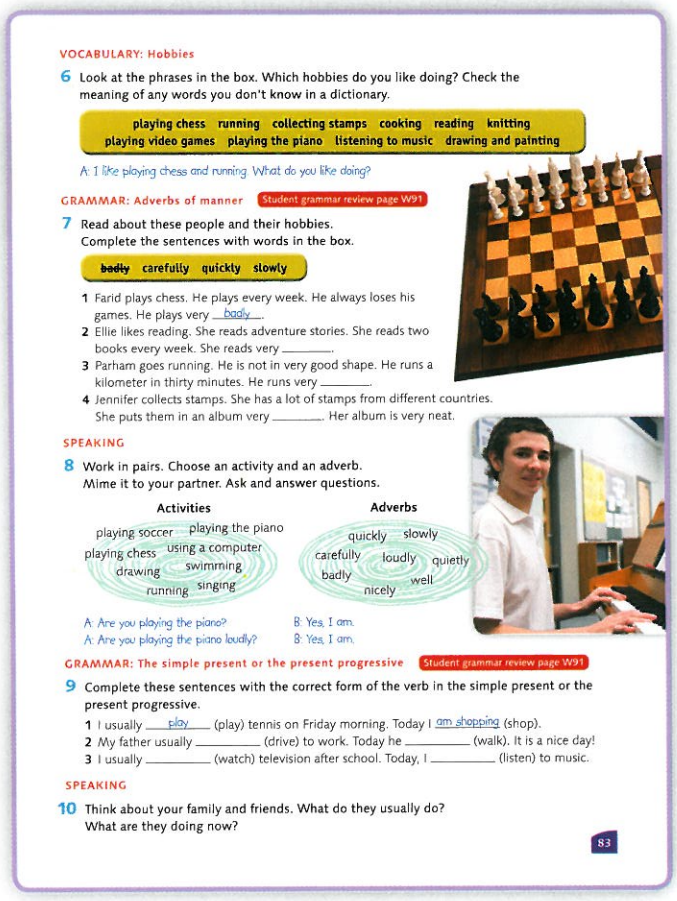
Workbook, page W59, Exercise 7

SPEAKING

10 Give students some of your own examples, e.g., ***A:*** *My husband works in an office. He usually uses a computer. Now, he is working very quietly.* ***B:*** *My sister goes to school. Now, she is learning Math.* Students work in pairs and think of sentences about their family.
Monitor as they are working, noting any difficulties and going over them at the end of the lesson. Choose a few students to tell the class about their family and friends.

Suggested answers

A: My father works in a hospital. Now he is driving to work. **B:** My brother goes to school. Now he is doing his homework. **A:** My mother prepares lunch. Now she is cooking rice.



VOCABULARY: Hobbies

6 Look at the phrases in the box. Which hobbies do you like doing? Check the meaning of any words you don't know in a dictionary.

playing chess · running · collecting stamps · cooking · reading · knitting · playing video games · playing the piano · listening to music · drawing and painting

A: I like playing chess and running. What do you like doing?

GRAMMAR: Adverbs of manner — Student grammar review page W91

7 Read about these people and their hobbies. Complete the sentences with words in the box.

~~badly~~ · carefully · quickly · slowly

1 Farid plays chess. He plays every week. He always loses his games. He plays very badly.
2 Ellie likes reading. She reads adventure stories. She reads two books every week. She reads very _____.
3 Parham goes running. He is not in very good shape. He runs a kilometer in thirty minutes. He runs very _____.
4 Jennifer collects stamps. She has a lot of stamps from different countries. She puts them in an album very _____. Her album is very neat.

SPEAKING

8 Work in pairs. Choose an activity and an adverb. Mime it to your partner. Ask and answer questions.

Activities: playing soccer, playing the piano, playing chess, using a computer, drawing, swimming, running, singing

Adverbs: quickly, slowly, carefully, loudly, quietly, badly, nicely, well

A: Are you playing the piano? B: Yes, I am.
A: Are you playing the piano loudly? B: Yes, I am.

GRAMMAR: The simple present or the present progressive — Student grammar review page W91

9 Complete these sentences with the correct form of the verb in the simple present or the present progressive.

1 I usually play (play) tennis on Friday morning. Today I am shopping (shop).
2 My father usually _____ (drive) to work. Today he _____ (walk). It is a nice day!
3 I usually _____ (watch) television after school. Today, I _____ (listen) to music.

SPEAKING

10 Think about your family and friends. What do they usually do? What are they doing now?

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LESSONS 5 AND 6

Overview

Outcomes
- to read texts about adventure and volunteering vacations
- to talk about one's vacation
- to write a postcard about a vacation

Functions
- expressing opinions
- giving an account of a vacation

Language focus
- the present progressive

Vocabulary
- descriptive adjectives

Materials
- Student's Book pages 84–85, Workbook page W60

Student's Book, pages 84 and 85

READING

1 Ask students the question and have a class discussion. You could write different types of vacations on the board.

Answers
Students' own answers

2 Ask students to try and explain what they think would happen on an adventure vacation and what would happen on a volunteering vacation. Ask students to read the text and choose their preferred vacation. Give them three to five minutes to read it through. They don't need to read it for full understanding at this stage. Ask a few students to say which vacation they would prefer and, if they can, to give reasons for their choice.

Answers
Students' own answers

COMPREHENSION

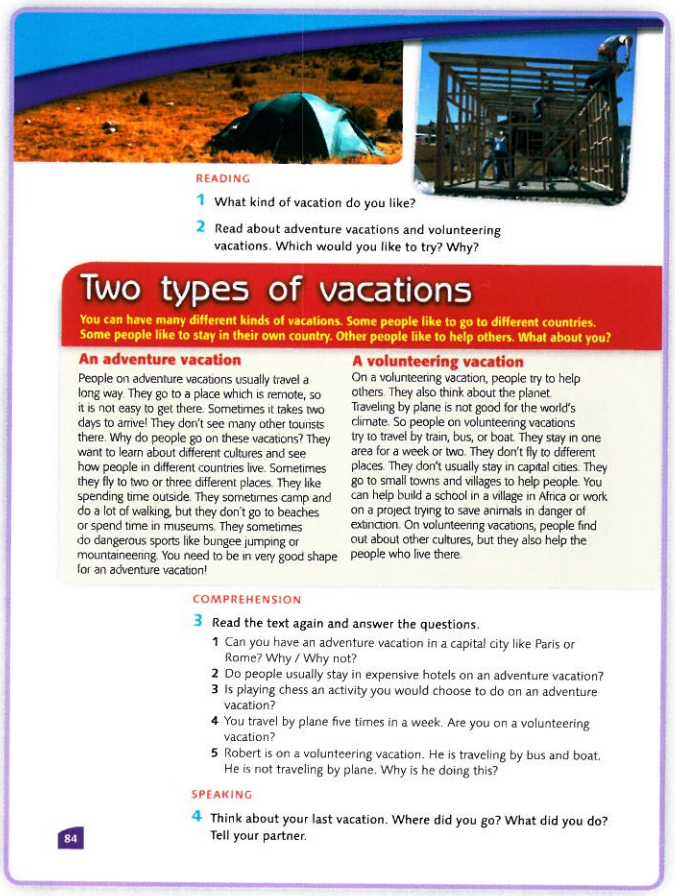
3 Read the task with the students. Ask them what they have to do. Explain that they will work as a group of three, and answer two of the five questions each. One question will be answered twice. They should work independently to reread the article and decide on answers to their questions. When they have done this, they should explain their answers to the rest of their group. Check answers as a class.

Answers
1 No, you can't have an adventure vacation in a capital city like Paris or Rome because they are not remote and there are lots of tourists there. **2** No, people don't usually stay in an expensive hotel on an adventure vacation. They usually camp. **3** No, playing chess is not an activity you would choose on an adventure vacation. **4** No, you are not on a volunteering vacation. You are on an adventure vacation. **5** Robert is not traveling by plane because it is not good for the world's climate.

SPEAKING

4 Before the lesson, prepare a small talk about your last vacation. Tell students about it as a model for them. Try to include some adverbs in your description to encourage students to use them. Write any new vocabulary on the board and introduce students to it.

Answers
Students' own answers



READING

1 What kind of vacation do you like?

2 Read about adventure vacations and volunteering vacations. Which would you like to try? Why?

Two types of vacations

You can have many different kinds of vacations. Some people like to go to different countries. Some people like to stay in their own country. Other people like to help others. What about you?

An adventure vacation

People on adventure vacations usually travel a long way. They go to a place which is remote, so it is not easy to get there. Sometimes it takes two days to arrive! They don't see many other tourists there. Why do people go on these vacations? They want to learn about different cultures and see how people in different countries live. Sometimes they fly to two or three different places. They like spending time outside. They sometimes camp and do a lot of walking, but they don't go to beaches or spend time in museums. They sometimes do dangerous sports like bungee jumping or mountaineering. You need to be in very good shape for an adventure vacation!

A volunteering vacation

On a volunteering vacation, people try to help others. They also think about the planet. Traveling by plane is not good for the world's climate. So people on volunteering vacations try to travel by train, bus, or boat. They stay in one area for a week or two. They don't fly to different places. They don't usually stay in capital cities. They go to small towns and villages to help people. You can help build a school in a village in Africa or work on a project trying to save animals in danger of extinction. On volunteering vacations, people find out about other cultures, but they also help the people who live there.

COMPREHENSION

3 Read the text again and answer the questions.
1 Can you have an adventure vacation in a capital city like Paris or Rome? Why / Why not?
2 Do people usually stay in expensive hotels on an adventure vacation?
3 Is playing chess an activity you would choose to do on an adventure vacation?
4 You travel by plane five times in a week. Are you on a volunteering vacation?
5 Robert is on a volunteering vacation. He is traveling by bus and boat. He is not traveling by plane. Why is he doing this?

SPEAKING

4 Think about your last vacation. Where did you go? What did you do? Tell your partner.

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5 Choose different students to ask you each question. Give the first example as your answer. Give the students a few minutes to think of a vacation destination, and they then work in pairs to ask and answer the questions.
Go over the questions by choosing different students to ask the questions to one student.

Suggested answers
A: *Where are you on vacation?* ***B:*** *I am in Italy.*
A: Who are you with? **B:** I am with my family.
A: How did you travel? **B:** We traveled by plane.

GRAMMAR: The present progressive

6 Ask the students to read the postcard, ignoring the blanks. Ask a few questions, *e.g.*, *Who is writing the postcard? (Wendy) Who is she writing to? (her grandma) Where is she on vacation? (in Australia) Where are they right now? (on the beach) What is the food like? (delicious)*
Students complete the postcard and then check their answers with a partner. Check answers as a class.

Answers
1 *am having* **2** am sitting **3** are playing
4 are building **5** is shining

Workbook, page W60, Exercises 8, 9, and 10

VOCABULARY: Descriptive adjectives

7 Explain that some adjectives fit well with certain nouns, e.g., *delicious food*. We can't say, e.g., *delicious weather.* Ask students to work in pairs and try to match the adjectives and nouns. They can check any words they are not sure of in a dictionary. Check answers as a class.

Answers
weather: hot, sunny
hotel: comfortable, modern
food: hot, tasty, delicious
people: friendly, chatty
scenery: spectacular, pretty

Workbook, page W60, Exercise 11

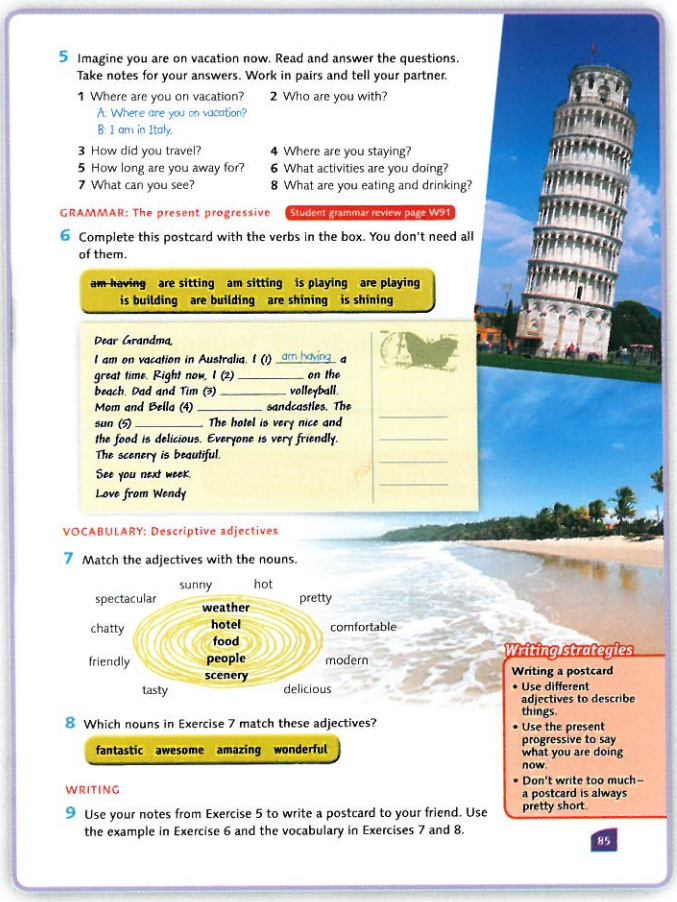
8 Tell students that we can use *nice* with all the nouns in Exercise 7 but that it's not a very exciting adjective to use. Ask them to read the four adjectives in the box and discuss those. Explain that we could use them with all the nouns.

Answer
All of the adjectives can be used with all of the nouns in Exercise 7.

WRITING

9 Read the *Writing strategies* box with the class. Students write their postcards. Monitor as they are writing, helping where necessary.
Choose a few students to read their postcards out loud.

Answers
Students' own answers


5 Imagine you are on vacation now. Read and answer the questions. Take notes for your answers. Work in pairs and tell your partner.
1 Where are you on vacation? 2 Who are you with?
A: Where are you on vacation?
B: I am in Italy.
3 How did you travel? 4 Where are you staying?
5 How long are you away for? 6 What activities are you doing?
7 What can you see? 8 What are you eating and drinking?
GRAMMAR: The present progressive Student grammar review page W91
6 Complete this postcard with the verbs in the box. You don't need all of them.
~~am having~~ are sitting am sitting is playing are playing is building are building are shining is shining
Dear Grandma,
I am on vacation in Australia. I (1) am having a great time. Right now, I (2) _____ on the beach. Dad and Tim (3) _____ volleyball. Mom and Bella (4) _____ sandcastles. The sun (5) _____. The hotel is very nice and the food is delicious. Everyone is very friendly. The scenery is beautiful.
See you next week.
Love from Wendy
VOCABULARY: Descriptive adjectives
7 Match the adjectives with the nouns.
sunny hot spectacular pretty chatty comfortable friendly modern tasty delicious
weather hotel food people scenery
8 Which nouns in Exercise 7 match these adjectives?
fantastic awesome amazing wonderful
WRITING
9 Use your notes from Exercise 5 to write a postcard to your friend. Use the example in Exercise 6 and the vocabulary in Exercises 7 and 8.
Writing strategies
Writing a postcard
• Use different adjectives to describe things.
• Use the present progressive to say what you are doing now.
• Don't write too much – a postcard is always pretty short.
85

LESSONS 7 AND 8

Workbook, page W61, Exercises 12 and 13

Unit 12 Sports and hobbies

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about the rules of two sports
- to talk about what one has to/doesn't have to and can/can't do at home
- to talk about the rules of sports
- to write rules of a sport

Functions
- expressing opinions
- expressing obligation
- expressing permission

Language focus
- *have to/don't have to* for obligation
- *can/can't* for permission

Vocabulary
- sports

Materials
- Student's Book pages 86–87, Workbook page W62, CD

Student's Book, pages 86 and 87

BEFORE YOU BEGIN

1 Have a class discussion. Make sure students form the sentences correctly, e.g., *I like playing basketball. I like watching soccer.* Write any new words for sports on the board. Practice saying them with the class. If the students say they know the rules, ask them to explain one or two of them.

Answers
Students' own answers

2 Students work in pairs to complete the dictionary exercise. Check answers as a class. Then ask the students which words refer to people (*referee, umpire*). Explain that they will understand the difference when they read the article.

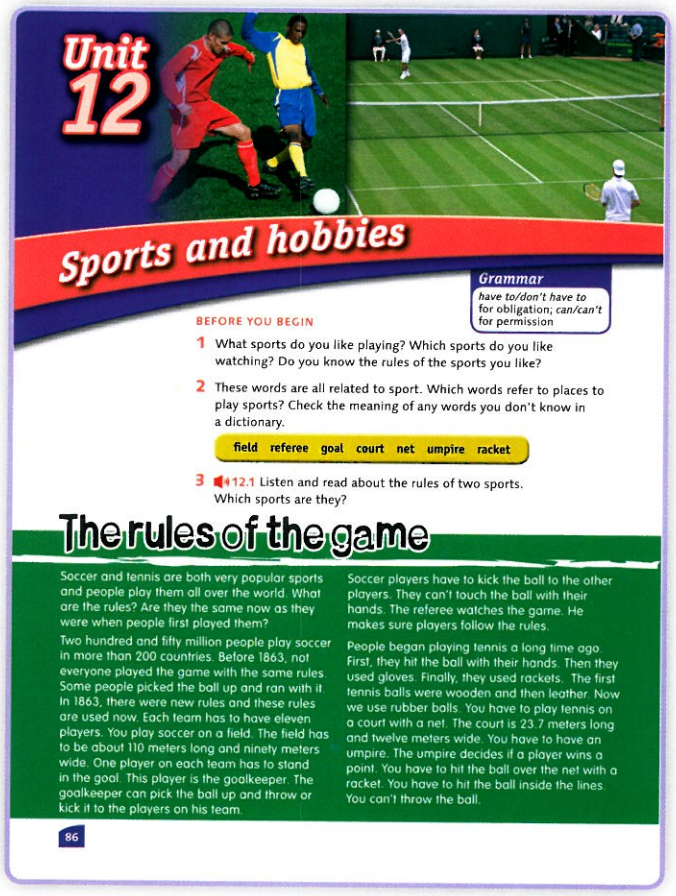
Answers
field, court

3 Play the CD while students follow and find the answer to the question. Stop after the first paragraph. Can students tell you the answer? Check the answer as a class. Say *Look at the words in Exercise 2. Listen to the rest of the article. Which words belong to tennis and which to soccer?* Play the rest of the CD while they read. (soccer = field, referee, goal, net; tennis = court, net, umpire, racket)

Audioscript 12.1 – see pages 130 and 131

Answer
soccer and tennis

Workbook, page W62, Exercise 1


Unit 12
Sports and hobbies
Grammar
have to/don't have to for obligation; can/can't for permission
BEFORE YOU BEGIN
1 What sports do you like playing? Which sports do you like watching? Do you know the rules of the sports you like?
2 These words are all related to sport. Which words refer to places to play sports? Check the meaning of any words you don't know in a dictionary.
field referee goal court net umpire racket
3 12.1 Listen and read about the rules of two sports. Which sports are they?
The rules of the game
Soccer and tennis are both very popular sports and people play them all over the world. What are the rules? Are they the same now as they were when people first played them?
Two hundred and fifty million people play soccer in more than 200 countries. Before 1863, not everyone played the game with the same rules. Some people picked the ball up and ran with it. In 1863, there were new rules and these rules are used now. Each team has to have eleven players. You play soccer on a field. The field has to be about 110 meters long and ninety meters wide. One player on each team has to stand in the goal. This player is the goalkeeper. The goalkeeper can pick the ball up and throw or kick it to the players on his team.
Soccer players have to kick the ball to the other players. They can't touch the ball with their hands. The referee watches the game. He makes sure players follow the rules.
People began playing tennis a long time ago. First, they hit the ball with their hands. Then they used gloves. Finally, they used rackets. The first tennis balls were wooden and then leather. Now we use rubber balls. You have to play tennis on a court with a net. The court is 23.7 meters long and twelve meters wide. You have to have an umpire. The umpire decides if a player wins a point. You have to hit the ball over the net with a racket. You have to hit the ball inside the lines. You can't throw the ball.
86

COMPREHENSION

4 Ask students to read the questions. They should ask you for help if there is something they don't understand. Play the CD again while they read. Give students time to answer the questions. They can check their answers with a partner. Check answers as a class.

Audioscript 12.1 – see pages 130 and 131

Answers

1 Two hundred and fifty million people in the world play soccer. **2** The rules of soccer are not the same now as they were in 1860. **3** There are twenty-two players on a soccer field at one time. **4** The goalkeepers can touch the ball with their hands. **5** People didn't use rackets when they first played tennis. They used their hands and gloves. **6** People used wooden and leather tennis balls a long time ago. **7** The umpire decides if a tennis player wins a point. **8** Students' own answers

GRAMMAR: *Have to/don't have to* for obligation; *can/can't* for permission

5 Ask the students about the rules they told you in Exercise 1. Write some of them on the board. Create sentences with *have to/don't have to* and *can/can't*, e.g., *In basketball you have to put the ball in the basket to score. You don't have to be near the basket to score. You can bounce the ball. You can't run with the ball in your hands.* Show the students the differences. Show the students the *Student grammar review* on page W92.
Students work in pairs to complete the exercise. Monitor as they are working. Check answers as a class.

Answers

1 *has to* **2** can **3** has to **4** don't have to
5 have to **6** can't **7** have to **8** have to
9 has to **10** can't

Workbook, page W62, Exercise 2

SPEAKING

6 Choose two students to read the example sentences. Ask one or two students for an example sentence. Students work in pairs. Monitor as they are talking, helping where necessary. Ask a few more students for example sentences. Ask some students to tell the class about their partner, e.g., *He has to set the table. He doesn't have to cook a meal,* etc.

Suggested answers

A: *I have to set the table before lunch.* ***B:*** *I can't watch television before I do my homework.* ***A:*** *I don't have to cook a meal.*

7 Ask students to name the sports (*soccer, ping-pong, basketball, badminton*). Choose two students to read the example sentences. Students can talk about the sports they know. Then have a class discussion and ask different students to tell the class the rules for each sport. Write any new vocabulary on the board.

Suggested answers

A: *In badminton, you have to hit the shuttlecock over the net.* ***B:*** *In ping-pong, the ball has to bounce on your side of the table before you hit it.*

Workbook, page W62, Exercise 3

WRITING

8 Students now write the rules. If they do this on a sheet of paper, you can make a classroom display of their work.

Suggested answers

In basketball, you can use your hands. You can throw the ball. You have to get the ball in the basket. You can't go outside the lines. You have to bounce the ball when you run.

Workbook, page W62, Exercise 4



COMPREHENSION

4 12.1 **Read and listen to the text again. Answer the questions.**

1 How many people in the world play soccer?
2 Are the rules of soccer the same now as they were in 1860?
3 How many players are there on a soccer field at one time?
4 Which soccer players can touch the ball with their hands?
5 Did people use rackets when they first played tennis?
6 What types of tennis balls did people use a long time ago?
7 Who decides if a tennis player wins a point?
8 Do you think the rules of tennis and soccer will change in the future? Why / Why not?

GRAMMAR: *Have to/don't have to* for obligation; *can/can't* for permission Student grammar review page W92

5 **Read the sentences and choose the correct words. Check your answers in the text.**

1 Each soccer team *has to* / *can't* have eleven players.
2 You *can* / *can't* play soccer on a soccer field.
3 A soccer field *has to* / *can* be 110 meters long and ninety meters wide.
4 I am a goalkeeper. I *don't have to* / *can't* kick the ball from the goal. I can throw the ball, too.
5 I am a referee. I *have to* / *don't have to* watch the game.
6 Soccer players *have to* / *can't* touch the ball with their hands.
7 Tennis players *have to* / *don't have to* use a racket.
8 You *have to* / *can't* play tennis on a court.
9 There is an umpire in tennis. He *has to* / *can't* decide if a player wins a point.
10 A tennis player *doesn't have to* / *can't* throw the ball.

SPEAKING

6 **Work in pairs. What do you have to do at home? What don't you have to do? What can't you do? Tell your partner.**

A: I have to set the table before lunch.
B: I can't watch television before I do my homework.
A: I don't have to cook a meal.

7 **Look at the pictures of these sports. What are the rules? Work in pairs.**

A: In badminton, you have to hit the shuttlecock over the net.
B: In ping-pong, the ball has to bounce on your side of the table before you hit it.

WRITING

8 **Work in pairs. Choose a sport. Write five rules using *have to/don't have to* and *can/can't*.**

87

LESSONS 3 AND 4

Overview

Outcomes
- to read a sports quiz
- to identify parts of the body
- to listen to people talking about their free time
- to read a report about hobbies
- to write results of a report about free time

Functions
- giving personal information
- reporting results

Language focus
- the simple present

Vocabulary
- parts of the body
- hobbies and activities

Materials
- Student's Book pages 88–89, Workbook page W63, CD

Student's Book, pages 88 and 89

READING

1 Give students five minutes working in pairs to answer the questions. Stop them after this time and check the answers as a class.

Answers
1 No **2** Yes **3** Yes **4** Yes **5** No **6** No **7** Yes **8** Yes **9** No **10** Yes

VOCABULARY: Parts of the body

2 Students work in pairs or small groups to name the different parts of the body. Some of the words in the quiz will help them. Check answers as a class.

Answers
1 finger **2** hand **3** wrist **4** thumb **5** shoulder **6** arm **7** elbow **8** chest **9** stomach **10** thigh **11** knee **12** leg **13** feet **14** ankle **15** foot **16** toe

Workbook, page W63, Exercise 5

LISTENING

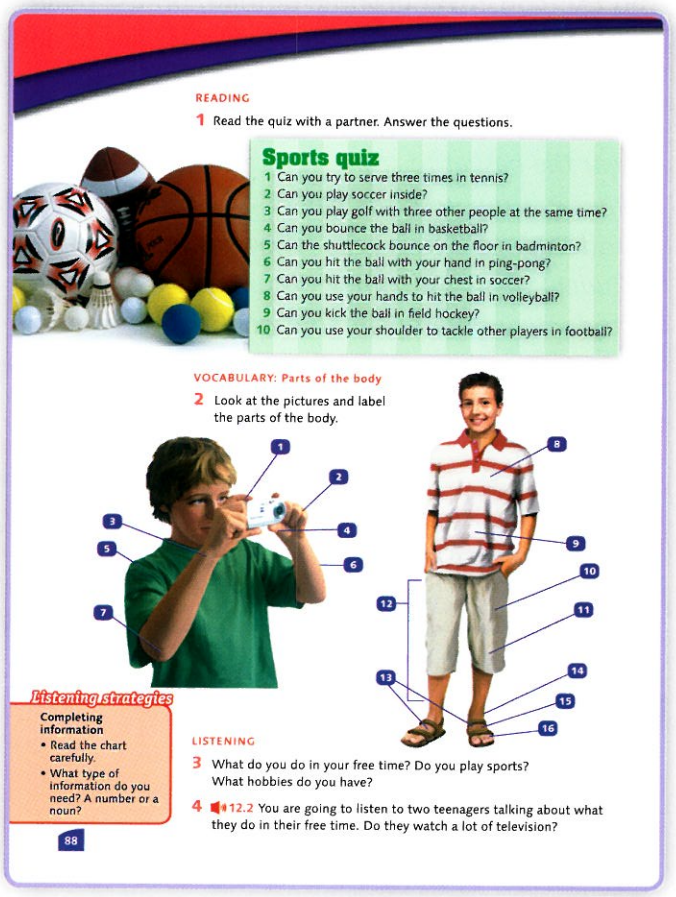
3 Write the words *free time* on the board. Encourage students to say what they do in their free time. Write their free-time activities on the board as they say them. Encourage students to make sentences with the words on the board. Have a class discussion. Write any new vocabulary on the board.

Answers
Students' own answers

4 Get one student to read the question out loud to the class. Ask the other students to explain what they have to do. Ask them what they are listening to find out. Play the CD. Students compare answers in pairs. Check answers as a class.

Audioscript 12.2 – see page 131

Answer
No, they don't watch a lot of television.


READING
1 Read the quiz with a partner. Answer the questions.

Sports quiz
1 Can you try to serve three times in tennis?
2 Can you play soccer inside?
3 Can you play golf with three other people at the same time?
4 Can you bounce the ball in basketball?
5 Can the shuttlecock bounce on the floor in badminton?
6 Can you hit the ball with your hand in ping-pong?
7 Can you hit the ball with your chest in soccer?
8 Can you use your hands to hit the ball in volleyball?
9 Can you kick the ball in field hockey?
10 Can you use your shoulder to tackle other players in football?

VOCABULARY: Parts of the body
2 Look at the pictures and label the parts of the body.

Listening strategies
Completing information
- Read the chart carefully.
- What type of information do you need? A number or a noun?

LISTENING
3 What do you do in your free time? Do you play sports? What hobbies do you have?
4 12.2 You are going to listen to two teenagers talking about what they do in their free time. Do they watch a lot of television?

88

COMPREHENSION

5 Before listening again, read the *Listening strategies* box on page 88. Then look at the chart with the class. They should be able to tell you that they need a number for the first column and nouns for the next two columns.
Play the CD again. Give students time to complete the chart. Check answers as a class.

Audioscript 12.2 – see page 131

Answers

	Number of hours a week watching TV	Sports	Hobbies
Taha	two	soccer, swimming, tennis	reading, playing chess, collecting badges
Mana	four	volleyball, tennis, ping-pong	collecting stamps, making cake

SPEAKING

6 Play Mana's part of the CD again. Pause after each question and ask students to tell you the question. You can write them on the board if you wish:

- *Do you play any sports?*
- *And how much television do you watch?*
- *OK, and do you have any hobbies?*
- *Where do you get stamps from?*
- *Do you have any favorite stamps?*
- *And how many stamps do you have?*
- *Do you like writing to your pen pals?*
- *Do you have any other hobbies?*

Show students that the interviewer asks general questions, e.g., *Do you have any hobbies?* and then specific questions about a hobby, e.g., *Where do you get stamps from?* Encourage them to do the same when they interview their partner.
Give them two or three minutes to complete the chart for themselves, then five to seven minutes to do the interviews. Monitor as they are working, helping where necessary.

Audioscript 12.2 – see page 131

Answers
Students' own answers

7 Students work in groups of six, if possible, and collect their answers. They should be able to answer the questions. Monitor as they are working, helping where necessary. Discuss the answers as a class, asking different groups the questions.

Answers
Students' own answers

READING

8 In their groups, students read Andy's report and answer the questions in Exercise 7 with reference to Andy's group. Point out the use of *all, some of us,* and *one of us*. Note that because *one of us* means one person, the verb has to be in the third person singular, e.g., *has.*

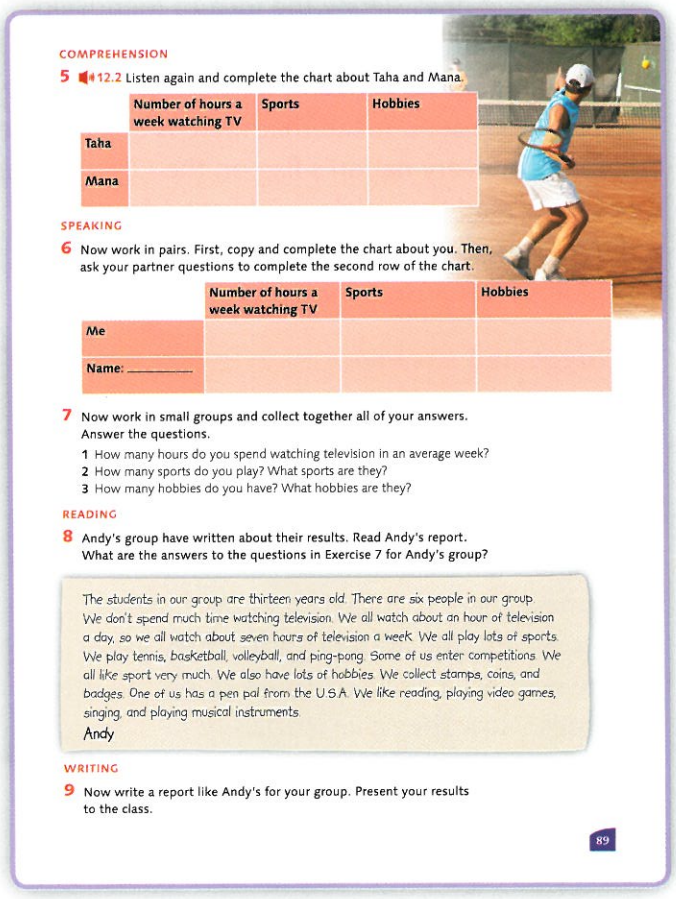
Answers
1 They spend seven hours watching television in an average week. **2** They play four sports. They play tennis, basketball, volleyball, and ping-pong. **3** They have eight hobbies. They collect stamps, coins and badges; they read, play video games, sing, and play musical instruments; and one of them writes to a pen pal.

WRITING

9 Using the model in Exercise 8, students write their own reports. Monitor as they are writing, helping where necessary.
Choose members of each group to present their results to the class.

Answers
Students' own answers

Workbook, page W63, Exercise 6



COMPREHENSION

5 12.2 Listen again and complete the chart about Taha and Mana.

	Number of hours a week watching TV	Sports	Hobbies
Taha			
Mana			

SPEAKING

6 Now work in pairs. First, copy and complete the chart about you. Then, ask your partner questions to complete the second row of the chart.

	Number of hours a week watching TV	Sports	Hobbies
Me			
Name: _____			

7 Now work in small groups and collect together all of your answers. Answer the questions.

1 How many hours do you spend watching television in an average week?
2 How many sports do you play? What sports are they?
3 How many hobbies do you have? What hobbies are they?

READING

8 Andy's group have written about their results. Read Andy's report. What are the answers to the questions in Exercise 7 for Andy's group?

The students in our group are thirteen years old. There are six people in our group. We don't spend much time watching television. We all watch about an hour of television a day, so we all watch about seven hours of television a week. We all play lots of sports. We play tennis, basketball, volleyball, and ping-pong. Some of us enter competitions. We all like sport very much. We also have lots of hobbies. We collect stamps, coins, and badges. One of us has a pen pal from the U.S.A. We like reading, playing video games, singing, and playing musical instruments.
Andy

WRITING

9 Now write a report like Andy's for your group. Present your results to the class.

89

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about the Olympic Games
- to talk about the Olympic Games
- to read an Olympics quiz
- to write a paragraph about an Olympic sport

Functions
- expressing likes and dislikes
- expressing obligation

Language focus
- *have to*

Vocabulary
- Olympic sports

Materials
- Student's Book pages 90–91, Workbook page W64

Student's Book, pages 90 and 91

READING

1 Look at the pictures on page 90. Ask students to explain what they are. If necessary, teach *stadium, medal (gold, silver, bronze) and the five rings*. Explain that the five rings represent the five major areas of the world that the athletes come from: Africa, the Americas, Asia, Europe, Oceania. The interlocking rings signify the idea of friendship among the athletes. The colors do not represent anything in particular, but the five colors and the white background mean that there is at least one color from every nation's flag on the Olympic flag. Students read the article quickly and find the differences. Give them three or four minutes to read it. Check answers as a class.

Suggested answers
There was chariot racing at the ancient games. There isn't chariot racing at the modern games. / The ancient games lasted five days. The modern games last for about sixteen days. / There wasn't volleyball at the ancient games. There is volleyball at the modern games. / In the ancient games they gave the winners a circle of leaves to put on their heads. Now they give medals.

COMPREHENSION

2 Choose students to read the numbers. Check the pronunciation with the class: 1 = two hundred forty-one; 2 = nineteen sixty-four; 3 = eleven thousand; 5 = nineteen hundred eight *or* nineteen oh eight.
Students can work in pairs to explain each number.

Answers
1 *the number of athletes in the 1896 Olympic Games* **2** the year the organizers introduced volleyball **3** the number of competitors who took part in the 2016 Olympic Games **4** the number of countries that have competed in all of the modern Olympic Games **5** the year the modern Olympic Games started to give medals **6** the number of days the modern games last for

Talk together

3 Have a class discussion or ask students to discuss in groups and then report back to the whole class.

Answers
Students' own answers



READING

1 Read about the Olympic Games. Find two differences between the ancient games and the modern games.

THE OLYMPIC GAMES

The modern Olympic Games began in 1896. The first modern games were in Athens, Greece. Why? The first ancient games were in Athens, too. The Olympic Games are a tradition from Ancient Greece. They took place in Athens over 2,700 years ago. Many of the sports we see today were at the original games. There is one sport that we don't have any more: chariot racing.

The modern Olympic Games happen every four years, just as they did in Ancient Greece. In Ancient Greece, winners received a circle of leaves to put on their heads. The modern Olympic Games started to give medals – gold, silver and bronze – in 1908. In Ancient Greece, the games lasted five days. Now they last for about sixteen days.

Eighteen countries have had the modern Olympic Games in their cities, but only three countries have competed in all of them. They are Australia, Greece, and the United Kingdom. Fourteen countries took part in the first modern Olympic Games and they brought 241 athletes. In 2016, 11,000 competitors from 207 countries took part. It is very important to athletes. They all want to win an Olympic medal.

What sports can you see at the Olympic Games? Four sports were at the first modern Olympic Games and are still there now. They are track and field, swimming, fencing, and gymnastics. Some sports, like badminton, volleyball, and basketball, were not in the Olympic Games at the beginning. The organizers introduced basketball in 1936 and badminton in 1992. They introduced volleyball in 1964, but they didn't start playing beach volleyball until 1996. In 2016, there were two new sports – golf and rugby.

Some sports are not Olympic sports. Chess players and surfers can't go to the Olympics. Do you think chess and surfing should be Olympic sports, too?

COMPREHENSION

2 Read the text again and explain these numbers.
1 241 *the number of athletes in the 1896 Olympic Games*
2 1964
3 11,000
4 3
5 1908
6 16

Talk together

3 Do you like watching the Olympic Games? What is your favorite sport?

90

VOCABULARY: Olympic sports

4 In pairs, students do the exercise. Check answers as a class. Ask *Which sport would you like to try?*

Answers
1 cycling **2** archery **3** field hockey
4 show jumping

GRAMMAR: *Have to*

5 Remind students of the meaning of *have to*. Ask *Do you have to come to school? (Yes, the government says so.) Do you have to eat meat every day? (No, you can if you want to.)* Refer them to the *Student grammar review* on page W92. Students complete the exercise.

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

Workbook, page W64, Exercises 7, 8, and 9

READING

6 Students work in pairs to complete the quiz. Check answers as a class.

Answers (true for 2016 Olympics)
1 True (all equestrian events) **2** False. Women don't do one style of wrestling. Men don't do synchronized swimming. Some of the gymnastic events are for either men or women. **3** True (badminton, equestrian events, sailing) **4** False. Ten sports take place in or on water: diving, swimming, synchronized swimming, water polo, canoe/kayak slalom, canoe/kayak sprint, rowing, sailing, triathlon, modern pentathlon **5** False. You have to use a ball in eleven of the sports: water polo, basketball, soccer, handball, field hockey, ping-pong, golf, rugby, tennis, volleyball, beach volleyball. **6** True (e.g., soccer, field hockey) **7** False. People play tennis, volleyball, basketball, and so on, on a court. **8** True

WRITING

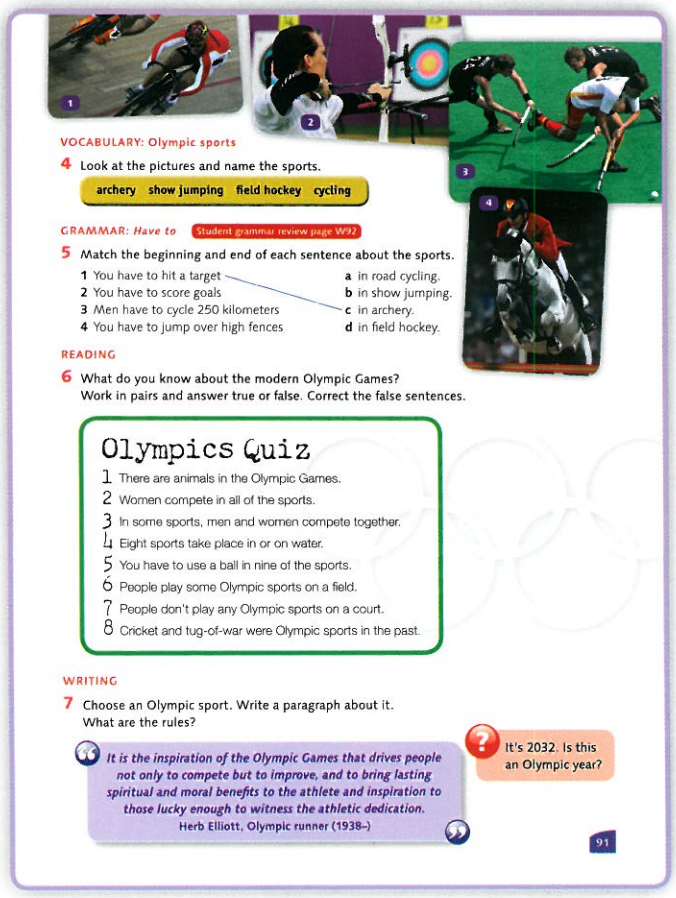
7 Discuss the activity with the class. Help each of them to choose a sport. Guide them to where they can find information on their chosen sport *(the library, suitable websites, etc.)*.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Ask them if they think the Olympic Games are a good thing? Why / Why not?

Research box
Ask students to read the question. Students work in pairs to figure out the answer.

Answer
Yes, because the last two digits can be divided by four. Future Olympic Games are scheduled for 2020, 2024, 2028, 2032, etc.


VOCABULARY: Olympic sports
4 Look at the pictures and name the sports.
archery show jumping field hockey cycling
GRAMMAR: Have to Student grammar review page W92
5 Match the beginning and end of each sentence about the sports.
1 You have to hit a target — c in archery.
2 You have to score goals — b in show jumping.
3 Men have to cycle 250 kilometers — a in road cycling.
4 You have to jump over high fences — d in field hockey.
READING
6 What do you know about the modern Olympic Games? Work in pairs and answer true or false. Correct the false sentences.
Olympics Quiz
1 There are animals in the Olympic Games.
2 Women compete in all of the sports.
3 In some sports, men and women compete together.
4 Eight sports take place in or on water.
5 You have to use a ball in nine of the sports.
6 People play some Olympic sports on a field.
7 People don't play any Olympic sports on a court.
8 Cricket and tug-of-war were Olympic sports in the past.
WRITING
7 Choose an Olympic sport. Write a paragraph about it. What are the rules?
It is the inspiration of the Olympic Games that drives people not only to compete but to improve, and to bring lasting spiritual and moral benefits to the athlete and inspiration to those lucky enough to witness the athletic dedication.
Herb Elliott, Olympic runner (1938–)
It's 2032. Is this an Olympic year?
91

LESSONS 7 AND 8

Workbook, page W65, Exercises 10, 11, and 12

LESSON 9

Project

Have a class discussion about where the students would like to go on vacation if they could go anywhere in the world. Encourage them to tell the class something about the places. Ask the other students if any of them have been to the places that are mentioned.

Read the *Your task* box with the class. Then read the *Questions box*. Make sure students understand what they have to do.

Students discuss their choices in small groups. Monitor as they are talking, advising where necessary.

Students write their project. They can do most of it for homework if you wish. Tell them when they need to finish it by.

Choose students to present their projects to the class. Make a class display of their work.

LESSON 10

REVIEW C

Student's Book, pages 93 and 94

Students work on their own to complete the vocabulary test questions 1 to 11. Students then work in pairs to complete the grammar test questions 12 to 16. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers
1 a **2** e **3** e **4** c **5** d **6** e **7** a **8** b **9** a **10** d
11 1e 2f 3c 4d 5a 6b

GRAMMAR

Suggested answers
12 ***A:*** *Did he or she write detective stories?*
B: *Yes, she did.* **A:** Is she Agatha Christie?
B: Yes, she is! **B:** Did he or she solve crimes?
A: Yes, he did. **B:** Is he Sherlock Holmes?
A: No, he isn't. **B:** Is he Hercule Poirot?
A: Yes, he is!
13 ***A:*** *I have to throw the ball in the basket.*
B: *Basketball!* I can hit the ball with my hands.
A: Volleyball!
14 ***A:*** *I am swimming and looking at the fish.*
B: *Are you scuba diving?* ***A:*** *Yes, I am.* **B:** I am preparing food. **A:** Are you having a barbecue?
B: Yes, I am!
15 **1** ***A:*** *What did Agatha Christie write?*
B: *She wrote detective stories.* **2 A:** Did Arthur Conan Doyle write science fiction stories?
B: No, he wrote detective stories. **3 A:** Did Charles Dickens write *Oliver Twist*? **B:** Yes, he did. **4 A:** Was Oliver Twist happy at the end of the story? **B:** Yes, he was.
16 ***A:*** *First, I get up. Next, I have breakfast. Finally, I take the bus to school. (going to school)* **B:** First, I pack a suitcase. Then, I take a bus to the airport. Finally, I get on a plane. (going on vacation)

Workbook, pages W66 and W67, Progress test 3

Student's Book, page 95

OPENER

Ask the students *Do you ever look at the stars at night? What can you tell us about them?* Encourage students to share any information with the class. Teach any useful vocabulary.
Ask students if they have ever looked at the sky through a telescope. What did they see? Do they know the names of any of the things they saw in space?
Ask *Who would like to go into space? Why? Who wouldn't like to go into space? Why? Do you think we will ever live on another planet? Why / Why not?* Encourage students to talk about the topic.
Ask students to look at the pictures and give suggested answers to the questions. Don't tell them the actual answers yet as they will find these things out as they go over the module.

Space

Outcomes

- To read about the solar system, the life of an astronaut, what the Earth will be like in one hundred years, the eight planets, the four seasons, and the Equator
- To listen to a scientist talking about the Hubble telescope, and two people talking about their homework
- To use vocabulary related to space and the planets
- To talk about what you will do at specific times in the future, facts about yourself, what the Earth will be like in one hundred years, the planets, school subjects, and the Equator
- To use the simple future with *will/won't, how* + adjective, and the comparative and superlative adjectives
- To write about what you will be when you grow up, life in one hundred years, your favorite school subject, and facts about your country



Unit 13 The solar system

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about space
- to talk about what one will do at certain times

Functions
- describing pictures
- expressing opinions
- expressing future plans
- giving reasons

Language focus
- the simple future *(will/won't)*

Vocabulary
- space

Materials
- Student's Book pages 96–97, Workbook page W68, CD

Student's Book, pages 96 and 97

BEFORE YOU BEGIN

1 Ask students to look at the pictures and describe each one. Ask them if they know any information about the Sun, the Moon, and the planets.

Answers
The pictures (clockwise from the left) are of the Moon, the Sun, and the stars at night.
Students' own answers

2 Students work in pairs to complete the exercise. When you have checked the answer to the question, ask *Do you ever use a telescope? What can you see with it?*

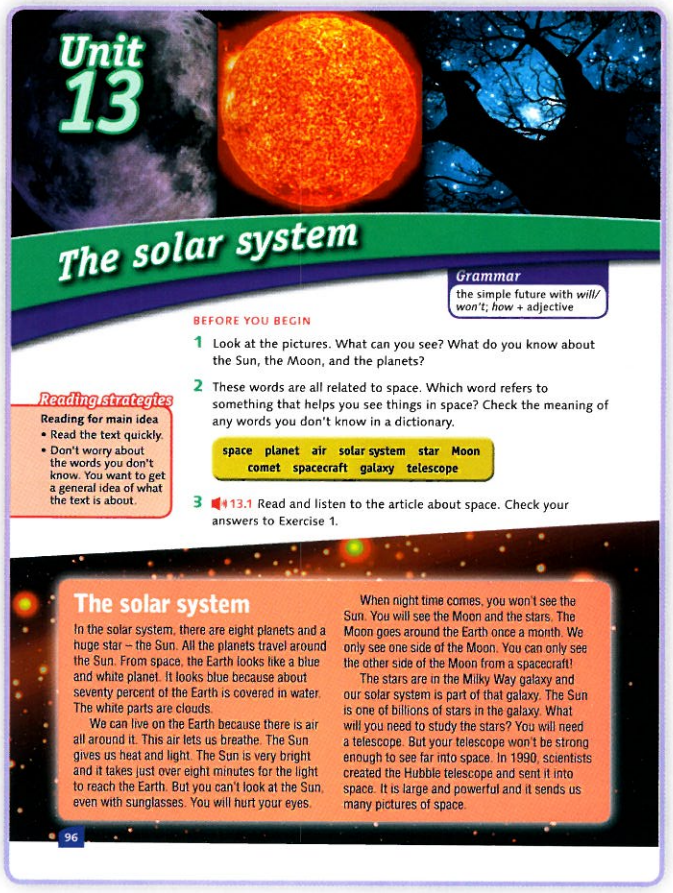
Answer
telescope

3 Read the *Reading strategies* box with the students before they read. Read the task and play the CD. Check answers as a class.

Audioscript 13.1 – see pages 131 and 132

Suggested answers
The Sun is a huge star that is very bright. There are eight planets in our solar system that travel around it. We can only see one side of the Moon at night, along with many other stars.

Workbook, page W68, Exercise 1


Unit 13

The solar system

Grammar
the simple future with *will/won't*; *how* + adjective

BEFORE YOU BEGIN

1 Look at the pictures. What can you see? What do you know about the Sun, the Moon, and the planets?

2 These words are all related to space. Which word refers to something that helps you see things in space? Check the meaning of any words you don't know in a dictionary.

space planet air solar system star Moon comet spacecraft galaxy telescope

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 13.1 Read and listen to the article about space. Check your answers to Exercise 1.

The solar system

In the solar system, there are eight planets and a huge star – the Sun. All the planets travel around the Sun. From space, the Earth looks like a blue and white planet. It looks blue because about seventy percent of the Earth is covered in water. The white parts are clouds.

We can live on the Earth because there is air all around it. This air lets us breathe. The Sun gives us heat and light. The Sun is very bright and it takes just over eight minutes for the light to reach the Earth. But you can't look at the Sun, even with sunglasses. You will hurt your eyes.

When night time comes, you won't see the Sun. You will see the Moon and the stars. The Moon goes around the Earth once a month. We only see one side of the Moon. You can only see the other side of the Moon from a spacecraft!

The stars are in the Milky Way galaxy and our solar system is part of that galaxy. The Sun is one of billions of stars in the galaxy. What will you need to study the stars? You will need a telescope. But your telescope won't be strong enough to see far into space. In 1990, scientists created the Hubble telescope and sent it into space. It is large and powerful and it sends us many pictures of space.

96

COMPREHENSION

4 Read the *Reading strategies* box. Ask students to work in pairs and underline the keywords. For example, in the first question they would underline *How many planets, solar system.* They do not need to think about the little words – only the content words.
When they finish underlining the keywords, students work in pairs to answer the questions. Check answers as a class.

Audioscript 13.1 – see pages 131 and 132

Answers
1 There are eight planets in our solar system. **2** The Earth looks blue from space because about seventy percent of the Earth is covered in water. **3** We can live on the Earth because there is air all around it. **4** The Sun gives us heat and light. **5** Light takes just over eight minutes to get from the Sun to the Earth. **6** There are billions of stars in the Milky Way galaxy. **7** You need a telescope to study the stars. **8** Students' own answers

GRAMMAR: The simple future with *will/won't*

5 Ask students *What did you eat for breakfast yesterday morning?* Elicit answers in the past, i.e., *I ate … .* Then ask *What do you usually eat for breakfast?* Elicit answers, i.e., *I usually eat … .* Write the two questions on the board. Ask *What time are we talking about in the first question? (past) and in the second question? (every day, present)* Then ask *What will you eat for breakfast tomorrow?* Ask *What day is it tomorrow?* Students give you the answer and then say what they will eat, trying to use the correct form. Explain that they are now talking about the future. Tell them that *will* doesn't change for *I/you/he/we*, etc. Then ask *Will you eat fish for breakfast tomorrow?* Help students reply *No, I won't.* Show them that *I will not* becomes *I won't.* Ask some more questions so that the students can reply *Yes, I will./No, I won't.*
Show the students the *Student grammar review* on page W92. Students work in pairs to complete the conversation. Check answers as a class by choosing different students to read the sentences out loud.

Answers
1 *will* **2** won't **3** will **4** will **5** will **6** Will **7** won't **8** will

Workbook, page W68, Exercise 2

SPEAKING

6 Students work in pairs giving at least a sentence each with each time phrase.

Suggested answers
A: *In the summer vacation, I will go on vacation with my family.* **B:** Next weekend, I will visit my grandparents.

7 Choose a student to read the example sentence. Ask *What did I say?* See if students can remember the sentences you gave in Exercise 6 and make example statements, e.g., *(Your name) will go to the museum next weekend. / Next week, (your name) will go to the museum.* Note that the time phrases can be placed at the beginning of the sentence or at the end, but not in the middle. If they are at the beginning, there should be a comma after them.

Suggested answers
A: *Benny will go on vacation with her family in the summer vacation.* **B:** Next weekend, Hamed will visit his grandparents.

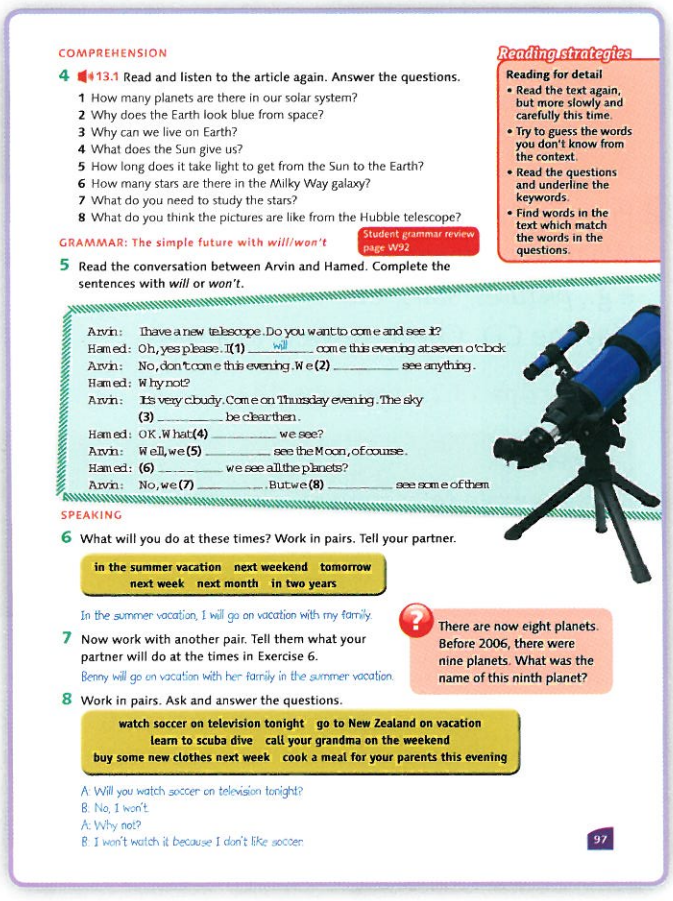
8 Choose two students to read the example questions and answers. The students then ask you some questions as further examples.
Students work in pairs. Monitor as they are talking, helping where necessary. Choose students to give an example conversation to the class.

Suggested answers
A: *Will you watch soccer on television tonight?* ***B:*** *No, I won't.* ***A:*** *Why not?* ***B:*** *I won't watch it because I don't like soccer.*

Research box
Ask the students to read the research box. Tell them to try to find out the answer for the next lesson.

Answer
It is called Pluto, and it is now known as a dwarf planet.

Workbook, page W68, Exercise 3



COMPREHENSION

4 13.1 Read and listen to the article again. Answer the questions.
1 How many planets are there in our solar system?
2 Why does the Earth look blue from space?
3 Why can we live on Earth?
4 What does the Sun give us?
5 How long does it take light to get from the Sun to the Earth?
6 How many stars are there in the Milky Way galaxy?
7 What do you need to study the stars?
8 What do you think the pictures are like from the Hubble telescope?

Reading strategies
Reading for detail
- Read the text again, but more slowly and carefully this time.
- Try to guess the words you don't know from the context.
- Read the questions and underline the keywords.
- Find words in the text which match the words in the questions.

GRAMMAR: The simple future with *will/won't* — Student grammar review page W92

5 Read the conversation between Arvin and Hamed. Complete the sentences with *will* or *won't*.

Arvin: I have a new telescope. Do you want to come and see it?
Hamed: Oh, yes please. I(1) will come this evening at seven o'clock.
Arvin: No, don't come this evening. We (2) _____ see anything.
Hamed: Why not?
Arvin: It's very cloudy. Come on Thursday evening. The sky (3) _____ be clear then.
Hamed: OK. What (4) _____ we see?
Arvin: Well, we (5) _____ see the Moon, of course.
Hamed: (6) _____ we see all the planets?
Arvin: No, we (7) _____. But we (8) _____ see some of them.

SPEAKING

6 What will you do at these times? Work in pairs. Tell your partner.

in the summer vacation | next weekend | tomorrow | next week | next month | in two years

In the summer vacation, I will go on vacation with my family.

7 Now work with another pair. Tell them what your partner will do at the times in Exercise 6.
Benny will go on vacation with her family in the summer vacation.

8 Work in pairs. Ask and answer the questions.

watch soccer on television tonight | go to New Zealand on vacation | learn to scuba dive | call your grandma on the weekend | buy some new clothes next week | cook a meal for your parents this evening

A: Will you watch soccer on television tonight?
B: No, I won't.
A: Why not?
B: I won't watch it because I don't like soccer.

97

There are now eight planets. Before 2006, there were nine planets. What was the name of this ninth planet?

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a scientist talking about the Hubble telescope
- to identify the contracted form of *will* while listening
- to ask and answer questions using *how* + adjective
- to read a space quiz
- to listen to answers to a space quiz

Functions
- expressing opinions
- describing people, places, and things

Language focus
- *how* + adjective
- pronunciation – *will*

Vocabulary
- space

Materials
- Student's Book pages 98–99, Workbook page W69, CD

Student's Book, pages 98 and 99

LISTENING

1 Ask *Do you know about the Hubble telescope?* Discuss the question with the class (It takes pictures from space which we'd never be able to see from the Earth.) Point out that this is one of the pictures on page 95.

Answers
Students' own answers

2 Prepare the students to listen to the CD. Ask *What words might you hear?* Elicit some examples, e.g., *pictures, stars,* etc.
Play the CD. Check answers as a class.

Audioscript 13.2 – see page 132

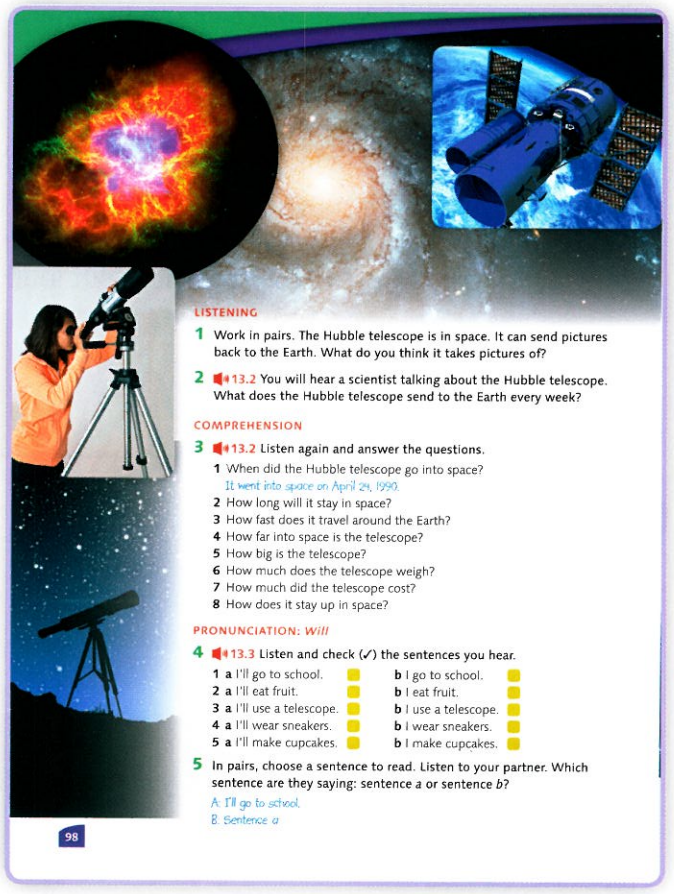
Answer
The Hubble telescope sends important information and fascinating pictures to the Earth every week.

COMPREHENSION

3 Read the questions with the class. Choose two students to read the first question and answer. Ask them to suggest what kind of answers they will need for the other questions. Play the CD again. Give students time to answer the questions and to compare their answers with a partner. Play the CD again if necessary. Check answers as a class. Make sure the students say the numbers correctly.

Audioscript 13.2 – see page 132

Answers
1 *It went into space on April 24, 1990.* **2** It will stay in space at least until 2020. **3** It travels around the Earth at eight kilometers per second (480 km per minute). **4** The telescope is 568 kilometers above the Earth. **5** The telescope is about thirteen meters wide and about four meters long. **6** The telescope weighs 11,113 kilograms. **7** The telescope cost 1.5 billion dollars. **8** It stays up in space by getting energy from the Sun.



LISTENING

1 Work in pairs. The Hubble telescope is in space. It can send pictures back to the Earth. What do you think it takes pictures of?

2 13.2 You will hear a scientist talking about the Hubble telescope. What does the Hubble telescope send to the Earth every week?

COMPREHENSION

3 13.2 Listen again and answer the questions.

1 When did the Hubble telescope go into space?
It went into space on April 24, 1990.
2 How long will it stay in space?
3 How fast does it travel around the Earth?
4 How far into space is the telescope?
5 How big is the telescope?
6 How much does the telescope weigh?
7 How much did the telescope cost?
8 How does it stay up in space?

PRONUNCIATION: *Will*

4 13.3 Listen and check (✓) the sentences you hear.

1	a I'll go to school.	b I go to school.
2	a I'll eat fruit.	b I eat fruit.
3	a I'll use a telescope.	b I use a telescope.
4	a I'll wear sneakers.	b I wear sneakers.
5	a I'll make cupcakes.	b I make cupcakes.

5 In pairs, choose a sentence to read. Listen to your partner. Which sentence are they saying: sentence *a* or sentence *b*?
A: I'll go to school.
B: Sentence a

98

PRONUNCIATION: *Will*

4 Choose different students to read the *a* and *b* sentences. Make sure you can hear the difference in pronunciation. Explain what they have to do. Play the CD. Students mark their answers as they listen. Play the CD again for them to check. Check answers as a class.

Audioscript 13.3 – see page 132

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

5 Choose two students to read the example. They work in pairs to practice. They can say any of the sentences. They should not go over them in order.

Suggested answer
A: *I'll go to school.* ***B:*** *Sentence* a

GRAMMAR: *How* + adjective

6 Ask the students some *How* questions, e.g., *How hot is it today? How old is this school? How far is it from this school to your home? How long does it take you to get to school? How big is your home?* Choose different students to answer.
Ask students to look at the *Student grammar review* on page W92.
Students then work together to read and complete the conversation. Ask them to read it right through, ignoring the blanks, first. Check answers as a class, asking different students to read each sentence.

Answers
1 *far* **2** long **3** big **4** old **5** hot

SPEAKING

7 Choose two students to read the example. Let them work in pairs to answer the questions. Give vocabulary of meters, degrees Celsius, etc. if necessary. It doesn't matter if the facts are not quite right. Go over the exercise as a class. When a student gives an answer, ask *Do you think that is correct?* Students work together to come up with the realistic answers.

Suggested answers
A: *How tall are you?* ***B:*** *I'm 165 centimeters tall.*
A: How high is your school building?
B: It's fifteen meters high.

Workbook, page W69, Exercises 4 and 5

VOCABULARY: Space

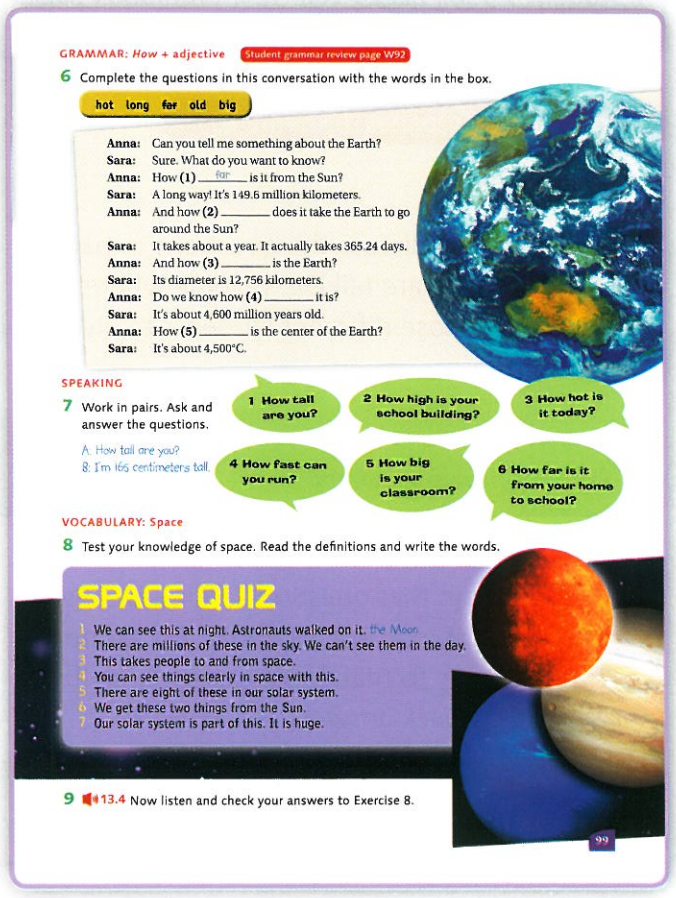
8 Students complete the quiz by themselves to start with, and then they find a partner to compare answers with. Do not check the answers yet.

Answers
Students' own answers

9 Play the CD of the quiz answers. Students put their hands up if they got the answers correct. Ask students to spell the words and write them on the board to help them check. Give them one point for the correct answer and one point for the correct spelling. Who has the most points at the end?

Audioscript 13.4 – see page 132

Suggested answers
1 *the Moon* **2** stars **3** space shuttle
4 telescope **5** planets **6** heat and light
7 a galaxy



GRAMMAR: *How* + adjective — Student grammar review page W92

6 Complete the questions in this conversation with the words in the box.

hot long far old big

Anna: Can you tell me something about the Earth?
Sara: Sure. What do you want to know?
Anna: How **(1)** far is it from the Sun?
Sara: A long way! It's 149.6 million kilometers.
Anna: And how **(2)** _____ does it take the Earth to go around the Sun?
Sara: It takes about a year. It actually takes 365.24 days.
Anna: And how **(3)** _____ is the Earth?
Sara: Its diameter is 12,756 kilometers.
Anna: Do we know how **(4)** _____ it is?
Sara: It's about 4,600 million years old.
Anna: How **(5)** _____ is the center of the Earth?
Sara: It's about 4,500°C.

SPEAKING

7 Work in pairs. Ask and answer the questions.

A: How tall are you?
B: I'm 165 centimeters tall.

1 How tall are you?
2 How high is your school building?
3 How hot is it today?
4 How fast can you run?
5 How big is your classroom?
6 How far is it from your home to school?

VOCABULARY: Space

8 Test your knowledge of space. Read the definitions and write the words.

SPACE QUIZ

1 We can see this at night. Astronauts walked on it. the Moon
2 There are millions of these in the sky. We can't see them in the day.
3 This takes people to and from space.
4 You can see things clearly in space with this.
5 There are eight of these in our solar system.
6 We get these two things from the Sun.
7 Our solar system is part of this. It is huge.

9 13.4 Now listen and check your answers to Exercise 8.

99

LESSONS 5 AND 6

Overview

Outcomes
- to talk about the life of an astronaut
- to read an article about an astronaut's life in space
- to write a paragraph about what one will be when they grow up
- to read short texts about the future of the Earth
- to write a paragraph about the future of the Earth

Functions
- making guesses
- expressing future plans
- making predictions
- agreeing and disagreeing
- giving reasons

Language focus
- the simple future with *will/won't*

Vocabulary
- space

Materials
- Student's Book pages 100–101, Workbook pages W70–W71

Student's Book, pages 100 and 101

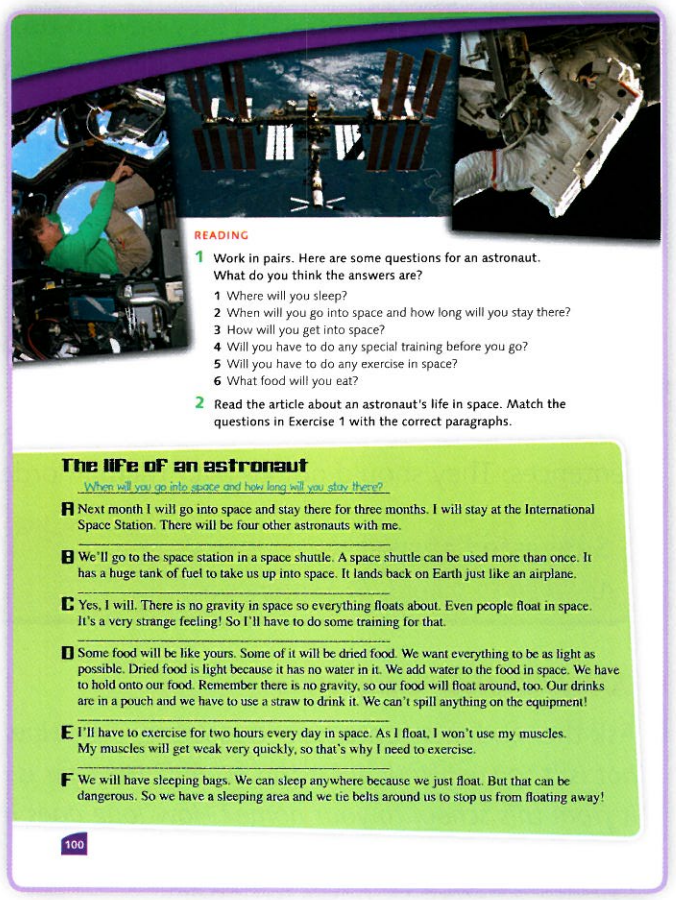
READING

1 Ask students to discuss the questions in pairs. Monitor as they are talking, helping where necessary. Choose different students to give their suggestions.

Answers
Students' own answers

2 Ask the students to read parts A to F in the text quickly. Explain that question 2 from Exercise 1 has been put in as the example. Ask students to work in pairs to match the questions to the paragraphs. Check answers as a class.

Answers
1 F **2** *A* **3** B **4** C **5** E **6** D



READING

1 Work in pairs. Here are some questions for an astronaut. What do you think the answers are?

1 Where will you sleep?
2 When will you go into space and how long will you stay there?
3 How will you get into space?
4 Will you have to do any special training before you go?
5 Will you have to do any exercise in space?
6 What food will you eat?

2 Read the article about an astronaut's life in space. Match the questions in Exercise 1 with the correct paragraphs.

The life of an astronaut

When will you go into space and how long will you stay there?

A Next month I will go into space and stay there for three months. I will stay at the International Space Station. There will be four other astronauts with me.

B We'll go to the space station in a space shuttle. A space shuttle can be used more than once. It has a huge tank of fuel to take us up into space. It lands back on Earth just like an airplane.

C Yes, I will. There is no gravity in space so everything floats about. Even people float in space. It's a very strange feeling! So I'll have to do some training for that.

D Some food will be like yours. Some of it will be dried food. We want everything to be as light as possible. Dried food is light because it has no water in it. We add water to the food in space. We have to hold onto our food. Remember there is no gravity, so our food will float around, too. Our drinks are in a pouch and we have to use a straw to drink it. We can't spill anything on the equipment!

E I'll have to exercise for two hours every day in space. As I float, I won't use my muscles. My muscles will get weak very quickly, so that's why I need to exercise.

F We will have sleeping bags. We can sleep anywhere because we just float. But that can be dangerous. So we have a sleeping area and we tie belts around us to stop us from floating away!

100

GRAMMAR: The simple future with *will/won't*

3 Remind the students of how we use *will* and *won't*. Direct them to the *Student grammar review* on page W92, if necessary. Check they understand all the words in the box. Students complete the exercise. Monitor as they are working, helping where necessary. Check answers as a class.

Answers
1 *will be* **2** will travel **3** won't travel
4 will take **5** will do **6** will float
7 won't be **8** will have

Quotation
Ask students to read the quotation. If necessary, explain that Neil Armstrong's very small step onto the Moon meant huge progress for mankind and our exploration of space. Ask the students whether they think that landing on the Moon was a "giant leap for mankind". Why / Why not?

Workbook, page W70, Exercises 6 and 7

WRITING

4 Discuss as a class first, then give students time to write their paragraph. Read the *Writing strategies* box with the class. The students can use the paragraph in Exercise 3 as a model. Monitor as they are writing, helping where necessary. Ask students to switch books and check each other's writing. Choose students to read their paragraphs out loud.

Suggested answers

A: I will be a pilot. I will fly planes and take people to other countries. I will see lots of different places. **B:** I will be a nurse. I will work in a hospital and help sick people. I will give them medicine.

Talk together

5 Discuss a few of the topics as a class, then let the students discuss them in small groups. Students can choose a representative to report back to the class.

Alternatively, discuss the first topic as a class and then divide the class into six groups. Give each group one of the remaining topics to discuss. They can then report back to the class and the class can give any further ideas.

Suggested answers

There will be lots more people. The people will eat different food. There won't be any diseases because there will be lots more medicine. It will be hotter and there will be less rain.

READING

6 Choose students to read each paragraph. Help with any hard words. Ask the students to discuss in groups and report back. Encourage students to disagree with each other if they have other ideas.

Answers

Students' own answers

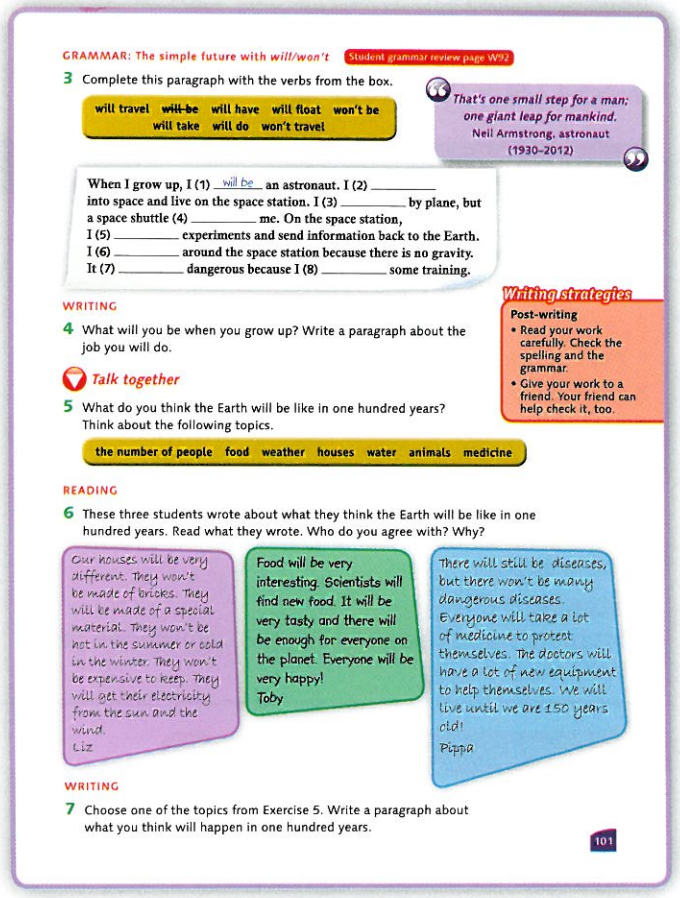
Workbook, pages W70 and W71, Exercise 8

WRITING

7 Students write their own paragraphs. They can base their writing on the paragraphs in Exercise 6. Monitor as they are writing, helping where necessary.

Answers

Students' own answers



GRAMMAR: The simple future with *will/won't* Student grammar review page W92

3 Complete this paragraph with the verbs from the box.

will travel will be will have will float won't be will take will do won't travel

"That's one small step for a man; one giant leap for mankind." Neil Armstrong, astronaut (1930–2012)

When I grow up, I (1) will be an astronaut. I (2) _____ into space and live on the space station. I (3) _____ by plane, but a space shuttle (4) _____ me. On the space station, I (5) _____ experiments and send information back to the Earth. I (6) _____ around the space station because there is no gravity. It (7) _____ dangerous because I (8) _____ some training.

WRITING

4 What will you be when you grow up? Write a paragraph about the job you will do.

Writing strategies
Post-writing
- Read your work carefully. Check the spelling and the grammar.
- Give your work to a friend. Your friend can help check it, too.

Talk together

5 What do you think the Earth will be like in one hundred years? Think about the following topics.

the number of people food weather houses water animals medicine

READING

6 These three students wrote about what they think the Earth will be like in one hundred years. Read what they wrote. Who do you agree with? Why?

Our houses will be very different. They won't be made of bricks. They will be made of a special material. They won't be hot in the summer or cold in the winter. They won't be expensive to keep. They will get their electricity from the sun and the wind.
Liz

Food will be very interesting. Scientists will find new food. It will be very tasty and there will be enough for everyone on the planet. Everyone will be very happy!
Toby

There will still be diseases, but there won't be many dangerous diseases. Everyone will take a lot of medicine to protect themselves. The doctors will have a lot of new equipment to help themselves. We will live until we are 150 years old!
Pippa

WRITING

7 Choose one of the topics from Exercise 5. Write a paragraph about what you think will happen in one hundred years.

101

LESSONS 7 AND 8

Workbook, page W71, Exercises 9 and 10

Unit 14 The planets

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about the planets
- to talk about the planets

Functions
- expressing likes and dislikes
- giving reasons
- making comparisons

Language focus
- comparative and superlative adjectives

Vocabulary
- the planets

Materials
- Student's Book pages 102–103, Workbook page W72, CD

Student's Book, pages 102 and 103

BEFORE YOU BEGIN

1 Get students to describe the pictures and decide what they might be going to learn in this unit. Read the question with the students and get them to discuss in groups of three. When they have discussed in groups, have a class discussion.

Answers
Students' own answers

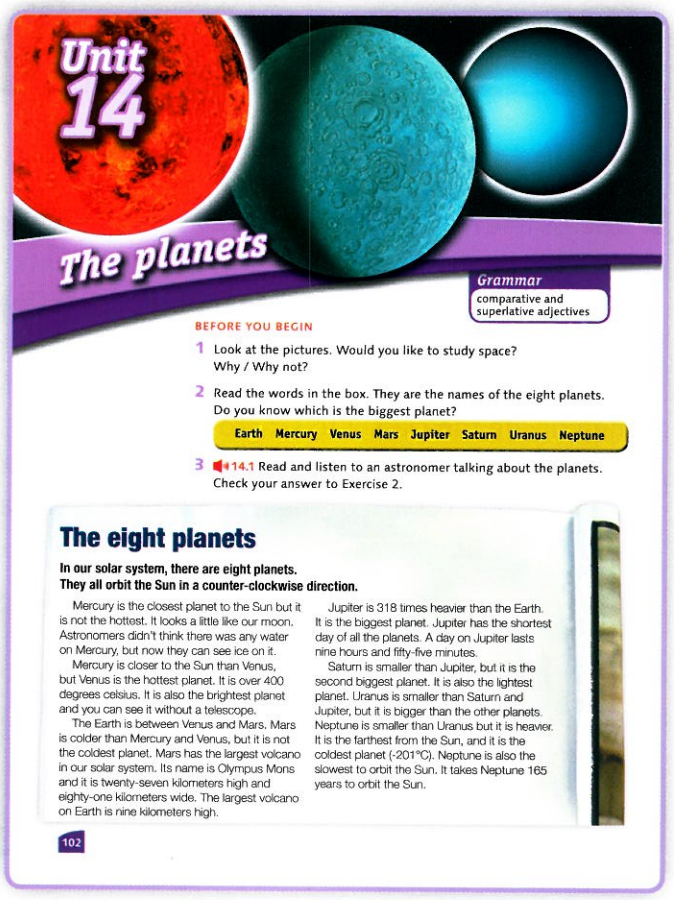
2 Choose students to read the names of the planets. Ask them which is the biggest, but don't confirm the answer at this stage as they will find out in the reading text.

Answers
Students' own answers

3 Play the CD while the students read the text to find the answer to the question in Exercise 2. Should any students ask about the identity of the world's largest volcano, mentioned in the third paragraph of the reading text, it is Mauna Loa on Hawaii, which reaches 9,000 meters above the ocean floor.

Audioscript 14.1 – see page 132

Answer
Jupiter


Unit 14
The planets
Grammar
comparative and superlative adjectives

BEFORE YOU BEGIN

1 Look at the pictures. Would you like to study space? Why / Why not?

2 Read the words in the box. They are the names of the eight planets. Do you know which is the biggest planet?

Earth Mercury Venus Mars Jupiter Saturn Uranus Neptune

3 14.1 Read and listen to an astronomer talking about the planets. Check your answer to Exercise 2.

The eight planets

In our solar system, there are eight planets. They all orbit the Sun in a counter-clockwise direction.

Mercury is the closest planet to the Sun but it is not the hottest. It looks a little like our moon. Astronomers didn't think there was any water on Mercury, but now they can see ice on it.

Mercury is closer to the Sun than Venus, but Venus is the hottest planet. It is over 400 degrees celsius. It is also the brightest planet and you can see it without a telescope.

The Earth is between Venus and Mars. Mars is colder than Mercury and Venus, but it is not the coldest planet. Mars has the largest volcano in our solar system. Its name is Olympus Mons and it is twenty-seven kilometers high and eighty-one kilometers wide. The largest volcano on Earth is nine kilometers high.

Jupiter is 318 times heavier than the Earth. It is the biggest planet. Jupiter has the shortest day of all the planets. A day on Jupiter lasts nine hours and fifty-five minutes.

Saturn is smaller than Jupiter, but it is the second biggest planet. It is also the lightest planet. Uranus is smaller than Saturn and Jupiter, but it is bigger than the other planets.

Neptune is smaller than Uranus but it is heavier. It is the farthest from the Sun, and it is the coldest planet (-201°C). Neptune is also the slowest to orbit the Sun. It takes Neptune 165 years to orbit the Sun.

102

COMPREHENSION

4 Before students do the exercise, read the *Reading strategies* box with them. They then underline the key parts of the sentences. Then play the CD again. Give students time to answer the questions in pairs. Check answers as a class.

Audioscript 14.1 – see page 132

Answers
1 *True* **2** False. Astronomers have found ice on it. **3** True **4** False. Mars has the largest volcano. **5** False. It is 318 times heavier than the Earth. It is the biggest planet. **6** True **7** True **8** False. It takes Neptune 165 years to orbit the Sun.

GRAMMAR: Comparative and superlative adjectives

5 Ask two students to come to the front of the class. Say *[Student's name] is taller than [another student's name]. [Name] is shorter than [name].* Ask the class to repeat the sentences. Ask a few students to tell you about the two students. With the same students, make sentences using *younger* and *older.* Explain that we use *taller, shorter,* etc. when we are talking about two things. Usually we add *-er* to the adjective.
Practice with some other adjectives, e.g., *big, hot,* etc. Compare your country to, for example, Canada *(Canada is bigger than our country. Our country is hotter than Canada.)* Write the sentences on the board and show how the spelling changes (the doubling of the final consonant).
Finally, pick up two backpacks. Ask students to make a sentence about them, e.g., *Luke's backpack is heavier than Logan's backpack*. Again show them how the spelling changes (*-y* changes to *-i*).
Refer students to the *Student grammar review* on pages W92 and W93.
In pairs, students complete the exercise. Check answers as a class.

Answers
1 *closer* **2** hotter **3** colder **4** brighter
5 heavier **6** bigger **7** shorter **8** smaller
9 lighter **10** farther **11** larger **12** slower

Quotation
Ask students to read the quotation. Have a class discussion about what the Earth looks like from space. Ask if any of the students have seen pictures of the Earth taken by the Hubble telescope.

Workbook, page W72, Exercises 1 and 2

SPEAKING

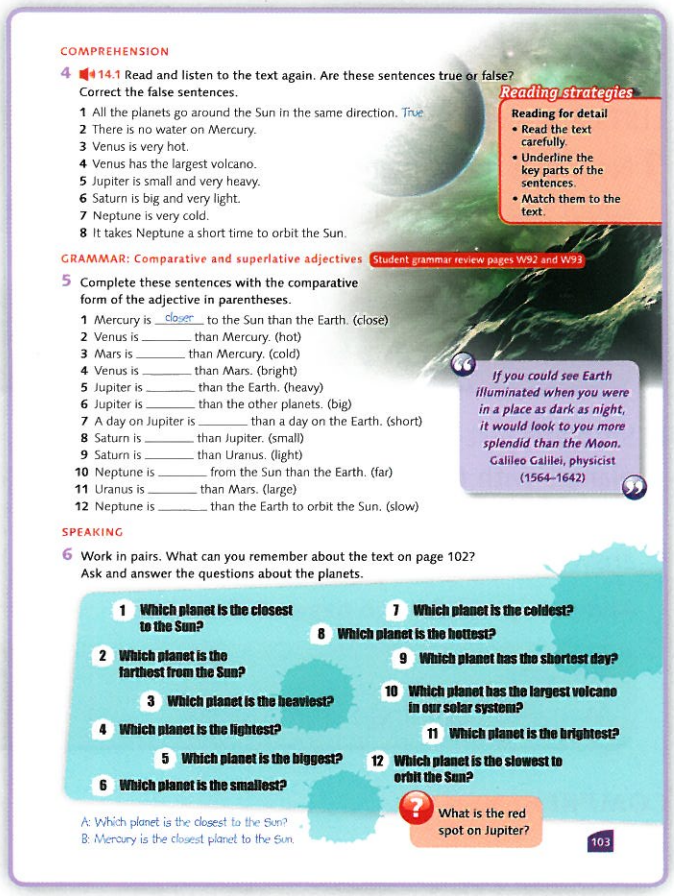
6 Practice the superlative form with the class before they do this exercise. For example, show them three books. Say *Look at these three books. The blue one is bigger than the red one. But the green one is the biggest.* Repeat with the adjectives *tall, short, young,* and *old* with three students.
Ask students to cover up the text on page 102 and answer the questions in pairs. Alternatively, ask students to close their books and conduct this exercise as a class quiz. You can divide the class into two teams and ask each team alternate questions. Give them two points for the correct answer.

Answers
1 *Mercury is the closest planet to the Sun.*
2 Neptune is the farthest planet from the Sun.
3 Jupiter is the heaviest planet. **4** Saturn is the lightest planet. **5** Jupiter is the biggest planet.
6 Neptune is the smallest planet. **7** Neptune is the coldest planet. **8** Venus is the hottest planet. **9** Jupiter has the shortest day.
10 Mars has the largest volcano in our solar system. **11** Venus is the brightest planet.
12 Neptune is the slowest planet to orbit the Sun.

Research box
Ask the students to read the question. Ask them to try to find the answer for the next lesson.

Answer
The red spot on Jupiter is a giant, spinning storm in Jupiter's atmosphere.

Workbook, page W72, Exercises 3 and 4



COMPREHENSION

4 14.1 Read and listen to the text again. Are these sentences true or false? Correct the false sentences.

1 All the planets go around the Sun in the same direction. True
2 There is no water on Mercury.
3 Venus is very hot.
4 Venus has the largest volcano.
5 Jupiter is small and very heavy.
6 Saturn is big and very light.
7 Neptune is very cold.
8 It takes Neptune a short time to orbit the Sun.

Reading strategies
Reading for detail
- Read the text carefully.
- Underline the key parts of the sentences.
- Match them to the text.

GRAMMAR: Comparative and superlative adjectives Student grammar review pages W92 and W93

5 Complete these sentences with the comparative form of the adjective in parentheses.

1 Mercury is closer to the Sun than the Earth. (close)
2 Venus is _____ than Mercury. (hot)
3 Mars is _____ than Mercury. (cold)
4 Venus is _____ than Mars. (bright)
5 Jupiter is _____ than the Earth. (heavy)
6 Jupiter is _____ than the other planets. (big)
7 A day on Jupiter is _____ than a day on the Earth. (short)
8 Saturn is _____ than Jupiter. (small)
9 Saturn is _____ than Uranus. (light)
10 Neptune is _____ from the Sun than the Earth. (far)
11 Uranus is _____ than Mars. (large)
12 Neptune is _____ than the Earth to orbit the Sun. (slow)

If you could see Earth illuminated when you were in a place as dark as night, it would look to you more splendid than the Moon.
Galileo Galilei, physicist (1564–1642)

SPEAKING

6 Work in pairs. What can you remember about the text on page 102? Ask and answer the questions about the planets.

1 Which planet is the closest to the Sun?
2 Which planet is the farthest from the Sun?
3 Which planet is the heaviest?
4 Which planet is the lightest?
5 Which planet is the biggest?
6 Which planet is the smallest?
7 Which planet is the coldest?
8 Which planet is the hottest?
9 Which planet has the shortest day?
10 Which planet has the largest volcano in our solar system?
11 Which planet is the brightest?
12 Which planet is the slowest to orbit the Sun?

A: Which planet is the closest to the Sun?
B: Mercury is the closest planet to the Sun.

What is the red spot on Jupiter?

103

LESSONS 3 AND 4

Overview

Outcomes
- to listen to people talking about a planet
- to listen to a summary about a planet
- to write about a planet
- to write questions using the comparative and the superlative
- to talk about the most interesting subject at school
- to write a paragraph about one's favorite subject

Functions
- expressing opinions
- giving reasons
- giving facts
- making comparisons
- making preferences

Language focus
- comparative and superlative adjectives

Vocabulary
- the planets

Materials
- Student's Book pages 104–105, Workbook pages W73–W74, CD

Student's Book, pages 104 and 105

LISTENING

1 Now that the students have some information about the planets, have a class discussion on the question.

Answers
Students' own answers

2 Students just have to match the names of the planets with the two boys. Remind them of the planets listed on page 102. Play the CD. Check answers as a class.

Audioscript 14.2 – see pages 132 and 133

Answer
Mars (Ahmad) and Saturn (Reza)

COMPREHENSION

3 Play the CD again. Check answers as a class.

Audioscript 14.2 – see pages 132 and 133

Answers
sand – Ahmad; ice – Reza

4 Play the CD again if you wish. Students then discuss in groups. Then check answers as a class.

Answer
Mars is called the red planet. It's red because it's covered in sand with iron and oxygen in it. Saturn has rings around it. The rings are millions of pieces of ice or rock and ice.



LISTENING

1 Which planet would you like to know more about? Why?

2 14.2 You are going to listen to Ahmad and Reza talking about their homework. They have to write about a planet. Which planets did they find out about?

COMPREHENSION

3 14.2 Listen to Ahmad and Reza again. Match the pictures of sand and ice on the left to either Ahmad or Reza.

4 Now explain how sand and ice relate to the planets.

LISTENING

5 Read this summary of what you heard. Correct the errors.

There was ice on Mars hundreds of years ago. We know this because there are valleys on Mars. Water made them. The valleys are very big. They are larger than any valleys on Earth. Now the atmosphere is different, so there is a lot of water.

6 14.3 Now listen and check your answers.

WRITING

7 Choose a planet. Find out two new facts about it. Use the Internet or the library. Make a poster about your planet.

GRAMMAR: Comparative and superlative adjectives

Student grammar review pages W92 and W93

8 Work in pairs. Ask and answer the questions. Use the adjectives in the boxes.

1 Do you want to study astronomy or languages? — useful interesting difficult
A: I want to study languages. I think languages are more useful than astronomy.
B: I think astronomy is more interesting than languages, but I think it is more difficult.

2 Do you want to go horseback riding or play tennis this weekend? — dangerous exciting enjoyable

3 Do you want to see a movie about an astronaut or a movie about a detective? — scary exciting entertaining

4 Do you want to stay in a tent or a hotel on vacation? — comfortable expensive exciting

5 Do you want to live in a city or in the country? — modern beautiful pleasant

104

LISTENING

5 Students work in pairs to correct the paragraph.

Answers
Students' own answers

6 Play the CD for students to check their answers. Check answers as a class.

Audioscript 14.3 – see page 133

Answers
There was **water** on Mars **millions** of years ago. We know this because there are valleys on Mars. Water made **the valleys**. The valleys are **huge**. They are **bigger** than any valleys on the Earth. Now the atmosphere is different, so there is **very little** water.

WRITING

7 Discuss with the class which planet they would like to write about. Ask them what kind of information they will include, for example, how big it is, how far it is from the Sun, etc. Give students sheets of paper to make their posters. Choose students to present their posters to the class. Make a class display of them.

Answers
Students' own answers

GRAMMAR: Comparative and superlative adjectives

8 Say to the class: *This weekend you can go fishing or you can go horseback riding. What do you want to do? Why?* Elicit reasons from the class. Then give them a sentence, e.g., *We want to go horseback riding. It's more exciting than fishing.*
Point out that when the adjective is longer, we do not add *-er*. We use *more* or *less* when making comparisons. Refer students to the *Student grammar review* on pages W92 and W93.
Students work in pairs to give their opinions on the activities.

Suggested answers
1 ***A:*** *I want to study languages. I think languages are more useful than astronomy.*
B: *I think astronomy is more interesting than languages, but I think it is more difficult.*
2 A: I want to go horseback riding because it is more exciting than tennis. **B:** I think tennis is more enjoyable and less dangerous than horseback riding. **3 A:** I want to see a detective movie because it is more scary. **B:** I think a movie about an astronaut is more entertaining, but less exciting. **4 A:** I want to stay in a hotel because it is more comfortable. **B:** I think staying in a tent is more exciting and less expensive. **5 A:** I want to live in the country because it is more pleasant. **B:** I think cities are more modern than the country, but they are less beautiful.

9 Students work in groups of three to ask and answer each question. Point out the use of *most* with adjectives where we do not add *-est*. Refer the students to the *Student grammar review* on pages W92 and W93. Check answers as a class.

Answers
1 *What's the most useful thing you have?*
2 Who's the most sensible person you know?
3 Where's/What's the most beautiful place in your country? **4** What's the most difficult subject at school? **5** What's the most enjoyable book you read last year? **6** What's the most exciting movie you saw last year?
7 What's the most delicious food in the world?
8 What's the most dangerous animal in the world?
Students' own answers

10 Students can work in pairs to fill in the blanks. Remind them that if they see *than* in the sentence, they will need to use a comparative.

Answers
1 *the most interesting* **2** more difficult **3** the most useful **4** easier **5** harder **6** more useful **7** most enjoyable **8** worst **9** best **10** better

Workbook, pages W73 and W74, Exercises 5, 6, 7, and 8

Talk together

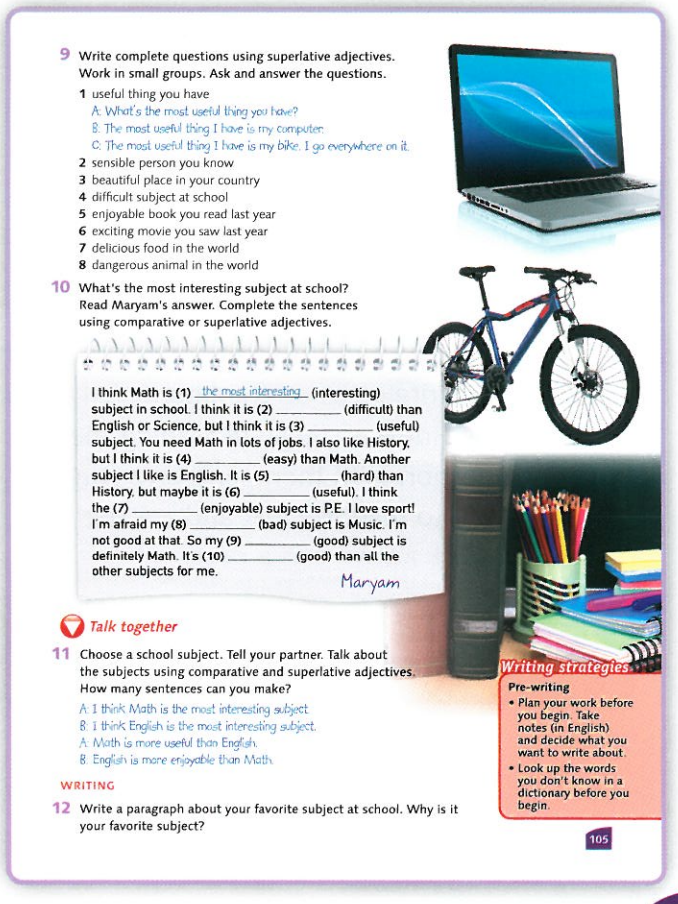
11 Choose two students to read the example sentences. Ask if other students can add any more sentences. Students work in pairs to discuss their favorite subjects.

Suggested answers
A: *I think Math is the most interesting subject.*
B: *I think English is the most interesting subject.*
A: *Math is more useful than English.* ***B:*** *English is more enjoyable than Math.*

WRITING

12 Read the *Writing strategies* box with the class. Remind them that they can read Maryam's answer in Exercise 10 to help them as well. Monitor as they are taking notes. Point out that writing notes will help them plan and organize their work better.

Answers
Students' own answers


9 Write complete questions using superlative adjectives. Work in small groups. Ask and answer the questions.
1 useful thing you have
A: What's the most useful thing you have?
B: The most useful thing I have is my computer.
C: The most useful thing I have is my bike. I go everywhere on it.
2 sensible person you know
3 beautiful place in your country
4 difficult subject at school
5 enjoyable book you read last year
6 exciting movie you saw last year
7 delicious food in the world
8 dangerous animal in the world
10 What's the most interesting subject at school? Read Maryam's answer. Complete the sentences using comparative or superlative adjectives.
I think Math is (1) the most interesting (interesting) subject in school. I think it is (2) _____ (difficult) than English or Science, but I think it is (3) _____ (useful) subject. You need Math in lots of jobs. I also like History, but I think it is (4) _____ (easy) than Math. Another subject I like is English. It is (5) _____ (hard) than History, but maybe it is (6) _____ (useful). I think the (7) _____ (enjoyable) subject is P.E. I love sport! I'm afraid my (8) _____ (bad) subject is Music. I'm not good at that. So my (9) _____ (good) subject is definitely Math. It's (10) _____ (good) than all the other subjects for me.
Maryam
Talk together
11 Choose a school subject. Tell your partner. Talk about the subjects using comparative and superlative adjectives. How many sentences can you make?
A: I think Math is the most interesting subject.
B: I think English is the most interesting subject.
A: Math is more useful than English.
B: English is more enjoyable than Math.
WRITING
12 Write a paragraph about your favorite subject at school. Why is it your favorite subject?
Writing strategies
Pre-writing
• Plan your work before you begin. Take notes (in English) and decide what you want to write about.
• Look up the words you don't know in a dictionary before you begin.
105

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about the seasons on the Earth
- to read facts about the Equator
- to talk about the Equator
- to write about one's country

Functions
- describing pictures
- expressing opinions
- giving reasons
- giving facts

Language focus
- comparative and superlative adjectives

Vocabulary
- the seasons

Materials
- Student's Book pages 106–107, Workbook pages W74–W75

Student's Book, pages 106 and 107

READING

1 Say *Look at the pictures. Which do you like best? Why?* Ask students to try to explain why they are different. They are likely to mention the presence or absence of leaves and blossom, and the color of the leaves. Encourage the students to explain why the trees go through these yearly transformations.

Answer
They are different because the Earth travels around the Sun and different parts of the Earth are tilted toward or away from the Sun at different times of the year. This means that we experience four seasons. Sometimes it is hot or dry and sometimes cold or wet.

2 Ask students what they know about why the Earth has seasons. Write ideas on the board. Tell them to check these ideas as they are reading the text. Read the question with them, and give students sufficient time to read the text and answer the question. Check answers as a class.

Answers
spring, summer, fall, winter

COMPREHENSION

3 Read the *Reading strategies* box to remind the students how to tackle multiple-choice questions. Let them work individually so that they can concentrate fully on how to answer the questions. Make sure they can show you where in the text they find the answer. Students can compare answers when they have finished. Check answers as a class.

Answers
1 *winter* **2** longer **3** always the same length
4 winter **5** Spring **6** winter **7** summer
8 lower

Workbook, pages W74 and W75, Exercises 9 and 10



READING

1 Look at the trees in the pictures. Describe what you see. Why are they all different?

2 Read about the seasons on the Earth. What are the four seasons?

The four seasons

Depending on the season, it is hotter or colder, wetter or drier. Seasons exist because of the way the Earth orbits the Sun. The Earth is tilted; it is not straight.

The Earth is divided into two hemispheres – the northern hemisphere (for example, Canada, the U.S.A., and Germany) and the southern hemisphere (for example, Australia, Brazil, and South Africa). These two hemispheres are separated by the Equator which goes around the middle of the Earth. The amount of sunlight varies depending on the time of year in the two hemispheres. It takes the Earth 365.24 days to orbit the Sun. As it moves around the Sun, some parts of the Earth have longer days than others. In the northern hemisphere, the days are shorter in the winter and longer in the summer. At the Equator, it doesn't change. There are twelve hours of daylight and twelve hours of night.

As the Earth tilts, we have hot summers and cold winters in some parts of the world. When the northern hemisphere tilts toward the Sun, it is summer. When it tilts away from the Sun, it is winter. When it is winter in the northern hemisphere, it is summer in the southern hemisphere. Between summer and winter, it is fall. Spring is between winter and summer. Near the Equator, the four seasons are not so clear. There are often wet and dry seasons in countries around the Equator.

Although the Earth's orbit of the Sun causes seasons, it doesn't change the temperature. Some people believe we are nearer to the Sun in the summer so it is hot. But actually the opposite is true. We are farthest from the Sun in July and closest in January. The days are hotter in July in the northern hemisphere because the Sun is higher in the sky. The heat from the Sun concentrates on a smaller area and heats it up. In the summer, the days are long so there is plenty of time for the Earth to get warmer.

106

READING AND SPEAKING

4 Ask students to explain what the Equator is. Ask them if they can give you two facts about the Equator. Then ask them to work in pairs and check their knowledge. When they have finished, ask pairs to check their answers with each other. They can change their answers if they wish. Check answers as a class. Count how many students got the answers all correct. Congratulate them.

Answers
1 True **2** True **3** False. thirteen: Ecuador, Colombia, Brazil, Sao Tome & Principe, Gabon, Republic of Congo, the Democratic Republic of the Congo, Uganda, Kenya, Somalia, Maldives, Indonesia and Kiribati
4 True (Ecuador) **5** True **6** True **7** True
8 False. Many of the world's animals live near the Equator.

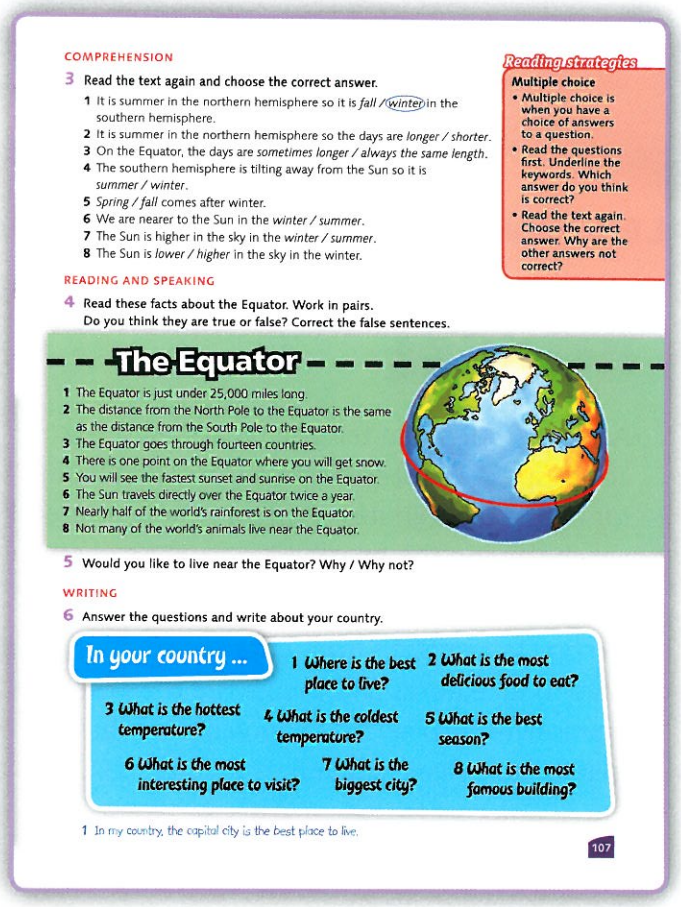
5 Write the words *near*, *far*, *south*, *north* on the board and tell students to decide where they would rather live in relation to the Equator. They can do this without talking. After they decide, they should find other students who want to live in the same location as they do. Then they should decide why they wish to live in this location. Discuss the question as a class. Ask the class *Would you prefer to live in the northern hemisphere or the southern hemisphere? Why?*

Answers
Students' own answers

WRITING

6 Give the students up to five minutes to discuss the questions in small groups. Then compare their answers as a class. There is no right answer to some of the questions, so encourage the students to give reasons for their answers.
Students write about their country. Tell them to answer the questions and add more information as well. They shouldn't write numbers but should write a continuous paragraph.
Monitor as they are writing, helping where necessary. They can finish this exercise at home, if necessary. Choose students to read their paragraphs out loud.

Suggested answers
1 *In my country, the capital city is the best place to live.* **2** The most delicious food is chicken. **3** The hottest temperature is forty degrees celcius. **4** The coldest temperature is five degrees celcius. **5** The best season is summer. **6** The most interesting place to visit is my city. **7** The biggest city is the capital city. **8** The most famous building is _____.



COMPREHENSION

3 Read the text again and choose the correct answer.
1 It is summer in the northern hemisphere so it is *fall* / (winter) in the southern hemisphere.
2 It is summer in the northern hemisphere so the days are *longer* / *shorter*.
3 On the Equator, the days are *sometimes longer* / *always the same length*.
4 The southern hemisphere is tilting away from the Sun so it is *summer* / *winter*.
5 *Spring* / *fall* comes after winter.
6 We are nearer to the Sun in the *winter* / *summer*.
7 The Sun is higher in the sky in the *winter* / *summer*.
8 The Sun is *lower* / *higher* in the sky in the winter.

Reading strategies
Multiple choice
- Multiple choice is when you have a choice of answers to a question.
- Read the questions first. Underline the keywords. Which answer do you think is correct?
- Read the text again. Choose the correct answer. Why are the other answers not correct?

READING AND SPEAKING

4 Read these facts about the Equator. Work in pairs. Do you think they are true or false? Correct the false sentences.

The Equator

1 The Equator is just under 25,000 miles long.
2 The distance from the North Pole to the Equator is the same as the distance from the South Pole to the Equator.
3 The Equator goes through fourteen countries.
4 There is one point on the Equator where you will get snow.
5 You will see the fastest sunset and sunrise on the Equator.
6 The Sun travels directly over the Equator twice a year.
7 Nearly half of the world's rainforest is on the Equator.
8 Not many of the world's animals live near the Equator.

5 Would you like to live near the Equator? Why / Why not?

WRITING

6 Answer the questions and write about your country.

In your country ...
1 Where is the best place to live?
2 What is the most delicious food to eat?
3 What is the hottest temperature?
4 What is the coldest temperature?
5 What is the best season?
6 What is the most interesting place to visit?
7 What is the biggest city?
8 What is the most famous building?

1 In my country, the capital city is the best place to live.

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LESSONS 7 AND 8

Workbook, page W75, Exercises 11, 12, and 13

LESSON 9

Project

Ask the students to tell you what they know about space travel and astronauts. Discuss this for five to ten minutes. Write any new or useful vocabulary on the board.

Read the task with the class. Remind them not to copy information from different sources. They have to take notes and then write the notes up themselves. Explain that you will easily be able to tell if they have copied!

Go over the questions with the class. Choose different students to answer with their ideas.

Suggest that they write four paragraphs, with the following content: Paragraph 1 should answer the first two questions; Paragraph 2 the third and fourth questions; Paragraph 3 the fifth and sixth questions, and Paragraph 4 the last four questions. They could also write a final paragraph explaining whether or not they enjoyed life as an astronaut and their trip into space.

Remind the students about reading through their work for mistakes. They can read each other's writing if they wish and help correct each other's work.

Ask them to write on a sheet of paper, so that you can display their work on the classroom wall. If you do this, students can read each other's work when they have time.

Student's Book, page 109

OPENER

Ask the students to look at the opening page for Module 8. Read the title and explain that the environment is the natural world and includes the land, water, air, plants, and animals. We all affect the environment, sometimes positively but often negatively. Ask *What do we do that harms our environment?* See if the students can think of anything, e.g., air pollution caused by too many cars and other vehicles on the roads. They will learn more as they go over the module.

Discuss the three pictures and the questions. You don't need to give any information at this point – just establish what the students know. They will discuss these topics more fully in the module.

In respect of the first picture, encourage the students to name all the vegetables they can. Teach them any new vocabulary they require. Write any new words on the board and practice the pronunciation with the whole class. In the second picture, ask *How do you know what the weather will be like tomorrow? Is the weather the same all over the world?* Students say what they know about different weather conditions.

Students then discuss their experiences of sandstorms. At this stage, don't interrupt the students too often to correct their grammar unless absolutely necessary. They will get plenty of practice to help accuracy in the module. You want them to practice giving their stories, so you are aiming to encourage fluency.



Outcomes

- To read about how to slow down global warming, how to be environmentally friendly, the environment, our changing climate, a vacation resort, forecasting the weather, and a strange weather story
- To listen to two friends talking about the school ecology club, and a weather forecast
- To use vocabulary related to conservation and the environment, growing plants, extreme weather conditions, and the weather
- To talk about helping the environment, recycling at home, changes in the weather, vacation plans, and a strange story
- To use the imperative and *will, won't, might,* and *might not*
- To write about helping the environment, instructions for doing a certain activity, about plans for the week, and about extreme weather

Unit 15 Global warming

LESSONS 1 AND 2

Overview

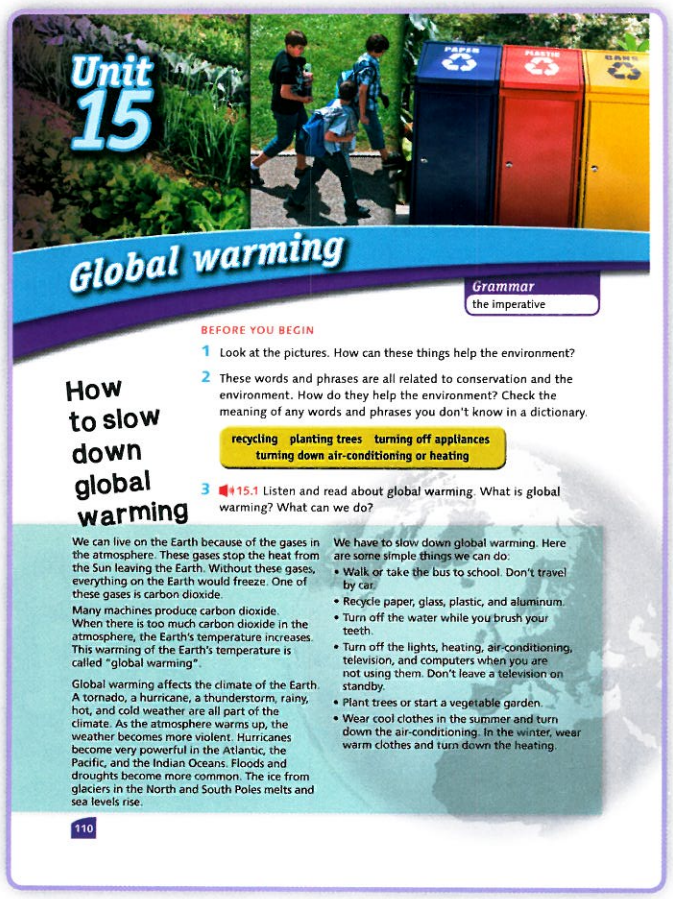
Outcomes
- to listen and read a text about global warming
- to read a conversation about global warming
- to listen to two people worried about global warming

Functions
- expressing opinions

Language focus
- the imperative

Vocabulary
- the environment

Materials
- Student's Book pages 110–111, Workbook page W76, CD



Student's Book, pages 110 and 111

BEFORE YOU BEGIN

1 Allow students to discuss what they think is happening in each picture.

Suggested answers
Growing vegetables in vegetable gardens is good for the soil. It also uses less energy than commercial vegetable production and you don't have to use fuel to drive to the store to buy them. / Walking to school and other places saves on the fossil fuels that would be used in driving there. / Recycling helps in waste reduction and in the reuse of many products and materials.

2 Students check the meanings of words and phrases they don't know in a dictionary. Ask them for answers to the question. Explain that they will find out the answer in the reading text.

Answers
Students' own answers

3 Before they read, if possible, show the class a map of the world to help explain some of the vocabulary they will come across. Point to your country and ask *What's the temperature here today?* Then point to the North and South Poles and ask *Is the temperature the same here as in our country? (No, it's colder.) So, the climate is different. There, it's very cold. Here, sometimes it's very hot. However, now people are worried. It's getting warmer in the North Pole. That is not good. Now we're going to find out why.*
Play the CD while the students read. Help them explain what global warming is in their own words. Compare this with the list on the board. Go over the list of what we can do (i.e., recycling, using cars less, energy reduction, and water conservation). Ask *Do you do this? Why don't you? Could you do this?* Ask *If we use machines, what do they produce? (carbon dioxide) Is that good for the environment? (no) Why not? (The Earth's temperature increases.) Why is this bad? (The world's climate changes and we get more bad weather.)*

Audioscript 15.1 – see page 133

Answers
Global warming is the effect of a general increase in the temperature on the Earth. We can walk or take the bus to school. We can recycle paper, glass, plastic, and aluminum. We can turn off the water while we brush our teeth. We can turn off appliances when we are not using them. We can plant trees or start a vegetable garden. We can turn down air-conditioning.

COMPREHENSION

4 Read the *Reading strategies* box with the class. Read the sentences with them and ask them for the keywords (e.g., *need, heat,* and *Sun* in question 1; *carbon dioxide, temperature,* and *decrease* in question 2; *global warming* in questions 3, 4 and 5). Play the CD again. Students then work in pairs and decide if the sentences are true or false. Check answers as a class.

Audioscript 15.1 – see page 133

Answers
1 *True* **2** False. It causes the temperature of the Earth to increase. **3** True **4** False. We are in danger because of global warming. **5** False. There are some simple things to do to slow down global warming.

VOCABULARY: The environment

5 Read the list of words in the box with the class, testing their understanding by asking questions, e.g., *What's the temperature today? Does it rise or fall at night? (It falls.) Can we see the atmosphere? (no) Where is it? (all around the Earth) What does water become when it freezes? (ice) What happens to ice when it is not in the freezer? (It melts.) What's the name of the gas produced to make the electricity that operates many machines? (carbon dioxide)*
Students complete the conversation. Check answers as a class.

Answers
1 *warming* **2** temperature **3** carbon
4 atmosphere **5** climate **6** temperature
7 melts **8** rise

GRAMMAR: The imperative

6 Say to the class *Stand up. Put your right arm up. Put your left arm up. Fold your arms. Sit down.* Ask *What did I say?* Students repeat the instructions. Write them on the board as they say them. Other students can correct, if necessary. Underline the verbs. Explain *I was telling you what to do, so I don't need to say 'you'. These sentences are like instructions or orders.* Refer students to the *Student grammar review* on page W93.
Ask students to look at the right-hand column of the text on page 110. Choose a student to read the first one. Say *These are instructions. Walk to school. How do I tell you not to do something? (don't) Yes, don't travel by car.*
Students complete the exercise referring to page 110. Check answers as a class.

Answers
1 *Walk*, take **2** Recycle **3** Turn **4** Plant
5 Wear, turn

7 Say *Read the conversation. Don't worry about the blanks. What is a problem? (global warming)*
Students work in pairs to complete the exercise. They can then read the dialogue together in pairs.

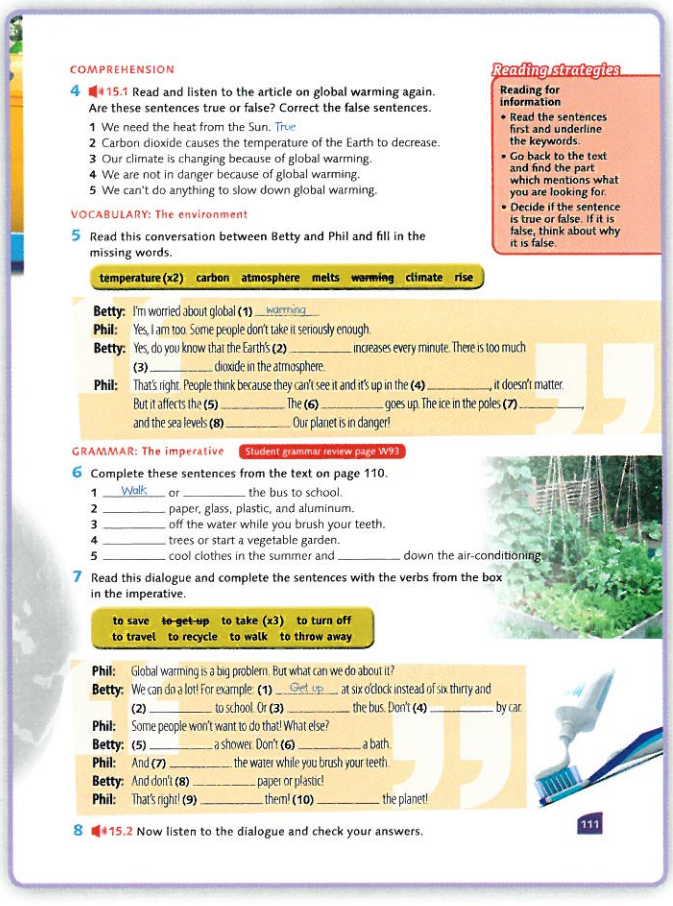
Answers
Students' own answers

8 Play the CD for students to check their answers. Check answers as a class.

Audioscript 15.2 – see page 133

Answers
1 *Get up* **2** walk **3** take **4** travel **5** Take
6 take **7** turn off **8** throw away **9** Recycle
10 Save

Workbook, page W76, Exercises 1, 2, 3, and 4



COMPREHENSION

4 15.1 Read and listen to the article on global warming again. Are these sentences true or false? Correct the false sentences.
1 We need the heat from the Sun. True
2 Carbon dioxide causes the temperature of the Earth to decrease.
3 Our climate is changing because of global warming.
4 We are not in danger because of global warming.
5 We can't do anything to slow down global warming.

Reading strategies
Reading for information
- Read the sentences first and underline the keywords.
- Go back to the text and find the part which mentions what you are looking for.
- Decide if the sentence is true or false. If it is false, think about why it is false.

VOCABULARY: The environment

5 Read this conversation between Betty and Phil and fill in the missing words.

temperature (x2) carbon atmosphere melts ~~warming~~ climate rise

Betty: I'm worried about global (1) warming
Phil: Yes, I am too. Some people don't take it seriously enough.
Betty: Yes, do you know that the Earth's (2) _____ increases every minute. There is too much (3) _____ dioxide in the atmosphere.
Phil: That's right. People think because they can't see it and it's up in the (4) _____, it doesn't matter. But it affects the (5) _____. The (6) _____ goes up. The ice in the poles (7) _____, and the sea levels (8) _____. Our planet is in danger!

GRAMMAR: The imperative Student grammar review page W93

6 Complete these sentences from the text on page 110.
1 Walk or _____ the bus to school.
2 _____ paper, glass, plastic, and aluminum.
3 _____ off the water while you brush your teeth.
4 _____ trees or start a vegetable garden.
5 _____ cool clothes in the summer and _____ down the air-conditioning.

7 Read this dialogue and complete the sentences with the verbs from the box in the imperative.

to save ~~to get up~~ to take (x3) to turn off to travel to recycle to walk to throw away

Phil: Global warming is a big problem. But what can we do about it?
Betty: We can do a lot! For example: (1) Get up at six o'clock instead of six thirty and (2) _____ to school. Or (3) _____ the bus. Don't (4) _____ by car.
Phil: Some people won't want to do that! What else?
Betty: (5) _____ a shower. Don't (6) _____ a bath.
Phil: And (7) _____ the water while you brush your teeth.
Betty: And don't (8) _____ paper or plastic!
Phil: That's right! (9) _____ them! (10) _____ the planet!

8 15.2 Now listen to the dialogue and check your answers.

111

LESSONS 3 AND 4

Overview

Outcomes
- to listen to people talking about the school ecology club
- to listen to someone talking about global warming
- to read a poster about the environment
- to talk about helping the environment
- to read about being environmentally friendly
- to write sentences about helping the environment

Functions
- giving personal information
- making suggestions
- proposing solutions

Language focus
- the imperative

Vocabulary
- the environment

Materials
- Student's Book pages 112–113, Workbook page W77, CD

Student's Book, pages 112 and 113

LISTENING

1 Students discuss the questions in pairs. Monitor as they are talking, helping where necessary. Choose some students to tell the class what they do.

Answers
Students' own answers

2 Play the CD. Students listen for the answer to the question. Check the answer as a class.

Audioscript 15.3 – see pages 133 and 134

Answer
Yes, she does.

COMPREHENSION

3 Read the questions with the class. Discuss the key parts of the questions. Play the CD again. Give students time to answer the questions. Check answers as a class.

Audioscript 15.3 – see pages 133 and 134

Answers
1 It helps young people to take care of the environment. **2** The members do different projects to help save the Earth from global warming. They find out about keeping oceans clean, about water conservation, and pollution prevention, about global climate change and energy conservation. **3** Susan wants everyone in their school to start recycling. **4** Susan will talk to her classmates, to her teachers, to the School Head, and to parents. **5** Susan wants people to recycle paper, batteries, and food. **6** Students' own answers

VOCABULARY: The environment

4 Read the words in the box with the class. Students complete the sentences. They compare answers in pairs.

Answers
Students' own answers


LISTENING
1 Work in pairs. What do you do after school? Do you belong to any clubs? What do you do in them?
2 15.3 Listen to two friends, Polly and Susan, talking about the school ecology club. Does Polly join the club?
COMPREHENSION
3 15.3 Listen to Polly and Susan again and answer the questions.
1 What does the school ecology club do?
2 What do the members do?
3 What project is Susan doing?
4 Who will Susan talk to?
5 What three things does Susan want people to recycle?
6 Would you like to join the club? Why / Why not?
VOCABULARY: The environment
4 Use the words in the box to complete the sentences.
conservation clean pollution
~~global warming~~ energy climate change
We do different projects to help save the Earth from (1) global warming. You know that (2) _____ is a big problem for us all. In our club, we find out about keeping our oceans (3) _____, about water (4) _____ and (5) _____ prevention, about global warming, and (6) _____ conservation.
5 15.4 Listen to Susan to check your answers.
Polly
Susan
112

5 Play the CD while students check their answers. Check answers as a class. Ask them *What do you think is the most serious problem?* Students can discuss as a class.

Audioscript 15.4 – see page 134

Answers
1 *global warming* **2** climate change **3** clean
4 conservation **5** pollution **6** energy

GRAMMAR: The imperative

6 Look at the *Student grammar review* on page W93 with the class. Do the first three sentences with the whole class. Let them work in pairs to complete the exercise. Check answers as a class.

Answers
Take, Don't waste, Recycle, Collect, Take, Don't throw, Bring, Put, Don't take, Eat, Put

Workbook, page W77, Exercises 5, 6, and 7

Talk together

7 Put the students in small groups of four or five. They choose one person to write the notes. Monitor as they are talking, helping where necessary.

Answers
Students' own answers

8 The student who wrote the notes in each group can report back to the class. Congratulate any groups who come up with new ideas.

Suggested answers
We can collect all the paper we don't use and recycle it. We can put a battery box in the hall. Then we can recycle our dead batteries. We can send waste food to be recycled.

Workbook, page W77, Exercise 8

READING

9 Ask the students *What do you and your family do to help the environment?* Get some ideas from three or four students. Then say *We're going to find out how environmentally friendly you really are! Read the sentences with a partner.* Monitor as they are talking, helping where necessary.

Answers
Students' own answers

SPEAKING

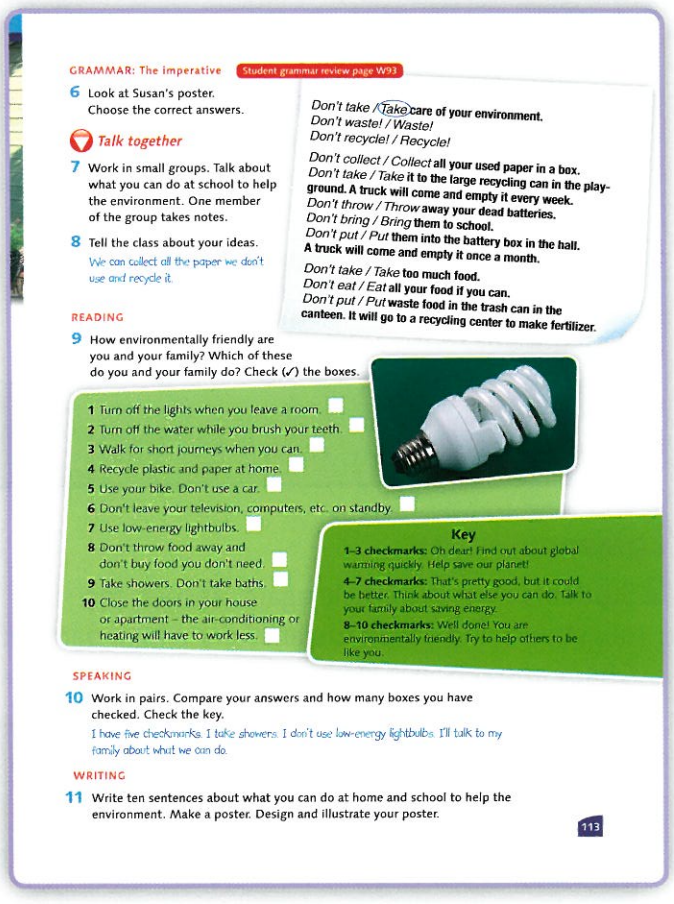
10 Choose a student to read the example sentences. Ask students to work in pairs and compare their answers. Say *Count up your checkmarks and then tell us your result.* Monitor as they are talking, helping where necessary. Check results as a class, asking *Who has eight or more checkmarks?* etc.

Suggested answers
I have five checkmarks. I take showers. I don't use low-energy lightbulbs. I'll talk to my family about what we can do.

WRITING

11 Students follow the instructions. They can do this at home if you prefer. Display their work in the classroom. Choose some students to present their posters to the class.
Have a class discussion about what you all can do to be more environmentally friendly. Check regularly to see how they are doing. Let them know anything you've managed to do.

Answers
Students' own answers



GRAMMAR: The imperative — Student grammar review page W93

6 Look at Susan's poster. Choose the correct answers.

Don't take / Take **care of your environment.**
Don't waste! / Waste!
Don't recycle! / Recycle!

Don't collect / Collect **all your used paper in a box.**
Don't take / Take **it to the large recycling can in the playground. A truck will come and empty it every week.**
Don't throw / Throw **away your dead batteries.**
Don't bring / Bring **them to school.**
Don't put / Put **them into the battery box in the hall. A truck will come and empty it once a month.**

Don't take / Take **too much food.**
Don't eat / Eat **all your food if you can.**
Don't put / Put **waste food in the trash can in the canteen. It will go to a recycling center to make fertilizer.**

Talk together

7 Work in small groups. Talk about what you can do at school to help the environment. One member of the group takes notes.

8 Tell the class about your ideas.
We can collect all the paper we don't use and recycle it.

READING

9 How environmentally friendly are you and your family? Which of these do you and your family do? Check (✓) the boxes.

1 Turn off the lights when you leave a room.
2 Turn off the water while you brush your teeth.
3 Walk for short journeys when you can.
4 Recycle plastic and paper at home.
5 Use your bike. Don't use a car.
6 Don't leave your television, computers, etc. on standby.
7 Use low-energy lightbulbs.
8 Don't throw food away and don't buy food you don't need.
9 Take showers. Don't take baths.
10 Close the doors in your house or apartment – the air-conditioning or heating will have to work less.

Key
1–3 checkmarks: Oh dear! Find out about global warming quickly. Help save our planet!
4–7 checkmarks: That's pretty good, but it could be better. Think about what else you can do. Talk to your family about saving energy.
8–10 checkmarks: Well done! You are environmentally friendly. Try to help others to be like you.

SPEAKING

10 Work in pairs. Compare your answers and how many boxes you have checked. Check the key.
I have five checkmarks. I take showers. I don't use low-energy lightbulbs. I'll talk to my family about what we can do.

WRITING

11 Write ten sentences about what you can do at home and school to help the environment. Make a poster. Design and illustrate your poster.

113

LESSONS 5 AND 6

Overview

Outcomes
- to read questions and answers about the environment
- to talk about recycling
- to talk about growing plants
- to listen to instructions to make a plant pot
- to write instructions

Functions
- giving personal information
- giving instructions

Language focus
- the imperative

Vocabulary
- growing plants

Materials
- Student's Book pages 114–115, Workbook page W78, CD

Student's Book, pages 114 and 115

READING

1 Read the questions (1–6) with the class. Ask them to cover the answers (a–f). Ask students if they have any ideas for the answers.
Then tell the students to uncover the answers, and show them the example (1b). Students now read the answers *a* and *c–f* and match these to questions 2–6. Check answers as a class. Ask them to tell you the words in *a–f* which helped them match them to the questions.

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

COMPREHENSION

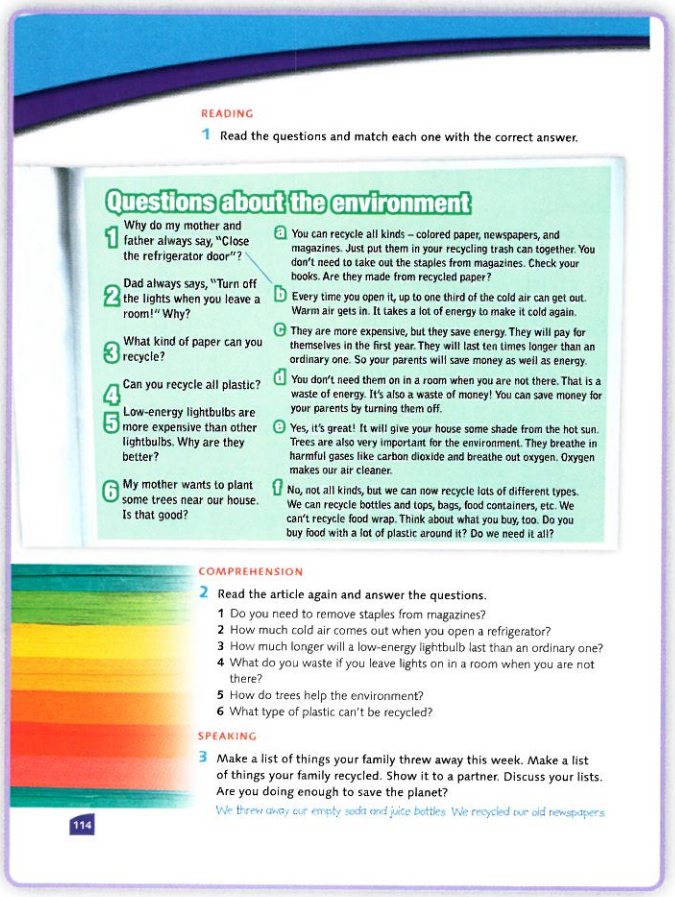
2 Students read the article again, answer the questions, and check the answers with a partner. Check answers as a class.

Answers
1 No, you don't need to remove staples from magazines. **2** Up to one third of the cold air can get out. **3** A low-energy lightbulb will last ten times longer than an ordinary one. **4** If you leave lights on in a room when you are not there, you waste energy and money. **5** Trees help the environment by breathing in harmful gases like carbon dioxide and breathing out oxygen. **6** Food wrap can't be recycled.

SPEAKING

3 Make your own list and read it to the class. Ask them *Do you think I am doing enough to help the planet? Why / Why not?* Read the instructions. Choose a student to read the example sentences. Students write their own lists. Monitor as they are writing, helping where necessary. Students then discuss their lists with a partner.
Choose a few students to tell the class about their lists.

Suggested answers
A: *We threw away our empty soda and juice bottles. We recycled our old newspapers.* **B:** We threw away some food and some magazines. We recycled our empty juice bottles.



READING

1 Read the questions and match each one with the correct answer.

Questions about the environment

1 Why do my mother and father always say, "Close the refrigerator door"?
2 Dad always says, "Turn off the lights when you leave a room!" Why?
3 What kind of paper can you recycle?
4 Can you recycle all plastic?
5 Low-energy lightbulbs are more expensive than other lightbulbs. Why are they better?
6 My mother wants to plant some trees near our house. Is that good?

a You can recycle all kinds – colored paper, newspapers, and magazines. Just put them in your recycling trash can together. You don't need to take out the staples from magazines. Check your books. Are they made from recycled paper?
b Every time you open it, up to one third of the cold air can get out. Warm air gets in. It takes a lot of energy to make it cold again.
c They are more expensive, but they save energy. They will pay for themselves in the first year. They will last ten times longer than an ordinary one. So your parents will save money as well as energy.
d You don't need them on in a room when you are not there. That is a waste of energy. It's also a waste of money! You can save money for your parents by turning them off.
e Yes, it's great! It will give your house some shade from the hot sun. Trees are also very important for the environment. They breathe in harmful gases like carbon dioxide and breathe out oxygen. Oxygen makes our air cleaner.
f No, not all kinds, but we can now recycle lots of different types. We can recycle bottles and tops, bags, food containers, etc. We can't recycle food wrap. Think about what you buy, too. Do you buy food with a lot of plastic around it? Do we need it all?

COMPREHENSION

2 Read the article again and answer the questions.
1 Do you need to remove staples from magazines?
2 How much cold air comes out when you open a refrigerator?
3 How much longer will a low-energy lightbulb last than an ordinary one?
4 What do you waste if you leave lights on in a room when you are not there?
5 How do trees help the environment?
6 What type of plastic can't be recycled?

SPEAKING

3 Make a list of things your family threw away this week. Make a list of things your family recycled. Show it to a partner. Discuss your lists. Are you doing enough to save the planet?
We threw away our empty soda and juice bottles. We recycled our old newspapers.

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4 Elicit some suggestions from the class, e.g., *How much water do we use when we make paper? How much water do we use when we make a cotton T-shirt? Where does trash from our houses go? Which animals are in danger of extinction? Why are some animals in danger of extinction? Why do we need trees?* etc.
Monitor as the groups are working, helping where necessary.

When the groups have answered the questions, let them share their knowledge. Encourage other students to ask further questions.

Answers
Students' own answers

Research box
Ask students to read the question. Ask them to try to find the answer for the next lesson.

Answer
It is probably the air-conditioning that uses the most energy in a house.

VOCABULARY: Growing plants

5 The students discuss the questions in pairs and report back to the class.

Answers
Students' own answers

6 Ask students to read the instructions without the verbs. Ask them to tell you any words they don't understand. Ask other students in the class to help explain if they can.
Students work in pairs to complete the instructions.

Answers
Students' own answers

7 Play the CD for students to check. Check answers as a class.

Audioscript 15.5 – see page 134

Answers
1 *Find* **2** Remove **3** Wash **4** Cut **5** Put
6 Plant **7** Water **8** Put **9** Cover **10** Place

COMPREHENSION

8 Choose students to read the words. After each word has been read, ask students to put their hands up if they think it is needed. Have a class discussion and decide on the items needed.

Answer
Rain is not needed.

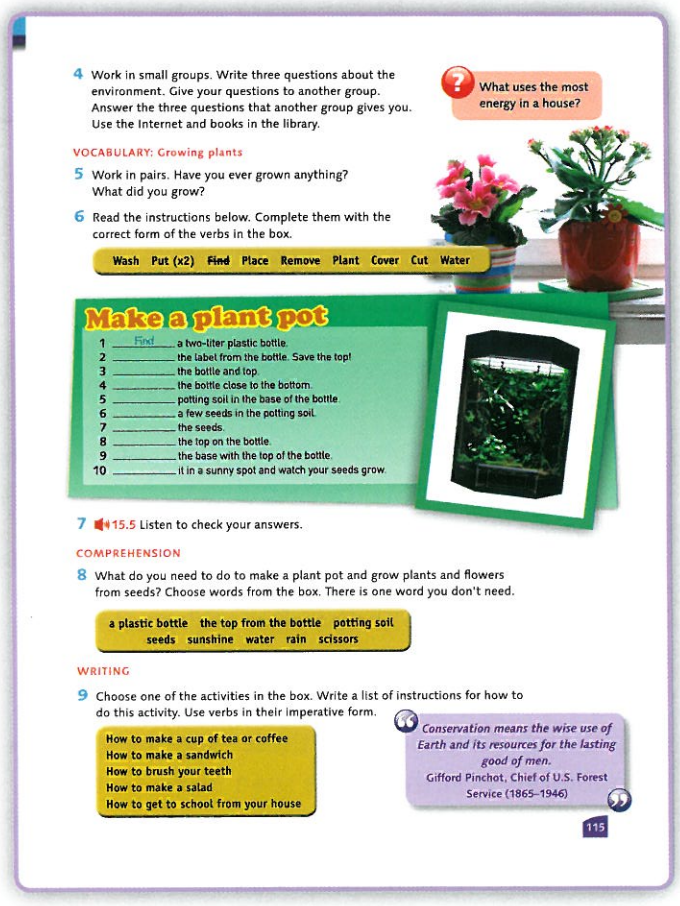
Workbook, page W78, Exercises 9, 10, 11, and 12

WRITING

9 Discuss the exercise with the class. If you wish, students can choose which activity to write about. Alternatively, divide the class into five and give each one an activity to write about. Monitor, helping where necessary. Choose students to read their instructions out loud.

Suggested answers
How to make a cup of coffee: Fill a kettle with water. Turn on the kettle. Put some instant coffee granules in a cup. Pour the boiling water onto the coffee. Stir the coffee. Add milk and sugar.
How to get to school from your house: Leave the house. Turn left. Walk for five minutes. Turn right. Walk for ten minutes. Cross the road carefully.

Quotation
Ask students to read the quotation. Ask students if they think conservation is important. Why / Why not?


4 Work in small groups. Write three questions about the environment. Give your questions to another group. Answer the three questions that another group gives you. Use the Internet and books in the library.

What uses the most energy in a house?

VOCABULARY: Growing plants

5 Work in pairs. Have you ever grown anything? What did you grow?

6 Read the instructions below. Complete them with the correct form of the verbs in the box.

Wash Put (x2) ~~Find~~ Place Remove Plant Cover Cut Water

Make a plant pot

1 Find a two-liter plastic bottle.
2 _____ the label from the bottle. Save the top!
3 _____ the bottle and top.
4 _____ the bottle close to the bottom.
5 _____ potting soil in the base of the bottle.
6 _____ a few seeds in the potting soil.
7 _____ the seeds.
8 _____ the top on the bottle.
9 _____ the base with the top of the bottle.
10 _____ it in a sunny spot and watch your seeds grow.

7 15.5 Listen to check your answers.

COMPREHENSION

8 What do you need to do to make a plant pot and grow plants and flowers from seeds? Choose words from the box. There is one word you don't need.

a plastic bottle | the top from the bottle | potting soil | seeds | sunshine | water | rain | scissors

WRITING

9 Choose one of the activities in the box. Write a list of instructions for how to do this activity. Use verbs in their imperative form.

How to make a cup of tea or coffee
How to make a sandwich
How to brush your teeth
How to make a salad
How to get to school from your house

Conservation means the wise use of Earth and its resources for the lasting good of men.
Gifford Pinchot, Chief of U.S. Forest Service (1865–1946)

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LESSONS 7 AND 8

Workbook, page W79, Exercises 13, 14, and 15

Unit 16 The world's climate

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about climate change
- to talk about what will happen because of weather changes

Functions
- describing pictures
- expressing certainty
- expressing possibility

Language focus
- *will/won't*
- *might/might not*

Vocabulary
- extreme weather conditions

Materials
- Student's Book pages 116–117, Workbook pages W80–W81, CD

Student's Book, pages 116 and 117

BEFORE YOU BEGIN

1 Discuss the questions as a class.

Suggested answers
There is a tsunami, a sandstorm, and a tornado. These happen in Asia, the Middle East, and America. They happen because of changes in the weather and climate.

2 Read the words with the class. Ask students to repeat after you. Students find the meanings then discuss the question as a class. Ask if they have experienced any of these extreme weather conditions or if they have seen them on the television. Ask them to tell you what they know.

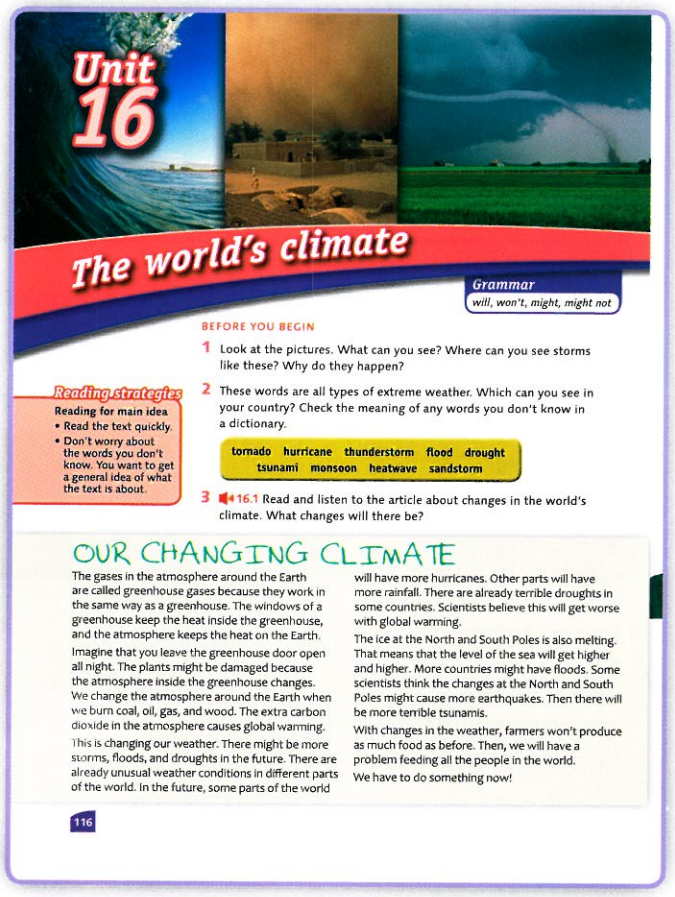
Answers
Students' own answers

3 Ask students to look at the *Reading strategies* box. If you wish, don't play the CD yet. Ask them to read the text through in three or four minutes and find the answer. If you think your students need more time than that, then play the CD as well.

Audioscript 16.1 – see page 134

Answers
There might be more storms, floods, and droughts. Some parts of the world will have more hurricanes. Other parts will have more rainfall. Droughts will be worse. There might be more earthquakes and tsunamis.

Workbook, page W80, Exercise 1


Unit 16
The world's climate
Grammar
will, won't, might, might not
BEFORE YOU BEGIN
1 Look at the pictures. What can you see? Where can you see storms like these? Why do they happen?
2 These words are all types of extreme weather. Which can you see in your country? Check the meaning of any words you don't know in a dictionary.
tornado hurricane thunderstorm flood drought tsunami monsoon heatwave sandstorm
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 16.1 Read and listen to the article about changes in the world's climate. What changes will there be?
OUR CHANGING CLIMATE
The gases in the atmosphere around the Earth are called greenhouse gases because they work in the same way as a greenhouse. The windows of a greenhouse keep the heat inside the greenhouse, and the atmosphere keeps the heat on the Earth.
Imagine that you leave the greenhouse door open all night. The plants might be damaged because the atmosphere inside the greenhouse changes.
We change the atmosphere around the Earth when we burn coal, oil, gas, and wood. The extra carbon dioxide in the atmosphere causes global warming.
This is changing our weather. There might be more storms, floods, and droughts in the future. There are already unusual weather conditions in different parts of the world. In the future, some parts of the world will have more hurricanes. Other parts will have more rainfall. There are already terrible droughts in some countries. Scientists believe this will get worse with global warming.
The ice at the North and South Poles is also melting. That means that the level of the sea will get higher and higher. More countries might have floods. Some scientists think the changes at the North and South Poles might cause more earthquakes. Then there will be more terrible tsunamis.
With changes in the weather, farmers won't produce as much food as before. Then, we will have a problem feeding all the people in the world.
We have to do something now!
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COMPREHENSION

4 Read the *Reading strategies* box in the usual way. Students follow the instructions. Play the CD. Students answer the questions then check their answers with a partner. Check answers as a class.

Audioscript 16.1 – see page 134

Answers
1 The atmosphere stops heat leaving the Earth. **2** We burn coal, oil, gas, and wood. **3** There will be global warming. **4** There might be more storms, floods, and droughts. Some parts of the world will have more hurricanes. Some areas will have more rainfall. Some areas will have less rainfall. **5** The sea is getting higher because the ice at the North and South Poles is melting. **6** There might be more floods, earthquakes, and tsunamis. **7** Farmers won't produce as much food as before. **8** Suggested answers: We can recycle. We can plant trees and vegetables. We can walk and use buses instead of using cars. We can use low-energy lightbulbs. We can use less water and energy.

GRAMMAR: *Will, won't, might, might not*

5 Say to students *You have some homework this evening. I want it for tomorrow. When will you do it?* Students answer *I will do it this evening.* Ask *Are you sure? Yes!* Then say *I will give you some more homework, but I want it back next week. When will you do it?* Help them say *I might do it on the weekend. I might do it next Monday.* etc. Help them understand the difference between *will* and *might*. Give examples about what you will or might do. Encourage students to give their own sentences. Refer students to the *Student grammar review* on page W93 if you wish.
Students work in pairs to complete the exercise. Check answers as a class.

Answers
1 *might* **2** will **3** might **4** will **5** might **6** won't
We use *will* when we are sure that something is going to happen. We use *might* when we are unsure whether or not something is going to happen.

6 Ask students to read the conversation without worrying about the blanks. Ask *What are they speaking about? (our changing weather; food in the future; our animals and travel)*
Students work in pairs. They take one of the parts and read it out loud, completing the sentences with the words in the box. When they have finished, they read it again to check their answers. Check answers as a class.

Answers
1 *happen* **2** be **3** grow **4** die **5** have
6 survive **7** change **8** find **9** travel **10** drive

Workbook, pages W80 and W81, Exercises 2 and 3

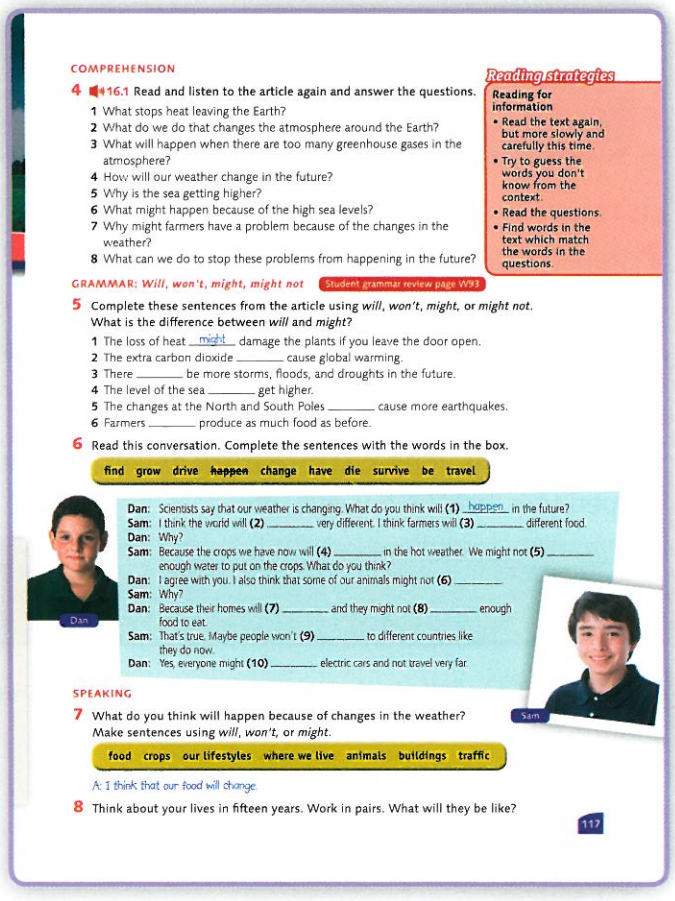
SPEAKING

7 Choose a student to read the example. Ask students to think of other changes that will or might happen to our food.
The students work in small groups to discuss each of the topics in the box. Monitor as they are talking, helping where necessary. Have a class discussion to share ideas.

Suggested answers
A: *I think that our food will change.* **B:** Yes, we might have to eat different food. Farmers might grow different crops. I don't think we will see the same animals. Our lifestyles will be very different.

8 Students discuss their ideas. Ask them to write their best ideas on a sheet of paper. Collect their ideas as they finish. Read them out to the class. Do the rest of the class agree or disagree? Why?

Answers
Students' own answers



COMPREHENSION

4 16.1 **Read and listen to the article again and answer the questions.**
1 What stops heat leaving the Earth?
2 What do we do that changes the atmosphere around the Earth?
3 What will happen when there are too many greenhouse gases in the atmosphere?
4 How will our weather change in the future?
5 Why is the sea getting higher?
6 What might happen because of the high sea levels?
7 Why might farmers have a problem because of the changes in the weather?
8 What can we do to stop these problems from happening in the future?

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

GRAMMAR: *Will, won't, might, might not* Student grammar review page W93

5 **Complete these sentences from the article using *will, won't, might,* or *might not*. What is the difference between *will* and *might*?**
1 The loss of heat ___might___ damage the plants if you leave the door open.
2 The extra carbon dioxide _____ cause global warming.
3 There _____ be more storms, floods, and droughts in the future.
4 The level of the sea _____ get higher.
5 The changes at the North and South Poles _____ cause more earthquakes.
6 Farmers _____ produce as much food as before.

6 **Read this conversation. Complete the sentences with the words in the box.**
find grow drive ~~happen~~ change have die survive be travel

Dan

Dan: Scientists say that our weather is changing. What do you think will **(1)** ___happen___ in the future?
Sam: I think the world will **(2)** _____ very different. I think farmers will **(3)** _____ different food.
Dan: Why?
Sam: Because the crops we have now will **(4)** _____ in the hot weather. We might not **(5)** _____ enough water to put on the crops. What do you think?
Dan: I agree with you. I also think that some of our animals might not **(6)** _____.
Sam: Why?
Dan: Because their homes will **(7)** _____ and they might not **(8)** _____ enough food to eat.
Sam: That's true. Maybe people won't **(9)** _____ to different countries like they do now.
Dan: Yes, everyone might **(10)** _____ electric cars and not travel very far.

Sam

SPEAKING

7 **What do you think will happen because of changes in the weather? Make sentences using *will, won't,* or *might*.**
food crops our lifestyles where we live animals buildings traffic
A: I think that our food will change.

8 **Think about your lives in fifteen years. Work in pairs. What will they be like?**

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LESSONS 3 AND 4

Overview

Outcomes
- to identify weather conditions
- to listen to the weather forecast
- to read sentences related to countries
- to talk about plans related to types of weather
- to read a brochure about a vacation resort
- to write about plans for the week

Functions
- expressing opinions
- making plans
- expressing certainty and possibility

Language focus
- *will/won't*
- *might/might not*

Vocabulary
- the weather

Materials
- Student's Book pages 118–119, Workbook page W81, CD

Student's Book, pages 118 and 119

VOCABULARY: The weather

1 Students match the words and the pictures. Tell them to use a dictionary if they have any problems. Check answers as a class.

Answers
1 rainy **2** stormy **3** foggy **4** sunny **5** snowy **6** windy **7** cloudy

LISTENING

2 Students discuss in pairs. Check answers as a class. Among the categories of people particularly interested in weather forecasts, the students might suggest farmers, fishermen, mountain climbers, people going skiing, people on vacation, pilots, boat captains, long-distance truck drivers, tourist operators, hotel managers, etc.

Answers
Students' own answers

3 Play the CD. Tell students they only need to listen out for the names of cities mentioned. Check answers as a class.

Audioscript 16.2 – see page 134

Answers
Abu Dhabi, Paris, New Delhi, Wellington

COMPREHENSION

4 Students read the chart. Review how to write the temperature – they only need to write figures, not words, e.g., 16°C.
Play the CD. Students check answers in pairs.

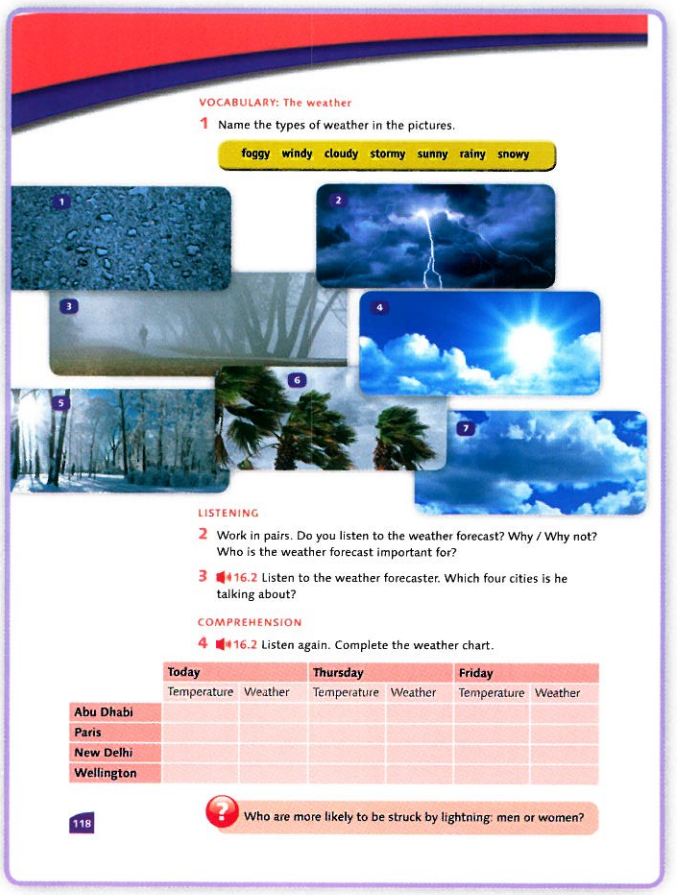
Audioscript 16.2 – see page 134

Answers

	Today	
	Temp.	Weather
Abu Dhabi	41°C	hot, sunny, no rain
Paris	18°C	cloudy, showers
New Delhi	29°C	cloudy
Wellington	10°C	rain, snow, ice

	Thursday	
	Temp.	Weather
Abu Dhabi	47°C	hot, sunny, no rain
Paris	23°C	cloudy, sunny
New Delhi	32°C	thunderstorms, rain, floods, lightning
Wellington	12°C	cloudy

	Friday	
	Temp.	Weather
Abu Dhabi	46°C	hot, sunny, no rain
Paris	18°C	cloudy, no rain
New Delhi	33°C	thunderstorms, cloudy, warm
Wellington	6°C	rain



VOCABULARY: The weather

1 Name the types of weather in the pictures.

foggy windy cloudy stormy sunny rainy snowy

LISTENING

2 Work in pairs. Do you listen to the weather forecast? Why / Why not? Who is the weather forecast important for?

3 16.2 Listen to the weather forecaster. Which four cities is he talking about?

COMPREHENSION

4 16.2 Listen again. Complete the weather chart.

	Today		Thursday		Friday	
	Temperature	Weather	Temperature	Weather	Temperature	Weather
Abu Dhabi						
Paris						
New Delhi						
Wellington						

Who are more likely to be struck by lightning: men or women?

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Research box
Ask students to read the question. Students work in pairs to figure out the answer.

Answer
Men, because they are usually taller than women.

GRAMMAR: *Will, won't, might, might not*

5 Students use the information in the chart in Exercise 4 to help them answer the questions. Refer students to the *Student grammar review* on page W93 if you wish.
Check answers as a class.

Answers
1 *New Zealand* **2** United Arab Emirates
3 France **4** United Arab Emirates **5** France
6 India

6 Students use the weather in the chart in Exercise 4 to make their plans. Choose a student to read the example out loud. Students then work in pairs to discuss their ideas. Check possible answers as a class.

Suggested answers
A: *I will go out with my friends. I won't stay at home. We might go swimming.* **B:** I will stay at home because it's too hot to go out. I might watch a movie.

Workbook, page W81, Exercise 4

READING

7 Students read the brochure and look at the weather forecast. Ask *Which activities would you like to do?* Discuss the activities on offer. Which would be more pleasant to do on a sunny day (e.g., walking, canoeing, mountain biking, golf, tennis), and which can be enjoyed regardless of the weather (e.g., board games, basketball, swimming).

Suggested answers
You can go horseback riding, walking, mountain biking, and canoeing. You can go for a picnic, play tennis, or go swimming. You can play basketball, chess, or badminton, or visit a museum. It will be sunny and warm on Tuesday and Wednesday. It will rain on Friday and Saturday.

SPEAKING

8 Choose two students to read the example conversation. In pairs, students continue. Monitor as they are talking, helping if necessary. Choose some pairs to say part of their conversations to the class.

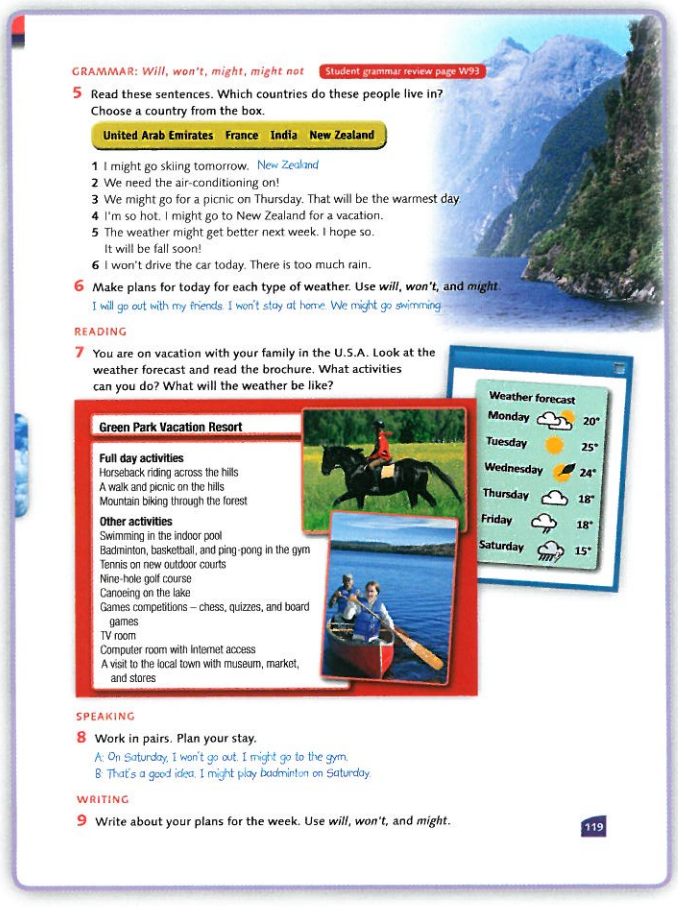
Suggested answers
A: *On Saturday, I won't go out. I might go to the gym.* ***B:*** *That's a good idea. I might play badminton on Saturday.* On Tuesday, it will be sunny, so I will visit the local town. In the afternoon, I might play tennis.

Workbook, page W81, Exercise 5

WRITING

9 Before the class, write some plans for yourself for next week. Read them to the class. Students write about their own plans. Monitor as they are writing. Choose a few students to read their plans out loud.

Answers
Students' own answers



GRAMMAR: *Will, won't, might, might not* Student grammar review page W93

5 Read these sentences. Which countries do these people live in? Choose a country from the box.

United Arab Emirates France India New Zealand

1 I might go skiing tomorrow. New Zealand
2 We need the air-conditioning on!
3 We might go for a picnic on Thursday. That will be the warmest day.
4 I'm so hot. I might go to New Zealand for a vacation.
5 The weather might get better next week. I hope so. It will be fall soon!
6 I won't drive the car today. There is too much rain.

6 Make plans for today for each type of weather. Use *will*, *won't*, and *might*.
I will go out with my friends. I won't stay at home. We might go swimming.

READING

7 You are on vacation with your family in the U.S.A. Look at the weather forecast and read the brochure. What activities can you do? What will the weather be like?

Green Park Vacation Resort

Full day activities
Horseback riding across the hills
A walk and picnic on the hills
Mountain biking through the forest

Other activities
Swimming in the indoor pool
Badminton, basketball, and ping-pong in the gym
Tennis on new outdoor courts
Nine-hole golf course
Canoeing on the lake
Games competitions – chess, quizzes, and board games
TV room
Computer room with Internet access
A visit to the local town with museum, market, and stores

Weather forecast
Monday 20°
Tuesday 25°
Wednesday 24°
Thursday 18°
Friday 18°
Saturday 15°

SPEAKING

8 Work in pairs. Plan your stay.
A: On Saturday, I won't go out. I might go to the gym.
B: That's a good idea. I might play badminton on Saturday.

WRITING

9 Write about your plans for the week. Use *will*, *won't*, and *might*.

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Workbook, page W81, Exercise 6

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about weather predictions
- to listen to a tongue twister
- to read a strange weather story
- to talk about an incident
- to write about a time of extreme weather

Functions
- expressing opinions
- reporting an incident
- conducting an interview
- describing the weather

Language focus
- pronunciation – a tongue twister

Vocabulary
- the weather

Materials
- Student's Book pages 120–121, Workbook page W82, CD

Student's Book, pages 120 and 121

READING

1 Ask students to discuss the questions in small groups. Tell them the pictures might help them. Ask groups to tell the rest of the class their ideas. Write some notes on the board.

Answers
Students' own answers

2 Students read the article and check if any of the ideas you wrote on the board are mentioned.

Answers
Meteorologists get pictures from satellites that help them know what the weather will be like. A long time ago, people looked at the sky, animals and plants to predict the weather.

COMPREHENSION

3 Ask students to read the questions and underline the key ideas. Students work alone to answer the questions and then check with a partner. Check answers as a class.

Answers
1 *True* **2** False. Fishermen and farmers are dependent on the weather because they can't do their job when it's raining. **3** True **4** False. They believe it will rain because cows lie down before it rains so that they have somewhere dry to lie on. **5** True **6** False. When clouds are low and dark, bad weather is coming.

Workbook, page W82, Exercises 7 and 8



READING

1 Work in pairs. How do meteorologists know what the weather will be like? How did people a long time ago know what kind of weather to expect?

2 Read about weather predictions. Check your answers to Exercise 1.

Forecasting the weather

Today, we get regular weather forecasts. These are getting more and more accurate because meteorologists have a lot of information to help them. They get pictures from satellites in space to show them how much cloud there is. They can see hurricanes happening at sea before they get to the land and they can then warn the people living there. Similarly, there are machines to warn people about tsunamis.

A lot of people are dependent on the weather. Fishermen don't want to go to sea in very bad weather. They won't be able to catch fish and they might be in danger. Farmers can't harvest their crops in heavy rain. They need to know when it will rain.

In the past, people looked at the sky to understand the weather, just as we do now. Fishermen believed that a red sky at night showed good weather coming. But they also watched animals and plants. They believed animals changed their behavior in different weather conditions.

Even now, some people see cows lying down in a field and say it will rain. They say that the cows feel that the air is damp. They lie down before it rains so that they have somewhere dry to lie on. Other people say that if they see certain birds, it will soon rain. Some tree leaves also turn over when there is a change in the weather. You can look at pinecones from pine trees. In dry weather, pinecones open up. In wet weather, they close up. Have a look at the clouds. When clouds are high, there is good weather coming. When clouds are low and dark, bad weather is coming.

COMPREHENSION

3 Read the text again and decide if the sentences are true or false. Correct the false sentences.

1 Meteorologists receive information from satellites to help them predict the weather. True
2 Fishermen and farmers don't need to know what the weather will be like.
3 People predicted the weather in the past by looking at the sky.
4 When cows lie down in a field, people believe the weather will be sunny.
5 Trees can tell you what the weather will be like.
6 Low, dark clouds mean that there will soon be good weather.

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SPEAKING

4 Discuss the questions as a class, asking for any sayings they know. If they don't know any, maybe they could find out from their parents for the next lesson.

Answers
Students' own answers

PRONUNCIATION: A tongue twister

5 Play the tongue twister for the students. Ask them to say it pretty slowly and then to try to say it faster and faster. See who can say it most quickly! (Note that *weather* and *whether* are pronounced in the same way.)

Audioscript 16.3 – see page 134

READING

6 Tell students to read the story without worrying about the blanks. Ask a few questions, e.g., *Where did the story happen? (Texas, the U.S.) Was the weather good or bad? (bad)* Tell the students that something very strange happened.

Answer
There was a small tornado in a small town in Texas. It picked up fish from a lake nearby and then dropped them on roofs, on the street, and in people's yards.

7 Ask students to read the list of words out loud. They should ask, for example, *What does (tornado) mean?* if there are any words they don't understand. The other students in the class try to explain.
Students work in pairs to complete the story. Ask them to compare their answers with another pair. Ask *Was it a strange story? What was it raining? (fish)* Check answers as a class.

Answers
1 *strange* **2** thunderstorm **3** woke **4** fish **5** roofs **6** rain **7** clouds **8** lake **9** tornado **10** pick up

Talk together

8 Before they begin this activity, ask students to close their books and try and retell the strange story.
Divide the class into pairs and label each student A or B. Put all the A students together and ask them to read their role cards so that they understand what they have to do. B students do the same. Monitor and help where necessary. Before they start, ask a student to ask you the first two questions. You reply as if you are a person from the town, e.g., *Where do you live in the town? (I live near the school.) Where were you during the storm? (I was in my bed.)*
Students work in pairs. Monitor as they are talking.

Answers
Students' own answers

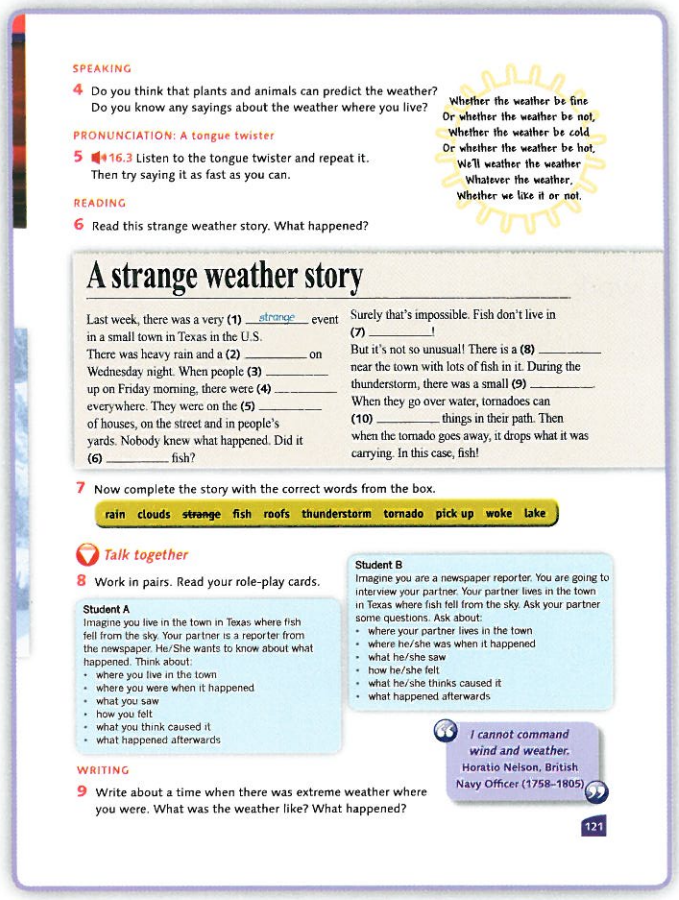
WRITING

9 Ask students to tell the class about any extreme weather they have experienced. Students write their stories. They can make them up if they wish by looking for stories on the Internet or in newspapers. Choose some students to read their stories out loud.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Discuss it as a class.

Workbook, page W82, Exercise 9



SPEAKING

4 Do you think that plants and animals can predict the weather? Do you know any sayings about the weather where you live?

Whether the weather be fine
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not.

PRONUNCIATION: A tongue twister

5 16.3 Listen to the tongue twister and repeat it. Then try saying it as fast as you can.

READING

6 Read this strange weather story. What happened?

A strange weather story

Last week, there was a very (1) strange event in a small town in Texas in the U.S. There was heavy rain and a (2) _____ on Wednesday night. When people (3) _____ up on Friday morning, there were (4) _____ everywhere. They were on the (5) _____ of houses, on the street and in people's yards. Nobody knew what happened. Did it (6) _____ fish?

Surely that's impossible. Fish don't live in (7) _____!
But it's not so unusual! There is a (8) _____ near the town with lots of fish in it. During the thunderstorm, there was a small (9) _____ When they go over water, tornadoes can (10) _____ things in their path. Then when the tornado goes away, it drops what it was carrying. In this case, fish!

7 Now complete the story with the correct words from the box.

rain clouds ~~strange~~ fish roofs thunderstorm tornado pick up woke lake

Talk together

8 Work in pairs. Read your role-play cards.

Student A
Imagine you live in the town in Texas where fish fell from the sky. Your partner is a reporter from the newspaper. He/She wants to know about what happened. Think about:
- where you live in the town
- where you were when it happened
- what you saw
- how you felt
- what you think caused it
- what happened afterwards

Student B
Imagine you are a newspaper reporter. You are going to interview your partner. Your partner lives in the town in Texas where fish fell from the sky. Ask your partner some questions. Ask about:
- where your partner lives in the town
- where he/she was when it happened
- what he/she saw
- how he/she felt
- what he/she thinks caused it
- what happened afterwards

I cannot command wind and weather.
Horatio Nelson, British Navy Officer (1758–1805)

WRITING

9 Write about a time when there was extreme weather where you were. What was the weather like? What happened?

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LESSONS 7 AND 8

Workbook, page W83, Exercises 10 and 11

LESSON 9

Project

First, read the headings of the four weather boxes and ask students to match them to the pictures.

Read the task box with the class. In this project, they will have to work together to produce something as a group. Tell the class they are going to work as teams and everyone should do their best to help their team. Divide the class into groups of four. If that doesn't work exactly, have some groups of five so that two students research the same weather condition.

Students find the information for their weather condition. You might need to give them this as homework over a few days.

When they have the information, they tell the rest of their group. After they finish, they can write up their information on a poster, adding pictures if possible. Make a class display of their work.

LESSON 10

REVIEW D

Student's Book, pages 123 and 124

Students work on their own to complete the vocabulary test questions 1 to 11. Students then work in pairs to complete the grammar test questions 12 to 15. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers
1 e **2** d **3** e **4** a **5** e **6** b **7** b **8** a **9** b **10** f
11 1b 2d 3a 4e 5f 6c

GRAMMAR

Suggested answers
12 **1** d: Open the pitta bread carefully. **2** e: Remove the cheese from the refrigerator. **3** b: Make two cheese sandwiches. **4** a: Put the cheese back in the refrigerator. **5** c: Finally, you can eat them. Wash your hands first.
13 **1** ***A:*** *A plane is faster than a car.* ***B:*** *The space shuttle is the fastest.* **2** **A:** The Moon is bigger than a star. **B:** The Earth is the biggest. **3** **A:** England is colder than the Equator. **B:** The North Pole is the coldest. **4** **A:** A flood is more dangerous than a storm. **B:** A volcano is the most dangerous. **5** **A:** The Earth is nearer to the Sun than Saturn. **B:** Mercury is nearest to the Sun.
14 ***A:*** *I think swimming in a lake will be the most exciting.* ***B:*** *Walking in the desert might be the most dangerous.* **A:** Playing golf won't be the most scary. **B:** Horseback riding in the mountains might be the most expensive.
15 ***A:*** *Don't throw them away. Put them in a box.* ***B:*** *Is it what to do with dead batteries?* ***A:*** *Yes, it is!* **A:** Use low-energy lightbulbs and close the refrigerator door. **B:** Is it how to save energy in your house? **A:** Yes, it is! **A:** Look at pinecones and cows in fields. **B:** Is it how to forecast the weather? **A:** Yes, it is!

Workbook, pages W84 and W85, Progress test 4

Workbook, pages W86 and W87, Final test

Extra reading

The Murders in the Rue Morgue

Student's Book, pages ER1, ER2, ER3, and ER4

Read the title to the class. Explain that the story takes place in France. Ask *Do you know what 'rue' means in French? (street) Tell them that 'Madame' is French for 'Mrs.'*

Tell the class that they are going to read a strange story. Read the first paragraph and the newspaper story (i.e., has far as line 32) with the class. Give the students this question to think about as they read: *What clues do the police have?*

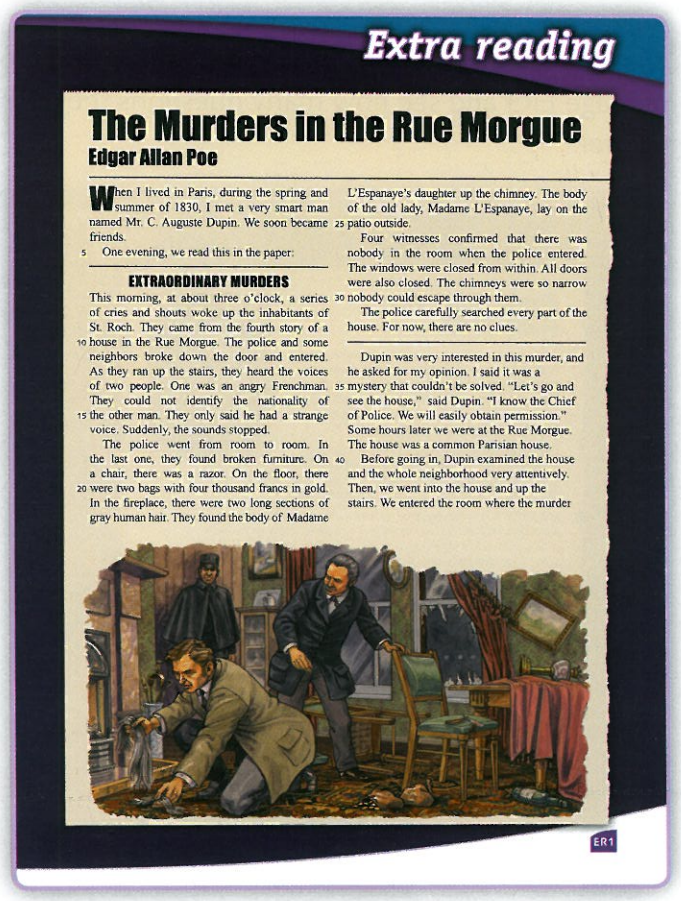
When you finish reading, ask them to discuss the question in pairs and to decide what had happened. Monitor as they are discussing, helping with any vocabulary. Write any new vocabulary on the board for the whole class. Ask students for suggestions and write notes on the board. The *franc* was the unit of currency in France at the time the story was set.

Ask the students to read the next two paragraphs (i.e., as far has line 46). Tell them to look at the picture on page ER1 and ask *What did Dupin see in the room?* The students describe it.

Ask the students to read up to line 84. Ask *What do you know now? (The door is locked; the murderers could have escaped out of the back window; they didn't steal any money.)*

Ask students to read to line 93. Ask *Did a man kill the women? (no) What killed them?* Students make suggestions. Then read to line 105 to check their answers.

Ask students to read to the end and answer the question *Was Dupin correct? (yes)*



Extra reading

The Murders in the Rue Morgue

Edgar Allan Poe

When I lived in Paris, during the spring and summer of 1830, I met a very smart man named Mr. C. Auguste Dupin. We soon became friends.

One evening, we read this in the paper:

EXTRAORDINARY MURDERS

This morning, at about three o'clock, a series of cries and shouts woke up the inhabitants of St. Roch. They came from the fourth story of a house in the Rue Morgue. The police and some neighbors broke down the door and entered. As they ran up the stairs, they heard the voices of two people. One was an angry Frenchman. They could not identify the nationality of the other man. They only said he had a strange voice. Suddenly, the sounds stopped.

The police went from room to room. In the last one, they found broken furniture. On a chair, there was a razor. On the floor, there were two bags with four thousand francs in gold. In the fireplace, there were two long sections of gray human hair. They found the body of Madame L'Espanaye's daughter up the chimney. The body of the old lady, Madame L'Espanaye, lay on the patio outside.

Four witnesses confirmed that there was nobody in the room when the police entered. The windows were closed from within. All doors were also closed. The chimneys were so narrow nobody could escape through them.

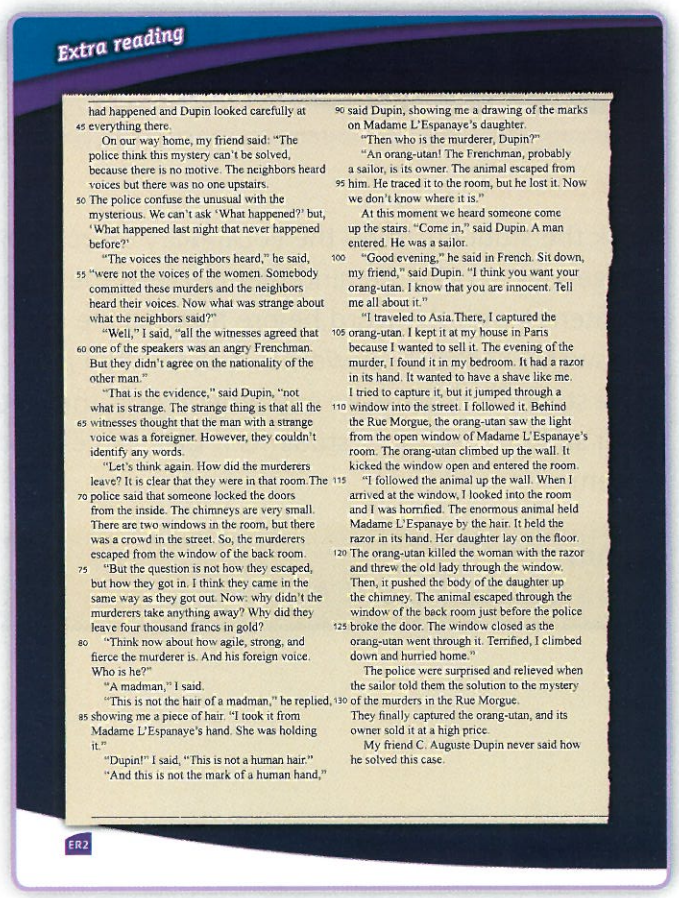
The police carefully searched every part of the house. For now, there are no clues.

Dupin was very interested in this murder, and he asked for my opinion. I said it was a mystery that couldn't be solved. "Let's go and see the house," said Dupin. "I know the Chief of Police. We will easily obtain permission."

Some hours later we were at the Rue Morgue. The house was a common Parisian house.

Before going in, Dupin examined the house and the whole neighborhood very attentively. Then, we went into the house and up the stairs. We entered the room where the murder

ER1



Extra reading

had happened and Dupin looked carefully at everything there.

On our way home, my friend said: "The police think this mystery can't be solved, because there is no motive. The neighbors heard voices but there was no one upstairs. The police confuse the unusual with the mysterious. We can't ask 'What happened?' but, 'What happened last night that never happened before?'

"The voices the neighbors heard," he said, "were not the voices of the women. Somebody committed these murders and the neighbors heard their voices. Now what was strange about what the neighbors said?"

"Well," I said, "all the witnesses agreed that one of the speakers was an angry Frenchman. But they didn't agree on the nationality of the other man."

"That is the evidence," said Dupin, "not what is strange. The strange thing is that all the witnesses thought that the man with a strange voice was a foreigner. However, they couldn't identify any words.

"Let's think again. How did the murderers leave? It is clear that they were in that room. The police said that someone locked the doors from the inside. The chimneys are very small. There are two windows in the room, but there was a crowd in the street. So, the murderers escaped from the window of the back room.

"But the question is not how they escaped, but how they got in. I think they came in the same way as they got out. Now: why didn't the murderers take anything away? Why did they leave four thousand francs in gold?

"Think now about how agile, strong, and fierce the murderer is. And his foreign voice. Who is he?"

"A madman," I said.

"This is not the hair of a madman," he replied, showing me a piece of hair. "I took it from Madame L'Espanaye's hand. She was holding it."

"Dupin!" I said, "This is not a human hair."

"And this is not the mark of a human hand," said Dupin, showing me a drawing of the marks on Madame L'Espanaye's daughter.

"Then who is the murderer, Dupin?"

"An orang-utan! The Frenchman, probably a sailor, is its owner. The animal escaped from him. He traced it to the room, but he lost it. Now we don't know where it is."

At this moment we heard someone come up the stairs. "Come in," said Dupin. A man entered. He was a sailor.

"Good evening," he said in French. Sit down, my friend," said Dupin. "I think you want your orang-utan. I know that you are innocent. Tell me all about it."

"I traveled to Asia. There, I captured the orang-utan. I kept it at my house in Paris because I wanted to sell it. The evening of the murder, I found it in my bedroom. It had a razor in its hand. It wanted to have a shave like me. I tried to capture it, but it jumped through a window into the street. I followed it. Behind the Rue Morgue, the orang-utan saw the light from the open window of Madame L'Espanaye's room. The orang-utan climbed up the wall. It kicked the window open and entered the room.

"I followed the animal up the wall. When I arrived at the window, I looked into the room and I was horrified. The enormous animal held Madame L'Espanaye by the hair. It held the razor in its hand. Her daughter lay on the floor. The orang-utan killed the woman with the razor and threw the old lady through the window. Then, it pushed the body of the daughter up the chimney. The animal escaped through the window of the back room just before the police broke the door. The window closed as the orang-utan went through it. Terrified, I climbed down and hurried home."

The police were surprised and relieved when the sailor told them the solution to the mystery of the murders in the Rue Morgue. They finally captured the orang-utan, and its owner sold it at a high price.

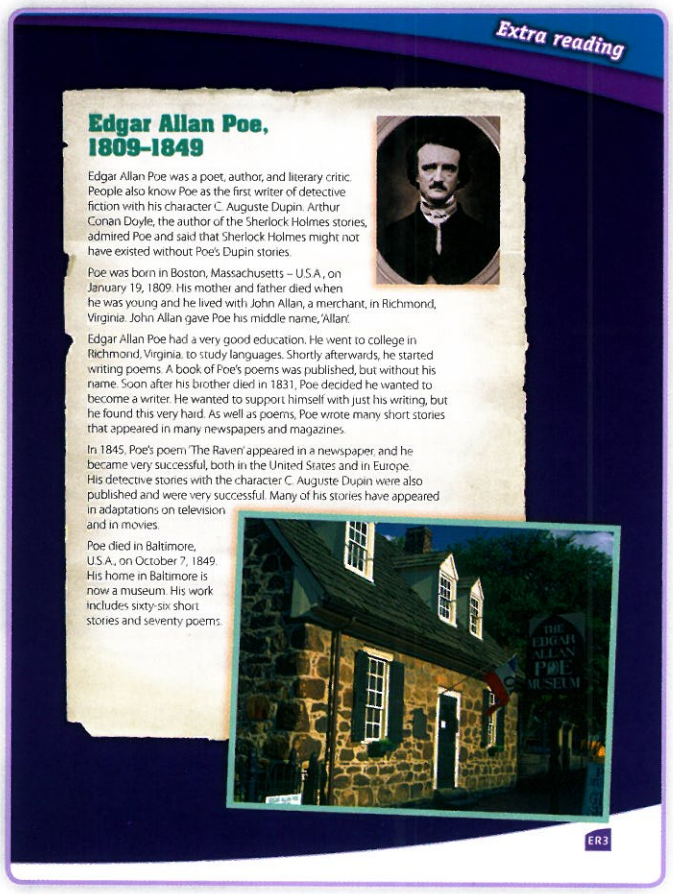
My friend C. Auguste Dupin never said how he solved this case.

ER2

Edgar Allan Poe

Ask *Who wrote this story? (Edgar Allan Poe)* Ask *Do you know anything about him?* If they don't, say *What questions do you want to ask about him?* Students work in small groups of three or four students and write five questions to ask, e.g., *Where was he born? When was he born? What else did he write? Did he go to college?* etc. Ask each group to give you two questions and write them on the board.

Then ask students to read the information about Poe on page ER3 and see how many questions they can answer.



Extra reading

Edgar Allan Poe, 1809–1849

Edgar Allan Poe was a poet, author, and literary critic. People also know Poe as the first writer of detective fiction with his character C. Auguste Dupin. Arthur Conan Doyle, the author of the Sherlock Holmes stories, admired Poe and said that Sherlock Holmes might not have existed without Poe's Dupin stories.

Poe was born in Boston, Massachusetts – U.S.A., on January 19, 1809. His mother and father died when he was young and he lived with John Allan, a merchant, in Richmond, Virginia. John Allan gave Poe his middle name, 'Allan'.

Edgar Allan Poe had a very good education. He went to college in Richmond, Virginia, to study languages. Shortly afterwards, he started writing poems. A book of Poe's poems was published, but without his name. Soon after his brother died in 1831, Poe decided he wanted to become a writer. He wanted to support himself with just his writing, but he found this very hard. As well as poems, Poe wrote many short stories that appeared in many newspapers and magazines.

In 1845, Poe's poem 'The Raven' appeared in a newspaper, and he became very successful, both in the United States and in Europe. His detective stories with the character C. Auguste Dupin were also published and were very successful. Many of his stories have appeared in adaptations on television and in movies.

Poe died in Baltimore, U.S.A., on October 7, 1849. His home in Baltimore is now a museum. His work includes sixty-six short stories and seventy poems.

THE EDGAR ALLAN POE MUSEUM

ER3

VOCABULARY

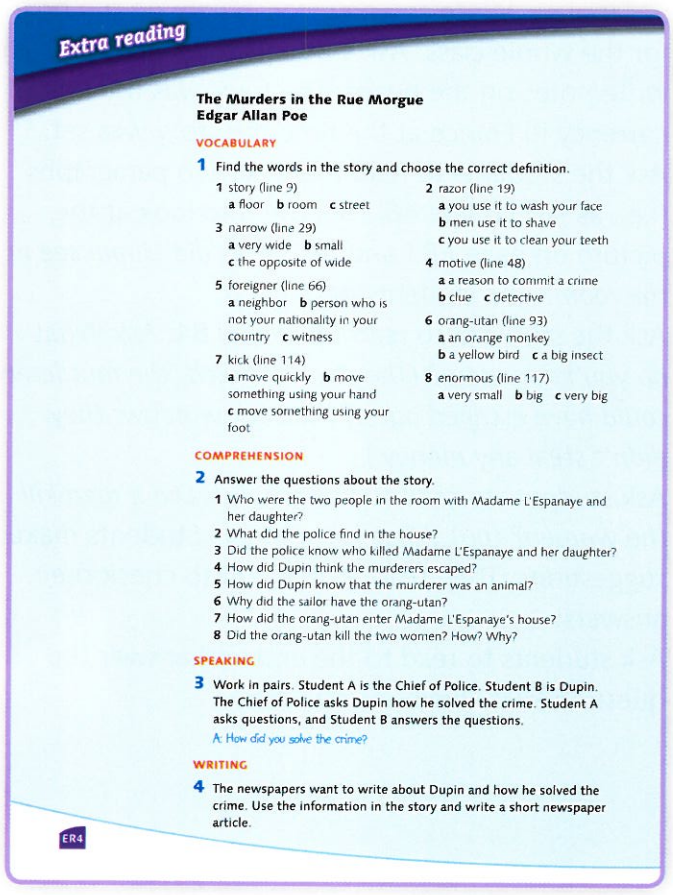
1 Ask the students to do the vocabulary exercise on page ER4 in pairs. Remind them to read the whole sentence with the word before they decide on the answer. Check the answers as a class. Then ask the students if there are any other words they are not sure of. Ask other students if they can explain them.

Answers
1 a **2** b **3** c **4** a **5** b **6** a **7** c **8** c

COMPREHENSION

2 Students answer the comprehension questions on page ER4 in pairs. Check answers as a class.

Answers
1 An angry Frenchman and a man with a strange voice were in the room. **2** The police found broken furniture, a razor, four thousand francs in gold, two long sections of gray human hair, and the body of Madame L'Espanaye's daughter (The body of Madame L'Espanaye was found outside the house, on the patio). **3** No, the police didn't know who killed Madame L'Espanaye and her daughter. **4** Dupin thought the murderers escaped from the window of the back room. **5** Dupin knew that the murderer was an animal because the hair he picked up was not human and the marks on Madame L'Espanaye's daughter were not made by a human hand. **6** The sailor had the orang-utan because he had captured it and wanted to sell it. **7** The orang-utan entered the house by climbing up the wall and opening the window. **8** The orang-utan killed the two women with the razor. (Students' own answers for the motive for the two murders)



Extra reading

The Murders in the Rue Morgue
Edgar Allan Poe

VOCABULARY

1 Find the words in the story and choose the correct definition.

1 story (line 9)
a floor b room c street

2 razor (line 19)
a you use it to wash your face
b men use it to shave
c you use it to clean your teeth

3 narrow (line 29)
a very wide b small
c the opposite of wide

4 motive (line 48)
a a reason to commit a crime
b clue c detective

5 foreigner (line 66)
a neighbor b person who is not your nationality in your country c witness

6 orang-utan (line 93)
a an orange monkey
b a yellow bird c a big insect

7 kick (line 114)
a move quickly b move something using your hand
c move something using your foot

8 enormous (line 117)
a very small b big c very big

COMPREHENSION

2 Answer the questions about the story.

1 Who were the two people in the room with Madame L'Espanaye and her daughter?
2 What did the police find in the house?
3 Did the police know who killed Madame L'Espanaye and her daughter?
4 How did Dupin think the murderers escaped?
5 How did Dupin know that the murderer was an animal?
6 Why did the sailor have the orang-utan?
7 How did the orang-utan enter Madame L'Espanaye's house?
8 Did the orang-utan kill the two women? How? Why?

SPEAKING

3 Work in pairs. Student A is the Chief of Police. Student B is Dupin. The Chief of Police asks Dupin how he solved the crime. Student A asks questions, and Student B answers the questions.

A: How did you solve the crime?

WRITING

4 The newspapers want to write about Dupin and how he solved the crime. Use the information in the story and write a short newspaper article.

ER4

SPEAKING

3 Discuss the story with the class. Ask *Do you think it's a horror story or a detective story? Was it an exciting story or a boring story? What did you like about it?*

Divide the class into two halves. One half is A and the other is B. The students in A are the Chief of Police. The students in B are Dupin. Ask the A group to work together and think of questions to ask Dupin. They should write eight to ten questions. The B group works together to explain exactly what Dupin saw and how he solved the crime.

Pair an A student with a B student. They role-play the characters. Monitor as they are speaking, helping if necessary. Don't correct grammar during the activity as the emphasis is on communication. However, take a note of any problem areas to discuss later in class.

Suggested answers

A: *How did you solve the crime?* **B:** I thought about what was strange. **A:** How did you know it was an orang-utan? **B:** The hair in Madame L'Espanaye's hand wasn't human.

WRITING

4 Confirm as a class how Dupin solved the murder. Ask different students to give a sentence each. Then read the instructions with the class. Ask them to look at the newspaper article on page ER1. Point to the words 'Extraordinary murders'. Tell them that this is a headline and that all newspaper articles have one. Ask them to think of a suitable one for their article, e.g., *Dupin solves crime; Dupin helps police*, etc. Write them on the board.

Students choose a headline and write the article. Monitor as they are writing, helping where necessary. Point out any errors and help the students to correct themselves. Choose students to read their articles to the class.

Answers

Students' own answers

Audioscripts

1.1

Hi Helia,
Thank you for your last e-mail. It's great that you like to play tennis, too. Maybe one day we can play together! You want to know about my family. Well, there are a lot of people in my family.
I have a brother. He is eight years old. His name is Mark.
My father has a brother. His name is David. He is my uncle. My uncle's wife is Linda. She's my aunt. Uncle David and Aunt Linda have two children, Amy and Ben. They are my cousins. Amy is nine years old. Ben is seven years old.
My mother has a sister. Her name is Victoria. She is my aunt. My aunt's husband is Timothy. He's my uncle. Aunt Victoria and Uncle Timothy have a son and a daughter, too. Their son is nine years old. His name is Andrew. Their daughter's name is Emma. She's five years old.
My grandma's name is Barbara and she's sixty-eight years old. My grandpa's name is Jack and he's seventy years old. They are my father's parents. Please tell me about your family. I'd love to see some pictures, too!
Best wishes,
Anna

1.2

Hi! I'm Harry. I'm twelve. My mother's name is Susan. My father's name is John. He's a pilot. My mother is thirty-two and my father is thirty-seven. I have a brother and a sister. My brother's name is Freddie. He's six years old. My sister's name is Ruby. She's eight. Bill is my grandpa. He's sixty-eight years old. His wife is Elsie. She's my grandma. She's sixty-two. They are very nice. I have two cousins: Oscar and Annabel. Oscar is seven and Annabel is five. Ian is their father. He's my mother's brother. He's a doctor. He's thirty-three. His wife is Marian. She's my aunt. She's twenty-nine.

1.3

Susan: My husband is thirty-seven years old. I have one brother, two sons, and one daughter. I'm Susan.
Ian: I'm thirty-three. I have a son and a daughter, two nephews, and one niece. I'm Ian.
Oscar: My father is a doctor. I have a sister and three cousins. I'm Oscar.
Freddie: I'm six. My grandpa is sixty-eight. My uncle is a doctor. I'm Freddie.

1.4

1 Elsie is Bill's wife.
2 Ruby is Harry's sister.
3 Oscar is Ian's son.

1.5

My name is Ivy. I'm going to tell you about my family. I am seventy-five years old. My husband's name is Fred. He's seventy-eight years old. We have one son and one daughter. Our son's name is George. His wife's name is Claire. They have two sons and a daughter. Our daughter's name is Louise. Her husband's name is Paul. They have a daughter. Her name is Ruby. So I have two grandsons and two granddaughters.

2.1

This is our new house. Let me show it to you. There is a kitchen, a living room, a bathroom, four bedrooms, and a garage.

1
This is the living room. There is an armchair, a couch and a small table. Those are my mother's magazines on the table. There is a television, too. There are pictures on the walls.

2
This is the yard. There are flowers, trees, and bushes. It is my favorite place.

3
This is my bedroom. That is my bed. There is a red-and-white comforter on the bed. There are white drapes. It's nice. There is a closet for my clothes. There is a desk in my room, too. Those are my schoolbooks on the shelf.

4
This is the kitchen. There is a table and six chairs. There is a stove and a refrigerator.

2.2

My name is Nina. I am in a class with my friends, Fatemeh, Neda, and Aila. We are students in the same English class at school. English is my favorite subject. Our teacher is Miss Soraya. She is very nice. Neda and Aila are very good at speaking in English, but their favorite English activities are reading and writing. Fatemeh and I are good at writing, but her favorite activity is doing projects. My favorite activity is grammar. Fatemeh's brother is at a different school. His favorite activities are doing projects and studying grammar.

3.1

A day in the life of a pilot

My name is Brad Ridley and I am a pilot. I fly planes from Chicago in the U.S.A. to São Paulo in Brazil. I fly at night. We don't stop on the way. I sleep during the day and I get up at about five o'clock in the afternoon. I get ready, put on my uniform, and have a meal. Then, I say good-bye to my family and take a cab to the airport. The cab journey takes about twenty minutes.

At the airport, I meet the copilot and the rest of the crew. The flight attendants prepare the plane for the passengers. They check the number of passengers. The copilot and I check the weather forecast very carefully. We board the plane and turn on the lights. We check all the controls. Then the passengers start to board the plane. The copilot tells the passengers to fasten their seat belts. Then the aircraft doors close and I start the engines. I travel to the runway for take-off. We're in the sky!

During the flight, we talk to the passengers and give them information about the journey. The flight attendants serve the passengers a meal and they can relax.

We land in São Paulo about eleven hours later. It's a quarter of five in the morning and time to go to bed!

3.2

1

My name is Robert. I enjoy my job a lot. I work in the day or at night. I work for eight hours every day. My job is very dangerous. I like it because I know I am helping people. Every day we check our fire engines and we try to do a lot of exercise. We have to be in very good shape. We use very heavy equipment and we have to work very quickly. In my job, I put out fires. In a car accident, we rescue people. I also go to schools to talk to the children. I tell the children that fire is very dangerous and I say 'Don't play with it!' I wear a uniform. I have a helmet and special pants and a jacket to protect me.

2

My name is Sally. I love my job because I think it is very interesting. I don't work at night. I work from 9 a.m. to 5:30 p.m. I have lunch from 12:30 to 1:30. I work in a laboratory with six other people. It is very quiet in the laboratory because we all work very hard. We wear white coats and masks. I use very special equipment to do my work. We do experiments on plants. We want to find the best plants to grow in our country. We want every plant to give us a lot of food. This work takes a long time to finish. We have to be very patient and we work very carefully. We write notes about all the experiments we do. Computers are very important in our work too.

3.3

/z/: arrives, has, loves, reads
/s/: starts, gets, talks, marks
/ɪz/: teaches, finishes, watches

4.1

Life at sea

My husband is a fisherman. Fishing is a very hard and dangerous job. My husband usually goes to sea for seven days. He usually travels about 150 kilometers. He always has five crew members. At sea, each member of the crew always works for three hours and then rests for three hours. They usually catch fish every three hours. They sometimes can't find any fish. Then they go to another area. They always clean the fish on board and then they put them on ice. They sell their fish at the fish market. At home, they often repair their nets and they always buy food and fuel.

Why is it dangerous? The weather is sometimes very bad. There are often storms. The wind often blows very hard and the waves are very high. The men work in good and bad weather. Boats sometimes get lost at sea. My husband doesn't usually sleep very well at sea. He always comes home very tired. In a storm, the sea is very rough and the crew can't sleep.

My husband loves the sea. He loves being in the boat and he enjoys the work, but he is always very happy to come home.

Our children always miss their father. He is often away on special days. I can't usually speak to him when he is at work. Cell phones never work out at sea!

4.2

Speaker 1: My name's Susan May. I love bungee jumping. It's scary when you jump, but I really enjoy it. I tell all my friends about it and they often come with me, too! I come bungee jumping every three months. I always look forward to it!

Speaker 2: Hi! I'm Mark Trump. I'm an auto racing driver. I race cars all over the world. I have a fantastic job because I love fast cars. It is sometimes very dangerous. We sometimes drive at over 300 kilometers an hour. I love it. It's very exciting to drive fast cars.

Speaker 3: Hello! I'm Peter Sims. I like mountain climbing. Mountain climbing is an awesome sport. I love arriving at the top of a mountain and looking at the world. Is it dangerous? Well, yes. It can be. But when I see the view from the top of the mountain, I always forget how hard it can be to get there.

5.1

Visit the Field Museum of National History

There are more than twenty-four million objects from all over the world in the Field Museum of Natural History. The museum keeps some of the objects in the storeroom. There isn't enough space in the galleries. The museum is open every day from nine o'clock in the morning to five o'clock in the afternoon. It's one of the biggest museums in the world!

As you enter the museum, you go into the Great Court. There is a restaurant and a cafe, a gift store, and learning center. In the learning center, you can do projects and learn about history.

There are some very famous objects in the galleries. Many people want to see the T-Rex skeleton, the Lions of Tsavo, and the many objects from Ancient Egypt. There is also a special underground walk. There is a lot to see and do at the museum. It can take many hours to see it all. But don't worry! The museum guides can help you. You can tell them what you are interested in and they can tell you the galleries to see. You can choose from Ancient Egypt, China, Planet Earth, and many more! There are also special exhibitions. These only last for a few months. The Field Museum is a special place. More than two million people visit the museum every year!

5.2

1 Are there any stores near your school?
2 Is there a library near your school?
3 Are there any hospitals in your town?

5.3

Hessam: So do you like modern buildings?
Mani: Yes, I do. There aren't any very modern buildings in our town. I prefer them to old buildings. What about you?
Hessam: No, I like old buildings. I like some new buildings but not many. I'm glad there aren't any buildings like these in our town.
Mani: Let's look at building number 1. Isn't it great? A modern building next to a very old building.
Hessam: No, it's horrible. I want to see the old building. I like old buildings.
Mani: I don't agree. I think it looks interesting. I really like the shape.
Hessam: What about building number 2?
Mani: I want to go to the top of it. It's very tall and I think you can get a good view from the top. I love the shape of it.
Hessam: It's ugly. I don't like the color or the shape.
Mani: I don't agree. I think it is beautiful. What about building number 3?
Hessam: It's enormous, isn't it? I don't like the shape or the material it is made out of. It looks like a spaceship! I don't want to go in it!
Mani: It is a modern building because it's a museum for modern art. I think it looks nice! I'd love to go inside it.
Mani: I really like number 4 as well. It looks very interesting and I like the different shapes. It looks great beside the sea, as well. I think it is a very intelligent design.
Hessam: But it is very tall. I think it is too big. Why do you like these modern buildings so much?
Mani: Because I want to be an architect and design buildings like these!

5.4

Amina: Here we are at the California Science Center. It is a very special building!
Sara: Yes, let's walk around the city after our visit to the museum.
Amina: Yes, let's do that. Now, what do you want to see first?
Sara: I want to see the astrolabes and the globes first.
Amina: Yes, I want to go to the cafe too. I'd like to have a glass of lemonade.
Sara: Yes, me too. Then we can look in the store. I want to buy a gift for my sister. She likes science very much.
Amina: Great! Let's start with the objects first!

6.1

The Ladies' Market

About seven million people live in Hong Kong, the major port and financial center in southeastern China. It is a very busy place. It is also very famous and lots of tourists go to Hong Kong. They want to see The Peak, which is the highest point on Hong Kong Island. There are lots of other sights in Hong Kong too, including the Clock Tower and the Ladies' Market. The Ladies' Market is more than forty years old. It is big and very famous. It is open every day from noon to midnight. There are more than one hundred stalls. You buy many different things there. People go there to buy clothes and accessories for women of all ages. They also buy furniture and bags. People can buy lots of different food, including many fruits and vegetables. It's a busy and colorful place. It's very interesting. Tourists like going there to buy souvenirs. They like traditional Chinese crafts.

Many visitors to the market want to rest during their time there. There are many small restaurants. They provide local food and drinks.

6.2

My name is Ming. I have a fruit and vegetable stall in the Ladies' Market. My father doesn't work with me now because he is too old, but my brother helps me in the stall.

Every day, I get up at five o'clock and I go to buy the fruit and vegetables. I open my stall at noon. Today, we have some cherries, some apples, some apricots, and some dates. We don't have any peaches or pears. We have some eggplants, some garlic, some tomatoes, and some potatoes. We don't have any beans or cauliflowers today.

The stall on the left sells things like eggs, rice, flour, honey, and bread. The stallkeeper doesn't sell cake or cookies, but he sells milk, coffee, and tea. The stallkeeper doesn't sell plants. The stallkeeper on the right is a butcher so he sells meat – beef, lamb, and chicken. He doesn't sell fish.

6.3

Mother: I need some things from the market. Can you write a list, please? Here's some paper and a pen.
Tala: Thank you. OK, what do you need?
Mother: I'd like some fruit: red apples.
Tala: How many do you want?
Mother: Four please, and half a kilo of apricots and some cherries. I also want some vegetables.
Tala: Can we have some potatoes? I'd like some French fries.
Mother: OK. I also want some green beans and a cauliflower, please.
Tala: All right. Do you need anything else?
Mother: Yes, I need some coffee. There isn't any left.
Tala: Oh, Dad likes to have a cup after work. How much do you want?
Mother: Can you buy two bags, please?
Tala: Do you need any meat?
Mother: No, thank you. I have some lamb for this evening. I think that's everything.

6.4

1 chickens **2** eggs **3** vegetables **4** tomatoes
5 potatoes **6** plums **7** cherries **8** apricots **9** boxes
10 pears **11** peaches **12** watches **13** cakes
14 flowers **15** plants

7.1

Why did dinosaurs disappear?

One hundred and forty million years ago, the Earth was very different. There weren't any people on the Earth. Everywhere was very warm. There were a lot of forests, plants, and dinosaurs. Scientists believe that some dinosaurs were one meter long and others were thirty meters long!

Dinosaurs were very strong. Then something happened. Suddenly, sixty-five million years ago, the dinosaurs disappeared. What happened to them?

Some scientists say that the dinosaurs disappeared because of a change in the climate. The temperature dropped and it was very cold. Some plants died. Plants were important to some dinosaurs because they were their food. Suddenly, there wasn't enough for them to eat, so the dinosaurs died.

Other scientists think that there were a lot of volcanoes that erupted on the Earth. Then, the Earth was very hot and gases from the volcanoes poisoned the air. The dinosaurs died.

Some other scientists say that an asteroid landed on the Earth. An asteroid is a large piece of rock which orbits the Sun. It caused a very big explosion. There were a lot of forest fires. There were dark clouds of dust and smoke which cooled the planet and caused a change in the climate. Plants died and it was very cold. Then the dinosaurs died.

So, what happened? Was it climate change, volcanoes or was there an asteroid? What do you think?

7.2

There were two kinds of dinosaurs. One kind liked to eat plants. The other kind liked to eat meat. The teeth of a meat-eating dinosaur were very sharp. I'm going to tell you about two dinosaurs today. The first

is the Argentinosaurus, which liked to eat plants, and the second is the Giganotosaurus, which liked to eat meat. They both lived in South America.
The Argentinosaurus was a very big dinosaur. It was thirty-five to forty meters long. That's the same as three buses together in a line. It was twenty-one meters tall and it weighed about 73,000 kilograms. It walked on four legs. Argentinosauruses didn't like to live alone. They lived with about twenty other dinosaurs. They liked to eat a lot of plants. They finished all the plants in one place and then they moved to another place. They always wanted to find more plants to eat. They were always hungry!
The Giganotosaurus was fourteen meters long and it was five and a half meters high. Its head was nearly two meters long. It weighed about 6,000 kilograms. It walked on two legs. Its brain was the size of an orange, so very small. It hunted for its food. It often ate other small dinosaurs.

7.3

1 liked **2** lived **3** hunted **4** weighed **5** chased
6 needed **7** wanted **8** walked **9** happened

8.1

Cave art
Prehistoric people lived in caves. That is why we sometimes call them "cavemen". They learned to make tools from rocks about two million years ago. They learned to use fire about one million years ago. They painted their first pictures 42,000 years ago. These paintings are in caves in France. They are about 17,000 years old. In 1940, some children played a game with a soccer ball in a field. Suddenly, the ball rolled into a hole. The children looked for the ball. At the bottom of the hole, there was a cave with these paintings.
In these paintings, you can see big animals like elephants, horses, and bulls. Prehistoric people used these big animals for food and clothes. Why did they paint them? We don't know. Some people think that they wanted to decorate their caves. Some people think that they didn't speak a language. They talked to each other with their drawings.
Prehistoric people used berries, roots, leaves, and charcoal to draw the pictures. They painted with their fingers, or with brushes made from twigs, fur, or feathers.
Many years ago, people visited the caves to see the paintings. Now, they are closed. People needed lights to see the paintings and these lights damaged the paintings. Now, only scientists can see the paintings. They are very special and we need to protect them.

8.2

Prehistoric cave art in northern Spain
And here we are, in the famous Altamira Cave in northern Spain. Prehistoric people painted these bison, deer, and horses between 25,000 and 35,000 years ago. The people only used three colors to paint the pictures: yellow, red, and black. They also painted men, hands, and some signs. Some time ago, it was possible to visit the cave, but scientists discovered that visitors breathed carbon dioxide and it damaged the paintings. Now, only 160 people can visit the cave every week.
On July 17, 2001, the King of Spain opened the Altamira Museum. The museum has a perfect copy of the original paintings in the cave. Scientists created the paintings using computers. The copy of the paintings in the cave was a great success: 200,000 people visited the museum in the first four months.

8.3

Speaker 1: Hello, I come from England. I'm English and I speak English. England is in Europe. The capital is London. Our flag is red and white.
Speaker 2: Hi, I come from Mexico. I'm Mexican. I speak Spanish. Mexico is in South America. The capital is Mexico City. Our flag is white, green, and red.
Speaker 3: Hello, I'm from China. I'm Chinese. I speak Chinese. China is in Asia. The capital is Beijing. Our flag is red and yellow.
Speaker 4: Hi, I'm from Canada. I'm Canadian. I speak French and English. Canada is in North America. The capital is Ottawa. Our flag is red and white.
Speaker 5: Hi, I'm from Australia. I'm Australian. I speak English. Australia is in Australasia. The capital is Canberra. Our flag is red, white, and blue.

8.4

The Dinosaur Museum
This week there are a lot of special things to see and do in the Dinosaur Museum. The museum is twenty-five years old so we are celebrating.
We have a new dinosaur. It's called Ashdown Maniraptoran because Ashdown is the town where they discovered it. It's very small. It lived 100 to 145 million years ago. It weighed 200 grams. It was thirty centimeters long.
On Wednesday and Friday this week, there are talks about all the dinosaurs in the museum. You can ask our scientist lots of questions. What do you want to know? What did dinosaurs eat? Where did they live? Talk 1 is on Wednesday at eleven o'clock. It is about plant-eating dinosaurs. They only liked to eat plants.

On Friday is Talk 2. Talk 2 is about meat-eating dinosaurs. They only liked to eat meat. They liked to eat other dinosaurs! It is at three o'clock in the afternoon. Call the museum to book a seat. The number is 2536649.
After the talks, you can get a form for our competition. You write answers to our questions. The first prize is a big toy dinosaur.
We hope to see you soon!

9.1

One author, two detectives

Agatha Christie was born in 1890. She died in 1976. She didn't go to school. Her parents taught her at home. She wrote eighty detective stories. Her main characters were Hercule Poirot and Miss Marple. They were both very smart, but they were different.
Hercule Poirot was a detective from Belgium. He moved to London and he often helped the police solve crimes. He always said he used his 'little gray cells'. That meant that he used his brain. He thought very carefully about the crimes and then he solved them. Poirot always wore a very stylish suit and a hat. He carried a walking stick. He had a mustache. Poirot had a friend named Captain Hastings. He helped Poirot solve the crimes. He also had a secretary, Miss Lemon. She was very efficient, and Poirot thought she was a very good secretary.
Miss Marple was an old woman. She lived in a small English village. She always watched people very carefully. She saw things that nobody else saw. She always looked very neat and tidy. She often wore a tweed skirt and jacket, and she carried a purse. She liked gardening and knitting. She often went to visit friends. Miss Marple's friends asked her to help them when there was a problem. The police thought Miss Marple was a little silly. They didn't want to listen to her. But she always found the criminal because she was logical. Then the police were very happy.

9.2

I'm going to tell you about another famous author. He wrote detective stories, like Agatha Christie. His name was Arthur Conan Doyle. That's D-O-Y-L-E. Doyle.
Arthur Conan Doyle was born in Scotland in 1859. He died in 1930. He had nine brothers and sisters. From 1876 to 1881 he went to Edinburgh University to study Medicine. He became a doctor in 1882. Conan Doyle also enjoyed playing sport. He played soccer, cricket, and golf.
As well as sport, he enjoyed writing. He finished his first book in 1887. The story was called 'A Study in Scarlet', and Conan Doyle introduced his readers to a very smart detective, Sherlock Holmes. That's spelled H-O-L-M-E-S. Conan Doyle wrote fifty-six short stories and four novels about Sherlock Holmes.
What was Sherlock Holmes like? He was very intelligent. He used logic to solve crimes. He looked carefully at all the clues. He thought about the information very carefully. He usually wore a large coat and a tweed hat. Holmes had an assistant. His name was Dr. Watson. They helped the police and so they always found the criminal. In some stories, Holmes dressed up in different clothes so that nobody knew who he was. He often found new clues in that way.
Holmes lived at 221B Baker Street in London and there is now a museum there.

10.1

Oliver Twist

Charles Dickens was a British writer. He lived in London. He wrote thirty-four books. One of his books is called *Oliver Twist*. It is a very famous story. It takes place in 1830.
Oliver Twist had no parents. He lived in a workhouse with a lot of other poor children. They didn't have very much food. The people who took care of the children were not kind. They were cruel. One day, Oliver decided to run away to London.
London was a very dangerous place in 1830. Oliver met another young boy. His name was Dodger. He seemed very friendly. Dodger introduced Oliver to a man named Fagin. Fagin gave him food and somewhere to sleep. Fagin was funny, and Oliver laughed a lot. He felt happy. But Fagin wanted Oliver to help Dodger and the other boys steal from rich people. Oliver knew this was wrong. He knew Fagin was dishonest.
One day, Oliver went out with Dodger and another boy. Dodger stole some money from a man named Mr. Brownlow and then ran away. Oliver didn't run away. The police wanted to arrest him. Fortunately, another man saw what happened. This man told the police that Oliver was innocent. Mr. Brownlow felt sorry for Oliver. Oliver looked very sad so Mr. Brownlow took him home. He took care of Oliver. Mr. Brownlow was very kind. He gave Oliver some new clothes. He taught him to read. He gave him food. Oliver had a nice bedroom to sleep in for the first time in his life.
Unfortunately, this was not the end of the story. Fagin and his friend, Bill, wanted Oliver back.

10.2

Why did Bill Sikes want Oliver back? He was a very bad man. He wanted Oliver to climb through a window in a house. Then he wanted Oliver to open the door. Next, Bill wanted to go into the house and

take some valuable things. But did Bill get Oliver back? Yes, he did. Bill had a friend. Her name was Nancy. Nancy was scared of Bill. He told Nancy to get Oliver. Oliver liked Nancy. She was kind to him. One day, Oliver went to the bookstore for Mr. Brownlow. He was very happy. Nancy saw him. She spoke to him. Oliver was glad to see her. They walked down the road together, but Bill hid down a small road. He grabbed Oliver. He picked him up and ran away with him.
Bill Sikes pushed Oliver through the window. Oliver wasn't happy. The people in the house heard Oliver. They came downstairs. Oliver climbed out of the window. Bill picked him up and ran away. The people in the house chased them, so Bill dropped Oliver. He banged his head. It was dark, so the people from the house didn't see Oliver.
The next morning, Oliver woke up. He had blood on his head. He got up and walked to the house. He knocked on the door and a young woman opened the door. Her name was Rose. Oliver told Rose what happened. Then Nancy came to the house. She told Rose that Oliver was in danger. Bill Sikes wanted him back again. Rose took Oliver to Mr. Brownlow's house. They needed Mr. Brownlow's help. Mr. Brownlow told the police about Bill Sikes, so the police caught him. Oliver was safe. Then Oliver found out that Rose was his mother's sister. He had a family at last. He was very, very happy!

11.1

Vacation postcards

Hi Brian,
We're having a great vacation in the Canadian Rockies. We're camping on a cowboy ranch. It's awesome! Today, Dad and I are mountain biking. We're having a rest right now. It's very tiring, but it's great fun. The guide is cooking us some lunch on a barbecue. We're having steak. I'm very hungry! The scenery is fantastic. Some eagles are flying over the mountains. I think they are looking for food.
Tony is going horseback riding today. He loves horses. Mom and Jill are visiting a wildlife park. Jill is hoping to see lots of different animals. I'm sure she is taking a lot of pictures.
The guide is calling us. Lunch is ready!
See you soon.
Pete

Hi Tom,
We're having a wonderful vacation by the Caspian coast in Iran. We're staying in a nice hotel near the sea. This morning, Dad, Sam, and I are sea kayaking. I'm sitting on the beach right now. I'm having a rest. Sea kayaking is tiring! Sam is playing soccer with some of the other boys. They're not running very quickly. I think they are feeling tired too. Dad is swimming in the sea. The sun is shining and the sea is warm!
Mom and Sally are beginning a scuba diving course today. They are scuba diving for five days! I'm sure they are doing very well. They get a certificate at the end of the course.
I hope you are having fun!
See you soon.
Matthew

11.2

Sam: Hi, Ben! How are you?
Ben: Sam? I thought you were on vacation. Where are you calling from?
Sam: I'm having an adventure vacation in New Zealand. It's fantastic!
Ben: What are you doing?
Sam: Right now, I'm lying under a tree. I'm resting because we are cycling up a mountain. We are enjoying the wonderful weather: the sun's shining! There are no clouds in the sky! What's the weather like back home?
Ben: Not great! It's raining! I am sitting in my bedroom and playing on my computer. We are not playing soccer today. Where's the rest of your family? What are they doing? Are they enjoying the vacation?
Sam: Yes. Dad is on the beach with my mother and my younger brother and sister. Dad is sunbathing. He's watching Dan. Dan's swimming in the sea. Mom's reading her book and having a rest. Anna's building sandcastles.
Ben: Where's Tom? Is he mountain biking with you?
Sam: No, he isn't. He's with my uncle and my cousin. They're white-water rafting today. By the way, what's Tony doing?
Ben: He's watching a movie in the living room.
Sam: Oh! The group leader is calling us. I'm coming! Bye, Ben! See you next week!

12.1

The rules of the game

Soccer and tennis are both very popular sports and people play them all over the world. What are the rules? Are they the same now as they were when people first played them?
Two hundred and fifty million people play soccer in more than 200 countries. Before 1863, not everyone played the game with the same rules. Some people picked the ball up and ran with it. In 1863, there were new rules and these rules are used now. Each

team has to have eleven players. You play soccer on a field. The field has to be about 110 meters long and ninety meters wide. One player on each team has to stand in the goal. This player is the goalkeeper. The goalkeeper can pick the ball up and throw or kick it to the players on his team. Soccer players have to kick the ball to the other players. They can't touch the ball with their hands. The referee watches the game. He makes sure players follow the rules.

People began playing tennis a long time ago. First, they hit the ball with their hands. Then they used gloves. Finally, they used rackets. The first tennis balls were wooden and then leather. Now we use rubber balls. You have to play tennis on a court with a net. The court is 23.7 meters long and twelve meters wide. You have to have an umpire. The umpire decides if a player wins a point. You have to hit the ball over the net with a racket. You have to hit the ball inside the lines. You can't throw the ball.

12.2

Interviewer: Hello. Today I'm at a school in the city, and I'm interviewing two teenagers about their free time. Are they always busy? Do they have a lot of hobbies? First we have Taha. Hello, Taha.

Taha: Hi!

Interviewer: First of all, Taha, do you play any sports?

Taha: Yes, I love sport. I play soccer for the school team, and I also swim and play tennis.

Interviewer: Good, and what about other hobbies, or do you watch a lot of television?

Taha: Oh no, I don't watch a lot of television ... maybe a few hours a week. I don't have time. I like reading, and I read about two books every week. I go to the library every Wednesday. I play chess with a friend once or twice a week, and I also collect badges.

Interviewer: Badges? Where do you get those from?

Taha: Every time I go somewhere, I buy a badge. I pin them on a long piece of material. Then I number them and write about them in my 'badge book'.

Interviewer: And how many badges do you have?

Taha: I have nearly one hundred badges.

Interviewer: Wow, that's a lot! You're obviously very busy! And here we have Mana. Hello, Mana.

Mana: Hi!

Interviewer: And what about you? Do you play any sports?

Mana: Oh, yes. I play volleyball and tennis. I also like ping-pong.

Interviewer: And how much television do you watch?

Mana: Not very much. There are a few TV shows I really like so maybe two hours in the week and two hours on the weekend.

Interviewer: OK, and do you have any hobbies?

Mana: Yes, I collect stamps.

Interviewer: Where do you get stamps from?

Mana: Well, I have three pen pals. They always send me stamps. My family and my friends give them to me as well.

Interviewer: Do you have any favorite stamps?

Mana: Yes, I like stamps with pictures of animals on them. I have lots of them.

Interviewer: And how many stamps do you have?

Mana: Mmm, I think I have about five hundred.

Interviewer: Wow, that's a big collection. Do you like writing to your pen pals?

Mana: Yes, I do. I learn a lot about different countries. We e-mail each other once or twice a week.

Interviewer: Do you have any other hobbies?

Mana: Yes, I like making cake. I make them for my family and friends. Here's a piece of cake for you. I made it this morning.

Interviewer: Mmm, lemon cake. Delicious! As you can see, these teenagers keep themselves very busy!

13.1

The solar system

In the solar system, there are eight planets and a huge star – the Sun. All the planets travel around the Sun. From space, the Earth looks like a blue and white planet. It looks blue because about seventy percent of the Earth is covered in water. The white parts are clouds.

We can live on the Earth because there is air all around it. This air lets us breathe. The Sun gives us heat and light. The Sun is very bright and it takes just over eight minutes for the light to reach the Earth. But you can't look at the Sun, even with sunglasses. You will hurt your eyes.

When night time comes, you won't see the Sun. You will see the Moon and the stars. The Moon goes around the Earth once a month. We only see one side of the Moon. You can only see the other side of the Moon from a spacecraft!

The stars are in the Milky Way galaxy and our solar system is part of that galaxy. The Sun is one of billions of stars in the galaxy. What will you need to study the stars? You will need a telescope. But your telescope won't be strong enough to see far into space. In 1990, scientists created the Hubble telescope and sent it into space. It is large and powerful and it sends us many pictures of space.

13.2

Interviewer: Good morning, Professor Gray. We're looking forward to hearing all about the Hubble telescope this morning. My first question is, when did the telescope first go into space and how did it get there?
Professor: The space shuttle Discovery took it into space on April 24, 1990.
Interviewer: And how long will it stay in space?
Professor: It will stay there at least until 2020. We hope there won't be any problems with it in that time.
Interviewer: Yes, I'm sure. Is it correct that it travels around the Earth?
Professor: Yes, that's right. It travels around the Earth at eight kilometers per second. So, it travels 480 kilometers every minute.
Interviewer: And how far in space is the telescope?
Professor: It is 568 kilometers above the Earth.
Interviewer: How big is the telescope?
Professor: It's about thirteen meters wide and about four meters long. It weighs 11,113 kilograms.
Interviewer: Wow! And how much did it cost?
Professor: It cost 1.5 billion dollars.
Interviewer: That's expensive!
Professor: Yes, but it will give us a lot of information about space. Every week, it sends important information and some fascinating pictures.
Interviewer: How can it stay up in space? How does it get its energy to work?
Professor: It has two large solar panels on it. It gets all its energy from the Sun.
Interviewer: Thank you very much for talking to us today, Professor Gray.

13.3

1 I'll go to school. **2** I eat fruit. **3** I use a telescope.
4 I'll wear sneakers. **5** I'll make cupcakes.

13.4

1 the Moon **2** stars **3** space shuttle **4** telescope
5 planets **6** heat and light **7** a galaxy

14.1

The eight planets

In our solar system, there are eight planets. They all orbit the Sun in a counter-clockwise direction.
Mercury is the closest planet to the Sun, but it is not the hottest. It looks a little like our moon. Astronomers didn't think there was any water on Mercury, but now they can see ice on it.
Mercury is closer to the Sun than Venus, but Venus is the hottest planet. It is over 400 degrees celsius. It is also the brightest planet and you can see it without a telescope.
The Earth is between Venus and Mars. Mars is colder than Mercury and Venus, but it is not the coldest planet. Mars has the largest volcano in our solar system. Its name is Olympus Mons and it is twenty-seven kilometers high and eighty-one kilometers wide. The largest volcano on Earth is nine kilometers high.
Jupiter is 318 times heavier than the Earth. It is the biggest planet. Jupiter has the shortest day of all the planets. A day on Jupiter lasts nine hours and fifty-five minutes.
Saturn is smaller than Jupiter, but it is the second biggest planet. It is also the lightest planet. Uranus is smaller than Saturn and Jupiter, but it is bigger than the other planets. Neptune is smaller than Uranus, but it is heavier. It is the farthest from the Sun, and it is the coldest planet (-201°C). Neptune is also the slowest to orbit the Sun. It takes Neptune 165 years to orbit the Sun.

14.2

Ahmad: Did you do your homework last night?
Reza: Yes. Which planet did you find out about?
Ahmad: I wrote about Mars. Which planet did you write about?
Reza: I started to write about Jupiter, the biggest planet, but I changed my mind. I wrote about Saturn.
Ahmad: And what interesting facts did you find out about Saturn?
Reza: Well, you know Saturn is the lightest planet? They say if you have a huge bathtub full of water and put Saturn in it, it will float!
Ahmad: Wow! That has to be a BIG bathtub. What else did you find out?
Reza: Saturn has rings around it. The rings are millions of pieces of ice or rock and ice. They orbit the planet.
Ahmad: Do they know how many rings there are?

Reza: Not exactly. But the spacecraft Voyager went there in 1980. It discovered that there were at least 10,000 thin rings. They took some amazing pictures.
Ahmad: I'd love to go into space.
Reza: Me too. What did you find out about Mars?
Ahmad: Well, it's called the red planet. It's red because it's covered in sand with iron and oxygen in it.
Reza: Oh, like our rust?
Ahmad: Yes. When oxygen touches something made of iron, it goes rusty and a kind of red-brown color.
Reza: What else did you find out?
Ahmad: There was water on Mars millions of years ago. We know this because there are valleys on Mars. Water made the valleys. The valleys are huge. They are bigger than any valleys on the Earth. Now the atmosphere is different, so there is very little water.
Reza: I think we'll both get very good grades for our homework!

14.3

Ahmad: There was water on Mars millions of years ago. We know this because there are valleys on Mars. Water made the valleys. The valleys are huge. They are bigger than any valleys on the Earth. Now the atmosphere is different, so there is very little water.

15.1

How to slow down global warming

We can live on the Earth because of the gases in the atmosphere. These gases stop the heat from the Sun leaving the Earth. Without these gases, everything on the Earth would freeze. One of these gases is carbon dioxide.

Many machines produce carbon dioxide. When there is too much carbon dioxide in the atmosphere, the Earth's temperature increases. This warming of the Earth's temperature is called "global warming". Global warming affects the climate of the Earth. A tornado, a hurricane, a thunderstorm, rainy, hot, and cold weather are all part of the climate. As the atmosphere warms up, the weather becomes more violent. Hurricanes become very powerful in the Atlantic, the Pacific, and the Indian Oceans. Floods and droughts become more common. The ice from glaciers in the North and South Poles melts and sea levels rise.

We need to slow down global warming. Here are some simple things we can do:

- Walk or take the bus to school. Don't travel by car.
- Recycle paper, glass, plastic, and aluminum.
- Turn off the water while you brush your teeth.
- Turn off the lights, heating, air-conditioning, television, and computers when you are not using them. Don't leave a television on standby.
- Plant trees or start a vegetable garden.
- Wear cool clothes in the summer and turn down the air-conditioning. In the winter, wear warm clothes and turn down the heating.

15.2

Phil: Global warming is a big problem. But what can we do about it?
Betty: We can do a lot! For example: Get up at six o'clock instead of six thirty and walk to school. Or take the bus. Don't travel by car.
Phil: Some people won't want to do that! What else?
Betty: Take a shower. Don't take a bath.
Phil: And turn off the water while you brush your teeth.
Betty: And don't throw away paper or plastic!
Phil: That's right! Recycle them! Save the planet!

15.3

Polly: Hi, Susan! I want to join an after-school club. What do you do after school?
Susan: Hi, Polly! I'm a member of the school ecology club.
Polly: What is the school ecology club?
Susan: It helps young people to take care of the environment.
Polly: And what do you do?
Susan: We do different projects to help save the Earth from global warming. You know that climate change is a big problem for us all. In our club, we find out about keeping our oceans clean, about water conservation, and pollution prevention, about global warming, and energy conservation. Why don't you join us?
Polly: I don't know. What's your project?
Susan: I want everyone in our school to start recycling.
Polly: Really? How?
Susan: Well, first, I'll explain to my classmates why recycling is good, and I'll show them how to recycle. Then, we'll talk to our teachers, to the principal, and to our parents about recycling. Next, we'll put a recycling center in the school.
Polly: What will you recycle?

Susan: Well, paper is the main thing. We waste a lot of paper in schools. Then we can have a box to put used batteries in. They can all be recycled. And finally I thought about the canteen. We waste a lot of food, but it can be recycled.
Polly: Really? How?
Susan: They put it in a special machine to grind it all up. They add water and mix it up. They make it into fertilizer. Farmers put it on crops to help them grow.
Polly: That sounds really interesting!
Susan: Good! Why don't you join us?
Polly: I think I will.

15.4

Susan: We do different projects to help save the Earth from global warming. You know that climate change is a big problem for us all. In our club, we find out about keeping our oceans clean, about water conservation and pollution prevention, about global warming and energy conservation.

15.5

Make a plant pot

Find a two-liter plastic bottle.
Remove the label from the bottle. Save the top!
Wash the bottle and top.
Cut the bottle close to the bottom.
Put potting soil in the base of the bottle.
Plant a few seeds in the potting soil.
Water the seeds.
Put the top on the bottle.
Cover the base with the top of the bottle.
Place it in a sunny spot and watch your seeds grow.

16.1

Our changing climate

The gases in the atmosphere around the Earth are called greenhouse gases because they work in the same way as a greenhouse. The windows of a greenhouse keep the heat inside the greenhouse, and the atmosphere keeps the heat on the Earth. Imagine that you leave the greenhouse door open all night. The plants might be damaged because the atmosphere inside the greenhouse changes.
We change the atmosphere around the Earth when we burn coal, oil, gas, and wood. The extra carbon dioxide in the atmosphere causes global warming. This is changing our weather. There might be more storms, floods, and droughts in the future. There are already unusual weather conditions in different parts of the world. In the future, some parts of the world will have more hurricanes. Other parts will have more rainfall. There are already terrible droughts in some countries. Scientists believe this will get worse with global warming.
The ice at the North and South Poles is also melting. That means that the level of the sea will get higher and higher. More countries might have floods. Some scientists think the changes at the North and South Poles might cause more earthquakes. Then there will be more terrible tsunamis.
With changes in the weather, farmers won't produce as much food as before. Then, we will have a problem feeding all the people in the world.
We have to do something now!

16.2

And here's the weather report around the world for today, Thursday and Friday. In Abu Dhabi, the United Arab Emirates, it will be very hot and sunny. Today the temperature will be forty-one degrees celsius, but it will rise to forty-seven degrees on Thursday and go down slightly to forty-six degrees on Friday. So you can expect hot and sunny weather for the rest of the week with no rain at all.
In Paris, France, it's eighteen degrees today. It's cloudy and there might be some showers later. Tomorrow will be the warmest day with a temperature of twenty-three degrees. There will be a few clouds, but you will see some sun. However, on Friday it will be eighteen degrees again. It will be cloudy, but it probably won't rain.
In New Delhi, India, it's very cloudy today with a temperature of twenty-nine degrees. It will get hotter over the next two days with temperatures of thirty-two and thirty-three degrees. However, this is not good news as there will be thunderstorms most of the day on Thursday and some on Friday. There will be heavy rain on Thursday and there might be some floods. There will be lightning as well. By Friday afternoon, it will be cloudy and warm.
In Wellington, New Zealand, it's winter and it's not warm. Today, the temperature is ten degrees and it's raining. That means that it will probably snow on the mountains. The roads will also be icy so drivers need to take care. On Thursday, it might be slightly warmer – twelve degrees – but it will be cloudy. Then on Friday, it will get colder. It will be a maximum of six degrees and it will rain.

16.3

Whether the weather be fine
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not.

Workbook answer key

INITIAL TEST

Exercise 1
1 a **2** c **3** c **4** b **5** a **6** b **7** c **8** a
9 c **10** b **11** b **12** c **13** a **14** b
15 a **16** c **17** b **18** b **19** c **20** a

Exercise 2
1 yellow **2** red **3** orange **4** white
5 blue

Exercise 3
1 book **2** notebook **3** desk
4 computer **5** pencil

Exercise 4
1 is **2** has **3** lives **4** is **5** is
6 works **7** is **8** are **9** am
10 have

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

Exercise 6
1 Can a fish swim? Yes, it can.
2 Can a rabbit fly? No, it can't.
3 Can birds walk? Yes, they can.
4 Can horses jump? Yes, they can.
5 Can a cat hop? No, it can't.

MODULE 1

UNIT 1

Exercise 1
1 *am*, *am*, *am not* **2** is, is not
3 is, is not **4** is, is not **5** is, is not
6 are, are not

Exercise 2
1 *has* **2** *is* **3** have **4** is **5** has
6 is **7** has **8** is **9** have **10** are
11 have **12** are **13** have **14** are

Exercise 3
1 *Ella's brothers are Oliver and Martin.*
2 Dan's sons are Lewis and Alex.
3 Harry and Anna's cousins are Ella, Oliver, and Martin.
4 Martin's grandparents are Dan and Ruby.
5 Harry's parents are Lewis and Clara.
6 Lewis's nephews are Oliver and Martin.
7 Clara's niece is Ella.
8 Ruby's granddaughters are Ella and Anna.

Exercise 4
1 *How old are you?*
2 Is your brother twenty?
3 How many sisters do you have?
4 What's your uncle's name?
5 How many daughters does your grandma have?

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

Exercise 6
Students' own answers

Exercise 7

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

1 *grandma* **2** uncle **3** aunt
4 grandpa **5** niece **6** nephew
7 cousins **8** parents **9** wife
10 husband

Exercise 8
1 b **2** c **3** d **4** a

Exercise 9
1 *Sam* **2** Molly **3** Elena **4** Jenny

Exercise 11
1 *True*
2 False. Leili has one sister and one brother.
3 True
4 False. Nader has two grandsons.
5 True
6 False. Leili doesn't have a husband.
7 True
8 False. Reza has two nephews.
9 True
10 False. Reza is his uncle.

Exercise 12
1 *What* **2** have **3** many **4** old
5 his **6** Who **7** Where **8** Does

Exercise 13
Students' own answers

Exercise 14
1 a and b **2** b and c **3** a and c
4 a and b

Exercise 15
Students' own answers

UNIT 2

Exercise 1

1 *bedroom* **2** bed **3** carpet
4 clock **5** closet **6** bookshelves
7 yard **8** flowers **9** favorite

Exercise 2

1 *What color are the drapes?*
The drapes are blue.
2 What is next to her bed?
There is a small white cabinet next to her bed.
3 Where is the mirror?
The mirror is next to the closet.
4 How many bookshelves are there in her bedroom?
There are two bookshelves in her bedroom.
5 What is Sally's favorite place?
Sally's favorite place is her bedroom.

Exercise 3

1 *an* **2** a **3** an **4** a **5** an

Exercise 4

1 *There is a table and six chairs in the dining room.*
2 There is a stove and a refrigerator in the kitchen.
3 There are some flowers and trees in the yard.
4 There is a television and a couch in the living room.
5 There is a closet and a bed in the bedroom.

Exercise 5

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

1 *bookshelf* **2** backpack **3** case
4 ruler **5** television **6** computer
7 board **8** desk **9** chair

Exercise 6

1 *reading*
2 using the dictionary
3 speaking
4 doing projects
5 listening to the CD

Exercise 7

1 *We* **2** our **3** I **4** their **5** my
6 She **7** her **8** their **9** They
10 He **11** his **12** your

Exercise 8

1 *I can't play tennis.*
2 My father can drive a car.
3 My little brother can't throw a ball far.
4 I can't speak Arabic or German.
5 My friend Zahra can count to one hundred in English.
6 My grandma can use a computer.
7 We can say the alphabet in English.
8 My brother can't swim one hundred meters.

Exercise 9

1 *swim, but he can't play tennis.*
2 draw, but he can't sew.
3 can play chess and run fast.
4 can swim and play tennis.
5 can't draw, but they can sew.
6 can't play chess, but they can run fast.

Exercise 10

1 *Can you understand Chinese?*
Yes, I can./No, I can't.
2 Can you spell your name?
Yes, I can.
3 Can your brother play tennis?
Yes, he can./No, he can't.
4 Can your teacher swim?
Yes, he/she can./No, he/she can't.
5 Can your father fly a plane?
Yes, he can./No, he can't.
6 Can your friends play soccer?
Yes, they can./No, they can't.
7 Can you speak Spanish?
Yes, I can./No, I can't.
8 Can you write Russian?
Yes, I can./No, I can't.

Exercise 11

1 golf **2** tennis **3** basketball
4 running **5** swimming **6** soccer

Exercise 12

Students' own answers

Exercises 13 and 14

Students' own answers

MODULE 2

UNIT 3

Exercise 1

3, 5, 2, *1*, 4

Exercise 2

1 *He gets up at seven thirty.*
2 He has a glass of milk and lots of hot toast and jam for breakfast.
3 He walks to school.
4 School starts at 8:35 a.m.
5 He plays soccer at recess and after lunch.
6 He eats lunch in the school canteen.
7 He plays chess on Thursdays.
8 He does his homework before dinner.

Exercise 3

1 *a* **2** a **3** b **4** b

Exercise 4

1 *A veterinarian takes care of sick animals.*
2 A chef cooks delicious food.
3 A firefighter puts out fires.
4 A farmer grows food.
5 A mail carrier delivers letters.
6 A server serves you in a restaurant.

Exercise 5

1 *No, they don't. They do experiments in a laboratory.*
2 No, they don't. Firefighters wear special uniforms and helmets.
3 A builder doesn't drive people to the airport. A builder builds things.
4 A cleaner doesn't work outside. A cleaner works inside.
5 A mail carrier doesn't rescue people. He delivers letters.

Exercise 4

1 *How many cookies do you have?*
I have three boxes.
2 How much honey do you have?
I have two jars.
3 How much milk do you have?
I have one liter.
4 How many tomatoes do you have?
I have four kilos.
5 How much lemonade do you have?
I have five bottles.

Exercise 5

1 *Are there any bananas?*
Yes, there are some bananas.
2 Are there any mushrooms?
No, there aren't any mushrooms.
3 Are there any dates?
Yes, there are some dates.
4 Is there any meat?
Yes, there is some meat.
5 Is there any rice?
No, there isn't any rice.
6 Are there any pears?
Yes, there are some pears.
7 Is there any fish?
Yes, there is some fish.
8 Is there any butter?
Yes, there is some butter.

Exercise 6

1 *write a list* **2** Oh, good
3 you have any **4** That's a lot
5 there any meat **6** How many
7 half a kilo **8** What about
9 isn't very much **10** please

Exercise 7

-s	*-es*
chickens	tomatoes
cauliflowers	peaches
dates	potatoes

y + -s	*~~y~~ + -ies*
boys	cherries
toys	strawberries
days	parties

Exercise 8

1 The city is popular with tourists. Tourists also like to go and see the sights, the stores, the museums, and the beautiful mosques.
2 There is a parking lot, a restaurant, and a school near the market.
3 There are some pears, oranges, lemons, and plums in the kitchen.
4 I always have potatoes, tomatoes, carrots, and milk on my shopping list.
5 Eat a lot of vegetables, fruit, and milk. They are good for your health.

Exercise 9

1 f: honey **2** a: carrot **3** d: apricot
4 g: cookies **5** b: eggs
6 h: eggplant **7** e: coffee
8 c: pear

Exercises 10 and 11

Students' own answers

MODULE 4

UNIT 7

Exercise 1

1 a lake **2** a forest **3** a volcano
4 a mountain

Exercise 2

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

Exercise 3

1 *was* **2** were **3** were **4** weren't
5 Was **6** was, were

Exercise 4

1 *were* **2** was **3** wasn't **4** Were
5 weren't **6** Was **7** was **8** was
9 was **10** was **11** were **12** were
13 Were **14** weren't **15** was
16 was

Exercise 5

1 *The Argentinosaurus walked on four legs.*
2 The Giganotosaurus liked to eat meat.
3 The Argentinosaurus lived in South America.
4 The Giganotosaurus hunted in groups.
5 The Argentinosaurus weighed seventy-five tons.
6 The Giganotosaurus's teeth were big and sharp.

Exercise 6

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

Exercise 7

+ -d	*+ -ed*	*y + -ed*
liked	killed	played
chased	happened	enjoyed
arrived	needed	stayed

~~y~~ + ied	*+ -ped*
studied	stopped
cried	hopped
carried	

Exercise 8

1 *visits* **2** make **3** go **4** was
5 wanted **6** watched **7** was
8 made **9** helped **10** stopped
11 was **12** enjoyed **13** finished
14 went **15** orders **16** ordered
17 talked **18** liked

Exercise 9

1 *Yes, they do.*
2 Yes, I am./No, I'm not.
3 Yes, I do./No, I don't.
4 No, they weren't.
5 Yes, it was.
6 Yes, there were.
7 No, we don't.
8 No, they weren't.

Exercise 10

1 *watch*, visited
2 travels, traveled
3 play, played
4 arrives, arrived
5 works, traveled
6 finishes, studied

Exercise 11
1 *lived* **2** was **3** lives **4** were
5 were **6** owns **7** uses **8** worked
9 was **10** aren't **11** work
12 played **13** plays **14** is **15** like
16 learn

Exercises 12, 13, and 14
Students' own answers

UNIT 8

Exercise 1
1 *tools*, rocks
2 berries, roots
3 charcoal
4 brushes, fingers
5 twigs, fur, feathers

Exercise 2
1 *The first people lived in Africa.*
2 Dangerous animals chased people.
3 They moved to look for food.
4 They used stones to open nuts.
5 Because animals lived in caves.
6 The fire scared animals.
7 The seas were frozen.

Exercise 3
1 *Were* **2** weren't **3** were
4 were **5** lived **6** breathed
7 needed **8** didn't move
9 were **10** disappeared

Exercise 4
1 *Scientists discovered over one hundred dinosaur footprints in Yemen.*
2 Dinosaurs walked in Yemen 150 million years ago.
3 Scientists think there were eleven dinosaurs in this group.
4 It's very unusual to find dinosaur fossils on the Arabian Peninsula.
5 The footprints are similar to an elephant's footprints.

Exercise 5
1 *Where do Chinese people live?*
They live in China.
2 What language do American people speak?
They speak English.
3 What is the capital of Canada?
The capital of Canada is Ottawa.
4 What color is the French flag?
It's blue, white, and red.
5 Where do Japanese people live?
They live in Japan.

Exercise 6
1 *Brett comes from Canada.*
2 That blue, white, and red flag is from France, isn't it?
3 The capital of China is Beijing.
4 Some Indian people speak English.
5 People from Spain speak Spanish.
6 What's the capital of Pakistan?

Exercise 7
1 *When did dinosaurs live on the Earth?*
They lived on the Earth 140 million years ago.
2 Why did dinosaurs disappear?
There were two theories about why dinosaurs disappeared.
3 How did climate change affect dinosaurs?
The temperature dropped so the plants they ate did not grow.
4 How did an asteroid affect dinosaurs?
The asteroid caused an explosion and there were lots of forest fires.
5 Did all the animals on the planet disappear together with dinosaurs?
No, only dinosaurs disappeared.
6 Which animals did not disappear?
Crocodiles and frogs did not disappear.

Exercise 8
1 *Was Talenkauen a meat eater?*
No, it wasn't.
2 Did Talenkauen live in Europe?
No, it didn't.
3 Did Talenkauen walk on two legs?
Yes, it did.
4 Was Talenkauen four meters long?
Yes, it was.
5 Was Talenkauen the only dinosaur in South America?
No, it wasn't.
6 Did Talenkauen share territory with Giganotosaurus?
Yes, it did.

Exercise 9
1 *continent* **2** types **3** plants
4 flat **5** volcanoes **6** leaves
7 meat **8** ago

Exercise 10
1 e **2** b **3** c **4** a **5** d

Exercise 11
1 I visited ... .
2 I went ... .
3 I went with ... .
4 We traveled by ... .
5 We arrived at ... .
6 We saw ... ./There were ... .
7 Yes, I did./No, I didn't.

Exercise 12
Students' own answers

PROGRESS TEST 2

Exercise 1
1 banks **2** museum
3 recreation center **4** theater
5 school

Exercise 2
1 meat market **2** bakery
3 pharmacy **4** clothing store
5 hairdresser's

Exercise 3
1 honey **2** eggs **3** onion **4** Lamb
5 Beef

Exercise 4
1 mountains **2** valley **3** river
4 lake **5** forest

Exercise 5
1 Chinese **2** Canadian **3** Japanese
4 Argentinian **5** American

Exercise 6
1 a **2** any **3** a **4** some **5** any

Exercise 7
1 Is **2** are **3** is **4** are **5** Are

Exercise 8
1 There are some cherries in the boxes.
2 There are some tomatoes in the salads.
3 There are some peaches on those trees.
4 There are some cookies in these boxes.
5 These pears are very juicy.

Exercise 9
1 is **2** am **3** is **4** was **5** is **6** are
7 is **8** were **9** is **10** are

Exercise 10
1 Where did prehistoric people live?
They lived in caves.
2 What did the cave paintings show?
They showed big animals.
3 What did people use animals for?
They used them for food and clothes.
4 When did people learn to use fire?
They learned to use fire one million years ago.
5 When did the King of Spain open the Altamira Museum?
He opened the museum in 2001.

MODULE 5

UNIT 9

Exercise 1
1 *taught* **2** wrote **3** thought
4 wore/had **5** went

Exercise 2
1 *c wrote* **2** a came **3** d was
4 e lived **5** b were

Exercise 3
1 *She married Max in 1930.*
2 He was an archeologist.
3 She was interested in ancient history.
4 She became good at photography.
5 She took pictures so Max could show them to other archeologists.
6 four
7 Poirot
8 She died on January 12, 1976.

Exercise 4

Irregular verbs	Regular verbs
told	*arrested*
went	arrived
bought	lived
gave	owned
spent	wasted
had	loved
did	wanted
left	decided
ate	happened
slept	helped
read	died

Exercise 5
1 *writer* **2** sisters **3** baby
4 teacher **5** school **6** jobs
7 articles **8** characters
9 detective **10** more

Exercise 6
1 *He wasn't born in Kansas. He was born in Indiana.*
2 ✓
3 He didn't work in a hospital. He worked in a school.
4 He didn't learn to read at school. He learned to read at home.
5 ✓
6 He didn't write his first *Nero Wolfe* novel in 1927. He wrote it in 1934.
7 Many people bought his first *Nero Wolfe* novels.
8 ✓

Exercise 7
1 *Detective Black* **2** scared **3** hurt
4 party **5** early **6** orange juice
7 hot **8** thirsty **9** sorry **10** left
11 read **12** sick

Exercise 8
1 *No, he didn't.*
2 There were ice cubes.
3 It melted.
4 It was in the ice cubes.
5 because the poison was still in the ice cubes

Exercise 9
1 *Who did Mr. Buttons go to see?*
Mr. Buttons went to see Detective Black.
2 Why was Mr. Buttons very scared?
He was very scared because he thought somebody wanted to hurt him.
3 Where did Mr. Buttons go yesterday?
He went to his friend's family party.
4 What did Mr. Buttons drink?
He drank two glasses of orange juice.
5 Were there ice cubes in Mr. Buttons's drink?
Yes, there were.
6 Was there any ice in the other guests' drinks?
No, there wasn't.

Exercises 10, 11, and 12
Students' own answers

UNIT 10

Exercise 1
1 b First, he had his breakfast.
2 d Then, he cleaned his teeth.
3 a Next, he went to school.
4 c Finally, he gave his homework to the teacher.

1 b First, she went to the library.
2 d Then, she borrowed a book.
3 a Next, she went home by car with her mother.
4 c Finally, she made a cup of coffee and read her book.

Exercise 2

1 *First, I went to the stores.* Then, I bought some meat and vegetables. Next, I cooked some food. Finally, my friends came for lunch.
2 First, I met my friends. Then, we went to the museum. Next, we had something to eat. Finally, we took a cab home.

Exercise 3

1 *I went to the store, and I bought some new shoes.*
2 I didn't have any money, so I went to the bank.
3 I was hungry, so I made a sandwich.
4 My father had his breakfast, and he read the newspaper.
5 My aunt gave us some juice, and she gave us some cake, too.

Exercise 4

1 *In 1830, was London dangerous? Yes, it was.*
2 Was Oliver happy at the beginning of the story? No, he wasn't.
3 Was Dodger very friendly? Yes, he was.
4 Was Fagin funny? Yes, he was.

Exercise 5

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

1 *dishonest* **2** cruel **3** funny
4 friendly **5** poor **6** innocent
7 nice **8** wrong **9** boring
10 polite

Exercise 6

1 *Bill Sikes wasn't an honest man. He was a dishonest man.*
2 Bill didn't want Oliver to steal some food from a house. He wanted Oliver to steal some valuable things.
3 Rose didn't take Oliver to Fagin. She took him to Mr. Brownlow.
4 Mr. Brownlow didn't tell a doctor about Bill Sikes. He told the police about him.
5 The police didn't catch Mr. Brownlow. They caught Bill Sikes.
6 The book *Oliver Twist* doesn't have a sad ending. It has a happy ending.

Exercise 7

1 *a* **2** b **3** c **4** b **5** a **6** c

Exercises 8, 9, 10, 11, and 12

Students' own answers

MODULE 6

UNIT 11

Exercise 1

1 *is having* **2** is cycling **3** is scuba diving **4** is shining **5** is raining **6** is, doing **7** is horseback riding **8** are enjoying **9** am watching **10** are going

Exercise 2

1 *Brian isn't horseback riding.*
2 Ben isn't cycling up and down mountains.
3 Brian isn't playing chess.
4 Brian's father isn't walking in the rain.
5 Brian and his family aren't camping.
6 They aren't watching a movie.

Exercise 3

1 *What is Harry doing? He's horseback riding.*
2 What is Emma eating? She's eating an apple.
3 What is Owen playing? He's playing chess.
4 What is Claire doing? She's taking a picture.

Exercise 4

Verbs ending in a vowel	
adding *-ing*	**deleting *-e* and adding *-ing***
doing	having
going	shining
being	riding
seeing	driving

Verbs ending in a consonant	
adding *-ing*	**doubling final consonant and adding *-ing***
enjoying	running
watching	shopping
staying	sitting
raining	swimming

Exercise 5

1 *The children are talking loudly.*
2 Jack is walking slowly.
3 Matt is playing the piano badly.
4 George is running quickly.
5 Sophie is reading well.
6 Alex is singing quietly.
7 Lewis is playing chess carefully.
8 Anna is writing nicely.

Exercise 6

Students' own answers

Exercise 7

1 *are* **2** are enjoying **3** cooks
4 is sitting **5** is reading
6 isn't cooking **7** works
8 is swimming **9** isn't thinking
10 are **11** am playing
12 is building

Exercise 8

1 France
2 No, they're camping.

Exercise 9

1 *Is Brandon having a good time? Yes, he is.*
2 Are Brandon and his family on vacation in India? No, they're not.
3 Is Bob diving? Yes, he is.
4 Is Mom playing with Bob? No, she isn't.
5 Are Brandon and his father making lunch? No, they're not.

6 Are Brandon's mom and his sister shopping?
Yes, they are.
7 Is it raining?
No, it isn't.

Exercise 10
1 *What is Brandon doing?*
2 Where is Bob?
3 Who is playing with Bob?
4 Where are Mom and Lara shopping?
5 What are they buying?
6 What time is it?

Exercises 11, 12, and 13
Students' own answers

UNIT 12

Exercise 1
1 *field*, court **2** referee, umpire
3 net, goal **4** soccer, tennis
5 rules

Exercise 2
1 *have to* **2** have to **3** have to
4 has to **5** have to **6** has to

Exercise 3
1 *has to* **2** have to **3** has to
4 has to **5** can't **6** don't have to
7 can **8** can't **9** have to
10 have to **11** has to
12 don't have to

Exercise 4
Students' own answers

Exercise 5
1 fingers **2** foot **3** arm **4** head
5 hands **6** knee

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

Exercise 7
1 archery **2** diving **3** basketball
4 bike riding **5** soccer
6 field hockey **7** judo **8** rowing

Exercise 9
1 *He went to Australia.*
2 You have to have four.
3 You have to have twelve.
4 You have to hit the ball with your hands.
5 You don't have to wear shoes.
6 You can't touch the net.
7 They can touch it three times.
8 No, they can't.

Exercises 10, 11, and 12
Students' own answers

PROGRESS TEST 3

Exercise 1
1 field **2** court **3** goals **4** umpire
5 whistle

Exercise 2
1 kind **2** smart **3** polite
4 dishonest **5** serious
6 interesting **7** dangerous
8 nice **9** happy **10** unfriendly

Exercise 3
1 foot **2** fingers **3** shoulder
4 ankle **5** wrist

Exercise 4
1 taught **2** thought **3** wrote
4 wore **5** had **6** came **7** went
8 gave **9** stole **10** found

Exercise 5
1 Who did Arthur Conan Doyle write about?
2 How many brothers and sisters did Doyle have?
3 Where was he born?
4 When did Doyle become a doctor?
5 What did Doyle study at Edinburgh University?

Exercise 6
1 Miss Marple and Poirot were detectives.
2 Poirot is very smart, and he always catches the criminals.
3 Oliver had a new home, so he was very happy.
4 Gulliver visited a strange country, and he helped the people.
5 Gulliver was very big, so the little people were scared of him.

Exercise 7
1 Bob and Tony aren't swimming. They're having lunch.
2 Mom isn't writing an e-mail. She's shopping in the market.
3 My brothers aren't taking pictures. They're scuba diving.
4 My sister isn't sunbathing. She's running.
5 My father isn't driving his car. He's riding a mountain bike.

Exercise 8
1 painting **2** playing **3** listening
4 cooking **5** reading

Exercise 9
1 has to **2** doesn't have to
3 have to **4** doesn't have to
5 have to

Exercise 10
1 can **2** can't **3** can't **4** have to
5 can't

MODULE 7

UNIT 13

Exercise 1

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

1 *space* **2** planet **3** air **4** system
5 star **6** comet **7** spacecraft
8 galaxy

Exercise 2
1 *will* **2** will **3** will **4** Will
5 won't **6** will **7** won't **8** will
9 will **10** will **11** won't

Exercise 3
1 *Will, play a* **2** Will, look at e
3 Will, have d **4** Will, study c
5 Will, buy b

Exercise 4

1 *How long will it take to fly there?*
2 How long will you stay in Mexico?
3 How hot will it be in Mexico?
4 How far is it to the Moon?
5 How hot is it on the Moon?
6 How cold is it on the Moon?
7 How long does the Moon take to go around the Earth?

Exercise 5

1 *will study* **2** will, travel
3 will not/won't happen
4 will cost **5** will take **6** will need
7 will not/won't be **8** will have to carry **9** will need **10** will not/won't be **11** will, use **12** will want

Exercise 6

1 B **2** A **3** A/B **4** A **5** B **6** B **7** A **8** A **9** B **10** A **11** B

Exercise 7

1 Ned, Vahid, Nina
2 Zahra
3 Mila, Nina, Zahra
4 Hamid
5 Hamid, Ned, Vahid, Nina
6 Hamid, Ned, Vahid

Exercises 8, 9, and 10

Students' own answers

UNIT 14

Exercise 1

1 *Mercury is closer to the Sun than the Earth.*
2 Venus is hotter than Mars.
3 Mercury is brighter than Venus.
4 Jupiter is bigger than Saturn.
5 Neptune is heavier than Uranus.
6 Saturn is lighter than all the other planets.

Exercise 2

1 *Is Europe wetter or drier than Africa?*
Europe is wetter than Africa.
2 Is a lion bigger or smaller than a horse?
A lion is smaller than a horse.
3 Is a train faster or slower than a bus?
A train is faster than a bus.
4 Is a whale heavier or lighter than an elephant?
A whale is heavier than an elephant.
5 Is the River Nile longer or shorter than the River Amazon?
The River Nile is longer than the River Amazon.
6 Is India hotter or colder than France?
India is hotter than France.

Exercise 3

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

Exercise 4

1 *Which is the highest mountain?*
2 Which is the longest river?
3 Which is the largest city in Japan?
4 Which is the biggest desert?
5 Which is the fastest animal?
6 Which is the tallest animal?

Exercises 5, 6, and 7

Students' own answers

Exercise 8

Forming comparative and superlative adjectives					
by adding *-er/-est*	**by adding *-r/-st***	**by doubling final consonant and adding *-er/-est***	**by dropping *-y* and adding *-ier/-iest***	**by adding *more .../most ...***	**Irregular comparatives**
shorter – the shortest; smaller – the smallest	larger – the largest; safer – the safest	bigger – the biggest; hotter – the hottest	heavier – the heaviest; happier – the happiest	more beautiful – the most beautiful; more exciting – the most exciting	bad – worse – the worst; good – better – the best

Exercise 9

Students' own answers

Exercise 10

1 *It's spring.* **2** It's fall.
3 Summer is. **4** Winter is.
5 Summer does. **6** Winter does.
7 in the spring **8** in the fall

Exercises 11, 12, and 13

Students' own answers

MODULE 8

UNIT 15

Exercise 1

1 *Walk* **2** Plant **3** Turn, wear
4 Wear **5** Turn off **6** Recycle
7 Brush, turn off

Exercise 2

1 *drive* **2** play **3** throw **4** fly
5 leave **6** take **7** put **8** forget

Exercise 3

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

Exercise 4

1 *Global warming*
2 Earth's atmosphere
3 carbon dioxide
4 the ice is melting
5 sea levels are rising

Exercise 5

1 *Don't ask your dad to drive you to school.*
2 Don't leave the water running when you brush your teeth.
3 Don't waste electricity.
4 Don't leave the computer on when you are not using it.
5 Don't throw away your old toys./Don't throw your old toys away.
6 Don't buy things you don't need.

Exercise 6

1 *Check* **2** Wash, recycle
3 Don't put **4** Don't recycle
5 Call **6** Wash, put
7 Don't put

Exercise 7

1 listen **2** Try **3** Put **4** Don't come **5** hand in **6** Don't run **7** don't shout **8** Take care of **9** write **10** Don't be

Exercises 8 and 9

Students' own answers

Exercise 10

1 It mixes water and carbon dioxide.
2 We can eat some of them. They also use carbon dioxide which causes global warming.
3 It stands up straight.
4 It evaporates through small holes in the leaves.

Exercise 11

1 *Get* **2** Add **3** Put **4** Look
5 Write **6** Take **7** Cut **8** Look
9 Write

Exercise 12

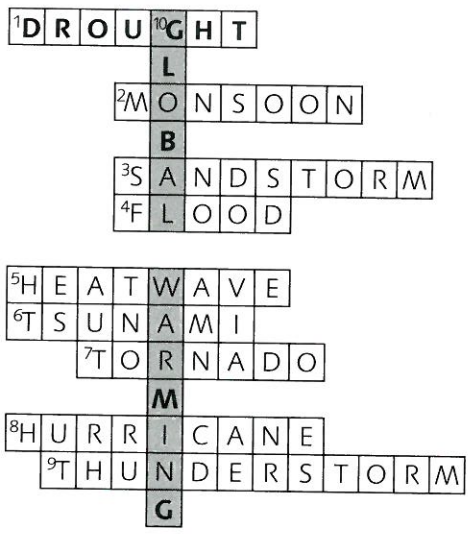
b

Exercises 13, 14, and 15

Students' own answers

UNIT 16

Exercise 1



1 *drought* **2** monsoon
3 sandstorm **4** flood **5** heatwave
6 tsunami **7** tornado **8** hurricane
9 thunderstorm **10** global warming

Exercise 2

1 will **2** might, might **3** might
4 will **5** Will, won't **6** won't

Exercise 3

1 *There might be a tsunami.*
2 There will be a tsunami.
3 There might be some snow on the mountains.
4 There will be a flood.
5 There might be a thunderstorm.
6 There will be rain.

Exercise 4

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

Exercises 5 and 6

Students' own answers

Exercise 7

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

Exercise 8

1 This person is writing about a country in Africa.
Students' own answers
2 They need water to grow.
3 Farmers feed crops to the animals.
4 They might have cows.
5 because there is not enough food and more fires
6 Students' own answers
7 Students' own answers

Exercise 9

1 India **2** Antarctica **3** Ethiopia
4 Chile **5** the U.S.

Exercises 10 and 11

Students' own answers

PROGRESS TEST 4

Exercise 1

1 planets, solar system **2** air
3 Moon, stars **4** telescope
5 galaxy

Exercise 2

1 atmosphere **2** carbon
3 temperature **4** global **5** recycle

Exercise 3

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

Exercise 4

1 It's snowy. **2** It's very icy.
3 It's rainy. **4** It's foggy.
5 It's stormy.

Exercise 5

1 much **2** fast **3** far **4** tall **5** hot

Exercise 6

1 will **2** Will **3** won't **4** will
5 won't **6** will **7** will **8** won't
9 will **10** won't

Exercise 7

1 Mercury is hotter than Mars, but Venus is the hottest planet.
2 Soccer is more exciting than golf, but auto racing is the most exciting sport.
3 A car is heavier than a motorbike, but a bus is the heaviest vehicle.
4 Mountain biking is more dangerous than scuba diving, but mountain climbing is the most dangerous activity.

Exercise 8

1 smaller **2** fastest **3** best
4 cheapest **5** harder

Exercise 9

1 Recycle **2** Turn down **3** Don't leave **4** Don't travel, Walk
5 Plant

Exercise 10

1 will **2** might **3** might **4** will
5 might **6** won't **7** Will
8 won't **9** will **10** will

FINAL TEST

Exercise 1

1 b **2** a **3** b **4** c **5** b **6** c **7** c **8** c
9 b **10** b **11** b **12** a **13** b **14** c
15 b **16** b **17** c **18** b **19** c **20** c

Exercise 2

1 are you doing **2** is raining
3 am staying **4** don't like
5 are watching **6** watch
7 is using **8** sends **9** is making
10 makes

Exercise 3

1 thought **2** knew **3** happened
4 came **5** caused **6** didn't shine
7 dropped **8** died **9** had
10 were

Exercise 4

1 When did dinosaurs live on the Earth?
They lived on the Earth 140 million years ago.
2 What did Miss Marple often wear?
She often wore a tweed jacket and skirt.
3 How much milk is there in the refrigerator?
There is a carton of milk in the refrigerator.
4 How many planets are there?
There are eight planets.
5 Who will win the basketball game next Saturday?
Our team will win the game.

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., *pants*) or an alternative plural is listed (e.g., *boxes*, *cherries*).

A

adventure story/stories (n)
air (n)
air-conditioning (n)
apple (n)
appliance (n)
apricot (n)
archery (n)
armchair (n)
artist (n)
astrolabe (n)
aunt (n)
awesome (adj)

B

backpack (n)
bakery (n)
bank (n)
barbecue (n)
baseball (n)
bathroom (n)
bean (n)
bed (n)
bedroom (n)
beef (noncount n)
berry/berries (n)
board (n)
bookshelf/bookshelves (n)
bookstore (n)
box/boxes (n)
bread (noncount n)
brother (n)
builder (n)
bungee jumping (n)
bus station (n)

C

cab driver (n)
cabinet (n)
cake (n)
camping (n)
carpet (n)
cauliflower (n)
chair (n)
charcoal (noncount n)
cheese (n)
chef (n)
cherry/cherries (n)
chess (noncount n)
chicken (count n)
chicken (noncount n)
clean (adj)
cleaner (n)
climate change (n)
clothing store (n)
closet (n)
cloudy (adj)
clue (n)
coast (n)
coffee (noncount n)
coffee table (n)
collect (v)
comet (n)
compass (n)
computer (n)
computer game (n)
conservation (n)
cooking (n)
copilot (n)
couch/couches (n)
court (n)
cousin (n)
cowboy ranch/ranches (n)
crew (n)
cricket (n)
crime (n)
criminal (n)
cruel (adj)
cupboard (n)
cupcake (n)
cycling (n)

D

dangerous (adj)
daughter (n)
department store (n)
desert (n)
desk (n)
detective (n)
detective story/stories (n)
dining room (n)
dining table (n)
dishonest (adj)
drapes (n)
drawing (v)
drought (n)

E

Earth (n)
egg (n)
eggplant (n)
energy (n)
engine (n)

F

fantasy story/stories (n)
farmer (n)
father (n)
feather (n)
field (n)
field hockey (n)
firefighter (n)
first floor (n)
fish (noncount n)
fisherman/fishermen (n)
flight attendant (n)
flood (n)
flower (n)
foggy (adj)
forest (n)
friendly (adj)
fruit (noncount n)
funny (adj)
fur (noncount n)

G

galaxy/galaxies (n)
gallery/galleries (n)
garage (n)
gardening (n)
garlic (noncount n)
gift store (n)
global warming (n)
globe (n)
go (v)
goal (n)
golf (n)
granddaughter (n)
grandpa (n)
grandma (n)
grandson (n)
guide (n)

H
hairdresser (n)
heating (n)
heatwave (n)
honey (noncount n)
horseback riding (n)
hospital (n)
hotel (n)
hurricane (n)
husband (n)

I
innocent (adj)

J
Jupiter (n)

K
kilo (n)
kind (adj)
kitchen (n)
knitting (n)

L
lake (n)
lamb (noncount n)
lamp (n)
land (v)
laugh (v)
library/libraries (n)
listen (v)
living room (n)

M
market (n)
Mars (n)
mail carrier (n)
meat market (noncount n)
mechanic (n)
Mercury (n)
miner (n)
mirror (n)
mom (n)
monsoon (n)
Moon (n)
mother (n)
mountain (n)
mountain biking (n)
mountain climbing (n)
movie (n)
museum (n)
music (n)

N
nasty (adj)
nephew (n)
Neptune (n)
net (n)
niece (n)
nurse (n)

P
paint (v)
parents (n)
park (n)
passenger (n)
peach/peaches (n)
pear (n)
pen (n)
pencil case (n)
pharmacy (n)
piano (n)
pillar (n)
pilot (n)
planet (n)
plant (n)
plant (v)
plastic (n)
play (v)
plum (n)
police officer (n)
police station (n)
pollution (n)
poor (adj)
poster (n)
potato/potatoes (n)

R
race-car driver (n)
racket (n)
rainy (adj)
reading (n)
reading room (n)
recreation center (n)
recycle (v)
referee (n)
refrigerator (n)
restaurant (n)
river (n)
rock (n)
root (n)
ruler (n)
running (n)
runway (n)

S
sad (adj)
sandstorm (n)
Saturn (n)
scenery (n)
school (n)
science fiction story/stories (n)
scientist (n)
scuba diving (n)
seat belt (n)
sea kayaking (n)
server (n)
shoe store (n)
store (n)
shopping mall (n)
shower (n)
show jumping (n)
sink (n)
sister (n)
snowy (adj)
soccer (noncount n)
solar system (n)
soldier (n)
solve (v)
son (n)
space (n)
spacecraft (n)
spaceship (n)
stamp (n)
star (n)
steal (v)
storeroom (n)
stormy (adj)
stove (n)
stuntman/stuntmen (n)
subway station (n)
sunny (adj)
supermarket (n)
surfing (n)

T
take-off (n)
tea (noncount n)
teacher (n)
telescope (n)
television (n)
thunderstorm (n)
tomato/tomatoes (n)
tool (n)
tornado/tornadoes (n)
train station (n)
travel (v)
treasure (n)
tree (n)
tsunami (n)
turn down (v)
turn off (v)
twig (n)

U
umpire (n)
uncle (n)
upper floor (n)
Uranus (n)

V
valley (n)
vegetable (n)
Venus (n)
veterinarian (n)
volcano/volcanoes (n)

W
watch/watches (n)
white-water rafting (n)
wife/wives (n)
wildlife park (n)
windy (adj)
workhouse (n)
writer (n)

Irregular verbs

Base form	Simple past
be	was/were
become	became
begin	began
blow	blew
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hide	hid
hold	held
keep	kept
leave	left
make	made
put	put
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wear	wore
write	wrote

Teacher's notes

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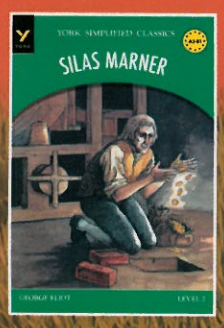
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