

Olinka Breka

Dip in 8

PRIRUČNIK ZA UČITELJE UZ UDŽBENIK DIP IN 8
ZA OSMI RAZRED OSNOVNE ŠKOLE

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INTRODUCTION

Dip in 8 is the eighth book in the eight-part series for primary schools. It provides enough material for one school year with three classroom periods per week. The course consists of a Student's Book, a Workbook, an Audio CD, an Interactive CD, and a Teacher's Book.

The **Student's Book** is organized in 4 units with a total number of 16 teaching lessons. It also contains 4 *Across Culture* sections (*A tale of two cities, Happy holidays, People we admire and Education in Great Britain and the USA*), 4 *Look back* sections for revision, and 2 *Plus Pages* sections (*The Story of English, Music to Your Ears*). The additional sections are Festivals (Christmas and New Year traditions, Easter traditions), Grammar Bank, Word list, and List of irregular verbs.

The lessons are organized around topics relevant and appealing to this age group. They are clearly structured, consisting of a lead-in into a topic, reading and listening, language focus, writing, and many follow-up activities.

The **Workbook** contains 4 units with 16 lessons corresponding to the 16 lessons in the Student's Book. It provides further practice of vocabulary, grammar, reading, and writing skills and runs parallel with the topics in the Student's Book. It also has 4 *Unit checks* which revise the vocabulary and grammar covered in previous lessons. They can be done as homework assignments or as revision work in class. In addition, there are 4 *Look back* sections with Vocabulary building tasks and 'Now I can...' statements that help students check their learning progress.

The **Audio CD** contains the recorded material from the Student's Book. The transcripts of the listening texts are at the back of the Student's Book.

The **Interactive CD** provides students with a range of interactive activities that enable them to further practise vocabulary and grammar in the form of computer games.

The **Teacher's Book** contains comprehensive teaching notes and step-by-step lesson plans with some additional teaching ideas and the answer key to the Workbook.

BASIC AIMS

- ✓ To foster and maintain interest and to develop a positive attitude towards learning English as a foreign language
- ✓ To create a context-rich language input to make language acquisition possible
- ✓ To introduce and teach structures and topics planned by the curriculum
- ✓ To help students expand and build up vocabulary thus increasing their lexical range
- ✓ To further develop the four skills: listening, speaking, reading and writing
- ✓ To encourage students to express their own opinion on topics and issues dealt with in class and talk about personal experiences
- ✓ To develop critical thinking as a skill
- ✓ To develop the intercultural communicative competence of students
- ✓ To encourage students to use their cross-curricular knowledge in the process of learning English

- ✓ To facilitate the teaching process for teachers by providing an array of ideas and activities to select from and adapt to their teaching situations
- ✓ To promote cooperation as well as independent work
- ✓ To foster empathy, tolerance, and positive values

BASIC BELIEFS

- ⇒ Learning should be fun if it is to be effective. Therefore, we need to create a supportive and enjoyable atmosphere
- ⇒ Themes and topics need to be stimulating and relevant to students' needs and interests
- ⇒ A wide range of activities that reflect the real world as well as the world of imagination should be offered
- ⇒ The tasks should be challenging but success-oriented. In other words, the goals set must be attainable. In this way, we boost students' self-esteem and self-confidence.
- ⇒ Learning should be interactive. Students need to be involved in the learning process, both emotionally and cognitively.
- ⇒ We can show respect to students by building on their knowledge of the world, their ideas, feelings, and experiences
- ⇒ Students should be encouraged to discover for themselves how language works. In other words, we need to provide plenty of good examples they can draw on
- ⇒ Besides being user-friendly, materials also need to be teacher-friendly.

KEY FEATURES OF DIP IN 8

THEMES & TOPICS

The themes and topics reflect our students' interests and needs. By dealing with these topics students can easily relate to the world they live in. There are a lot of cross-curricular elements that show students that the knowledge they acquire is applicable in many different ways.

SKILLS

The four skills are mostly integrated and are developed systematically.

LISTENING

The listening process is structured and guided by the activities and tasks that students are supposed to do during and after listening. To prepare students for listening, there are always some pre-listening tasks. Carefully graded extensive and intensive listening activities help students to develop their ability to listen to texts both for gist and for specific information.

The listening texts range from descriptive paragraphs, stories, radio programs, dialogues, news in brief to interviews and reports.

SPEAKING

The students are encouraged to develop this skill through activities such as information and opinion gaps, surveys, discussions, reports, summarising, role-play, and retelling stories.

Most of them are designed for pair work and group work. Students are encouraged to communicate freely. Speaking activities are given a high profile throughout the course. The main focus is on effective communication and fluency.

READING

Reading is based on the same approach as listening. Students practise various reading skills such as scanning, skimming, studying, etc. However, there is an emphasis on extensive reading which means that students do not need to understand every word but get the gist or find specific information. Though the texts are rich in lexical input, the tasks are carefully graded and within students' reach. The reading texts range from informative texts, magazine articles, letters, questionnaires, book extracts, diary entries to legends and stories.

WRITING

Writing tasks are designed to be seen as a part of communication. Although writing is always carefully guided, the degree of guidance and control varies in different tasks. Students practise writing descriptions of people, objects, events, and places; different kinds of stories, letters, narratives, newspaper articles, and interviews.

VOCABULARY

Great emphasis is placed on vocabulary building and expanding students' lexical range. Collocations, paraphrases, phrasal verbs, and meaningful chunks of language in context are dealt with throughout the course. A distinctive feature of the course is the use of fixed expressions or idioms which reflect the ways teenagers use the language. This feature is especially incorporated in the Teenspeak sections.

GRAMMAR

Grammar is introduced in the context of topics and through reading and listening to texts. The discovery approach is employed, which means that students are encouraged to draw conclusions themselves while the Language Focus boxes, as well as the Grammar Bank, enable students to check their ideas. Items are regularly revised through reading and listening texts, grammar practice, and the use of target language.

ACROSS CULTURES/TEENS IN ACTION/PLUS PAGES

Across Cultures sections foster intercultural learning. Students learn about English-speaking countries, their customs, traditions, history, and people. By doing so, they develop respect for lifestyles different from their own and a better understanding and appreciation of their own culture.

These are intended to be done by students independently. Students work in pairs or groups following the instructions given in the Student's Book and do the tasks either in class or for homework.

Having done the research at home, students give a mini-presentation or a report in class. **Teens in Action** and **Plus Pages** sections are done either as mini-presentations or project work. The idea is that students choose the task they would like to do. They work independently, collect and organise information, and in the end, they make either presentations or displays of their work. Teachers act as facilitators, monitor the class activities, and help students when their help is needed.

These sections **can be regarded as optional**, depending on the class situation. It is up to you as a teacher what you decide to do. However, these activities are well suited to stronger students who can cope with extra materials and would like the idea of doing additional work. Teachers must encourage students to work independently, do research, and report on it. Students should always show or present what they have done to their class, either as written or oral work, and be praised for this.

Lesson 1 COOL SUMMER

Objectives:

- To learn/ practise greeting friends
- To talk/practise talking about summer holidays
- To read/talk about summer camps
- To listen to an interview about how a summer camp is run
- To describe people's personal qualities
- To revise and practise tenses
- To develop learner awareness

Suggested time: 4 periods

Step 1

1 To introduce the topic of the lesson, write *summer* on the board and elicit ideas students associate with the topic.

Variation:

A) Write the following sentences on the board: *'I love it.'*, *'I hate it.'* Ask students to list as many things as they can think of under these two headings and write them on slips of paper. Collect the slips. Ask students to copy the two sentences onto separate sheets of paper in block letters. Draw slips and read out students' ideas. The class responds to them by raising either one or the other sentence sheet. Now and then, ask the class to explain why they think/feel the way they do about a particular thing. Set aside sentences that were mostly rated unfavourably.

B) Now, go back to the ideas students didn't like. Choose 4-5 of the most interesting ones and write them up on the board. Put students into groups and set a task. Students should think of ways to make those particular activities interesting or try to find some positive aspects about them.

2 To introduce Teenspeak 1, ask the following questions:

How do you feel when the summer holidays are over?

What, on the other hand, is good about them being over?

(What you're aiming at is the fact that they meet their friends again.)

3 Encourage students to tell you what they do when they meet their friends after the summer break.

4 Tell students that they will hear three friends, Nikki, Russell, and Keith, who meet after the summer break. Their task is to listen to the conversations and record the ways they greet each other. Write the following heading up on the board: *Greetings*. Play the recordings, one after another.

5 Let students read and listen to the dialogues again and check the expressions they have written down.

6 Check the expressions and have them written up on the board, too.

7 Check students' comprehension by asking how each of the three kids spend their summers.

8 Do task 1, p. 10. Let students check the sentences against the dialogues in the book and then read the sentences aloud.

Key: 6, 3, 1, 2, 4, 5.

9 Do task 2, p. 10.

Key: 2, 4, 5, 6, 3/1.

10 Finally, put students in pair or into small groups. They act out their dialogues using the target expressions.

Note:

It is necessary to practise the dialogues in the Teenspeak sections and the language/expressions used. These are fixed or semi-fixed expressions used in given situations. It is important to make students aware that such language items should be memorised and practised. Of course, it is essential to clarify their meaning and point out the situations they are used in.

Extra activity: Language poster

Students make a poster with the expressions covered in Teenspeak 1. Such posters should be made throughout the year. They serve as reminders and they get students focused on the language they are dealing with.

Step 2

1 Start with a brief discussion about the summer holidays. For those students who might think that their summers are ordinary, ask them to make up a story (imagine a great summer) or ask them to tell you about their worst summer. This activity should be done in small groups/pairs so that everyone is involved.

2 Write the expression *summer camps* on the board. Ask students what they know about summer camps and whether they have been to one.

3 Ask them what they would have to do if they wanted to attend one. Where would they find the information? What information would they be interested in? Write their ideas on the board.

Source of information	Relevant information

4 Do task 1, p. 11, Student's Book. Students need to tell you what the source of the information is and what sort of information is given in the text. Also, ask them if they are happy with the information given. What else would they like to know?

5 Do task 2, p. 11, Student's Book.

6 Do task 3, p. 11.

Key: 1 premier, 2 situated, 3 thrilling 4 step out, 5 routine, 6 self-confidence 7 to get in touch with.

7 Clarify the meaning of some of the words/expressions used in the leaflet and in the comments which follow it. Write the following words/expressions on the board:

hiking *community service* *counsellor* *competent* *caring*
English speaking friends (English speaking countries) *culture* *judge*
teamwork activities *criticise* *peers* *outdoor activities* *a wide*
range of

First, read out all the words/expressions. Pick one, describe it or provide a definition. Challenge students to tell you what you are referring to. Invite students to join you and do the same thing. Tell them that this is peer learning (learning from your friends/classmates). Use it to discuss all the expressions on the board. Where possible, ask students to give examples or list the activities included, e.g. English-speaking countries, outdoor activities, teamwork skills, community services.

8 Do task 1a, b, p. 8 and task 2, p. 9, Workbook.

Key: Task 1a, p. 8 – 6, 3, 1, 2, 4, 5; task 1b – 1 mother tongue, 2 wide range, 3 foreign languages, 4 outdoor activities, 5 teamwork skills, 6 thrilling adventure.

Task 2, p. 9 -1 peer, 2 attend, 3 homesick, 4 independent, 5 judge, 6 criticise, 7 counsellor, 8 self- confidence, 9 competent.

9 Now, ask students to say whether they would/wouldn't like to attend the camp and explain why. After that, ask them to read the testimonials, task 1, p. 12, Student's Book, and compare their own ideas with those comments.

10 All the comments given are positive. As a follow-up, tell students to write a comment on/story about a boy/girl who had a very bad experience with that summer camp.

Suggested homework: Task 3, p. 9 and the Writing Task, p. 10, Workbook.

Extra task: Form groups and assign the project task. In class discuss how to prepare a video testimonial (p 12, Student's Book). Next time students can share their videos.

Step 3

1 Divide the class into groups of four. Tell students that they are going to make up stories. Give each group a starting sentence such as:

Last summer I attended Windsor Mountain International Summer Camp.

Explain that students should take turns to continue the story. Each student says only one sentence.

At the end of the activity, one student from the group tells the story to the class.

2 Re-cap the basic information about Cheley Summer Camp.

3 Tell students to look at the picture which shows Kathy who is a counsellor at Camp Bournedale. Elicit questions they would like to ask her about the camp and her job. Write them all on the board. Ask students to go through the questions and see which headings in task 1, p. 13, Student's Book, they relate to.

4 Play the recording and do task 1, p. 13.

Key: 6, 2, 1, 4, 5, 3, (history of the camp, staff, campers' problems, activities, safety, food, and meals)

5 Write on the board: *counsellors, staff, guidelines, scuba diving, homesick, stay in touch, caving, have a go, primary concern*. Discuss the expressions. Help students to understand/deduce the meaning if they don't know it.

Next, put up the following beginnings on the board:

I'd like/I wouldn't like to be a counsellor because ...

I'd like/I wouldn't like to go scuba diving because ...

I get homesick when ... I always keep in touch with ... Caving is ...

I think I can write the guidelines for ...

I'd like to have a go at ... My primary concern is ...

Ask students to finish them.

6 Do task 2, p.13, Student's Book.

Key: 1 F, 2 F, 3 T, 4 T, 5 F, 6 F, 7 T 8 F

7 Summarise the interview. You can either give students a gap-fill text or ask them to do it on their own. You can tell them to write one or two sentences for each of the topics in task 1.

***Worksheet 1**

Camp Bournedale

Kathy is a c_____ at Camp Bournedale. The camp has been in business for 68 years. Although Arnie Gerson r_____ the camp, his parents s_____ it up. The counsellors are well trained and very c_____. Most of the counsellors used to be campers themselves. Campers often get h_____ during their stay in the camp. That's why each camper gets their own email address to keep in t_____ with their family. The camp offers a wide range of a_____. Day trips to the ocean front and caving are the most p_____ activities among the campers. The camp staff take good c_____ of the children. S_____ is their primary concern. They also pay a lot of attention to f_____. The campers eat only h_____ food.

Key: counsellor, runs, started, competent, homesick, touch, activities, popular, care, safety, food, healthy.

Suggested homework: For more advanced students, set a writing task: A day in a summer camp.

Step 4

1 Write the following up on the board: *Croatian* and *English*.

Elicit what students associate with these two words.

If students do not come up with terms mother tongue and foreign language, put them up on the board and explain the expressions.

2 Ask students to tell you how they feel about learning English. Let them tell you what areas are included in learning any foreign language. Do task 1 a, b, c and task 2, p. 6, Workbook.

3 Ask students how they feel about grammar, how they learn it, and how it should be learnt. Tell them that they're going to have a quick tense review. Do the Language Focus box, tasks 1 and 2, p. 13, Student's Book.

Key: 5, 6, 4, 3, 2, 1

Key: do, were, did, are, have, will, were

Extra activity:

Put students in pairs. Each student first fills in the answers on the worksheet for themselves.

Then they ask each other questions and write down their friend's answers.

They need to ask at least one additional question for each of their answers.

Finally, students change pairs and report on their friends' answers.

*Worksheet 2

	My answers	My friend's answers
What film have you seen lately?		
How do you usually spend your free time?		
When did you learn to ride a bike?		
What will you do when you get home?		
What were you doing around midnight last night?		
What book are you reading this week?		

What foreign languages do you speak?

4 Ask students what the word '*metaphor*' means. They are probably familiar with the word. If not, explain it. *Metaphor is a way of describing something by comparing it to something else that has similar qualities, without using the words 'like' or 'as'.*

Write up the following on the board:

Learning English is ...

Elicit students' metaphors. If they don't have ideas, write the following on the board:

*climbing a mountain riding a bike working in a mine building a house a sunny day
a rainy day, etc.*

Ask students to choose one metaphor according to how they feel about learning English and explain why they feel that way.

5 Do task 4, p. 7, Workbook. This task will probably lead to a discussion.

6 Wrap up with Speak out, p. 13, Student's Book.

Suggested homework: Task 1 and task 2, p. 11, Workbook

Workbook answer key

Learning to learn

1 a 1 mother tongue, 2 foreign language

b grammar, speaking, vocabulary, reading, spelling, listening, pronunciation, writing

c 1 spelling, 2 pronunciation, 3 vocabulary, 4 grammar

Vocabulary

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

b 1 mother tongue, 2 wide range, 3 foreign languages, 4 outdoor activities, 5 teamwork skills, 6 thrilling adventure

2 1 peer, 2 attend, 3 homesick, 4 independent, 5 judge, 6 criticise, 7 counsellor, 8 self-confidence, 9 competent

3 1 after, 2 up, 3 with, 4 on;

1 look after paziti, čuvati, 2 take up – početi se baviti nekim hobijem, 3 get along with – slagati se, 4 take on - preuzeti

Tense revision

1 1 when, 2 at the moment, 3 last year, 4 since 1998, 5 now, 6 usually, 7 every Sunday, 8 next Sunday, 9 in 1998, 10 while

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

Lesson 2 MONEY MATTERS

Objectives:

- To learn and practise adjectives describing personal qualities
- To discuss the topic of money
- To learn/build up money related expressions and phrases
- To practise the verbs make/do
- To practise giving opinions, agreeing and disagreeing
- To listen to an interview about a school incident
- To read newspaper articles
- To write a letter to the editor in response to an article
- To practise adverbs of frequency
- To revise and practise the present continuous and the present simple

Suggested time: 5 periods

Step 1

1 To introduce the topic of money, write *MONEY* on the board. Elicit words/expressions related to it. If students do not come up with the following words, put them on the board:

*cash, change, credit cards, coins, (bank)notes, bitcoin, wallet/purse, piggy bank,
loan, bank account, cash machine, etc.*

Ask students to explain what they mean or to make sentences with the words. Have a brief discussion about money.

2 Put the jumbled first sentence of the dialogue on the board. Let the students order the words. Ask students: *'What if you were doing the survey? In pairs or small groups, write several questions you would ask if you were doing the survey.'*

3 Play the recording. Ask students to write down the questions asked in the dialogue and check if any of their questions were used. Play the recording again. This time students listen and look at the text.

4 Ask students to prepare 9 slips of paper. Then dictate the sentences (A-J). Always start with the letter: A, B, C, etc. Students write each sentence on a separate slip together with the letters and arrange them in a column on the left. Then read the *You want ...* situations. Students listen, decide which (A-B) sentences match the *You want ...* sentences you read, and move the respective slip to the right. They arrange all the A-B sentences, one under the other, in a column on the right. Let them compare their ideas with their friends.

5 Let students do task 1, p. 14, Student's Book. They check the spelling and if they want, they can rearrange the slips on the right. Check the matched sentences. Thus, you not only clarify the meaning of the expressions, but also practise them.

Key: E, A, I, B, F, D, H, G, J, C.

6 Put students in pairs. Let them prepare the dialogue and act it out. They can either act out the dialogue from the book or prepare their own. However, they need to use the expressions from the dialogues in the book.

7 As a follow-up, do Speak Out, p. 20, Student's Book. The aim is to get students to talk about themselves.

8 To wrap up, do the questionnaire *Are you a saver or spender?* p. 15, Student's Book. Pay special attention to the position of the adverbs of frequency.

Variation: Pairwork. Ask them to predict the answers for their partner. Then they ask each other questions to check their ideas.

Suggested homework: Task 1, p.15, Workbook.

Step 2

1 Put students in small groups. Ask them to have a look at the box with adjectives in task 1a, p.16, Student's Book. Give them some time to discuss the meaning of the adjectives.

2 Challenge students to reconstruct the list of adjectives in task 1a, with their books closed. Write all the adjectives on the board as students call them out. Students then open their books and check how many adjectives they have come up with.

3 Do task 1b, p. 16, Student's Book.

Key: **puzzled - confused; upset - worried, terrified - frightened, happy - pleased, furious – angry, ashamed - embarrassed;**

A optimistic, B disappointed, C annoyed

4 Write on the board *What can make you feel ...?* Encourage students to finish the question in many different ways with the adjectives from task 1a, p. 16. Then students ask and answer the questions, sharing their ideas.

5 Divide the class into groups. They do task 2, p. 16, Student's Book.

6 Each group reports their answers to the questions in task 2, p. 16.

7 Do task 3, p. 16, Student's Book. Students listen to the recording (2.1.), just for the gist, i.e. to check their ideas.

8 Have a discussion based on the questions in task 4, p. 16, Student's Book. Encourage students to use the expressions given in the *How to take part in a discussion* box: Giving an opinion, Agreeing, Agreeing up to a point, and Disagreeing. In the end, ask students to predict what Alex's parents think about these questions.

9 Play the recording (2.2). Let students listen to the interview with Alex's father once and check their predictions. Then they do task 1, p. 17, Student's Book.

Key: 1 b, 2 a, 3 a, 4 a, 5 a, 6 a, 7 a, 8 a

This is an intensive listening activity and the aim is to get specific information. First, students read the sentences in task 1 to familiarise themselves with the target information, and then they listen to the recording.

10 You can wrap up by asking the following questions:

Do you agree with Alex's father? Why/Why not?

What have you learnt about Alex? What about Alex's headmistress? Has she reacted properly?

Suggested homework: Task 3, p. 14, Workbook.

Step 3

1 To revise adjectives which express feelings, do the 'How do you feel when...?' questionnaire, task 2, p. 14, Workbook. Do it as a pair work activity. You can also ask students to think of some *How do you feel when...?* questions they would like to ask you, or simply some additional questions.

2 Put the following words up on the board and ask students to retell the story about Alex and the incident with the broken glass wall:

headmistress glass wall damage witness
Alex's parents weekly allowance savings part-time job

3 Do task 1a, p. 17, Student's Book. Put the following two headings up on board: MAKE and DO. Invite students to copy the expressions under the respective verbs.

Key:

Make	Do
<i>a mistake</i>	<i>homework</i>
<i>money</i>	<i>one's best</i>
<i>progress</i>	<i>the damage</i>
<i>a decision</i>	<i>the dishes</i>
<i>the beds</i>	<i>the shopping</i>
<i>an excuse</i>	<i>business</i>
<i>a mess</i>	<i>the task</i>
<i>friends</i>	<i>a test</i>
	<i>something wrong</i>
	<i>a job</i>
	<i>your hair</i>
	<i>somebody a favour</i>

Optional:

Students listen to the interview with Alex's father (Recording 2.2) again and tick the correct combinations in their tables.

As for the remaining combination(s), bring dictionaries for students to look them up (or let them do that on their mobile phones or tablets) or simply tell them if they are correct.

4 Do Task 2b, p. 17, Student's Book. After you have checked the sentences, ask students if they agree with the ideas expressed. When giving their opinions, they should always justify them.

Key: 1 make, 2 do, 3 make, 4 make, 5 do, 6 do

5 To prepare students for the text *Kid's Financial Education*, p. 12, Workbook, elicit the verbs which collocate with money.

Give the first letters to help students come up with the correct verbs.

m(ake)

e(arn)

s(ave)

s(pend) money

b(orrow)

l(end)

l(ose)

r(aise)

6 Ask students to read the text *Kid's Financial Education* in the Workbook and do task 1, p.12.

Key: 1F, 2T, 3T, 4F, 5T, 6T

7 Do Over to You, p. 13, Workbook.

8 In the end, do Speak Out, p. 20, Student's Book.

Suggested homework: Task 1a and 1b, p. 13, Workbook.

Step 4

1 To recap the vocabulary you did in the previous classes, play **Noughts&Crosses (Tic Tac Toe)** with the vocabulary (words/expressions + paraphrases) given in task 2 (+ add one more that is given under the article, e.g. income= the money that you earn from your work), p. 12, Workbook.

X	O	O
O	X	X
O	O	X

Note: If you have a stronger class, you don't need to write the words/expressions on the board. Otherwise, it would be a good idea to have the words on the board while playing the game.

Copy the paraphrases onto sheets of paper. Stick them face down on the board and play the game.

Divide the class into two teams (**Noughts&Crosses**). Representatives take turns to call out a square. You show them the paraphrase (e.g. persuade, stimulate), and they give the word/expression (encourage). If their guess is correct, the team gets a point (their sign in the respective square). The winner is the team that first gets three in a row. In the next round or a rematch, you can choose some other words/expressions or let groups of students prepare them for the class to play.

2 Start a discussion about magazines and newspapers. Explain the difference between the two. Elicit the names of some daily papers/magazines in Croatia or abroad.

Variation: Bring in Croatian/British/American magazines/newspapers (or show them the ones on the internet) for students to have a look at. Brainstorm the topics you can read about in the newspapers/magazines.

e.g. politics, sports, fashion, art, crime, etc. Students also say which topics they are interested in/not interested in at all. Then ask them how they decide which article to read. This question brings you to the issue of headlines and their importance. Tell them that headlines summarise the main idea of the text and that they should be short and catchy.

3 Students do task 1, p. 18, Student's Book.

4 Students read the article to check their predictions.

5 Write the following groups of words/expressions up on the board:

1 get rid of	__ your service
2 start	__ a presentation
3 go	__ many doors
4 charge for	__ a business
5 give money to	__ the audience
6 take part in	__ charity
7 knock on	__ door-to-door
8 give	__ a competition
9 impress	__ rubbish

Key: 4, 8, 7, 2, 9, 5, 3, 6, 1.

Ask students to match the words/expressions in the two columns. This activity allows you to discuss the words/expressions used in the text, thus helping students to understand the article more easily.

6 Do task 2a and task 2b, p. 19, Student's Book.

Key: 2a

1 They are two schoolgirls who have started their own business. They are two young entrepreneurs.

2 She is the founder of Wise Pocket Products. She's also a young entrepreneur.

3 It is a town where Ida and Vera live and work.

4 That is the name of Sofia's company.

5 It is a competition.

Key: 2b

Ida is 14 years old.

Vera is 15.

They charge £1 for their service.

They normally make £5 a day.

Vera and Ida can collect about £120 a month.

Wise Pocket Products has donated socks to more than 25 children's shelters across the country.

7 Do task 3, p. 19, Student's Book.

Key: 1 entrepreneur, 2 item, 3 charge, 4 charity, 5 competition, 6 audience, 7 donate.

8 Ask the following questions:

How do you like the girls? What's interesting about them?

What are you impressed with? or What is the best thing of all?

What else would you like to know?

Then, wrap up with task 4, p. 19, Student's Book.

Suggested homework: Task 3, p. 14, Workbook, or give a gapped letter to the editor for students to fill in.

Extra activity: A letter to an editor *Worksheet 3

Key: business, useful, charge, charity, competition

Dear Editor,

I am writing to say how much I liked the article about the girls who run their own _____.

It's a great story. The girls are really very brave and hard-working. The work they do is _____ to their community. I think it's a good idea for schoolchildren to learn about such young people.

The interesting thing is that they _____ for their service. They are very successful and make quite a lot of money. The best thing of all is that they give their money to _____.

However, it's a pity we don't know how the _____ ends. Could you please write back and inform me about that?

Looking forward to hearing from you.

Best wishes,

Dana Harris

Step 5

1 Put the following de-vowelled words on the board. Tell students that they are words related to the young business girls they read about in the article last time. Challenge them to write the words out in full. Then ask them to retell the story and to include the given words.

bsnss rbbsh ppr plstc glss rclng chrg cmpttn prsnttn

ws pckt prdcts dnt chrt shltr

2 To prepare students for the revision of the present simple and the present continuous, write the following sentences up on the board:

*I am studying hard for the biology test.
How often do you have your music lessons?
My parents don't let me watch television after ten o'clock.
My neighbours are building a swimming pool.
What are you doing with that mobile phone?
Take the umbrella because it's raining heavily.
Every summer we travel to the seaside to visit grandma and grandpa.
People all over the world speak English.*

Ask students to put them into two groups. Don't tell them which criterion to use. Let them decide on their own how they will categorise the sentences. They have to explain their choices. In the end, tell them how you've done it, according to the tense used, the present simple and the present continuous.

3 Put students into small groups and let them do the Language Focus box, p. 20, Student's Book.

4 Do task 2, p. 15, Workbook.

5 Refer students back to the two questions in the batch of sentences they have worked on. Ask them to give you the rule on how to form questions in each tense. You can encourage students to check the rule in the Grammar Bank.

6 Do task 4, p. 16, Workbook.

Extra activity:

You can play the **Find a Mistake** game at the end of the lesson.

Put students into groups. Distribute the worksheets. Give them some time to go through the sentences, find the mistakes, and correct them.

When the time is up, play the game.

Write the numbers on the board. The sentences are numbered but not in the order in which they appear on the worksheet. Groups take turns to choose a number, and you read the sentence to them. If the students find the mistake, they get a point. They get an additional point if they also correct the mistake.

***Worksheet 4: Find and correct the mistake.**

Sentence	Corrected sentence
Why are you listening to the radio every Sunday?	
When studying chemistry he need complete silence.	
Why the girls are knocking on all the doors in the neighbourhood?	

How much allowance does you get?	
I am put some money aside because I am save for a new bike.	
Children learn about financial issues at the moment.	
Keith and Russell are looking after their neighbour's dogs every week.	
Are you rarely borrowing money?	
Mr. Headly is believing that Alex can manage his school and a Saturday job.	
The headmistress don't think £98 is a lot.	

Suggested homework: Task 3, p. 16 and task 5, p. 17, Workbook. Set the project task, p. 21, Student's Book for homework. Go through the instructions in class. Discuss the task with students. Together decide when they will make their pitches.

Workbook answer key

Reading

1 1 F, 2 T, 3 T, 4 F, 5 T, 6 T

2 d, e, a, b, g, f, c

Vocabulary

1a **Make:** money, an excuse, a mistake, friends, a decision, plans, a suggestion

Do: a job, business, your best, nothing, a test, wrong, damage

b 1 makes, 2 make, 3 do, 4 make, 5 made, 6 make, 7 doing, 8 do, 9 do

3 1 blame, 2 damage, 3 charity, 4 rid, 5 audience, 6 witness, 7 favour, 8 earn

Grammar

1 1 I never study for school at night.

2 Every Sunday we go to... OR We go to... every Sunday.

3 Mrs. Ellis is talking ... at the moment.

4 Do you often go out...?

5 We usually have drama classes... But this week we are having ...

6 I have karate ... twice a week. I'm practicing some new moves now.

2 is, work, spend, come, stay, are, am learning, is explaining, have, don't mind, have, am working, doesn't suffer, encourage, think, don't think

3 am watching, is, Do...like; watch, Do...get, 'm thinking, Do...know, are...asking, serve, need

4 1 What sort of business do they do?

2 What do they usually collect?

- 3 How much do they charge for their service?**
- 4 How much money do they normally make a day?**
- 5 Do they work on Sundays?**
- 6 What do they do with the money?**
- 7 Why is this week special for them?**
- 8 What are they taking part in?**
- 9 What are they doing at the moment?**
- 10 Why is the audience listening carefully?**
- 5 What are you doing?**
 - How often do you have a history class?**
 - Do you have problems with history?**
 - What kind of books does she like?**
 - How much does it cost?**

Lesson 3 ALL THAT GLITTERS

Objectives:

- To listen to/retell a myth
- To read/report on a history book text
- To write a myth/ story
- To discuss true values in life
- To practise word formation
- To practise small talk
- To revise the simple past tense
- To revise relative pronouns
- To revise subject and object questions

Suggested time: 5 periods

Step 1

1 Write on the board: *The weekend is* Ask students to finish the sentence in as many ways as they can think of.

2 Next, write the following statements on the board:

Keiran looks a bit down.

Russell looks pleased.

Nikki looks a bit worried.

Check that students understand the meaning of the statements, then ask them to guess why Keiran, Russell, and Nikki feel the way they do.

What happened yesterday/at the weekend/last week?

4 Play the recordings. Students listen for the answers. Check the answers. Now, let students read the dialogues.

5 Do task 1, p. 23, Student's Book

Key: 1 a, 2 b, 3 b, 4 b, 5 b, 6 a.

6 Pairwork. Let students act out the dialogue of their choice.

7 Do task 2, p. 23. Students first talk about their weekends. Then, split the class into smaller groups and ask them to choose one picture and make up a story about the kids in the picture. They share their stories with other groups.

8 Write on the board the title of Lesson 3: All the glitters. Let students brainstorm what glitters. Probably students will mention, among other things, gold. Do task 1, p. 24, and task 2, p. 25. Ask students what the most interesting/surprising piece of information for them is.

Key: 1 Yes, 2 6 grams, 3 The space. 4 After the death of a sailor. 5 Yes, about 50 milligrams, 6 To reflect infrared lights. It allows sunlight to pass through. 7 Golden retrievers. 8 It is named after the Golden Gate Strait.

Optional:

1 If you want students to understand the title of the whole unit, you can deal with proverbs. Start with a few proverbs in Croatian. Write them up on the board and ask students to translate them into English.

- a) *Daleko od očiju, daleko od srca.*
- b) *Tko se zadnji smije, najsluđe se smije.*
- c) *Tko rano rani, dvije sreće grabi.*
- d) *Nije zlato sve što sjaja.*

2 Discuss students' ideas. Then give the original proverbs/sayings.

Explain what proverbs are and point out that they are specific in each culture.

Key: a) **Out of sight, out of mind.**

b) **He who laughs last, laughs longest.**

c) **The early bird catches the worm.**

d) **All that glitters is not gold.**

3 Ask students whether they know any proverbs/sayings in English. Then give them some a) split proverbs to match, b) beginnings, and ask them to finish them. In the end, ask them to explain what the proverbs mean.

VocaTip

To help students practise and memorise the words more easily, you can:

1 Read all the words out, one by one; students repeat them after you.

2 Wipe some words out. Then read them out again, pausing by the ones erased. Let students give you the missing words.

3 After you have erased them all, give the words in Croatian and students say them in English.

4 Wipe them out, one by one; students write them down in their notebooks from memory. Once students

have them all written down in their notebooks, ask them to check the words with those in the textbook.

5 Ask students to write a Croatian translation.

Suggested homework: Let students choose one of the proverbs and write a story that would illustrate it.

Step 2

1 Start with the keywords from the story about King Midas. Write them all on the board:

greedy punishment hospitality wealth regret reward

cause comfort desperate take pity on

Check which words/expressions your students know. Put students in pairs/small groups and ask them to read the definitions in task 3, p. 26, Student's Book and work out the meaning of the words/expressions. Check their ideas. Ask students to categorise them in two groups: positive/negative, explaining why they think so.

2 Write the following on the board: *The Price of Greed*.

Discuss the title. Let students predict what the story could be about. Tell them that it's a myth. Read the names of the characters out, so that they can check/learn how to pronounce them (task 1, p. 26). Ask students if they are familiar with any of the names.

3 Play the recording once. Students check what the names stand for. They do task 2, p. 26, Student's Book.

Note: After they have heard the story, let them work in pairs/small groups and use the information they have got to finish off the sentences in task 2. You can add some more names: *Silenus is a satyr that...; Phrygia is a country where ...; Pactolus is the river in which ...*. It's possible to finish the beginnings in different ways, depending on the information students have gathered. It's a good idea to hear out all the information they have collected.

Key (possible answers):

Midas is a king who was very rich and greedy/lived in Phrygia, etc.

Dionysus is the god of wine whose tutor was a satyr called Silenus.

Silenus is a satyr that was half man, half goat/fell asleep in King Midas's garden.

Phrygia is a country where King Midas had a beautiful palace and a rose garden.

Pactolus is the river in which King Midas bathed to get rid of his golden touch.

Marigold is King Midas's daughter who tried to help her father and was turned to gold.

4 Tell students to have a look at the questions in task 4, p. 27, Student's Book. Let them check which answers they have already got. Play the recording once again. Tell students to take notes.

5 Students work on their answers. Check the answers.

6 To wrap up, do Speak Out, p. 27, Student's Book. This can be done either as a whole class activity, or you can put students into groups to have a discussion. If you do it in groups, check the students' ideas.

Suggested homework: Task 2, p. 19, Workbook, task 5 a, b, c, p. 21, 22, Workbook.

Step 3

1 *Optional:*

Ask students to finish the statements:

1 *Greedy people always ...*

2 *It's OK/It's not OK to receive punishment if you ...*

3 *We should offer our hospitality to ...*

4 *Wealth is...*

5 *I usually bitterly regret it when ...*

6 *Children should get a reward when ...*

7 *If you're under a curse, ...*

8 *I always give comfort to ...*

9 *When people feel desperate they often ...*

10 *We should take pity on ...*

2 Put the following sentence on the board:

I hate people which have a good sense of humour.

Ask students to correct the sentence. Once they have corrected the incorrect relative pronoun, ask them whether they agree with the statement.

Next, do task 5b, p. 22, Workbook, as a speaking exercise. Let students finish it using their own ideas. Monitor the use of relative pronouns.

3 Revise the past simple of irregular verbs by doing task 1, p. 18, Workbook.

4 Check homework or simply ask students to retell the story of King Midas.

5 Do task 1a, p. 22 and task 2, p. 23, Workbook.

6 Write the following sentence up on the board:

King Midas found a satyr in his garden.

Also, write the following questions:

Who found a satyr in the garden?

Who did he find in his garden?

Ask students to explain the difference between these two questions.

Revise the use of subject and object questions.

Refer students to the Language Focus box on p. 27, Student's Book.

7 Do task 4a, p. 20 and 4b, p. 21, Workbook.

Suggested homework: Extension task is to write the story of an ancient myth of their choice. Weaker students can collect 3-5 names of ancient myths and say who the main characters are and what they did.

Step 4

1 Ask the following puzzle:

It's a piece of clothing that is strong, but comfortable, and always in fashion.

After they have guessed that you're talking about jeans encourage them to talk about jeans and share their ideas about how comfortable jeans are to wear and how popular/long-lasting/expensive they are etc. Then ask students if they know who invented them.

2 Do the matching or choose the correct option exercise to check comprehension:

- 1 The California Gold Rush started in
- 2 People went to California to
- 3 Levi Strauss was an immigrant from
- 4 He lived in New York with his
- 5 They were
- 6 They sent him to California to
- 7 Gold miners needed
- 8 Levi Strauss imported denim from Nimes in
- 9 He founded a company and made

... 1848 /1748.

... make gold/seek gold.
... France/Germany.
... brothers/uncles.
... sailor/tailors.
... buy clothes/sell clothes.
... strong but comfortable trousers/strong but comfortable shirts.
... France/Germany.
... a fortune/damage.

2 Do the story of blue jeans, p. 24, 25, Workbook so that students can check their ideas. Discuss other information from the text. Ask students if they find the story interesting and, if so, why.

3 You can choose a student to take on the role of Levi Strauss and then have a class interview.

4 Let students do the writing task. They can do that in small groups and, when finished, share their groups' stories.

Suggested homework: Ask students to think of some other household names (products, brands, etc), choose one and write a story about it.

Step 5

1 Ask students to explain in what way California is connected to Levi Strauss or ask them to read out their homework.

2 Brainstorm the ideas, facts, etc., students have/know about California (task 1, p. 28, Student's Book).

Students work in pairs. Task 2, p. 28, Student's Book.

3 Students present answers to questions from task 2. Then ask them to read the text about California (task 3, p. 28, 29) in Student's Book.

4 Check the answers as a whole class activity.

5 Do task 4, p. 29, Student's Book.

Key: Para 1 - significant, search, Para 2 - take a risk, make a fortune, poverty, supplies, Para 3 – ammunition, exhausting, shortcut, Para 4 - remote, population, multiethnic, prosperity.

VocaTip

1 First check the words in Task 4. Let students write them up on the board. You can add some more from the text or let students do that.

- 2 Ask students to group the words. You can either tell them how to do this (e.g. nouns, adjectives, verbs) or let students do it on their own and then tell you which criteria they used.
- 3 Ask students to write the Croatian equivalents next to the respective English words on the board.
- 4 Wipe out the English words. Then ask students to write them back from memory.
- 5 Finally, encourage students to use some of the words in sentences of their own.

Extra ideas

Play **Noughts&Crosses** with the words in the table.

a) You can first play the game with adjectives and nouns.

Example:

hospitable	poor	dangerous
happy	ill	foolish
wealthy	greedy	desperate

Students open the squares and try to come up with the nouns. The winners are those who first get three correct words in a row.

b) Play it again. You can play it with nouns and verbs, translations, gapped sentences, etc.

7 Next, practise the following collocations. Do a matching exercise first. Then you can play Noughts&Crosses.

- 1 *get comfort from*
- 2 *take a risk*
- 3 *bring prosperity*
- 4 *grant a wish*
- 5 *take a shortcut*
- 6 *make a fortune*
- 7 *take pity on*
- 8 *be disappointed*
- 9 *solve a problem*
- 10 *keep a promise*
- 11 *work hard*
- 12 *search for gold*

8 Finally, do the Speak Out task, p. 29, Student's Book. Students share their ideas and feelings about California. You can ask them if they have seen any films/read any books about California, if they would like to live/wouldn't like to live there and why, etc.

Suggested homework: Task 3, p. 23 and task 4, p. 24, Workbook.

Workbook answer key

Grammar

1 Across 1 spent, 2 began, 3 grew, 4 were, 5 forgave, 6 cut, 7 told, 8 drove, 9 drank, 10 wrote, 11 found, 12 flew, 13 took, 14 lost, 15 woke, 16 said, 17 thought, 18 won, 19 rose, 20 kept, 21 read

Down 1 sold, 2 became, 3 forgot, 4 came, 5 went, 6 broke, 7 did, 8 felt, 9 knew, 10 cost, 11 saw, 12 wore, 13 caught, 14 fought, 15 ran, 16 stole, 17 met, 18 spoke, 19 paid, 20 sent, 21 made

Extra verbs: chose, had, ate

2 was, had, didn't let, saw, did ... do, Did ... punish, took, invited, heard, decided, granted, did...wish, asked, knew, tried, didn't listen, gave, turned, became, didn't bring, begged, didn't want, did... want, wanted, told, did, helped, got, washed, returned, wasn't, was.

3 1 Who found an elderly satyr in his garden? Who did Midas find in his garden?

2 Who granted King Midas a wish? Who did Dionysus grant wish to?

3 Who wanted a golden touch? What did King Midas want?

4 Who turned his daughter into gold? Who did King Midas turn into gold? What did King Midas turn his daughter into?

5 Who begged Dionysus to take away his golden touch? Who did King Midas beg to take away his golden touch? What did King Midas beg Dionysus?

6 Who told King Midas to bathe in the River Pactolus? Who did Dionysus tell to bathe in the River Pactolus?

Where did Dionysus tell King Midas to bathe?

7 What took away his curse? What did the River Pactolus take away?

4 a 1 did, 2 Did, 3 was, 4 was, 5 did, 6 did, 7 did, 8 Did, 9 were, 10 was, 11 was

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

5 a 6, 2, 8, 1, 5, 7, 4, 3

c 1 where, 2 who, 3 whose, 4 that, 5 where, 6 that, 7 who, 8 whose

Vocabulary

1a bathe, satyr, despair, hospitality, golden, pleased, curse, foolish, wish, touch

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

2 1 wealthy, 2 hospitality, 3 happiness, 4 reward, 5 wish, 6 punishment, punish

3 1 granted, 2 get, 3 take, 4 bring, 5 took, 6 take, 7 make, 8 be

4 1 of, 2 for, to 3 for, 4 with, 5 to, 6 of, 7 of, 8 of, 9 by

Lesson 4 HARD TO BELIEVE

Objectives:

- To learn and practise adjectives describing character (2)
- To discuss personal qualities
- To listen to a report
- To read diary entries
- To give reports
- To write about an incident
- To make excuses
- To revise the past simple and the past continuous tense
- To revise reflexive pronouns
-

Suggested time: 4 periods

Step 1

1 Start with two groups of words on the board:

A) *bus stop, man, mask, fight, police*

B) *bus, banana skin, bike, ambulance.*

Put students in small groups. Tell them to choose one group of words and use them to make up a story. Once they have finished, let the groups share their stories.

2 Let your students hear the original stories, play the recordings. They make comments and compare the original stories to the ones they have made.

3 Ask students what both dialogues have in common. How do Keith and Keiran feel? Why?

4 Play the recordings again. This time ask students to listen to Russell and Nikki's excuses. What happened? Do Keith and Keiran believe them?

5 Finally, ask students if they believe Russell and Nikki. Let students read the dialogues and find expressions to confirm their ideas. They read them out.

Key: The expressions (A-G) given in task 1, p. 30, Student's Book.

6 Do task 1, p. 30, Student's Book.

Key: 1 A, B, G; 2 E, F; 3 D; 4 C.

7 Put students in small groups and let them do task 2, p. 30. Hear out their ideas.

Students can act out their dialogues. Encourage them to use the expressions given in task 1.

8 Write up the gapped sentences on the board/a slide or distribute a copy with the gapped sentences. With the help of your students, fill in the gaps.

Use the sentences to focus on and revise the past continuous and the past simple.

*Worksheet 5

Nikki _____ at the bus stop when a man _____ out of nowhere. He _____ a mask. Nikki _____ a fight with him. While they _____, somebody _____ the police.
Russell _____ after a bus when he _____ on a banana skin. A boy who _____ his bike after him _____ it over his leg. People who _____ up at the bus stop _____ an ambulance.

Key: was waiting, appeared, was wearing, had, were fighting, called; was running, slipped, was riding, rode, were queuing, called.

Next, write the following prompts on the board. Ask students to make questions. Do it as a whole-class activity.

- 1 *Who / wait / bus station / when / a man / appear out of nowhere?*
- 2 *What / he / wear?*
- 3 *What / Nikki / have with him?*
- 4 *Who / somebody / call / while / they/ fight?*

Note: This is how you will prepare your students for the next task, as well as for their homework assignment.

- Key:**
- 1 **Who was waiting at the bus stop when a man appeared out of nowhere?**
 - 2 **What was he wearing?**
 - 3 **What did Nikki have with him?**
 - 4 **Who did somebody call while they were fighting?**

Optional:

8 Let students write an anecdote (p. 33, Workbook). It's a guided writing activity. Before students start writing, go through the steps together with them and discuss the instructions. Students exchange their anecdotes and read them. They comment on their texts.

Suggested homework: Task 3a, b, p. 31 and Task 4, p. 32, Workbook.

Step 2

1 Tell the class a personal story, an incident, or something about an interesting experience in your life.

You can make up a story. Finish your story with the words: 'It was a real adventure.'

Ask students what they think makes some incident or event an adventure. What are the elements/ingredients of an adventure?

Do Task 1, p. 31, Student's Book.

2 Check students' ideas. Do task 2 a p. 31. Then tell them to have a look at the adjectives given in task 2 b, p. 31, and choose those that they think can be used to describe an adventurous person.

Check if students know the meaning of the adjectives by asking them to define/paraphrase them. In this way, you might end up with those your students do not know or are not sure about. Clarify their meaning.

3 Work on the adjectives.

VocaTip

- 1 Copy all the words onto large cards. Show them to the class, one by one. Students read them out. Put them up on the board.
- 2 Paraphrase the adjectives at random. Students say which adjective you're talking about.
- 3 When they guess well, move that card onto the other side of the board. First, describe those that you think your students already know. In the end, what will remain on the board are those your students are not sure about.
- 4 Take a few minutes to deal with them. To help your students guess their meaning, describe or paraphrase or use each of them in a sentence.
- 5 Challenge the class to come up with all the adjectives on the cards from memory. When they guess a word, put its card back up on the board. Continue until all the words are back on the board again.
- 6 Ask the students to paraphrase the words themselves.
- 7 Finally, do a dictation. Read out the adjectives, one by one. When you read an adjective, take down its card. Students write the adjectives in their notebooks.
- 8 Let students check their spelling by comparing their spelling with the adjectives in the book.

4 Do task 3, p. 31, Student's Book.

Key: persistent, decisive, ambitious, reliable, confident, curious.

5 Do task 4, p. 32, Student's Book.

6 Do the questionnaire, task 5, p. 32, Student's Book.

Suggested homework: Task 1, p. 26, Workbook.

Step 3

1 Revise the adjectives you did last time. Play some of the following games: Bingo, Match Mismatch, or Noughts&Crosses.

Match Mismatch

Prepare two sets of cards: a set with adjectives and a set with their paraphrases.

Display them on the board in two columns, face down. Number the cards in the left column and mark the cards on the right with letters.

Put students into groups. They take turns to call out a number and a letter. If it is a match, they get a point. Continue until all the pairs have been matched.

2 Remind students how they defined an adventurer last time. Tell them that Jesse Martin is a young adventurer. Let them read the introduction to the story about Jesse on p. 33, Student's Book. Then do task 1, p. 33, Student's Book.

3 Do task 2, p. 33. Play the recording. Students fill in the fact file about Jesse. Play the recording as many times as students need.

Key: 17; Lionheart; 11 m; December 7, 1998; October 31, 1999; 300; 20,000; 50,000 km and 328 days; 3 hours

4 Before you do task 3, p. 34, discuss the points given in the form of headings.

What problems did he have?

Did he keep in touch with his family? How did he do that?

Did he meet anyone or anything on his trip? Did he have any interesting encounters?

Did he enjoy his journey? How did the journey end? Was it a happy ending?

5 Do Task 3, p. 34. Students read the texts and match them to the headings.

Key: C, A, E, D, B.

6 Next, do task 4, p. 35. Ask students to read out the matched sentences. Each time, ask some more detailed questions, referring back to the texts. Try to use the target vocabulary, especially the phrasal verbs. Each time you use some of the new words or phrasal verbs, put them up on the board. Discuss the words/expressions with the class and clarify their meaning.

Key: 3, 2, 6, 1, 5, 8, 4, 7.

7 In the end, do task 5, p. 35.

Key: 1 a, 2 a, 3 b, 4 b, 5 a, 6 a, 7 b, 8 a.

Suggested homework: Task 3a, p. 27 and 3b, p. 28; task 1, p. 29, Workbook.

Step 4

1 Write *Jesse Martin* up on the board. Elicit all the information the class can remember about him - words/expressions or sentences - and put them all up on the board.

Optional:

Ask students to pose questions so that the words/expressions on the board are the answers. Each time you get a correct question, wipe out the respective answer.

2 Do task 1 a, p. 37, Student's Book. Let students compare their questions with the frequently asked questions on Jesse's website, task 1 b, p. 37, and predict the answers.

3 Before you play the recording, put the following words up on the board:

nutritionist, supportive, scurvy (= skorbut), sponsors.

Discuss them with the students. Explain what they mean. Play the recording once.

Students do task 1 c, p. 37, Student's Book. Also, ask them the following questions:

1 What did the nutritionist do for Jesse?

2 How do you know that his parents were supportive?

3 Who had problems with scurvy in the past?

4 What did the sponsors do for Jesse?

5 What do people do if they have a last-minute doubt? Why didn't Jesse have any last-minute doubts?

Key: 1, 3, 4, 7, 8, 9.

4 Play the recording once again. Students do task 2a, p. 37, Student's Book.

5 Do task 2b, p. 37. Let students hear the interview again and check their sentences.

Key: 1 No, he wanted to test himself. 2 He didn't, he didn't have any last-minute doubts. 3 He had sponsors who gave him his boat. 4 His parents were very supportive. They were not against his decision. 5 He had no problems because he had a nutritionist who told him what and how much to eat. 6 No, he didn't. he was just afraid that he would fall asleep while sleepwalking. 7 No, he didn't know what to expect.

6 Have a class discussion on Jesse's journey.

What do they think about him?

What was the hardest thing of all? How did he cope with the problems?

What is he most proud of? Why?

What was the most interesting part of the journey? Let them describe it.

Do they like his parents? Why?

Do you think you could do something similar? Do you have anything in common with Jesse?

Next, you can personalise the activity by asking some personal questions:

What are you proud of? Name at least three things.

Do you think that parents should be supportive? Why?

How can you cope with school?

What can make you shake with fear?

Optional:

Divide the class into groups. Help students prepare a report on Jesse's journey. Lead them through the steps of preparing a report:

Stage 1 Make a plan

Divide your report into sections. Give each section a name.

e.g. preparation, departure, at sea, problems, communication with family and friends, arrival

Stage 2 Decide what you will say in each section. Read the text to find the information. Use the notes from the listening task, too.

Stage 3 Practise the report.

Stage 4 Give the report.

Suggested homework: Task 2, p. 27, Workbook.

Workbook answer key

Vocabulary

1 Down 1 curious, 2 reliable, 3 persistent, 4 optimistic, 5 confident, 6 independent, 7 decisive, 8 patient, 9 ambitious, 10 tolerant, 11 careless

Across Responsible --- A responsible person can be trusted because you know that he/she will do the right thing.

2 1 disease, 2 sponsors, 3 nightmare, shaking, 4 departures, 5 supportive, 6 survive, 7 persistence, 8 achievement

3 a 1 off, 2 out, 3 forward, 4 out, 5 with, 6 up, 7 over, 8 through

b 1 set out, 2 run out of, 3 showed up, 4 looking forward to, 5 cloud over, 6 lived through, 7 see... off, 8 cope with

Grammar

1 themselves, myself, yourself, ourselves, herself, himself, itself, yourselves

2 a was sitting, was lying, hit, was trying, kicked, was fighting, showed, circled, managed,

was pumping, was heading, survived

b He was sitting on the surfboard.

He was lying on the surfboard.

He kicked the shark when it attacked him.

They showed up while Eldrin was fighting with the shark.

Blood was pumping out.

He survived thanks to the dolphins.

3 a were having, witnessed, was talking, were listening, was sucking, started, was laughing, got, wrapped, was looking, laughing, asked, were looking, was sitting, squeezed, came, saved

b 1 When did it happen?

2 What did the 7th graders witness while they were having a history class?

3 Who was talking about World War Two?

4 Who was not listening to the teacher?

5 What was he doing?

6 What happened when he was sucking on a peppermint?

7 Who jumped into action?

8 Where was he sitting?

9 What did he do?

4 1 Who strayed from his home in the early morning hours on March 21?

2 What was he wearing?

3 What was the weather like?

4 Who saw him?

5 What did it do?

6 Who found them?

7 Where was he going?

8 Where was the husky lying?

9 Was the baby crying?

10 Where was the baby's mother?

ACROSS CULTURES 1

A TALE OF TWO CITIES

True and False sentences

Key: 1 F, 2 F, 3 F, 4 T, 5 T, 6 T, 7 T, 8 F

LOOK BACK 1 (Student's book)

Answer key

1 make, 2 take, 3 does, 4 grant, 5 keep.

2 4, 5, 1, 2, 3. 3 1 survive, 2 routine, 3 counsellor, 4 entrepreneur, 5 regret, 6 departure.

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

UNIT CHECK 1

LESSON 1&2 REVISION

Answer key

Vocabulary

1 mother, pronunciation, grammar; staff, counsellor, teenagers; wide, services, cultures

2 a earn, make, save, send, waste, borrow, put aside, lend

b 1 make/earn, spend, 2 put aside, 3 borrow, lend, 4 waste

3 a **Across:** 1 confused, 2 judge, 3 frightened, 4 responsible, 5 financial, 6 witness

Down: 1 cooperate, 2 upset, 3 competent, 4 furious, 5 attend, 6 charity, 7 earn, 8 blame, 9 annoyed, 10 pleased, 11 damage

4 a 1 with, 2 with, 3 of, 4 with, 5 of, 6 with, 7 about, 8 for, 9 about, 10 at

5 5, 4, 2, 7, 1, 6, 3

6 1 do, 2 making, 3 make, 4 do, 5 doing, do, 6 made, 7 do, 8 making, 9 make, 10 done

Grammar

7 spends, does she do, lives, wakes, has, tells, are listening, is telling, go, loves, understands, don't like, is raining

8 1 What does Diana do? She's a counsellor in a summer camp.

2 Where does she spend two months every summer? In Windsor Mountain International Summer Camp.

3 Why does she wake up before everyone every morning? To check if everything is OK.

4 Where is everyone at the moment? In the great hall.

5 Who are they listening to carefully? To Diana.

6 What is she telling them about? About the plans for the day.

7 What do they normally do on Saturdays? Go caving.

9 1 ... meet..., 2 ... does Henry have ..., 3 ... Sally is having piano... She usually has ...

4 Does she have ..., 5 They are watching ..., 6 What are ...

10 1 at the moment, 2 usually, 3 this week, 4 never, 5 sometimes, 6 now

11 'm having, 'm getting, go, surf, play, spend, 'm trying, organise, want, 're thinking, Are...looking, love, is coming, checks

LESSON 3&4 REVISION

Answer key

Grammar

1 lived, didn't care, upset, took, was, knew, went, stole, decided, had, came, asked, helped, breathed, made, taught, called, sent, warned, liked, thought, got, gave, was, told, couldn't, opened, wasn't, weren't, did...feel, felt, became, came, stung, cried, slammed, rushed, saw, explained, heard, begged, didn't know, realised, could, opened, flew, was

2 a 1 did...live; In Ancient Greece.

2 was; Zeus.

3 was; Because they didn't care about gods.

4 did...try; He took from the humans the ability to make fire.

5 kept; Hephaestus.

6 did...do; He stole fire from him.

7 did... react; He decided to punish them once and for all.

b 1 What did Zeus create?

2 Who helped him?

3 What did they use?

4 Who breathed life into the clay?

5 What did the woman look like?

6 What did Zeus call the woman?

7 Who did he send her to as a gift?

c 1 Why did Prometheus warn his brother? Because he knew that Zeus was angry.

2 What was special about Pandora's wedding gift? It was a box but he told her not to open it.

3 What did Pandora expect to find in the box? She expected to find gold.

4 Why did Zeus put Hope in the box? He wanted to give people a chance.

3 a was riding, was crossing, turned, hit, knocked, didn't stop, was dragging, stopped, got, looked, drove, was walking, witnessed, was dragging, were trying, phone

b 1 What was going on in Canley Vale about 8.30 yesterday morning?

A 13-year-old boy was riding his bike.

2 What was the boy doing when the car turned into the street? He was crossing the street.

3 What happened to the boy? The car hit him.

4 Did the driver stop? No, he didn't.

5 Who was walking behind the boy? The boy's father.

6 Were there any other witnesses? Yes, there were.

7 What were they trying to do while the car was dragging the boy? They were trying to stop the car.

8 Who phoned the police? One of the witnesses.

4 was working, stepped, was looking, was hunting, struck, coiled, dragged, were fighting, bit, lasted, eased, took, phoned, were driving, stopped, were...doing, were transporting, escaped, were approaching, saw, was fighting, survived

5 1 yourself, 2 ourselves, 3 himself, 4 yourselves, 5 herself, 6 itself, 7 themselves, 8 myself

Vocabulary

6 1 greedy, 2 hospitality, 3 danger, 4 punishment, 5 happiness, 6 desperate

7 5, 6, 7, 1, 8, 4, 2, 3

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

9 1 of, 2 at, 3 by, 4 with, 5 for, 6 for, 7 to, 8 of

10 a take, have, get, make, be, bring

b 1 bring prosperity, 2 take a risk, 3 have nightmares, 4 make a fortune 5 take pity on, 6 be disappointed, 7 get comfort, 8 be hospitable

11 1 reliable, 2 tolerant, 3 patient, 4 optimistic, 5 decisive, 6 curious, 7 independent, 8 ambitious

Lesson 5 ACHIEVEMENTS

Objectives:

- To talk about free time
- To make arrangements
- To make/accept/refuse suggestions
- To revise/ practise the present perfect simple (experiences/achievements/recent activities)
- To read/talk about films/film stars
- To summarise films
- To write biographies
- To write film reviews
- To listen to facts/talk about Australia and New Zealand

Suggested time: 5 periods

Step 1

1 Have a class discussion about spending free time. Ask your students the following questions:

What do you do in your free time?

Do you often go to the cinema? Who with?

Which day of the week is the day when you have a get-together with your mates?

Do you have a usual hang out? What is it? Where is it?

How and when do you decide where to go?

By using these questions you will introduce the following expressions: a usual hang out, a get-together with your mates. They appear in the Teenspeak dialogues you are going to do next.

2 Tell students that they will hear Keith, Nikki, Keiran, and Russell talking about their weekend and making arrangements for it.

Set the listening task for each dialogue. Play the recordings.

3 Dialogue 1 True or False statements.

1 Keith would like to go to the cinema.

2 He has already seen X-Men Origins: Wolverine.

3 Nikki would like to see a sci-fi film.

4 Hannah Montana is a comedy.

5 They decide to see Transformers.

Key: 1 T, 2 F, 3 F, 4 T, 5 F

4 Dialogue 2 Finish the statements.

1 Keiran would like Russell to...

2 Russell has just started his ...

3 He has to hand it in ...

Key: 1 ... go out with her. 2 ...chemistry project. 3 ...on Monday.

5 Check the sentences. Discuss the following expressions: feel like doing something, hang out, a get-together with your mates, hand in, What's up? Anything in mind?
Then do task 1, p. 44, Student's Book.

**Key: Accepting: Why not?; That's a great idea!; OK. Let's do that.
Refusing: No, thanks.; Sorry, but I can't.; I'd love to, but I've just started.**

6 Do task 2, p. 44, Student's Book.

Key: 1 hates, 2 friend, 3 give your assignment, 4 suggestions, 5 meeting

7 Next, ask students to produce a dialogue of their own, using the expressions given in the book or simply change some of the information in the dialogues. Let them act out the dialogues.

Optional:

Write on the board the following and add some more:

*Danny, a schoolboy; Tessa, a student; Nigel, scientist;
Pam, teacher*

Display a lot of magazine cutouts/show photographs of people on slides doing different things. Put students in groups. They choose a person and 3-4 photographs. They write either a dialogue or a story about their person.

Suggested homework: Task 4 a, b, p. 52, Workbook.

Step 2

1 Have a class discussion about your students' interests and preferences. Do task 1a, p. 45, Student's Book. Tell them to use the beginnings in task 1b, p. 45, and write sentences about their interests and preferences.

2 Do task 2 a, p. 45. Ask students to read out their sentences.

3 Tell students that you have done some of the things listed this week. Encourage them to ask you questions to find out which ones. Write the beginning of the questions on the board: *'Have you ...?'*

4 Do task 2 b, p. 45.

Variation:

Students prepare a class factfile with the information they have collected.

5 Revise the present perfect simple. Refer students to the Language Focus box, p. 45, Student's Book.

6 Do task 2, p. 54, Workbook.

7 Wrap up with task 4, p. 56, Workbook. Check students' sentences. Then put students in small groups. Ask them to come up with new sentences using own ideas for all the exclamations in task 4, 56, Workbook.

Suggested homework: Task 1, p. 53, and task 3, p. 55, Workbook.

Step 3

1 After you have checked homework, ask students to turn the affirmative sentences into questions and ask their classmates about their week.

e.g. *Have you taken a book back to the library?*
Have you done a maths test? etc.

Encourage students to ask some additional questions. Then let them report on the things they have found out about their classmates.

2 Write 'Australia' on the board. Brainstorm information related to it. Write students' ideas on the board.

3 Do task 1, p. 46, Student's Book.

Key: 1 b, 2 a, 3 b, 4 a, 5 a, 6 a, 7 a, 8 a, 9 b.

4 Do task 2, p. 46, Student's Book. Play the recording, so that students can check their answers. While checking the answers, ask other questions referring to the other information given in the interview.

5 Do task 3, p. 46. Play the recording once again. Students read out their sentences. Ask them to give additional information about the places, people, animals, or instruments mentioned in the interview.

Key: Rotorua/Kaikorua (or Sydney and Canberra/ Melbourne); Ayers Rock; the Great Barrier Reef; koalas and kangaroos/ kiwis; with a girl from Wellington; an old Aborigine, a didgeridoo player; play the didgeridoo.

6 Have a class discussion. Ask students to explain why they think the title is *Two weeks in paradise*. Ask them to read the *Did you know* information, p. 47, Student's Book, and report on that.

7 Finish with a matching game. Write the beginnings of the sentences on the board (or distribute worksheets with them). Students copy them into their notebooks. When they are ready, dictate the endings in random order. Students write them next to the respective beginnings. After you have read all the endings and students have written them down, play the interview once again or simply let students check the sentences with the interview at the back of the book (Audio scripts).

Extra activity:

Worksheet: Australia and New Zealand

*Jumble the endings/cut out the strips.

Suggested homework: Task 2, p. 54, Workbook and Teens in Action, p. 47, Student's Book.

*Worksheet 6 : Australia and New Zealand

1 Canberra is ...	the capital city of Australia.
2 The largest city in Australia is...	Sydney.
3 The second largest city in Australia is ...	Melbourne.
4 Go to Sydney to see the famous ...	Opera House.
5 Ayers Rock is a sacred place for ...	the Aborigines.
6 The Aborigines are ...	the native population of Australia.
7 The first settlers were ...	convicts.
8 The Great Barrier Reef is made ...	of coral.
9 New Zealanders call themselves ...	Kiwis.
10 Kiwis cannot ...	fly.
11 The capital city of New Zealand is ...	Wellington.
12 The All Blacks is the name of ...	the most famous rugby team in New Zealand.
13 If you go to Rotorua, you ...	you will see geysers.
14 Kaikoura is famous for ...	whales and dolphins.
15 The tuatara is a ...	lizard with a third eye on top of its head.

Step 4

1 Play a **True&False quiz** with the sentences students have done for homework. If students have prepared a mini-presentation, let them give it.

2 Before you start with the texts about two famous actors, do a vocabulary-building activity. Write the following split collocations on the board or just words/expressions from the texts you believe students might have problems with, or that you think should be pointed out. Discuss them with your students, helping them to find and match the correct collocations and/or explain the words/expressions. Bring a photo showing an Oscar (the statue). It could be used as a starting point for discussion.

Collocations (split them up):

receive a nomination

win an Oscar

bring up a child

give money to charity

lead role

keen athlete

quick temper

be a dropout

get a break (get a chance)

Possible questions:

What's an Oscar? (film award)

Who awards the Oscars? (the American Film Academy)

What are Oscars awarded for? (Best film, best actor/actress, best film script/ best director, best supporting actor/actress, best music, best special effects, etc.)

Can you name any films/actors/directors/scriptwriters that have won Oscars?

Have you ever watched an Oscar Awards ceremony? What happens? What's it like?

Would you like to attend it? Why/Why not?

How and why do some actors become famous?

Is it a hard job? Explain why you think so.

Would you like to be an actor/actress? Why/Why not?

Is it OK that some actors make so much money?

What do they spend their money on? What do you think they should spend it on?

Do actors and directors give money to charity?

Is it hard for an actor to bring up a child? etc.

3 Do task 1, p. 48, Student's Book.

4 Write the following headings up on the board:

Family Early life Character Interests Acting career

Ask students to read the texts and take notes under the given headings.

5 Check the information the students have collected. Then do task 2, p. 49.

Key: 9, 7, 10, 3, 2, 4, 1, 5, 8, 6.

6 do task 3, p. 49.

Key: 1 HJ, 2 RC, 3 RC, 4 HJ, 5 HJ, CH, 6 HJ, 7 RC, CH, 8 RC

7 Wrap up with the Speak Out task, p. 49, Student's Book.

8 In the end, tell your students that next time they are going to write a biography of a famous actor or actress. You can either decide who that will be or let the class take a vote and decide. Once students have decided, tell them to collect as much information about him/her and bring all the information they have collected next time.

Suggested homework: Task 2, p. 50, 51 and task 3, p. 51, Workbook.

Step 5

1 Start with the homework assignment - *Cate Blanchet's biography*. Let students read it out. Then discuss what elements a biography must have. Encourage students to find these elements in the texts about Cate Blanchet, Russell Crowe, Hugh Jackman, and Chris Hemsworth.

2 Do a writing activity. Put students in small groups or pairs. Using the information they have collected, students should write a biography of that actor/actress. After they have finished writing their texts, let students read them out.

3 Ask students if anyone has seen Iron Man. Ask them to tell you what they know about the film, the actors, the director, etc. Pair students off and tell them to do task 1a, p. 50, Workbook.

4 Finally, talk about film reviews in general. Make it clear what information they should give. Elicit and write up on the board the questions we ask to review films. Ask students to use the questions to find the answers in the film review of Iron Man.

Optional:

Do a speaking/writing activity: a film review

Encourage students to talk about a film they have recently seen, using the following questions:

What's the film called?

What sort of film is it?

Who directed it?

Who starred in it?

Who are the main characters?

What is it about?

Why do you like it?

Who could you recommend it to? Why?

Suggested homework: Ask students to write a film review of a film they have seen recently. Tell them to use the questions elicited in class and the film review of Iron Man in the Workbook.

Workbook answer key

Vocabulary

1a fan, recommend, sci-fi, effects, storyline, stars, genius, terrorists, high-tech, protect
b C, B, A

2 on, in, by, at, on, at, to, up, from, for, with, in, to

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

4 a 1 Shall we go out tomorrow?

2 How about going to the cinema?

3 Shall I buy the tickets?

4 We could go to a basketball match.

5 Shall we meet at 7.30?

6 Would you like me to bring some popcorn?

7 Let's watch Iron Man!

b 1, 4, 2, 7, 3, 6, 5

Grammar

2 1 have already seen it, 2 have just had lunch, 3 haven't finished my homework yet,
4 haven't met them yet, 5 haven't brought it with me, 6 have already completed it, 7
have just called them, 8 have already spent my pocket money

3 She has taken the book back to the library.

She has done a maths test.

She hasn't bought a new black T-shirt.

She hasn't visited Jerry in hospital.

She hasn't finished her history project.

She has won a school quiz.

She has written an article for the school magazine.

She hasn't painted the walls in her room black.

4 2, 7, 6, 3, 4, 5, 8, 1

1 They have won a competition.

2 He has slipped on a banana skin.

3 He has burnt his finger.

4 The police have arrested the criminals.

5 She has repaired her bike.

6 He has fallen down.

7 The TV set has broken down.

8 They have lost the match.

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

b 1 Although film stars are rich, they don't give much money to charity.

2 Sally isn't going out with her friends because she's grounded.

3 He was overdue with his book so he had to pay a fine.

4 The lesson was boring so the students fell asleep.

5 Although I like sci-fi films, I didn't like the Terminator.

6 I couldn't understand the film because it wasn't subtitled.

Lesson 6 WHAT'S WITH YOU?

Objectives:

- To revise the present perfect simple, the use of for/since
- To practise giving advice
- To discuss and read about teenage problems
- To listen to a podcast
- To listen for specific information
- To talk about friends and friendship
- To write personal letters

Suggested time: 4 periods.

Step 1

1 Play **Chinese Whispers**. Divide the class into 2-3 groups. Whisper a sentence into the ear of the first students in each group. They continue whispering the sentences to their fellow students until the sentences reach the last student in each group. They then say their sentences aloud.

Compare them to the original sentences. Probably they will not be the same as those given at the beginning of the game.

2 This would be a good introduction to the topic of gossiping. Ask students to define this word as well as the person who likes doing it: *A gossip is a person who...* Also, ask them to say what they think about gossiping.

3 Tell students to listen to the recordings, the four dialogues, p. 50, Student's Book. Who is the gossip? What did he gossip about?

4 Do task 1 and task 2, p. 50, Student's Book.

Key: 1 1 a, 2 b, 3 a;

2 1 secret, 2 you, me, trust, 3 world, heart, die

5 Students act out the dialogues.

6 Write the following split sentences/collocations up on the board. Help students match them.

Then discuss the meaning of the expressions.

support someone no...	matter what
have many things ...	in common
confide...	in someone
hang around...	with someone
criticise...	a friend

write to	a problem page
fall out with	a friend
tell a white...	lie
feel jealous..	of a friend
break...	a promise

7 Pairwork. Task 1, p. 62, Workbook. In the end, students change pairs and report on their partner's sentences.

Variation:

Ask students to tell the class what they have in common and what is different. They can write sentences as a report. Here is a model you can put on the board.

We both ... I have but he/she hasn't ...

Suggested homework: Tasks 6 a, b, p. 62, Workbook.

Step 2

1 Start with the photos on p. 51, Student's Book. Then do task 1a on the same page.

What's with them? Do real friends behave in such a way? Who is wrong?

Next, play the recording and let students do task 1b, p. 51.

2 Do task 2, p. 51. Complete the sentences with *should* and *shouldn't*. Discuss students' ideas.

3 Paraphrase the adjectives in task 3, p. 51. Students listen to your paraphrases and copy the adjectives as they hear them being paraphrased. Check if they have done the task well. Check the meaning of the adjectives. Then ask students to describe their friends, using these adjectives. Finally, ask students to do task 3, p. 51.

4 Students do the quiz *Are you a good friend?* task 4, p. 52, Student's Book.

5 Have a class discussion. Use the questions in the Speak Out task, p. 52.

6 *Worksheet 7 Vocabulary buildup

1 Sally is unhappy. She has **fallen out with** Jane. They've been friends for years and now Jane doesn't want to go out with her. She doesn't want to talk to her at all. The worst thing of all is that they have fallen out over some funny and stupid thing.

To **fall out with** someone means _____

2 Danny **has a crush on** Pam. He keeps thinking about her all the time. He has **asked** her **out** on a date. It wasn't easy to do but he's happy now. This weekend they are going to the cinema together.

To **have a crush on** means _____

To **ask** someone **out** on a date means _____

3 Tom is Harry's best friend. Harry can trust him and he knows that Tom will never **let him down**. Tom has proved that many times. Once the teacher accused Harry of copying somebody else's essay. Tom **stood up** for him and helped him persuade the teacher that he hadn't done that and that he'd written the essay.

To **let down** a friend means _____

To stand up for a friend means _____
4 Although Terry and Sally are good friends, they often have arguments. Sometimes they get so angry at each other that they don't speak for days. However, they always make up and everything gets back to normal. To make up with someone means _____
5 This weekend will be awful for me. I need to finish my science project. If I don't hand it in on Monday, I'll get an F. That's not all. Mr. Lewis will quiz me. The problem is I haven't been working hard recently. I haven't studied for some time so I have fallen behind . A lot. I don't think I can catch up . Too much stuff, too little time. To fall behind means to _____ To catch up means to _____
6 I need to study hard. I need good grades. I'd like to enroll in the best school in town. It won't be easy but I can do it. I need to go to a good secondary school because I want to go to university. To enrol in means _____
7 Darren and Leila aren't boyfriend and girlfriend any longer. Leila dumped him. It's not because she has fallen in love with someone else. No. But the funny thing is they still hang out together. They go to the cinema together, they meet in the playground and talk for hours. It's funny, isn't it? To hang out means _____

Finish with a vocabulary-building exercise. Use the words/expressions that students will need when reading the letters on p. 53, Student's Book.

Put students into small groups or pairs. Distribute the worksheets. Set a time limit. Students study the sentences and work out the meaning of the words/expressions in bold. When the time is up, check what ideas they have come up with. Write all the expressions up on the board.

Variation:

The text can be cut up into slips and the slips go around.

Suggested homework: Task 3 a and task 3 b, p. 60, Workbook.

Step 3

1 Start with the expressions you did last time. You can play a **Memory Game**. Use the paraphrases given in task 6, p. 54, Students Book, and/or the paraphrases in task 3 a, p. 60, Workbook.

2 Ask students to group the expressions and tell you what topics they refer to.

Key: school; family matters; relationships.

3 Young people often have problems with the above mentioned topics. Ask students:

What do you do when you have a problem?

Who do you turn to for help?

Who do you discuss them with?

What's the best way to deal with problems? etc.

Try to get from students the response 'writing to a problem page in magazines' as a possible way of getting some advice. Ask them who else, besides their parents/friends/teachers, they can turn to to discuss their problems. Try to get the word 'psychologist'. Let students explain who a psychologist is or you can explain it to them.

4 Ask students to read the letters quickly and do task 3, p. 53, Student's Book. They need to find out what problems each of the kids has. Put them up on the board:

Problem - Cause/reason.

Next, ask students to read the letters again and decide why the kids have the problems they do.

Check students' ideas. You can ask some more detailed questions to clarify the problems.

5 Do task 4, p. 54, Student's Book.

Key: 1 have fallen, haven't spoken, haven't heard; 2 have got, has lived, has been; 3 has had, hasn't studied, has been; 4 has fallen, fancied, have been.

6 Do task 6, p. 54.

Key: Letter 1 fall out with, have a crush on;

Letter 2 get divorced, make up;

Letter 3 hand in, fall behind, catch up with;

Letter 4 go out on a date, dump

7 Ask students who they think has the worst problem of all and explain why they think so (task 5, p. 54).

8 Revise the present perfect simple and its use with for and since. Do task 2 a, b, p. 63, Workbook.

9 Wrap up with a personalisation activity. Write the following beginnings up on the board:

I've been friends with...

I've lived ...

I haven't seen ...

I've known

FOR/SINCE

I've had ...

I haven't visited ...

I haven't eaten ...

I haven't been on holiday ...

Speaking activity – students finish the sentences.

Suggested homework: Task 3, p. 63, task 4 and task 5, p. 61, Workbook.

Step 4

1 Do the crossword puzzle, task 1, p. 58, Workbook, as a warm-up activity.

2 Ask students to read out the advice they have written for homework.

Remind them of Mel, Liz, Dennis, and Harry. Let them report on their problems.

3 Ask students to go through the letters again. Then, put them in small groups or pairs. Ask students to think of some advice they would give to each of the four children. Hear students out.

4 Introduce Joe, a school psychologist, who has a weekly podcast. Let students hear him advising Mel, Liz, Dennis, and Harry, p. 55, Student's Book.

Play the recording. Ask students to take notes. Then ask them to report on the advice Joe gives to the children.

Key: Message 1 You should give your friend a ring and meet her.

Message 2 Forget Chris. Focus on your school. Try to catch up with schoolwork.

Message 3 If I were you, I'd get on with my life. Be there for your parents. Show them that you love them both. Be patient.

Message 4 You shouldn't tell lies. If I were you, I'd just tell her the truth.

5 Do the writing task, p. 55, Student's Book.

Variation:

Bring in letters from Croatian magazines. Distribute them and:

- a) let students translate them into English;
- b) let students write the advice.

Suggested homework: Task 2 a and task 2 b, p. 59, Workbook.

Workbook answer key

Vocabulary

1 1 confide, 2 argument, 3 divorced, 4 valuable, 5 fancy, 6 date, 7 jealous, 8 heaven, 9 criticise, 10 dump

2 a keep a secret, have a crush on, be a gossip, get divorced

b 1 divorced, 2 gossip, 3 secret, 4 crush, 5 keep, 6 argument, 7 get, 8 be

3 a 8, 4, 1, 3, 2, 5, 6, 7

b hand in, fall behind, catch up, make up, fall out, ask...out, hang out, let...down

4 1 from, 2 at, 3 to, 4 of, 5 from, 6 at, 7 on

6 a 1 advice, 2 fall, 3 jealous, 4 stand, 5 criticise, 6 confide

Grammar

1 1 written, 2 fallen, 3 told, 4 felt, 5 stood, 6 criticised, 7 broken, 8 confided, 9 hurt, 10 forgotten

2 b 1 since, 2 for, 3 since, 4 for, 5 since, 6 since, 7 for, 8 since

3 How long have you known her?

How long have they been there?

How long have they been here?

How long has she been ill?

How long have you had it?

How long have you loved her?

Lesson 7 IN SYNC WITH YOUR PARENTS

Objectives:

- To listen to and discuss problems with parents and siblings
- To listen to news clips
- To listen to a street report
- To report commands and requests
- To revise modal verbs
- To talk about permission/obligation/no obligation/prohibition/ability
- To listen to and analyse a poem
- To write a letter

Suggested time: 4 periods

Step 1

1 Start with a game of **Call My Bluff**. Play it with the title of the lesson. Prepare three definitions of a phrase or expression. Only one of them is correct. Make the other two sound possible, but incorrect.

Read the definitions, one by one, and students have to decide which definitions are the correct ones.

If you're **in sync with someone** it means that:

A you are always in contact with them.

B you often think about them.

C you get on well with them. (Correct)

Next, go on playing the game. Only this time students have to prepare definitions for the words/expressions you give them. Give out the words/expressions students will be using in this lesson. Put students into groups. Give each group one word/expression and its definition. Students need to write the other two and try to bluff their classmates.

CURFEW	The time after which you have to stay indoors at home.
SIBLING RIVALRY	Competition between brothers and sisters.
REBEL	Someone who is never happy with anything and always fights against those who set the rules.
ROLE MODEL:	Someone other people admire and whose behaviour they copy.

2 Work on the adjectives in task 2, p. 57. Clarify their meaning. Ask students to group the adjectives under positive/negative.

3 Ask students if they are in sync with their parents. Explain the meaning of the expression to be in sync with. Let students discuss the topic of parents and children by doing task 1 and task 2, p. 57, Student's Book.

4 Play the recording. Ask students to listen to the conversation between Keiran and Keith who are discussing their relationships with their parents and brother and sister. Then students can do the task below.

Choose the correct option:

How does Keith get on with his parents?	well/badly
Does he stand up for himself?	always/not very often
Does she stay out late?	yes/not really
Does she sleep over at her friends'?	never/often
Keiran's parents are	permissive/demanding.
Keith's parents are	demanding/permissive

5 Play the recording again. Students match the expressions in task 1, p. 56, Student's Book.

Key: 6, 1, 7, 8, 3, 2, 4, 5.

6 Have a class discussion. Do *Speak Out* activity, p. 57, Student's Book.

Suggested homework: Task 1, p. 64, Workbook.

Step 2

1 As a lead-in, do a phrasal verb activity. First, dictate the verbs. Students write them down. Then dictate the prepositions. They write them next to the respective verbs. Students check their combinations in pairs. Ask them to write 2-3 sentences using some of the phrasal verbs or prepare gapped sentences for their classmates to do.

You can do only the phrasal verbs used in this lesson or include those done previously.

Version 1

<i>fit</i>	<i>in</i>
<i>sleep</i>	<i>over</i>
<i>fed</i>	<i>up with</i>
<i>turn</i>	<i>to</i>
<i>stand</i>	<i>up for</i>
<i>stay</i>	<i>out</i>

Version 2

Batch 1

<i>let</i>	<i>down</i>
<i>turn</i>	<i>to</i>
<i>bring</i>	<i>up</i>
<i>fall</i>	<i>behind</i>
<i>hand</i>	<i>in</i>
<i>stay</i>	<i>out</i>
<i>fit</i>	<i>in</i>
<i>stand</i>	<i>up for</i>

Batch 2

<i>fed</i>	<i>up with</i>
<i>sleep</i>	<i>over</i>
<i>catch</i>	<i>up</i>
<i>ask</i>	<i>out</i>
<i>hang</i>	<i>out</i>
<i>fall</i>	<i>out</i>
<i>make</i>	<i>up</i>
<i>look</i>	<i>after</i>

2 Do task 2 a and task 2 b, p. 65, Workbook.

3 Revise modal verbs. Students check them with the Language Focus box, p. 59, Student's Book.

4 Do the Changing Perspective task, p. 57, Student's Book. Encourage students to look at the problem from a different perspective.

Note: It is very important to be able to put yourself in other people's shoes. That's the first step towards understanding and tolerance.

5 Do task 1 and task 2, p. 66, Workbook.

Suggested homework: Task 3, p. 67, Workbook.

Step 3

1 Put the following up on the board:

*I can... I'm allowed to... I can't... I have to... I don't have to...
I mustn't... I'm not allowed to...*

Students match them with the following:

permission obligation no obligation prohibition

2 Now, ask students to read out the sentences they have written for homework related to the above topics. Also ask students what makes them unhappy or angry, what is annoying or makes them want to rebel.

3 Put the headlines given in task 1, p. 58, Student's Book, up on the board. Brainstorm the possible reasons for such action.

4 Play the recordings for students to check their ideas.

Key: 1 ... because his father didn't let him attend his end-of-school class trip.

2... because their children don't do the chores around the house.

5 Write the following words up on the board:

*curfew forbidden visit a site mature be grounded
withhold someone's allowance recover from a minor operation*

Ask students to define or paraphrase the ones they know. If some are left out, do them yourself. Now, students do task 2, p. 58 in pairs.

6 Have a class discussion using the questions in task 3 a, p. 59, Student's Book.

7 Finally, do task 3 b, p. 59.

8 To prepare students for the homework writing assignment, p. 61, go through the page, discuss the steps to be taken and answer any questions students have.

Suggested homework: Task 4, p. 65, Workbook. Do the writing task, p. 61, Student's Book.

Step 4

1 Start with students' human interest stories they have written for homework. They can display their stories around the classroom, students walk around and read the stories. In the end, have a feedback discussion.

2 Brainstorm the commands and requests

parents/teachers/brothers/sisters/neighbours/friends often give/make.

Write them all up on the board.

3 Tell students that you have noisy neighbours and that you often hear them ordering their children around. Among other things, you often hear:

'Take off your dirty shoes before coming in.'

'Don't play that stupid music.' etc.

Report the sentences and then write them on the board.

Now, ask students to use the beginnings on the board to say what their parents/teachers/brothers/sisters, etc., tell them to do or not to do, using the commands and requests on the board.

<i>My parents</i>	<i>often</i>	<i>tell(s) me to...</i>
<i>My teachers</i>	<i>sometimes</i>	<i>ask(s) me not to...</i>
<i>My brother(s)</i>	<i>always</i>	
<i>My sister(s)</i>		
<i>My friend(s)</i>		
<i>My neighbour(s)</i>		

4 Next, do the listening task, task 1, p. 59, Student's Book. Play the recording once.

Key: Going out, chores, school, TV, and net. She doesn't talk about clothes.

5 Play the recording again. Do task 2, p. 60. Tell the class to listen to the tips for children first.

Key: problems, going out, chores, school, lie, break.

6 Play the recording once again. This time students listen for the tips for parents.

Key: time, well, friends, hard, rules, model.

7 Students report on the tips. Ask them which ones they agree with, if any, and why they don't agree with some tips if any.

Suggested homework: They read Dr. Ellis's 13 pieces of advice on p. 67 and do task 4, p. 68, Workbook. They also do task 5, p. 69, Workbook.

Workbook answer key

Vocabulary

1 sibling, strict, permissive, treat, spoiled, finger, way, row, demanding, hard, failure, stand, supportive, responsible, overprotective, annoying

2 a 1 with, 2 for, 3 out, 4 to, 5 in, 6 over

b 1 stand up for, 2 turn to, 3 stay out, 4 fed up with, 5 fit in, 6 sleep over

4 1 b, 2 a, 3 b, 4 b, 5 a, 6 b, 7 a, 8 b

Grammar

1 1 must, 2 must, 3 mustn't, 4 must, 5 mustn't, 6 mustn't, 7 mustn't, 8 must

2 1 don't have to, 2 mustn't, 3 have to, 4 mustn't, 5 have to, 6 have to, 7 mustn't, 8 have to, 9 mustn't, 10, don't have to

5 To parents

Dr. Ellis tells them:

- ... not to buy clothes for them.**
- ... not to push them too hard.**
- ... to try to understand them.**
- ... to spend quality time with them.**
- ... not to forget to attend parents' meetings.**
- ... not to shout at them.**
- ... not to put their work before their children's interest.**
- ... to have meals together, at least on Sundays.**

To children

Dr. Ellis tells them:

- ... not to shut them out of their life.**
- ... to try to understand them.**
- ... to discuss problems with them.**
- ... to help with the housework.**

6 She asks her

- ... not to play computer games.**
- ... to take the dog for a walk.**
- ... to buy some milk.**
- ... not to forget to wake up Simon for school.**
- ... to give her a ring at around 11.30.**
- ... to check her mail.**
- ... not to be late for school.**

Lesson 8 IN & OUT OF FASHION

Objectives

- To introduce the present perfect continuous
- To practise the present perfect continuous
- To discuss the topic of fashion/modelling/clothes/school uniforms
- To read and listen to interviews
- To deal with stereotypes
- To write a paragraph expressing your opinion
- To describe a favourite piece of clothing in the form of a paragraph
-

Suggested time: 4 periods

Step 1

1 Write 'fashion' in block letters on the board. Students brainstorm words/expressions related to the topic. Write them all up on the board. Possible words are:

industry *clothes*
fashionable *victim*
catwalk **FASHION** *models*
trendy *show*
accessories *designer*

2 Let students have a look at the clothes and accessories on p. 63, Student's Book. Ask them to do task 1 on the same page in pairs.

Note: Tell students that the kind of clothes you wear depends a lot on the occasion and age. Tell them what *dress code* (a standard of what you should wear for a particular situation) means and that people, especially in the business world, know exactly what to wear and what not to wear on certain occasions.

3 Tell students that they are going to listen to Russell and his friends talking about something that he has been doing for some time. Play the recording (Teenspeak, p. 62, Student's Book). Students listen for the answers to the following questions:

- What has Russell been doing?*
- How long has he been doing that?*

Key: He's been doing a project on clothes. The project has been running for a week.

4 Play the recording again. This time the questions are:

- a What kind of clothes has he been wearing for a week?*
- b Who has he been talking to?*
- c How many people has he talked to?*
- d What has he found out?*

e Why have some schools banned hooded tops?

Key: a The clothes metalheads (heavy metal fans) wear.

b People in the street, both young people and adults.

c About 100 people.

d We do judge people by the clothes they wear.

e Because they think pupils who wear hooded tops cause trouble.

5 Do task 1 and task 2, p. 62, Student's Book, as vocabulary building exercises.

Key: Task 1 - 1 into, 2 yourself, 3 into, 4 outfit, 5 of, 6 in, 7 It.

Task 2 – 4, 2, 7, 1, 3, 5, 6.

6 Students act out the dialogues.

7 Ask students how they would describe their clothes. They can use the adjectives in task 2 a, p. 64, Student's Book. Let them work in pairs and find out the meaning of the adjectives, so students can explain who, and on what occasion. For example, Movie stars wear glamorous clothes, especially at award ceremonies.

8 Do task 2 b, p. 64. This activity leads to the fact that we often judge people by the clothes they wear. As noted in the instruction, ask students to say how they decided who they want to be friends with. What was their decision based on?

9 Do the Changing Perspective task, p. 64, Student's Book. People often decide what other people are like or what they do in life just based on their looks or the clothes they wear. In other words, we often think of stereotypes. This activity can confirm this.

10 Finally, hear out the different reports. It would be interesting to hear several reports on the same person and compare them. That's how students can become aware that we project different ideas on other people.

Suggested homework: Task 1, p. 70, Workbook and Writing Task, p. 64, Student's Book.

Step 2

1 In this lesson you need to introduce the present perfect continuous. You can start with the pictures on p. 65, Student's Book. Discuss the pictures with students and ask them to state what they think is going on in each one. Then play the recording for students to check their ideas. They also number the pictures.

Key: (Starting from the top picture) 1, 5, 3, 4, 2, 7, 6, 8.

2 Now, pick one picture, for example, no. 4 (in the middle). Talk about it:

What's going on? Emily is listening to music at full blast.

What's the problem? Emily started doing this an hour ago. She is still listening to the music. It's annoying.

Emily's brother is angry and he says: 'Emily has been listening to music at full blast.'

Point out that the last sentence tells us what is going on and that it has been going on for some time.

3 Next, ask students to write down a sentence for each picture. They can use the model given in the example.

4 Students have a look at the Language Focus Box, p. 65, Student's Book. Then they practise the form and do task 1, p. 71, Workbook.

Suggested homework: Task 2, p. 72, Workbook.

Step 3

1 To revise the present perfect continuous, start with the sentences (left column) in task 3, p. 72, Workbook. Write them up on the board, one by one, and ask the same question:

Why? What has been going on? What has he/she been doing?

Students use their imagination and answer the questions by making sentences with the present perfect continuous. Then students do the matching in task 3, p. 72.

Note: If you want to continue the activity, ask students to guess why they have been doing that. You might get interesting ideas.

2 Draw students' attention to the interrogative form of the present perfect continuous. Then do task 4 a, p. 73, Workbook.

3 Ask students to have a look at the photo on p. 66, Student's Book. Let them read the introduction to learn some basic facts about the girl. Elicit the questions they would like to have answered relating to Alicia Riggs. Encourage them to use questions with the present perfect continuous. For example:

How long has she been modelling?

Where has she been living?

Who has she been meeting?

Where has she been working?

Which countries has she been visiting? etc.

Now, ask students to do task 1, p. 66, Student's Book, and guess the correct information.

Key: 1 a, 2 b, 3 b, 4 b, 5 b, 6 a, 7 b

4 Students do task 2, p. 67. They read and listen to the interview. They check their guesses and check which of their questions have been answered.

5 Do task 3, p. 68, Student's Book, as a whole class activity.

6 Put students in pairs and do task 4, p. 68. They can use the ideas (sentences) they dealt with in the table in task 3, p. 68.

7 Wrap up with a vocabulary task. Put students in small groups and ask them to do task 5, p. 68, Student's Book. Add the word/phrase *grateful (for)* (feeling you want to thank somebody for what they have done). Ask students to explain what Alicia is grateful to her parents for.

Key: 1 underage, 2 eating disorders, 3 drug abuse, 4 tutorials, 5 competitive, 6 cover girl, 7 fan mail, 8 skinny.

Suggested homework: Task 2, p. 70 and task 4, p. 71, Workbook.

Step 4

1 Recap what students read about Alicia Riggs last time.

2 Discuss clothes. Introduce the topic of school uniforms. The following questions might help:

How important are clothes to you?

Why do people wear designer clothes?

Who can afford them?

What do you think about school uniforms?

What is good/bad about them?

3 Divide the class into groups. Some groups think of arguments FOR and others think of arguments AGAINST. Discuss school uniforms.

4 Ask students to write a paragraph on why they are for or against school uniforms.

5 In the end, have a class discussion based on the Speak Out task on p. 69, Student's Book.

Suggested homework: Students do task 5, p. 73, Workbook.

Workbook answer key

Vocabulary

1 1 hooded, 2 baggy, 3 cotton, 4 leather, 5 high-heeled, 6 glamorous, 7 trendy, 8 sloppy

2 1 model, schooling, attend, tutorials, classmates, competitive, cover, fan

3 1 disorders, 2 abuse, 3 cooked, 4 tight, 5 hooded, 6 models

4 1 cope with, 2 judge, 3 turn it down, 4 run, 5 ban, 6 set, 7 break, 8 stick to

Grammar

1 1 has been learning, 2 have been working, 3 have been living, 4 has been raining, 5 haven't been studying, 6 has been tidying

2 1 Zoe has been modelling for 2 years.

2 Garry has been attending our school for a month.

3 He has been playing the guitar for a month.

4 Angie has been having tutorials for six months.

5 She has been learning French for a month.

6 Daniel has been writing articles for a fashion magazine since 2008.

7 He has been designing his own clothes since (2019).

8 Shirley has been cycling to school since her last birthday.

9 Tom has been having problems with maths for three months.

10 Sam has been waiting for a bus since 3.30.

3 4, 6, 8, 3, 2, 5, 1, 7

4 a 1 How long have you been living in the country?

2 How long has Sally been listening to music full blast?
3 What have you been arguing about?
4 What have your teachers been trying to explain?
5 How long have you been looking for a leather jacket?
6 Who have you been writing the letter to?

b 1 How long have you been learning English?
2 How long have the children been playing football in the schoolyard?
3 How long has he been watching TV?
4 How long have you been collecting badges?
5 How long have we been driving to school?
6 How long has she been cooking?

5 1 's been writing, 2 's been doing, 3 've been looking for, 4 has been travelling, 5 's been trying on, 6 's been eating

ACROSS CULTURES 2

HAPPY HOLIDAYS

Key: Task 1 a 11, 13, 12, 5, 10, 4

LOOK BACK 2 (Student's Book), pp. 72, 73

Answer key:

1 1 skinny, 2 curfew, 3 jealous, 4 elegant, 5 considerate

2 1 out, 2 up, 3 in, 4 to, 5 up

3 1 receive, 2 have, 3 get, 4 graduate, 5 stick, 6 attend

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

UNIT CHECK 2

LESSON 5&6 REVISION

Answer key

Grammar

1 has...appeared, have won, has worked, hasn't made, hasn't finished, has decided; has written, has...begun, has...tried, has...wanted; Have...met, have...opened, have kept, have taken, have been, haven't seen

2 1 Have you done your homework yet?

2 I have never spoken in public.

3 My parents have bought a new car but they haven't driven it yet.

4 We haven't written any tests this week.

5 Have there been any accidents this month?

6 I have already read the book but I haven't taken it back to the library yet.

7 He has completed the project and he has never felt so great.

8 Have you heard the news?

9 Have you dreamt of becoming a top athlete?

3 1 have been married, 2 have known him, 3 haven't seen Sarah, 4 hasn't bought, 5 has not been, 6 has...had lunch, 7 has...seen Avatar

4a 1 given, 2 seen, 3 done, 4 been, 5 spoken, 6 had, 7 worn, 8 told, 9 made, 10 got, 11 met, 12 lost

5 1 never, 2 already, 3 since, for, 4 just, 5 yet, 6 ever

6 Have...seen, haven't, has gone, 's been, have read, Have...met, haven't, have had, Has...visited, hasn't, has spent, have...had

Vocabulary

7 1 graduate, 2 dump, 3 temper, 4 keen, 5 nomination, 6 dropout, 7 loyal, 8 charity, 9 frank, 10 modest, 11 jealous

8 1 on, on, with, in, 2 with, to, at, with, in, for

9a 1 up, 2 out, up, 3 behind, up, 4 out, 5 in, 6 down

b 1 podići, odgojiti, 2 posvaditi se, pomiriti se, 3 zaostati, nadoknaditi, 4 izlaziti, 5 predati, 6 iznevjeriti

LESSON 7&8 REVISION

Answer key

Vocabulary

1a 1 sibling, 2 forbidden, 3 curfew, 4 failure, 5 drag, 6 competitive, 7 schedule, 8 disorder, 9 role model, 10 abuse

b 1 role models, 2 sibling, 3 forbidden, 4 drag, 5 failure, 6 disorders, abuse 7 schedule, 8 curfew

2a **Across:** 1 formal, 2 underage, 3 overprotective, 4 demanding, 5 forbidden, 6 permissive, 7 supportive, 8 honest

Down: 1 competitive, 2 strict, 3 spoiled, 4 mature, 5 sloppy, 6 trendy, 7 touchy, 8 annoying

2b **Across:** 1 služben, svečan, 2 maloljetan, 3 koji se postavlja previše zaštitnički, 4 zahtjevan, 5 zabranjen, 6 popustljiv, 7 koji pruža podršku, 8 iskren, pošten

Down: 1 koji se želi natjecati, 2 strog, 3 razmažen, 4 zreo, 5 neuredan, 6 moderan, 7 osjetljiv, 8 koji živcira

3 1 set, stick, 2 recover, 3 attend, has, 4 praise, 5 withhold, 6 judge, 7 cope with, 8 run

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

Grammar

5 1 It has been raining all day.

2 How long have you been studying English?

3 They haven't been working together for long.

4 What has he been doing in the headmaster's office so long?

5 Sam and Sean have been running the project since the very start.

6 Why has the baby been crying all night?

7 We have been listening to the radio since we set off.

8 The car has been making some funny noises.

7 1 for, 2 since, 3 since, 4 for, 5 for, 6 since, 7 for, 8 since

8 1 He has been having tutorials for six months.

2 He has been sharing the studio flat with a Swedish boy for a month.

3 Dorian has been sleeping since 5 in the morning (for almost 8 hours).

4 The reporters have been waiting for him in front of his flat since 11 o'clock.

5 Dorian has been learning Portuguese for two months.

9a Present ability - can, can't; Past ability - could; Permission - can, allowed, not allowed; Obligation - have to, must; Past obligation - had to; No obligation - don't have to; Prohibition - mustn't; Advice - should, shouldn't

b 1 b, 2 a, 3 a, c, 4 a, 5 c, 6 c, 7 a, 8 b, 9 c, 10 a, 11 c, 12 b

10 1 You should tell Lilly that ...

2 You have to hand in ...

3 You mustn't sell ...

4 He can't ride a motorbike.

5 Children shouldn't watch this film.

6 Make up isn't allowed in class.

11a 1 They told us not to take too many things with us.

2 ... to pack them all in a backpack.

3 ... to come on time.

4 ... not to forget our mobile phones.

5 ...not to eat too much before we came.

6 ... to put on warm but light clothes.

7 ... to bring a sandwich or two.

8 ... not to be scared.

c 1 Be careful. 2 Give us a ring. 3 Don't stay up late. 4 Follow the instructions. 5 Don't fight. 6 Drink only bottled water. 7 Don't go out at night. 7 Don't catch a cold.

Lesson 9 TAKE ACTION

Objectives:

- To discuss environmental issues
- To read texts that deal with popular science
- To write a letter asking for action
- To deal with cause/effect relationships
- To deal with problems and suggest solutions
- To build up vocabulary related to ecology
- To deal with large numbers and figures
- To listen for specific information
- To introduce and practise the present simple passive

Suggested time: 4 periods

Step 1

1 Start by ‘unpacking’ the title of the lesson. Let students look at the pictures, pp. 76 and 77, Student’s Book and ask them what the title might mean. Brainstorm the words and/or ideas related to the topic.

2 Do task 1, p. 77, Student’s Book. Students discuss the pictures and say how they feel about them. Ask them if pictures like this make them want to do something. Refer students to Mahatma Gandhi’s quote. Ask them to explain what it means. Ask students to match the expressions to the pictures.

Key: 7, 10, 9, 1, 6, 2, 8, 5, 4, 12, 3, 11

To practise the relevant vocabulary, you can do some of the suggested activities.

VocaTip

1 Ask students to prepare 20 slips of paper, large enough to write words on them. Tell students to copy all the words given in Task 2a onto the slips of paper. It would be best to write them in block letters. Ask them to put all the cards face up in front of them. Then you read all the words at random, one at a time, students repeat them after you, find the word, and put the word card face down. This is just to practise pronunciation and spelling.

2 Students put all the cards face up again. Ask them to put all the cards into two groups:
Words I know / Words I don't know / I'm not sure about

Next, let them define the words they know. You do the same with the words nobody is familiar with.

3 Put students in pairs or small groups. Students look the expressions up in the Mini-dictionary at the back of the book. Then let students take turns to define the words they have looked up.

4 To practise the pairs, play **Bingo** with the cards. Tell students to choose nine cards with the words from the left column only and arrange them in three rows of three words.

Define all the words at random. When they hear their words being defined, students call out the word and turn the card face down. The student who gets all three words in a row defined first wins the game.

5 Next, ask students to complete the pairs of cards by adding the matching word. Now, play Bingo again; this time you give Croatian equivalents, and students read out the English pairs of words.

3 Next, do the Teenspeak dialogue. Write the following up on the board:

An Inconvenient Truth

Eco-warriors

Save the Turtles

Make a difference today and you'll make a difference in the future.

Note: *An Inconvenient Truth* is a documentary film made by former US Vice president Al Gore. The purpose of the film is to educate people about global warming. The film has been included in science curricula in schools around the world.

4 Tell students that they will hear Nikki, Keiran, and Russell talking about the things mentioned above. Ask them to take notes so that they can tell you something about what they say.

Play the recordings, Dialogue 1 and Dialogue 2, p. 76, Student's Book. You can replay the recordings. The aim is to enable students to hear the important information.

5 Check the information students have collected. Then ask some additional questions to clarify the information.

Why do you think An Inconvenient Truth is an eye-opener? What is an eye-opener?

What is a motto? Who has mottos? How do you prepare for tests? What is your motto when preparing for a test? Why does Keiran want to join the eco-warriors?

Would you like to become an eco-warrior? Why are they called warriors?

What is their mission? Is it a serious or a laughing matter? Why? Why do people need to take action? What sort of action? etc.

6 Do task 1, p. 76, Student's Book.

Key: 5, 3, 1, 4, 6, 2

7 You can wrap up by asking students to summarise the dialogues. Give students a gap-fill text or ask them to prepare one on their own.

*Worksheet 8

Nikki is an eco-w_____. They are running a c_____ 'Save the turtles'. Turtles are e_____ and their mission is to i_____ people. When people know what the problem is they can take a_____. Keiran has seen the documentary 'An Inconvenient T_____'. It's an e_____ opener for her. Now she understands eco-warriors better. It's not a l_____ matter but a very serious thing. She wants to j_____ them because they fight for our planet. Their m_____ is 'Make a difference today and you'll make a difference in the f_____.' Russell is there too. Nikki is putting up a poster and she asks him for help. She says 'Give me a h_____, Russell.'

Key: warrior, campaign, endangered, inform, action, Truth, eye, laughing, join, motto, future, hand.

Suggested homework: Task 1, p. 92, Workbook. For stronger students, set a writing task. Ask them to imagine that they are journalists. They should write an interview with an eco-warrior.

Step 2

1 Recap the words/expressions you dealt with last time. Write the following words with the vowels left out up on the board:

NDNGRD, CD, C, CRBN, WST, L, FSSL, XHST.

Students decode the words and write them out in full. Help them with paraphrases, synonyms, etc.

Key: endangered, acid, ice, carbon, waste, oil, fossil, exhaust.

Once students have reconstructed the words, do a **Flashing dictation** with the matching words. Write the matching words on larger sheets of paper. Flash them at random. Students try to see what words they are and then write them down next to the matching word (animals, rain, caps, dioxide, disposal, spills, fuels, fumes).

2 Revisit the topic of ecology. Let students define it, as well as the term environment. Write the expression 'environmental problems' up on the board. Ask students if they know what problems these are, who/what causes them, etc. Ask them to read and explain the meaning of the quote by Chief Seattle, p. 78, Student's Book. Do task 2, p. 78.

Key: climate change, carbon dioxide, endangered animals, ice caps, rainforests, waste.

3 Put students in pairs or small groups and ask them to do task 3, p. 78.

4 Write the following beginnings on the board:

Batch A:

1 *Fossil fuels are burned to...*

2 *Pesticides are used to ...*

Challenge students to finish them.

Batch B:

3 *Climate change is caused by ...*

4 *Carbon dioxide is used by ...*

Key: 1 give energy, 2 kill and control pests, 3 pollution, 4 trees.

5 Use the sentences on the board to introduce the present simple passive. Ask students to look at the sentences and tell you what they notice about the verbs. Write the paradigm on the board. Then draw their attention to the fact that the doer of the action in the first two sentences (Batch A) is the same - people. So, instead of repeating that again and again:

People burn fossil fuels to...

People use pesticides to...

the present simple passive is used. Now, ask students to have a look at the sentences in Batch 2 and tell you what is different about them. If they do not notice the *by phrase and the agent* (doer of the action), point this out to them. Refer students to the Language Focus box, p. 80, Student's Book.

6 Next, write the following gapped questions on the board for students to complete.

Why _____ fossil fuels _____?	To give energy.
Why _____ pesticides _____?	To kill and control pests.
What _____ climate change _____ by?	Pollution.
What _____ carbon dioxide _____ by?	Trees.

Wrap up with the Speak Out activity, p. 79, Student's Book. First, let students think about the answers and then do it as a whole class activity.

Suggested homework: Task 1, p. 94, task 2, p. 92, and task 2 (Quiz), p. 95, Workbook.

Step 3

1 Do the quiz with the questions (task 2, p. 95, Workbook) students had to do for homework as a warm-up. You can also do it as Noughts & Crosses.

2 Do task 4, p. 79, Student's Book. Check the words.

Key: 1 toxic, 2 polluter, 3 extinct, 4 starvation, 5 oxygen, 6 threaten, 7 inherit, 8 ancestor.

Extra activity

Once the words have been checked, give out the worksheets or simply ask students the questions on the worksheet. Let students work in groups and then report on their ideas.

Ask students to suggest actions people should take to deal with the problems mentioned. Use should/shouldn't/must/mustn't, etc.

***Worksheet 9: Environmental issues**

Problem	Possible solution
What makes the water toxic? How can you prevent that?	
Who is the biggest polluter? How can you control them?	
Name some animals that are in danger of becoming extinct. How can you protect them?	
Why is the temperature of the earth's atmosphere increasing? How can you deal with the problem?	
Why do we need to reduce greenhouse gas emissions? How can we do that?	
Fish and sea animals are threatened by plastic waste and oil spills? How can you help them?	
Crops and food supplies are often destroyed by pests? How can we stop that?	

Do we inherit or cause environmental problems? How can/should we deal with them?	
Where is starvation the biggest problem? How can we help?	

3 Write different cardinal numbers (especially large ones), ordinal numbers, decimal numbers, percentages, and fractions up on the board. Tell students to copy 6 of them. Then play a game with them. Call out the numbers on the board, one by one, in random order. Students repeat the numbers if they have them and then cross them out. You do the same. The one who crosses out their numbers first is the winner. You can also refer students to the Language Focus box, p. 80, Student's Book, and check how numbers are read.

4 Next, do the listening task. Play the recording and students do task 1 a, p. 79, Student's Book.

Key: 3, 1, 7, 5, 6, 2, 4, 8

5 Ask students to read out the numbers in task 1 b. Then play the recording once again. Students listen and match the numbers to the issues given in task 1 a.

Key: 12,000 - 1, 1/3 - 4, 120,000 - 8, 5 billion - 3, 0.8°C - 5, 9 out of 10 - 7, 17 - 6, 84% - 2

6 Finally, students in pairs do task 6, p. 80, Student's Book. Play the recording for them to check their sentences.

Key: 1 12,000 gallons, 2 84%, 3 5 billion, 4 90%, 5 1/3, 6 0.8°C, 7 17 trees, 8 hard to do, 9 120,000 people.

Suggested homework: Task 4 a, b, p. 96, Workbook

Step 4

1 Start with the following words on the board:

protection starve production
pollute threat harm
destructive endanger toxin

First, ask students to sort the words out under these headings:

Noun	Verb	Adjective

Next, ask them to think of other forms of all the words in the table e.g. protection/protect/protective. Write them all on the board.

Optional:

To practise the words further, play a **Memory game** or **Match/Mismatch game**.

2 Ask students what all the words on the board are related to. Elicit word ecology or environment. Let students read the following quote:

'We abuse land because we see it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.'

- Aldo Leopold, an influential American scientist and conservationist

Have a brief discussion about its meaning.

3 Ask students if they have heard about teenagers who are environmental activists and tell you what they know about them. Do task 1, p. 81, Student's Book.

4 Do task 2, p. 81. Ask students to find in each text the idea they like most, underline it, and share it with the class.

Key: 1 T, 2 F, 3 F, 4 T, 5 F, 6 T.

5 Do task 3, p. 82, Student's Book.

6 Next, ask students if and what they do or how they can help to deal with the environmental issues. Do the speaking activity, task 1, p. 82

7 Finally, introduce the writing task, p. 83, Student's Book. Discuss the steps. You can either do this task in class or and set the task for homework.

Suggested homework: Task 4 and task 5, p. 93 and task 6, p. 97, Workbook.

Workbook answer key:

Vocabulary

1 1 fumes, 2 dioxide, 3 ecological, 4 pollution, 5 waste, 6 rain, 7 fuels, 8 spills, 9 oxygen, 10 noise

2 1 bury, 2 reduce, 3 run, 4 do, 5 reuse, 6 take, 7 cut down, 8 produce

3 1 activists, 2 indigenous, 3 speech, 4 viral, 5 strike, 6 universal

**4 protect, produce, pollution, threaten; harmful, destroy, endangered; toxic, ecology
1 pollute, 2 destroy, 3 toxic, 4 endangered, 5 harmful, 6 threat, 7 protection**

Grammar

1 Elephants are killed (hunted) for their tusks.

Paper is made from wood.

Champagne is drunk on special occasions.

Rice is grown in water.

Electricity is stored in batteries.

Alligators are hunted (killed) for their valuable skin.

Diamonds are used for cutting.

Raw fish is eaten in Japan.

Tigers are protected from poachers.

2 1 are... made, 2 is... caused, 3 are... cut, 4 is... caused, 5 are... formed,

6 are...covered, 7 is... buried, 8 are... threatened, 9 are... endangered,

10 is... destroyed, 11 are... used, 12 is... produced, 13 is... distributed, 14 are... caused

3 1 biological material, 2 pollution, 3 for wood and to clear land, 4 the very high temperature of the earth's atmosphere, 5 in the tropics, 6 thick ice, 7 in landfills, 8 plastic waste and oil spills, 9 noise pollution in the oceans, 10 ultraviolet rays, 11 to kill and control pest, 12 in rainforests, 13 not equally, 14 undersea earthquakes

4 a is needed, are moved, is defined, is found, is changed, are divided, are used, is thought, isn't used, is used

b 1 The ability to do work. 2 To do work for us, to heat and light homes, to move vehicles, etc. 3 light, heat, chemical. 4 No. They are non-renewable. 4 It is considered as very dangerous. 5 To heat homes. 6 No.

5 keep, read, is/are driven, is/are written, grow, wear, is/are modified

6 1 is used in Dalmatia, 2 are worn in cold weather, 3 is grown in Brazil, 4 are used to keep our food fresh, 5 are read by teenagers, 6 is modified in laboratories, 7 is caused by heavy traffic, 8 are used by children to do sums, 9 are driven to school by buses, 10 about holidays are written by students.

Lesson 10 DID YOU KNOW?

Objectives:

- To build up vocabulary related to inventions and inventors
- To talk and write about inventions and inventors
- To listen for specific information related to famous inventions and their inventors
- To read and talk about famous sights
- To do quizzes
- To introduce and practise the past simple passive
- To revise the use of articles

Suggested time: 4 periods

Step 1

1 Write the word 'quiz' up on the board. Ask students to define it and then elicit the words/expressions/ideas/comments students relate to the word.

2 Do the Speak Out activity, p. 84, Student's Book. Do it as a whole class activity.

3 Tell them that Keiran is preparing for a quiz. Write the questions on the board. Play the recording for students to listen for the answers.

What's Keiran's problem? What's she afraid of?

How does she do in the quiz?

What is the winning question/answer?

Key: She thinks she will fail and everybody will laugh at her. She wins the game. When was the structure of DNA discovered? In 1953.

4 Check the answers. Then play the recording again. Students listen and read. Tell them to find sentences that confirm that Keiran is afraid.

Key: It will be a flop; I'll be a laughing stock; I'm running out of time.

5 Do task 1 and task 2, p. 84, Student's Book.

Key: Task 1: 5, 3, 1, 2, 4;

Task 2: 3, 2, 5, 1, 4

6 Tell students that you're going to have a quiz. Distribute the worksheets. Put students into small groups and let them guess the endings of the sentences.

***Worksheet 10: A Quiz**

Beginnings	Endings
1 The Indiana Jones films were directed by	
2 J.F. Kennedy was assassinated in	

3 The Berlin Wall was pulled down in	
4 The first Olympic Games were held in	
5 The European Union was established in	
6 The first computer was created by	
7 The Mona Lisa was painted by	
8 The first iPod was invented by	
9 The first animal that was cloned was	
10 The atomic bomb was first used in	
11 Hamlet was written by	
12 The television was invented by	

Check students' ideas. Next, draw students' attention to the bolded passive forms. Ask students to translate these forms. Refer them to the Language Focus box, p. 87, Student's Book.

7 Next, ask students to do task 2 a, b, p. 99, Workbook.

Key: p.86 a 7, 2, 4, 9, 10, 1, 8, 3, 5, 6

8 Go back to the worksheets. Give students time to study the sentences well and memorise as many as they can. Then ask them to turn the worksheets face down. Write just the passive verb forms in two columns on the board. Ask students to try to reconstruct the sentences.

<i>were directed</i>	<i>was killed</i>
<i>was pulled down</i>	<i>were held</i>
<i>was established</i>	<i>was created</i>
<i>was painted</i>	<i>was invented in</i>
<i>was cloned</i>	<i>was used</i>
<i>was written</i>	<i>was invented by</i>

Suggested homework: Task 1, p. 98, Workbook.

Step 2

1 Bring photos of some famous sights from all over the world, different from those given on p. 85, Student's Book. Discuss them with the students. Then ask them what they think the most famous sights in Great Britain and the USA are. Introduce the word 'landmark'. Next, let them have a look at the ones on p. 85, Student's Book.

2 Do task 1 and task 2 a, p. 85. Tell students that they will compare and check their answers in the texts. But first, ask students to think of one more question about each sight they would like to have answered.

3 Do task 2 b, p. 86. Students read the texts and check their ideas. Read out the correct answers. Ask them if the other questions they had were answered, too. If they were, let them read these answers, too.

4 Students work in pairs or small groups. Give them some time to study the texts carefully and look up the words/expressions they are not sure about. They should try to define them in English. Tell them that when the time is up, you will check the vocabulary used in the texts.

5 Play the **VocaGame** with the words/expressions used in the texts. Write the target words/expressions up on the board and then paraphrase them or do it without the words/expressions on the board. Use the paraphrases in task 1, p. 102, Workbook. You can add the following:

(bank) land along the side of a river or a lake

(token) a sign

(borough) a part of a large city

(skyscraper) a very, very tall building

(gift) a present

(site) a place, location

6 Do task 3 a, 87, Student's Book. Check the questions. Then, either do a quiz with them or simply ask students to provide the answers.

Key: 1 was...shipped, 2 was... dismantled, 3 was...struck, 4 was... chosen, 5 was... built, 6 were executed, 7 was... owned, 8 was... considered

7 In the end, students work in groups again and prepare True and False statements. Use the statements to play a game.

Variation:

'Correct Me' dictation

Prepare a set of wrong statements based on those in the texts. Dictate them to students who listen to you and then write down the corrected versions.

For example:

Your statement:

'The Statue of Liberty was given to the States as a gift from the people of Italy.'

Students write down:

'The Statue of Liberty was given to the States as a gift from the people of France.'

Suggested homework: Task 1, p. 102 and task 2, p. 103, Workbook.

Step 3

1 Prepare several sentences about the famous sights you dealt with last time. Read the out. Students' task is to say what the sentences refer to. Ask them to do the same. Each student

prepares 2-3 sentences. Students read out their sentences, the class guesses what the sentences refer to.

2 Draw the following table on the board:

I see	I hear	I smell	I feel

Dictate the following words. Students write them under the headings according to how they perceive them.

<i>helicopter</i>	<i>steam</i>	<i>light bulb</i>
<i>dynamite</i>	<i>penicillin</i>	<i>telephone</i>
<i>radium</i>	<i>the Nobel prize</i>	<i>Ancient Greece</i>
<i>chemistry</i>	<i>explosive</i>	<i>inventor</i>
<i>scientist</i>	<i>engineer</i>	<i>DNA</i>
<i>flop</i>	<i>alternating</i>	<i>winner</i>
<i>current</i>	<i>Congratulations</i>	<i>a \$9 million fund</i>

Pairwork. Students discuss and compare how they sorted the words out.

Note: This activity is good for showing how we perceive the world in different ways.

Besides, it can be used as a way of introducing words that will be dealt with later.

When dictating words/expressions, you can clarify their meaning if necessary.

3 Do task 1 a, p. 88, Student's Book. Then play the recording and let students check their ideas.

Key: 1 M. Curie, 2 A. Nobel, 3 A. Fleming, 4 A. Bell, 5 T.A. Edison, 6 J. Watt, 7 I. Sikorsky.

4 Do task 2, p. 88, Student's Book. Students first complete the sentences. They practise collocations while the passive forms are supplied for them. After they have completed the sentences, play the recording again. Students check their sentences. Finally, they correct those that are incorrect.

Key: 1 F, chemistry, 2 T, 3 F, 9 million dollars, 4 F, Scotland, 5 T, 6 F 1,300, 7 T, 8 T

5 Now, put students into 7 groups. Tell them to turn to the listening texts (Audio scripts) on p. 168, Student's Book. Each group is given a text about one person to read about. They are supposed to prepare interview questions.

6 Students act out the interviews.

Variation:

Set a time limit and tell students to write a paragraph about the person they have just read about.

Suggested homework: Students research on their own at home and do task 3, p. 89, Student's Book, or they choose some other famous inventors/scientists/artists and write about them.

Step 4

1 Start with the stories/questions students prepared about Leonardo da Vinci, Nikola Tesla, and Albert Einstein. Play the quiz. Wrap up with a brief discussion about these famous scientists.

2 Recap the vocabulary you did last time. Use the paraphrases to get to the message (topic). Before you start, write up on the board the following numbers.

Word 1: 1-1, 2-1, 3-6, 4-2, 5-8, 6-2, 7-3, 8-5

Word 2: 1-6, 2-5, 3-2, 4-7

Tell students that these are the letters in the words that they need to circle to get a message.

Read the paraphrases one by one. Students write down the words and circle the numbered letters.

Word 1

1 construct

2 a piece of gossip

3 cause physical harm, especially in accidents

4 land along the side of a river or a lake

5 a building that is easy to recognise

6 take a machine apart so that it is in pieces

7 say that something is not true

8 they come from abroad to live in another country

Build

Rumour

injurE

bAnk

landmark

dIsmantle

deNy

immiGrants

Word 2

1 happening now

2 it is laid down when starting to build something

3 have, possess

4 a very tall modern city building

curreNt

cornErstone

oWn

Skyscraper

3 Explain that to break news means to give news that is not so good. Do task 3, p. 100, Workbook.

Optional:

Do a writing and speaking activity. Write on the board the following headlines:

Crown jewels gone missing

The White House in Blue

Tourists rescued at the Statue of Liberty

Put students in small groups. Let them read the headlines and choose one, or, use one of their own, and write a piece of news. When ready, have a radio news programme in which students read the news.

4 Revise the use of articles. Ask students to tell the difference between **a** and **the**. Illustrate that with the following sentences:

Earlier today there was an accident with a passenger lift on the north side of Tower Bridge.

The accident happened when the lift was travelling to the top.

Circle the articles in the sentences. Challenge students to explain why these particular articles are used. Elicit other uses of the articles. Finally, refer students to the Language Focus box, p. 89, Student's Book.

5 Do task 4, p. 100, Workbook.

Suggested homework: Task 5, p. 101, Workbook.

Workbook answer key

Grammar

1 were kept, were guarded, were considered, were analysed, was made, was fooled, was allowed, were kept, was stopped, was taken, wasn't punished, was forgiven, was awarded

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

b 1 Steven Spielberg, 2 Dallas, Texas, 3 November 9, 1989, 4 Olympia, Ancient Greece, 5 In 1993, 6 Although many inventors contributed, it is considered that Conrad Zuse invented the first working computer in the modern sense, 7 Leonardo da Vinci, 8 In 2000, 9 A sheep called Dolly, 10 In Hiroshima and Nagasaki

3 1 was arrested, took, was questioned; 2 was held, took, was raised; 3 were searched, wasn't found, went, was stopped, was given; 4 were given, were picked, were invited, was organised, asked, answered, won

4 a, /, a, the, an, /, a, / the, the, the, the, /, /, the, a, the, a, a, the, the, the

5 1 the, 2 the, 3 the, 4 the, 5 /, 6 the, 7 the, 8 /, the, /, 9 the, 10 /, /

1 Wellington, 2 Cambridge, 3 John Hanson, 4 the Netherlands (Holland), 5 Portuguese, 6 May 8, 1945, 7 Great Britain and Northern Ireland, 8 No. It's Russia, 9 Stockholm, Sweden, 10 Yes

Vocabulary

1 11, 1, 5, 7, 9, 8, 12, 2, 13, 10, 3, 6, 4

2 1 dismantle, 2 landmark, 3 rumour, denied, 4 execute, 5 residence, residents, 6 immigrants, 7 injured, 8 own

Lesson 11 CRAZY ABOUT SPORTS

Objectives:

- To build up vocabulary related to sports
- To read and talk about sports
- To read and listen to interviews
- To write and do interviews
- To discuss healthy life habits
- To contrast the present perfect simple and the past simple
- To contrast the present simple and the past simple
- To revise adverbs of manner

Suggested time: 4 periods

Step 1

Optional

Play **20 Questions** to get to the topic. Think of a well-known sportsperson and let students ask you 20 questions to guess. You can only answer with yes or no.

1 Write up '*sports*' on the board and brainstorm names of different sports, as well as other words related to the topic. Tell students to have a look at p. 91, Student's Book, to check if they have mentioned the sports in the photos, too. Do task 1, task 2, and task 3, p. 91.

2 Do task 4 a and 4 b, p. 91.

3 Next, write 'bungee jumping' on the board. Ask students to say what sort of sports it is. Put a few words on the board and ask them to explain how they are related to bungee jumping.

<i>chord (rope)</i>	<i>bridge</i>	
<i>ankle</i>	<i>bounce</i>	<i>elastic</i>
<i>safety</i>	<i>fit</i>	<i>precautions</i>
<i>mentally</i>	<i>physically</i>	<i>essential</i>

4 Distribute the jumbled text. First, let students try to put the lines in the correct order. You can then read the text once, and let students finish the activity.

*Worksheet 11: About bungee jumping

__1 Bungee jumping is an extreme sport in which
__ stretches and the jumper flies
__ a building, bridge, or crane but it can also be a movable
__ stops. It's essential to take safety
__ people jump from a tall
__ object such as a hot-air balloon or a helicopter. When
__ structure with an elastic chord tied around
__ a person jumps the rope
__ precautions. It is also important for a person to be
__ freely through the air bouncing up and down and then
__ their ankles. The tall structure is usually
__ physically and mentally fit

Key: 1, 8, 5, 10, 2, 6, 3, 7, 11, 9, 4, 12.

Bungee jumping is an extreme sport in which people jump from a tall structure with an elastic chord tied around their ankles. The tall structure is usually a building, bridge, or crane but it can also be a movable object, such as a hot-air balloon or a helicopter. When a person jumps the rope stretches and the jumper flies freely through the air bouncing up and down and then stops. It's essential to take safety precautions. It is also important for the person to be physically and mentally fit.

5 Tell students that Nikki has taken up bungee jumping and that they are going to hear her talking with Keith about bungee jumping. Write the following questions up on the board:

*1 How many jumps has she done so far? 2 Why did she take up bungee jumping?
3 What does Keith think about it? 4 Would he like to do it?*

6 Play the recording. Students listen and answer the questions.

Key: 1 None. 2 Because she's afraid of heights and she'd like to deal with her fear. 3 He's against it. 4 No.

7 Tell students to do task 1, p. 90, Student's Book. Then play the recording again. Let students check if they have matched the parts of the sentences correctly.

Key: 5, 6, 4, 1, 7, 2, 3

8 Students read the conversation. Ask them either to explain or translate the sentences in task 1.

9 Put students in small groups and ask them to do task 2, p. 90, Student's Book.

Suggested homework: Task 4 and task 5, p. 107 and task 6a, p. 108, Workbook

Step 2

1 Start with **the Present Perfect Quiz**, a task that students had to do for homework (task 6a, p. 108, Workbook). Put students in pairs to do the quiz. Once they have done it, ask them to report to the whole class on the most interesting things they have heard from their partners.

In the end, ask students the following question: *Have you ever done any extreme sports?*

2 Do task 1, p. 92. Ask students which of the sports discussed they find the most interesting/dangerous/funniest, etc.

3 Let them read *Did you know?* text and comment on it.

4 Prepare two sets of larger word cards (split collocations). Put them up randomly:

sign a contract, win a championship, afford expensive gear, plan a diet,

break a record, enroll at a college, be physically and mentally fit

Ask students to find pairs. They arrange the pairs on the board. Discuss and clarify the meaning of difficult words/expressions.

Give them a minute to look at/go through the words again, trying to memorise them. Then take all the cards down. Then challenge students to reconstruct the word pairs and write them in their notebook. In the end, check what they have come up with.

Variation:

Play a **Memory game** with the word cards.

5 Ask students what they associate the words/expressions with. Then write *'On top of the world'* on the board. Ask them to suggest what it means. When you get to the right meaning, tell students that Darren O'Brien, a young cyclist, feels that way. Let them guess why. What is the secret to success in sport? Do task 1, p. 95, Student's Book.

6 Do Task 2a, p. 95, Student's Book.

Key: 6, 2, 4, 5, 1, 7, 3.

7 Check students' comprehension by asking a few questions. Tell students to summarise what is important for a top sportsperson. Next, do task 2 b, p. 95.

Key: 1 10 years ago, 2 won the race, 3 was offered a contract with the local cycling club, 4 for 10 years, 5 it's important to be physically fit, 6 plans his diet carefully.

8 Have a class discussion about sports. Do Speak Out activity, p. 97, Student's Book.

Suggested homework: Task 4a and 4b, p. 92, Student's Book, task 7, p. 109 and task 8, p. 109, Workbook.

Step 3

1 Start with the tasks students had to do for homework. Let them report on other extreme sports or tell their classmates about extreme sports they have invented.

2 Write **FOOTBALL** on the board. Talk to the class about football.

3 Then do pre-reading task on p. 96, Student's Book. Read the text and insert the headings.

4 Do task 2, p.97 to check understanding.

Key: 1 From both his mother and father.; 2 When he was 6 years old.; 3 No, he hasn't.; 4 He scored a goal in the FIFA World Cup when he was a teenager just as Pele did.; 5 Cristiano Ronaldo.; 6 He has launched a foundation called Inspired by KM. The aim is to help 98 children all over the world.

5 Books closed. Dictate the following words to your students:

sign for, transfer to, debut, foundation, launch, passionate, charter, encourage.

Next, tell them to turn to task 3, p. 95, Student's Book, and check the spelling.

6 Students do task 3, p. 97.

7 Ask students if they have seen Mbappé play? What do they think about him? Who is their favourite footballer? Put students in groups and tell them to collect as many facts as they can about our national football team. Set the time limit. When the time is up, students share their sentences.

Variation:

Instead of sharing the information, the groups can play a quiz with the pieces of information they have collected.

Suggested homework: Task 2, p. 105, Workbook, the Writing Project task, p. 97, Student's Book.

Step 4

1 Have a display of interviews (written on papers) students had to write for homework or let students act them out in pairs.

2 Ask students if some of them do sports, which sports, and how good they are at them.

Write the following words on the board:

<i>athlete</i>	<i>opponent</i>	<i>competition</i>	<i>coach</i>
<i>instruction</i>	<i>steward</i>	<i>sporting event</i>	
<i>referee</i>	<i>fans</i>	<i>goalkeeper</i>	<i>pitch</i>
<i>court</i>	<i>course</i>	<i>jersey</i>	

Discuss the words/expressions. You can revise/introduce some verbs like compete, support, score, etc. How are they related to the topic? What do they mean? How would you define them? Also, ask students what is ethical and what is not ethical in sports. Then do the questionnaire, task 1, p. 94, Student's Book.

3 Pairwork. Students discuss and analyse each other's choices, task 2, p. 94.

4 Ask students to go through the questionnaire again and underline all the adverbs of manner. Have them copy the underlined adverbs in their notebooks. Ask them to choose at least four and make their own sentences with those adverbs.

5 Revise the use of adverbs of manner and how they are formed, as well as the spelling changes. Refer them to the Language Focus box, p. 92. Do task 1, p. 105, Workbook.

6 Wrap up with a **miming game** (miming actions done in a certain way and ask students what they are doing and how they are doing it).

7 Ask the following question: *Why is it good to do sports?* Write all the answers (prompts) on the board. Do task 4c, p. 93, Student's Book.

Key: 1 healthier, 2 smarter, 3 teamwork and sportsmanship, 4 make friends, 5 focus and manage your time

Ask students to rank the reasons for doing sports, including the ones on the board, or let students make their Top 3 reasons for doing sports. Let students explain why they think so.

8 Pairwork. *How do you pick the right sport for you?* p. 93 Student's Book. Students report back to the class. Which sports are the most popular? Are the reasons the same? Have a discussion in the class. Students write conclusions on 3 most popular choices.

Suggested homework: Task 2, p. 106 and task 3, a, b, p. 106, Workbook

Workbook answer key

Vocabulary

1 1 c, 2 b, 3 a, 4 b, 5 c, 6 b, 7 c, 8 b, 9 a, 10 c, 11 b, 12 a, 13 b, 14 a

2 1 athletic; Because his dad was a footballer, his brothers are footballers and his mum was a handball player. They are all athletes.

2 signed; He was just 14 years old.

3 transferred; In 2017 he transferred to PSG.

4 found; He started his foundation to help 98 children all over Paris.

5 foundation; it organizes different activities for children: from learning foreign languages, taking arts and crafts to going on foreign trips.

6 charter; To teach them things important in life; be humble, responsible, feel empathy for others, and not to be violent.

7 encourage; To stay humble, take responsibility for their actions, listen to others, manage their emotions and problems through dialogues and without any violence.

8 passionate; Yes, he is completely devoted to it.

Grammar

1 1 late, quickly, 2 badly, hardly, painful, 3 late, angry, strictly, nice, kindly, 4 happily, carefully

2 secretly, 2 happily, 3 fast, 4 quietly, 5 loudly, 6 hard, 7 well, 8 badly, beautifully

3 a modestly, firm, fast, lazy, unhappy, quietly, politely, well, sad

b 1 quiet, 2 fast, 3 politely, 4 sadly, unhappy, 5 good, 6 politely, 7 lazy, 8 well

4 1 I have never taken, 2 She saw, 3 He has lived, 4 They met, 5 He played tennis, 6 Did you watch, 7 Has she won, 8 When did she run

5 was, fell, has been, has taken, hasn't done, decided, turned, was, backed out, has seen, has read

6 a 1 had, 2 met, 3 done, 4 had, 5 eaten, 6 seen, 7 received, 8 read, 9 made, 10 felt, 11
been

7 is, works, signed, was, has been, is, had, had, was, spent, is, hasn't taken

8 became, has been, started, was, had, was, won, has won, is, trains, eats, does, has
worked, has made, has taken, is

Lesson 12 LOOKING FORWARD TO THE FUTURE?

Objectives:

- To discuss and predict the future
- To read about the news in science
- To listen to reports
- To evaluate candidates for some project and give reasons for choosing one
- To learn how to make arrangements
- To introduce and practise the future simple passive
- To practise the use of will and the going to future
- To practise the use of the present simple and the present continuous for expressing the future
- To write an email about a trip to space

Suggested time: 4 periods

Step 1

1 Books closed. Take some sentences from *Teenspeak* texts as the starting point. They might be the ones in task 1, p. 99, Student's Book, but you can also add some others as well:

Has everyone turned up?

Right away.

All in good time.

Dead serious.

We have already made the arrangements for tomorrow.

You haven't heard the news?

Why are you so secretive?

Write the sentences on the board. Ask students to think of the context in which the sentences are used, who is saying them, on what occasion, why, etc.

2 Play Dialogue 1. Ask students to answer the questions: *Who hasn't turned up? Why?*

3 Play Dialogue 2. Students answer the questions: *Who is Keith phoning? Why? Who is secretive?*

4 Play Dialogue 3. Students answer the questions:

Who hasn't heard the news? What's the news?

Who has already made arrangements? What arrangements?

5 Do task 1, p. 99, and task 2, p. 99, Student's Book.

Key: Task 1 5, 4, 2, 1, 3

6 Tell students that four ways of expressing the future are used in the *Teenspeak* dialogues. Ask them to read the dialogues and find an example for each of them:

Predictions and promises - Intentions - Future plans and arrangements - Timetables and arrangements

Let students read out their sentences and write an example for each of the headings. Discuss the grammar points and ask students to read the Language Focus box, p. 103, Student's Book.

7 Do task 6, p. 114, Workbook.

Suggested homework: Task 3 and task 4, p. 113 and task 5, p. 114, Workbook

Step 2

1 Start with jumbled quotes about the future:

people/tomorrow/today/to/ for/ the/it/who/prepare/belongs

(Tomorrow belongs to people who prepare for it today)

passport/education/future/the/the/to/is

(Education is the passport to the future)

*We should all be concerned about our future because spend/have/rest/will/lives/
we/our/the/the/of/to/ there.*

(... we will have to spend the rest of our lives there.)

Discuss the quotes. Ask students if they agree with them.

2 Divide the class into two groups - optimists and pessimists. Write the following on the board: *Our world will be a better place to live in.*

Our world will be a worse place to live in.

Students read the statements on p. 99, Student's Book. They say whether they agree or not with them (Students have to play their roles: optimists or pessimists).

3 Do task 1, p. 100, Student's Book. Have a class debate: *What does the future hold for us?* This will be an introduction to the homework assignment, task 2, p. 100.

4 Next, discuss the verb forms. Ask students to underline the verb forms in the statements. Write *the future simple active* and *the future simple passive* on the board. Give students two examples and then ask them to copy all the verbs under the respective headings. Tell students to check the Language Focus box, p. 99, Student's Book.

5 Do task 1, p. 112, Workbook.

6 In the end, do task 1 a and task 1 b, p. 110, Workbook.

Suggested homework: Task 2, p. 111, task 2, p. 112, Workbook, task A snappy 3-minute presentation, p. 100, Student's Book.

Step 3

1 Start with the homework assignment, Students give their snappy 3-minute presentations.

Optional:

Dictate the following gapped sentences (worksheet). Students write the missing words/expressions. Check the words/expressions. Then ask students to reconstruct the sentences or produce sentences of their own using the given words/expressions.

Key: 1 food, 2 cure, 3 fossil, 4 extinct, 5 housework, 6 gadgets, 7 disease, 8 unemployed, 9 legal, 10 level

***Worksheet 12 What does the future hold for us**

1 _____ will be genetically modified.	legal
2 A _____ for AIDS and cancer will be found.	housework
3 _____ fuels won't be used any longer.	gadgets
4 _____ animals will be recreated.	cure
5 All _____ will be done by robots.	level
6 Homes will be full of hi-tech _____.	fossil
7 There won't be any fatal _____.	unemployed
8 There will be no _____ people.	extinct
9 Cloning will be _____.	food
10 The sea _____ will rise.	diseases

2 Write the title *'Tomorrow is here'* on the board. Tell students that they are going to deal with the latest news on space travel. Ask them to read the introductory paragraph on p. 101, Students' Book quickly to find out what is included in the offer and what the following mean:

- 1 SpaceTravel.com 80 4
 2 Offer: _____, _____, _____

Key: 1 The owner of the first space hotel, 80-minute trip around the Earth; a 4-day stay; 2 Offer: a spectacular view, spacewalks, experience of Weightlessness.

3 Next, ask students what they would like to know about these space trips. Elicit their questions and write them up on the board. Then do task 1, p. 101, Student's Book. Students unjumble the questions and predict the answers.

Key: 1 What will the major problems and obstacles be?

2 How many people will travel on a rocket?

3 What will space hotels be like?

4 Will it be possible to take a shower?

5 What will the guests eat?

6 Won't they be scared that something might go wrong?

7 How will the guests deal with zero gravity?

8 How many people are interested in this project?

4 Do task 2, p. 102. Students read the texts and find the answers. You can add some *'Why questions'*, too:

Why will a new rocket be built for each new trip?

Why will typical hotel facilities be modified?

Why will Velcro suits be used?

Why will an eight-week training course be organised for the guests?

Why will a shuttle rocket be fixed to the space hotel during their stay?

Why will freeze dry and canned food be eaten?

Why will minerals and vitamins be taken regularly?

Why will space aerobics be done?

5 Do task 4, p. 102, Student's Book.

Key: 1 a, 2 b, 3 a, 4 b, 5 a, 6 b, 7 b, 8 a.

6 Next, do task 5a, p. 102. Students match the words. Check the phrases and then ask them to use the phrases in sentences of their own, task 5 b, p. 102.

Key: 6, 1, 5, 2, 4, 3.

7 Round off by doing task 3, p. 102, Student's Book, and asking students to tell you what information in the texts they find to be: *most interesting/ incredible/surprising or the funniest/saddest/silliest, etc.*

Suggested homework: Ask students to write an interview with an alien or write about their idea of the future.

Step 4

1 Let students present the interviews/reports they had to do for homework.

2 Next, to introduce the listening activity '*With a bit of luck*', you can ask students to read the introductory paragraph and ask them to try to memorise as much as possible. Then, ask them to shut their books and, in groups, try to reconstruct the text. You can write the beginnings or some parts of the sentences on the board as prompts:

SpaceTravel.com has decided to...

One teenager will...

They have made a...

Each candidate will also...

By looking at their answers...

3 Let students read and do the questionnaire. Ask them whether they think the representatives of *SpaceTravel.com* would like their answers. Why do they think so?

4 Explain to students how they should do the listening activity in task 1, p. 105, Student's Book. They listen to three speakers doing the questionnaire, one at a time. They have to hear/decide which option they should choose for each question. Play the recordings: Speaker 1, Speaker 2, Speaker 3 one by one. Play the recordings again.

Key: Speaker 1 - 1 b, 2 a, 3 a, 4 b, 5 c; Speaker 2 - 1 a, 2 b, 3 c, 4 c, 5 a;

Speaker 3 - 1 c, 2 c, 3 b, 4 a, 5 b.

5 In groups, students do task 2, p. 105, Student's Book.

6 Finally, do task 3, p. 105. Students listen to recording 12.2 in which the representative reports on the candidate they have chosen.

Key: They have chosen candidate 2 because: Firstly, she's interested in science. Secondly, she's curious, brave and determined. Finally, she would like to travel to space.

7 Finish the lesson with task 7, p. 115, Workbook. Students first put the words in the correct order in each sentence. Then they think of the background of each sentence. They say who says them and on what occasion.

Suggested homework: The writing activity, p. 104, Student's Book.

Workbook answer key

Vocabulary

- 1 a 1 animals, 2 fuels, 3 modified, 4 people, 5 diseases, 6 colonies, 7 gadgets, 8 level
b 1 sea level, 2 extinct animals, 3 hi-tech gadgets, 4 fossil fuel, 5 space colonies, 6 genetically modified, 7 homeless people, fatal diseases**
- 2 1 homeless, 2 global warming, 3 modified, 4 solar, 5 improved, 6 increase, 7 overcrowded, 8 legal, 9 cure**
- 3 1 issue, 2 approximately, 3 available, 4 reduced, 5 guests, 6 weightless, 7 afford, 8 facilities, 9 obstacle, 10 launch**

Grammar

- 1 1 will be launched, 2 will be reduced, 3 will be replaced, 4 will be spent, 5 will be solved, 6 will be given, 7 will be built, 8 will be forbidden**
- 2 will be organised, will... held, will be raised, will be collected, will... be used, will be built, will be bought, will be invited, will... be served, will be played**
- 3 1 will, 2 will, 3 will, won't, 4 will, 5 will, 6 won't, will, 7 won't, 8 won't, will**
- 4 1 Sally is going to call the police. 2 John is going to win. 3 The pupils are going to change their behaviour. 4 Tina is going to apologise. 5 Alan is going to turn the TV off. 6 Danny and Liz are going to pay for it. 7 Mary is going to visit MOMA. 8 Sandy is going to take a course in Spanish.**
- 5 1 are... doing, 2 are travelling, 3 am babysitting, 4 are visiting, 5 are having, 6 is not going, 7 are... staying, 8 are... leaving**
- 6 1 are repairing / present, 2 are doing / present, 3 are... studying / future, 4 am staying / future, 5 are saying / present, 6 is meeting / future**
- 7 1 Doesn't this bus stop at every station?
2 What time will the concert start tomorrow evening?
3 What are you doing this weekend?
4 They are not staying with a family this time?
5 What time does the 7.30 train leave?
6 How soon will you take part in the contest?**

ACROSS CULTURES 3

PEOPLE WE ADMIRE

Key: Task 1 - 5, 9, 2, 6, 7, 3, 1, 10, 8, 4

Look Back 3 (Student's Book)

1 1 caps, 2 extinct, 3 exhaust, 4 household, 5 change, 6 spills
2 4, 3, 1, 6, 2, 5
3 1 take, 2 cope with, 3 organize, 4 offer, 5 launch, 6 afford
4 1 c, 2 c, 3 b, 4 b, 5 a, 6 c, 7 c, 8 a, 9 c, 10 a.

UNIT CHECK 3

LESSON 9&10 REVISION

Answer key

1 1 is painted, 2 are used, are replaced, are needed, 3 is heated, 4 are carried, are worn, 5 is done, 6 are made, 7 are put, 8 is added, 9 are inherited, 10 are measured
2 - was discovered, were warned, were rescued, were covered, were taken, were washed;
1 What was discovered off Patagonia, Argentina?
2 How many penguins were rescued?
3 Where were the penguins taken?
- was evacuated, were asked, were offered, were caught, was chosen;
1 Why was a zoo in north-west England evacuated?
2 What were the visitors offered?
3 When was the zoo chosen by Forbes as one of 15 best zoos in the world?
- were shocked, was found, was bitten, were kept, were taken, was questioned, was bought;
1 When was the 75-centimetre alligator found?
2 Who was bitten by the frightened animal?
3 Where was the alligator bought?
3 1 a, 2 b, 3 c, 4 a, 5 c, 6 a, 7 b, 8 a, 9 a, 10 c, 11 c, 12 b
4 1 the, a, the, a, 2 the, an, /, 3 the, /, the, 4 an, the, the, /, the, 5 an, /, the, a, the
5 a waste disposal, exhaust fumes, carbon dioxide, greenhouse gases, oil spills, global warming, fossil fuels, ice caps, endangered animals, plastic waste, noise pollution, drinking water, climate change, acid rain, environmental activist
b 1 carbon dioxide, 2 climate change, 3 fossil fuels, 4 exhaust fumes, 5 plastic waste, 6 global warming
6 1 run on, 2 cut down, 3 do, 4 reduce, 5 run, 6 take

Ecology Wordsearch:

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

7 1 dismantle, 2 increasing, 3 deny, 4 inherited, 5 pollute, 6 destroyed, 7 own, 8 considered

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

LESSON 11&12 REVISION

Answer key

1 have... heard, has had, did... happen, wasn't hurt, had, did... happen, was, hasn't driven, has been, has... given, hasn't, bought, has...had, have... heard

2 1 for ages, 2 so far, 3 when he was 10, 4 in May, 5 yet, 6 last week, 7 in 2009, 8 before the competition, 9 this week, 10 yet, 11 for ten years, 12 recently

3 1 What do your parents do?

2 Have you ever been...?

3 The earthquake hit...

4 We have been living/have lived in this...

5... I play it every day.

6 The last time I saw...

7 Where did you live before...?

8 I have already seen it.

9 How long have you had this bike?

10 We didn't live in a...

4 haven't written, got, have happened, have made, like, lives, visit, is, writes, won, has written, have failed, called, talked, understand, have made/am making, need, have fallen, don't go, haven't seen, has taken, attends, had, were, didn't try, have... decided

5 will be held, will take, will be asked, will be used, will be given, will last, will be organised, will be judged, will be graded, will be awarded, will be announced, will be invited

6 1 will be, is going to throw, are going to meet/are meeting, will take, won't;
2 will... come/are... coming, am studying, are... going to, will... join, will come,
3 won't pass, are doing, won't, is going to make

7 Environment: pollution, climate change, fossil fuel, ice caps;
Food: nutritionist, genetically modified, diet, proteins;
Sports: athlete, opponent, mental fitness, coach;
Health: cure, cancer, medicine, disease;
Science: gadgets, hi-tech, cloning, zero gravity;
Hotel facilities: restaurants, pools, bars, spa rooms

8 1 facilities, 2 wealthy 3 gravity, 4 issue, 5 solar, 6 extinct, 7 overcrowded, 8 canned

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

10 1 at, 2 on, 3 on, 4 with, 5 to, with, 6 from, 7 on, 8 of

11 a 6, 10, 9, 1, 3, 4, 5, 2, 7, 8.
b 1 raise money, 2 break a record, 3 take action, 4 stay in a hotel, 5 do exercise, 6
take vitamins, 7 reduce the costs, 8 sign a contract

Lesson 13 LIVING ONLINE

Objectives:

- To describe modern devices/gadgets
- To read about modern technology
- To discuss the advantages/disadvantages of social media and mobile phones
- To write a For and Against essay
- To listen to and do interviews
- To ask for and give information
- To build up vocabulary related to modern technology
- To introduce and practise reported statements (ask/think)
- To introduce and practise reported questions (ask/want to know)

Suggested time: 5 periods

Step 1

1 Since students are into modern technology, put 'modern gadgets' on the board and elicit words/expressions related to the topic. Write all the words/expressions students come up with on the board.

2 Ask students to compare their words with the ones given in task 1, p. 112, Student's Book. Encourage them to talk about all the words (on the board and in the book) using the expressions given in task 1.

3 Do task 2, p. 113, Student's Book. Let students do the quiz and find out how much they are into computers.

Optional:

Ask students to copy the words/expressions onto slips of paper leaving the vowels out. Pair the students off. They then use each other's slips and write the words out in full or just say what's written on each slip.

4 Write on the board: *What a geek!* Ask students to think of a situation in which they would say that and to explain the meaning of the expression. Let students read the picture story on p. 112, Student's Book.

5 Students answer the questions, p. 112. Have a class discussion on this topic.

6 Ask everyone to choose one of the words/expressions (on the board or in the book) and write a sentence about it on a piece of paper. Then they put their name on it.

e.g. I hate texting. (Sandra) or

I think texting is stupid. (Nikola)

I never download music. (Mirna)

Collect all the cards, shuffle them and then draw them one by one. Report what is written on each card:

e.g. Sandra says that she hates texting.

Nikola thinks that texting is stupid.

Now and then give them an incorrect statement, so that students react to your statement and correct you.

e.g. T: Mirna says that she never downloads music.

M: No, I often download music.

T: Sorry. Mirna says that she often downloads music.

You can refer students to the Language Focus box, p. 115, Student's Book.

Extra activity

To further practise reported statements, bring photos of two people who have different professions. Put them up on the board. It helps if they are famous people students know a lot about. Prepare a set of statements and distribute them. Students decide who says/thinks what and report to the class.

Suggested homework: Task 1a, p. 132 and task 3, p. 133, Workbook.

Step 2

1 Start with the headline: Smartphone app saves teen's life. Unpack the headline. Ask students to explain what a smartphone app is. Then ask them what questions the headline raises or what they would like to know. Elicit the questions and write them on the board.

2 Do task 1, p. 114, Student's Book. Check if they have found answers to their questions.

3 Do task 2, p. 114.

Key: 1 F, 2 T, 3 F, 4 T, 5 F, 6 T.

4 Do task 3, p. 115, Student's Book.

Key: 1 Macy says that the car crash happened because the road was wet.

2 Macy's mum says that FindMyFriend app is very useful.

3 She also thinks that modern technology has many advantages.

5 Ask the following questions:

1 Why do car crashes happen?

2 How can you reduce the risk of death in car accidents?

Elicit students' answers.

6 Do task 4, p. 115, Student's Book.

Key: 1 move, 2 stop, 3 turn, 4 see, 5 save, 6 persuade, 7 use, 8 call

Then write on the board:

Officer Bellows also says that she doesn't let her daughter drive a car alone.

She also says that she believes teenagers should ride their bikes instead of driving cars.

You can add some more sentences.

Then ask students: *What exactly does Officer Bellows say?*

'I don't let my daughter drive a car alone.'

'I believe teenagers should ride their bikes instead of driving cars.'

Discuss the necessary changes that need to be done when transforming an indirect statement into a direct one. Refer to the Language Focus box, p. 115.

Suggested homework: Task 1b, p. 132, task 1 and task 2, p. 134, Workbook

Step 3

1 Start with the guessing game **Mystery object in 10 statements**. Prepare a set of statements, starting with the most general ones and getting more specific towards the last one. Challenge the class to guess what your mystery word is. Tell them to listen to you because you will be telling them about the object in steps. They are allowed to offer answers after each step (sentence). The sooner they guess, the more points they get.

- 1 *It's used all over the world. (10 points)*
- 2 *It's very useful. (9 points)*
- 3 *It can be used both indoors and outdoors. (8 points)*
- 4 *You need to learn how to use it. (7 points)*
- 5 *It's used to do business but also for fun. (6 points)*
- 6 *It's not as expensive as it used to be. (5 points)*
- 7 *It's made of plastic. (4 points)*
- 8 *If you have one, you can contact anyone around the world at any moment. (3 points)*
- 9 *If you have one, you don't need newspapers or books. (2 points)*
- 10 *Its basic parts are chips. (1 point)*

Key: Computer

Note:

This game can be played with people/devices/ sports/events, etc., as well.

2 Once students have guessed what it is, ask them to give you some names they associate with computers. They will probably say Bill Gates. (Or you can elicit the names they associate with computers. Then ask them who the people are and how they are related.) Next, ask students what they would like to know about him. Tell them to write down the questions they would like to ask Bill Gates on slips of paper. They can ask personal questions, too. Write the following on the board:

<u>Yes/No questions</u>	<u>Wh-questions</u>
<i>Do you...</i>	<i>What</i>
<i>Have you got...</i>	<i>Where</i>
<i>Are you...</i>	<i>When</i>
<i>Were you...</i>	<i>How</i>
<i>Have you...</i>	<i>Why</i>
<i>Can you...</i>	<i>Which</i>
<i>Will you...</i>	<i>Whose</i>
<i>Does your...</i>	
<i>Do your.... etc.</i>	

Tell students to put their questions in two piles: Yes/no questions and Wh-questions. Draw slips, one by one, and read out the question. Since you didn't tell them to put their names on the slips, you can ask the 'Who wants to know...?' questions. This allows you to introduce reported questions.

e.g. Who wants to know if Bill Gates is married?

*(Here's Marko's questions.) Is Bill Gates married?
Who wants to know when he was born?
(Here's Ana's question:) When was he born?*

3 Ask them if they have noticed the pattern. Write some examples of reported questions on the board and let students work out how reported questions are formed. Let them read the Language Focus box, p. 117, Student's Book.

4 Have a set of 6-8 questions prepared in a correct and an incorrect version. Display the pairs of questions on the board. Tell students to decide which one is correct and to copy it in their notebook. After all the questions have been used, check the questions students have chosen as the correct ones. Let students correct the ones they did incorrectly.

Possible reported questions:

- 1 A She wants to know does he live in Mexico.
B She wants to know if he lives in Mexico. (correct)*
- 2 A He asks if was he born in 1955.
B He asks if he was born in 1955. (correct)*
- 3 A The teacher wants to know why she is late. (correct)
B The teacher wants to know why is she is late., etc.*

5 Write a jumbled definition on the board:

over/tries/permission/someone/to/who/secure/the/get/without/Internet/information.

Let students unjumble it.

Key: Someone who tries to get secure information over the Internet without permission.

Let them give you the target word: **hacker**.

6 Tell them that Kevin, a boy who attends Elm High School has a problem. Detective Holmes is questioning him. Encourage students to guess what the problem is: *Why is Kevin being questioned?* Once they have guessed (A hacker broke into the Elm High School. Kevin is a suspect.), elicit the questions students think the detective is asking Kevin. Write them up on the board.

7 Tell students to compare their questions with those in task 3 a, p. 135, Workbook. Next, students report the first four questions (1-4), the rest (5-8) they will do for homework. When checking the reported questions, write them all up on the board in random order.

8 Do task 3b, p. 136, only questions 1-4.

Optional:

You can ask students to do the reverse procedure. They read the reported questions and write down the direct questions.

Suggested homework: Do questions 5-8 in task 3 a, p. 135 and questions 5-8 on task 3b, p. 136, Workbook.

Step 4

1 Start with Nomophobia? Ringxiety? Phubbing? Do the words one by one. Draw their attention to the parts of the words:

Nomophobia – no mobile phone phobia

Ringxiety – ring + anxiety

Phubbing – phone + snubbing= snubbing/ignoring someone because of the phone.

2 Let students read about these phenomena and comment on them. Ask them if they do such things or have experienced some of them. Also, ask them if they know about some similar expressions.

3 Encourage the class to be creative and coin a/ some new word(s)/expression(s) related to mobile phones/social media.

4 Put students in small groups. Ask them to come up with the pros and cons of social media. Set a time limit.

When the time is up, check their ideas.

5 Do task 1, p. 116, Student's Book. Ask students to justify their viewpoint.

6 Do task 2, p. 116. Compare student's ideas from 4 with the table.

7 Do task 3, p. 116.

Key: 7, 4, 1, 5, 6, 2, 8, 3.

8 Pairwork. Speak Out activity, task 1, p.118, Student's Book.

9 Do the Speak Out activity, task 2, p. 118. Students report on their classmates' answers.

Suggested homework: Task 2, p. 133, Workbook.

Step 5

1 Start with a dictation.

It doesn't matter if they are big or small, nobody's happy to have them. You want to know if it's best to ignore them. That's a bad idea because then they get even worse. Instead, you should face them and find a way to solve them. Sometimes you can't deal with them on your own. It's OK to ask for help. Don't be embarrassed. Turn to your family or friends. If they are related to school, discuss them with your teachers. I bet you know what I'm talking about. They are _____. (problems)

2 Discuss what sort of problems adults/teenagers/teachers/ businessmen, etc., have to deal with and how they deal with them.

3 Introduce Leo by telling the class about his problem, p. 117, Student's Book. Tell students that they will hear a radio program called Teen World. The topic is computer addiction. Play the recording (Part 1). Students do task 1, p. 117, Student's Book.

Key: Ken, Ken, Millie, Ken, Millie.

4 Now, let students hear Part 2. Play the recording (Part 2). Students do task 2, p. 117.

Key: When did it start? How long did it last? Why did you decide to look for help? Why haven't you sold your computer? What do you think of computers? Why are you sad? How can you help young people?

5 Check what students have done. Do task 3, p. 117. Play both recordings again for students to hear the answers to the questions.

Key: 1 He was 13 years old.

2 He would spend hours in a chat room for about a year.

3 His mum did because he couldn't sleep or eat.

4 Because he needs it.

5 He thinks they are great. They are very useful.

6 Because nobody believes him that computer addiction is a serious problem.

7 By telling his story.

6 Next, revisit the topic of social media. Put on the board: *How good are you at memorising questions?* Tell students to look at the list of questions in the Speak Out activity, p. 118, Student's Book. Give them 30 seconds or a minute to try to memorise the questions. Then ask them to shut their books. Challenge students to reconstruct as many questions as they can (or all the questions).

7 Have a class debate: '*Yes or No to Social Media*'. Here are the suggested steps:

a First, elicit the ideas describing the advantages and disadvantages of social media. Write them all on the board.

b Divide the class into two groups. Allocate roles to the groups (For/Against groups).

c Choose a chairperson, a student, to chair the discussion. The chairperson has to introduce the topic and check that the groups take turns to give arguments for or against it.

d Give the two groups some time to decide which statements they are going to use and in which order. They can also try to come up with some more ideas that are not on the board which could give them an advantage over the other group. The chairperson also prepares to say a few sentences before the debate starts.

e Have a class debate.

8 (Optional) Ask the chairperson to sum up the discussion.

9 In the end, say who was more convincing and who won the debate.

Note: To facilitate the debate and make it sound more professional and serious, put the following **useful language** up on the board/slides:

For the chairperson

Today we will talk about computers and the Internet because...

We will discuss their good and bad points.

Please listen to each other. Do not interrupt, but take turns.

Let's start.

Can I ask Group A to start?

Giving opinion

In my opinion.../ I think that.../ Let me say this...

Giving an example

Let me give you an example

Emphasising

I'd like to point out...

Agreeing/Disagreeing

I agree with.../ I also think that...

I disagree with.../ I don't think that...

Suggested homework: The writing task, a For and Against essay, p. 119, Student's Book

Workbook answer key

Vocabulary

1 a 1 surf, 2 website, 3 download, 4 hacker, 5 vlogger, 6 cyberbullying, 7 online, 8 Wikipedia

1 b rescue, 2 curfew, 3 encourage, 4 notice, 5 advantage, 6 dial, 7 slide, 8 stranded.

2 1 online, 2 texting, 3 downloading, 4, addiction, 5 jeopardize, 6 supervise.

Grammar

1 1 Mr. Fords says that computers are easy to use.

2 He says that he uses his computer every day.

3... he mostly needs it for his research.

4... sometimes he plays computer games.

5... are the miracle of the modern world.

6...some games are violent.

7... he doesn't like violent games.

8... he bought a new mobile phone last week.

9... he has always wanted to have one.

2 1 Sometimes children spend too much time on the computer.

2 This is not good.

3 I have got a daughter.

4 I don't let her stay on the computer longer than an hour a day.

5 I am not strict but just a good father.

3 a Yes/No questions:

1 Detective Holmes wants to know if he is nervous.

2... if he has got a computer.

3... if he spends a lot of time on his computer.

4... if he can make computer programmes.

5... if he used his computer yesterday.

6... if he was at home.

7... if his grades are bad.

8... if he has been unhappy lately.

3 b Wh-word questions:

1 He wants to know what his name is.

2... which grade he is in.

3... which subjects he has problems with.

4... how long he has had his computer.

5... how often he uses it.

6... when he last used it.

7... what he used it for.

8... what he will do next.

4 1 Are you scared?

2 Have you got problems at school?

3 Do you think your teachers aren't fair?

4 Have you ever seen a film about hacking?

5 Why were you angry last week?

6 Where did you go last night?

7 Did you do anything illegal last night?

8 What will you do next?

Lesson 14 Q FOR A QUESTION

Objectives:

- To practise asking questions
- To read about Canada
- To read tourist brochures
- To build up language used for talking about tourist attractions
- To compare countries: Canada & Croatia
- To describe sights
- To listen for specific information
- To introduce and practise question tags
- To review tenses
- To write a tourist brochure about Croatia
- To deal with stereotypes

Suggested time: 5 periods

Step 1

1 Give students the names of some famous millionaires (billionaires): Bill Gates, Mark Zuckerberg, Elon Musk, Jeff Bezos, etc. Ask them if they know who they are and what they know about them. Have a brief discussion on millionaires/billionaires: how to become one, what they should do since they're so rich - help the poor, charity work, etc.

2 Tell students to read the introduction to the first *Teenspeak* dialogue. Ask them what sort of teenager they think David Pullman is looking for. Then, put students in small groups. Copy the first dialogue and cut it into slips. Each group gets the dialogue on slips. Students order the lines. Then play the recording of the first dialogue. Students check if they have arranged the slips correctly. Ask students if they think that Keith is going to get the prize and why they think so.

3 Copy the second dialogue, omitting some words, such as homework, mistress, problems, promises, go out, Saturday, can. In groups, students try to complete the dialogue on their own. Play the recording of the second dialogue. Students check their dialogue with the original one.

4 Discuss the phrases used in the dialogues. Do task 1, p. 120, Student's Book.

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

5 Give students some time to prepare the dialogues. When they are ready, let students act the dialogues out.

6 Discuss the dialogues and draw students' attention to the question tags used. Ask students to try to recognise and explain the pattern. Then refer them to the Language Focus box, p. 121, Student's Book.

Why did she take a shortcut yesterday evening?
Who was she with?
How many robbers were there?
How many of them broke into the bank?
Where was the third man?
What time did the robbery take place?
Could Bella see the robbers' faces?
Why does the detective think Bella is making things up?

7 In groups, students do task 4, p. 121, Student's Book.

Suggested homework: Task 7, p. 141, Workbook.

Step 3

1 Start with the quotes in task 1, p. 122, Student's Book. Next, do task 2, p. 122. Discuss the quotes. Ask students what they think is more important: questions or answers and why they think so.

Key: answers, useless, way, stop

2 Write 'CANADA' on the board in block letters. Elicit the questions students would like to have answered about Canada. Write them all up on the board. Then tell students to check the questions in task 1, p. 122, Student's Book.

Key: 1 At least 8 days. 2 It's unprotected. 3 Both in Canada and in the USA. 4 Two: French and English. 5 Ice hockey in winter and lacrosse in summer.

3 Do task 2, p. 122, Student's Book. Students read the text and check their answers and/or look for the answers.

4 Draw a Factfile grid on the board for students to read the text again and fill the grid in:

Factfile:	
Name	
Location	
Capital city	
Largest cities	
Size	
Population	
Natives	
Official languages	
Climate	
National anthem	
National flag and colours	
National sports	
Natural/tourist attractions	
Characteristic animals	

5 Based on the text and the fact file grid, do task 2, p.124, Student's Book.

6 Next, do task 3, p. 124, Student's Book.

Key: 1 a, 2 b, 3 a, 4 c, 5 a, 6 c, 7 b, 8 a.

7 Practise the vocabulary by doing the following:

Find sentences where it says

ogroman/ gusto naseljen/ pridošlice/ obala/granica/

životni standard/ uvredljiv naziv/himna/

etnička manjina/ miroljubiv/parovi na medenom mjesecu etc.

8 Wrap up with task 4, p. 124, Student's Book.

Suggested homework: The vocabulary task, p. 141, Workbook and task 5, p. 124, Student's Book.

Step 4

1 To recap what was said about Canada last time, use a set of wrong statements. You can do this activity as a competition. Divide the class in half. The teams take it in turns to call out the numbers. You read out the wrong statements. The teams correct them and get points.

Possible sentences:

1 *Canada is the largest country in the world.*

2 *Canada stretches from the Atlantic Ocean in the west to the Pacific Ocean in the east.*

3 *Canada is densely populated.*

4 *It is larger than the USA and its population is nine times larger.*

5 *Although it has a low standard of living, it attracts people from all over the world.*

6 *Most people live in the northern part of Canada.*

7 *Eskimos are sometimes called Inuits but they find that name offensive.*

8 *The official languages in Canada are English and Spanish.*

9 *The Niagara Falls are located on the American side.*

10 *People go to the snowy South to experience a natural light show called the Southern Lights.*

2 To prepare students for the pair work in the speaking task, where they are supposed to ask questions, revise asking questions. First do task 3, p. 139, Workbook, where you can practise word order. When checking the questions, point out that the word order is:

Wh-word (relative pronoun) + auxiliary verb + Subject + (the main) verb +...

3 Now, practise the use of auxiliary verbs. Do task 1, p. 138, Workbook.

4 Next, put students in pairs (A/B students). They do the speaking task, p. 124, Students Book. First, tell them to work on their own and write the questions to be asked. Let students who have the same letter check their questions with each other. Then, they (in pairs) ask each other questions to get the answers and complete the texts.

5 Encourage students to comment on lacrosse by using the following beginnings:

I didn't know...

I find it interesting that...
The funniest thing is...
What lacrosse has in common with ... is that...
Lacrosse is different from ... because...

6 Finish by asking students to write a paragraph describing lacrosse. Tell them to keep their books shut while writing. Then they open their books to check how they've done or exchange their texts for some peer evaluation.

Suggested homework: Teens in Action, p. 125, Student's Book. You can either tell students to prepare for the activity - do research, collect information, make notes and drafts, so that next time they do the task in class, or you can tell students to do the tasks at home and just have an exhibition in class.

Step 5

1 Start with the brochures/posters/quizzes/essays or presentations about Croatia students prepared for homework. Have a display/play the quizzes/let students read their essays or let them give presentations.

2 Do the *Changing perspectives* task, p. 125, Student's book. Introduce the concept of 'stereotypes'. Ask students how they see Americans and how they would describe them. Also, ask them why they think so and what influences the way they see Americans. Tell students that very often we form an image of something or somebody as a result of media influence and that it needn't be true. To get rid of stereotypes, we need to learn about something/somebody. Next, ask students how they would describe Croats/people from Croatia. Write their ideas up on the left of the board. Then ask them how they think foreigners see us. Write that on the right of the board. Compare the ideas. Tell them that they are only general ideas. Let them think of individual examples that are different. In conclusion, tell students that it's important to be tolerant and open, and not to generalise things.

3 Do Speak Out, p, 125.

Workbook answer key

Grammar

- 1** 1 do, 2 are, 3 is, 4 does, 5 have, 6 has, 7 would, 8 is, 9 does, 10 can, 11 did
- 2** 1 what, 2 who, 3 when, 4 which, 5 how much, 6 how many, 7 why, 8 where, 9 how
- 3** 1 What do you have in common with your best friend?
2 How often do your teachers give you tests to do?
3 What time is your favourite programme on TV?
4 How many active volcanoes are there in the world?
5 What job would you like to do some day?
6 Why have you decided to stop playing basketball?
7 What are you going to do for your next birthday?
8 Have you ever made an online friend?

4 9, 3, 4, 5, 2, 1, 8, 12, 6, 11, 7, 10

5 1 aren't you? 2 don't you? 3 didn't it? 4 did they? 5 wasn't it? 6 could they? 7 haven't they? 8 aren't you? 9 don't you? 10 have you? 11 haven't you? 12 was it? 13 isn't it? 14 aren't you? 15 can you? 16 do you+'09

6 1 about, 2 from, 3 at, 4 with, 5 on, 6 at, 7 with, 8 about, 9 for, 10 of, 11 on, 12 of

7 1 Who was the first 5th grader to take part in the contest?

2 Why are the teachers angry?

3 What have the Walshes decided to do?

4 How long did Marco Polo stay in China?

5 How can your PE teacher do the high jump?

6 When will you meet your friend?

7 What would Samuel like to see in Canada?

8 Where have John and Jane bought a house?

Vocabulary

1 1 offensive, 2 enormous 3 coastline, 4 multicultural, 5 minorities, 6 attractions, 7 population, 8 national, 9 official

Lesson 15 HEALTHY AND HAPPY

Objectives:

- To describe food and drinks
- To describe and discuss personal eating habits/healthy diets
- To build up adjectives for describing food
- To listen to and read about bullying
- To express preferences
- To deal with problems
- To read a short story
- To summarise
- To write reports
- To introduce and practise Conditional 1
- To practise countable and uncountable nouns

Suggested time: 4 periods

Step 1

1 To get to the topic, start with the adjectives that can be used to describe food and are given in task 2, p. 127, Student's Book. Students can describe/paraphrase most of the words. Explain the rest.

Variation:

Read out the paraphrases. Students say which word(s) you are describing and write it (them) down in their notebook. After all the words have been paraphrased, check the words and then ask students to write down at least 8 paraphrases themselves.

2 Write a mind map on the board:



Put students in small groups. Ask them to prepare their mind maps with the foods that fit the adjectives on the mind map or do task 2, p. 144, Workbook. Set a time limit. When the time is up, let students compare their mind maps. Some of the categories are very personal and can lead to a discussion.

3 Do the speaking activity, task 1, p. 126, Student's Book.

4 Ask students to do task 3, p. 127, Student's Book in the same groups. When they are ready, students read out their definitions. Choose the best ones. Encourage students to talk about these four different types of food, their characteristics, the good/bad sides to them, if they are expensive, if they are convenient, who eats them, etc.

5 Do task 1, p. 127, Student's Book (How to be and stay healthy?).

Key: 4, 1, 10, 8, 3, 2, 9, 6, 5, 7

Variation:

Read out the first half of each statement and students offer their ideas to finish them.

6 Discuss the statements. Students say whether they agree with them, task 2, p. 127, Student's Book.

7 Discuss the form of the verb in the sentences. Let students tell you what it is and how to form it. Refer them to the Language Focus box, p. 128, Student's Book.

Optional:

8 To practise both Conditional 1 and the statements about eating habits, do the following activity. Copy the gapped endings of the statements in task 1, p. 127, onto the board (omit will and won't and put the verbs in brackets). Dictate the beginnings at random. Students copy the respective endings and complete them by using the correct form of the verbs in brackets.

e.g ...you _____ (stuff) yourself into a food coma.
 ... you _____ (be) hyperactive and fidgety.
 ... you _____ (have) weight and health problems, etc.

Suggested homework: Task 1, p. 144, task 3, p.145, Workbook. Also ask students to do the article Eat smart, p. 142, Workbook.

Step 2

1 Start with the article *Eat smart*, p. 142, Workbook. First, ask students to report on the article. You can put the following sentence beginnings up on the board:

I didn't know that...
I already knew that...
The most surprising thing is...
The most interesting piece of information...

Check the meaning of the key words. Finally, divide the class in half and play a quiz game with **True and False statements**.

***Worksheet 13 : True or False**

Statement	T / F
1 Proteins are found in grains, fruits and vegetables.	
2 To be mentally fit you need to eat a lot of carbohydrates.	
3 The most important source of energy for the brain is glucose.	
4 Vitamins and minerals are vital for growth.	
5 The brain is more than 60% water.	
6 Omega - 3 fats are healthy fats.	
7 Omega – 3 fats improve your memory and IQ.	
8 Children who drink a lot of water have better school results.	
9 Fat makes up 80% of the brain.	
10 After a big meal, your brain gets less oxygen.	

Key: 1 F (meat, fish, cheese), 2 F (proteins), 3 T, 4 T, 5 F (more than 83%), 6 T, 7 T, 8 F (eight glasses of water), 9 F (60%), 10 T.

Groups take it in turns to say whether the statements are true or false. They get a point for each correct answer. If the statement is false, they need to correct it. They get one more point for doing so. The group with the most points is the winner.

2 Do the 'Test your foodie IQ' questionnaire. After that, put students in pairs. They ask each other the questions. Then they make their partner's profile according to the answers.

3 Write the first line of the dialogue on p.126, Student's Book on the board: Look at me. I hate myself. Ask students who do they think says that. Play the recording to check. Tell students to take notes while listening so that they can answer the following questions:

- 1 What is Keiran's problem?
- 2 What does Keiran think she should do?
- 3 What suggestions does Nikki give her?

4 Check the answers. Then do task 1 and task 2, p. 126, Student's Book.

**Key: Task 1 - 6, 5, 1, 3, 4, 2;
Task 2 -Excuse me?, What does that mean?**

5 If Keiran decides to become a vegetarian, she will have to stop eating eggs and cheese. Put these two nouns on the board. Ask students what the difference between the two words is grammar-wise. You're aiming at the headings: *Countable* and *Uncountable*. Elicit some words that fall into these two groups. Then ask students to do task 1, p. 146, Workbook.

6 After you have checked the words and gone through the Language Focus box (Countable and uncountable nouns), p. 146, Workbook, do task 2, p. 147, Workbook.

Suggested homework: Task 4 a, b and task 5, p. 149, Workbook

Step 3

1 Start with the sentences describing superstitions students did for homework. First, ask students to explain what superstitions are and if they are superstitious or if they know someone who is. Tell them to turn to task 3, p. 148, Workbook. Ask students to describe the pictures: *What is going on? What has just happened?* They can make a two-line dialogue following the given model:

A: *He's rubbing his left hand.*

B: *Bad luck. If your left hand itches, you will soon pay out money.*

...

A: *He's got a terrible cold. He's about to sneeze.*

B: *Bad luck. There's no one around. If you sneeze and nobody says 'Bless you', the devil will enter your body.*

2 Have a discussion based on task 4 b and task 5, p. 149, Workbook (only use the information).

3 Do task 6, p. 149, Workbook.

4 Bring a photo of a teenager who is a bit plump or overweight. Put it on the board. Describe Ewan's normal day.

It's 6 o'clock. Ewan is awake before his mum comes to wake him up. He has had bad dreams again. He has breakfast and then leaves for school. While waiting for the bus he can't stop worrying. He feels sick. The bus comes, he gets on and looks around. Thank Goodness. 'Touch wood.' Why?

Ask students to guess why Ewan touches wood. Try to elicit 'Bullying.'

5 Do task 1, p. 128, Student's Book. Play the recording 15.1.

Key:

	Ewan	Sandra
overweight	✓	
anorexic		✓
bullied	✓	✓
desperate	✓	✓

6 Let students predict what Dr. Walsh would advise them to do, task 2 a, p. 128, Student's Book.

7 Play the recording 15.2. Students do task 2 b, p. 128, and task 3, p. 128, Student's Book.

Key: Task 2 a 1 food problem, 2 bullying

Task 3 Ewan has to stop eating junk food.

He has to stop drinking fizzy drinks.

He has to forget about snacks.

He has to take up some or any kind of physical activity.

Sandra has to start eating normally.

She has to learn how to love herself.

Both of them have to deal with bullying.

8 Do task 4, p. 128, Student's Book.

Key: attention, popular, good-looking, feelings; different, race, religion.

9 Finish with a discussion about bullying. Ask students how school, peers, and parents can help. Also, ask them if they know or have heard of any cases of bullying.

Suggested homework: Task 4 a, b, p. 149 and task 7, p. 149, Workbook.

Step 4

1 Begin with some foodie phrases. Read aloud the text in the box, p. 129, Student's Book.

Ask students what the story is about. Let them find the foodie phrases in the text and tell you what they think the phrases mean.

Key: not my cup of tea= not interested, not really like
top banana = the leader or boss

go bananas = go crazy a bit
full of beans = extremely happy and energetic
egg on someone = encourage someone
small potatoes = unimportant
her noodle = her brain

2 Next, let students do task 2, p. 129.

Key: 1a, 2 a, 3 b, 4 c, 5 b, 6 c, 7 a, 8 a.

3 Optional:

Do Draw me a pic!

Write on the board:

Are you out of your mind?

What's wrong with you? Cut it out.

Ask students to think of the contexts/different situations in which these sentences can be heard/used. Divide the class into small groups. Allocate each group one letter (A, B, C). At the same time, write the following on the board:

A She tried to bribe them with...

B She sat them down in easy chairs in front of the television and...

C Finally, furious with herself, she...

Then dictate the following words: *magazine, doctor, chocolate, in the wood, daughter, pocket money, pizza, advice, mother.* Ask students to make up a story using the lines given and the listed words. Set a time limit. When the time is up, let students read out their stories.

4 Then tell students that they will soon read the original story, Story 24, p. 130, Student's Book. Do pre-reading task 1, p. 130, Student's Book first. Students deal with the words/expressions that are used in the story.

Key: Entertaining - fun, amusing; furious - extremely angry

5 Do Task 2, p. 130. While reading the story, students also underline all the expressions related to food. It would be interesting to compare the students' stories to the original one.

Note: This is a story about both food and a mother-daughter relationship.

6 Do task 3, p. 131.

Key: 1, 3, 7, 6, 4, 8, 2, 5

7 Do task 6, p. 131. Student's Book.

Key: the second summary.

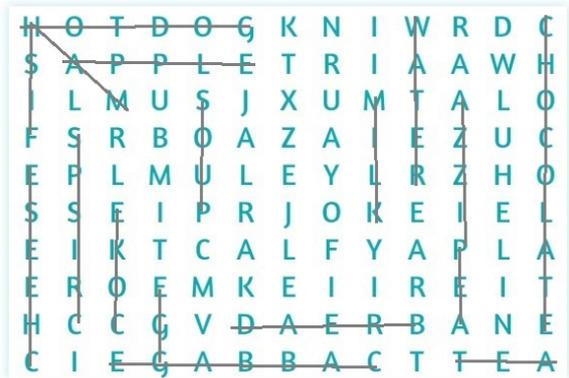
8 Ask students to say what they think about the girls. They can use the adjectives in task 4, p. 131 when describing them. It is important to insist on giving arguments (finding the sentences in the story) to support their opinion.

9 As a follow-up, have a class discussion based on task 5, p. 131.

Suggested homework: The Changing Perspectives activity, p. 101, Student's Book.

Workbook answer key:

Vocabulary



2 fish; drink; bread, cake; coke, drink; meal, soup; eggs; cheese; crisps, chocolate; hotdog; ham; soup/cabbage; apple, water, milk

3 1 genetically modified, 2 organic, 3 canned, 4 frozen, 5 junk, 6 vegetarian, 7 cooked, 8 fresh

4 1 overweight, 2 calories, 3 desperate, 4 bullies, 5 race, 6 go on a diet, 7 put on weight, 8 anorexic

Grammar

1 Countable nouns: car, hour, mobile phone, orange, job, hamburger, film, dollar, tree

Uncountable nouns: work, information, pasta, energy, homework, water, meat, time, bread, music, housework, money, wood, advice, air

2 1 much, 2 much, 3 some, 4 a, 5 a, 6 /, /, 7 a, 8 much, 9 some, 10 much, many, 11 much, 12 vegetables, 13 two pieces of information, 14 some

3 13, 9, 6, 7, 4, 11, 2, 5, 10, 1, 3, 12, 8

4a 6, 3, 13, 12, 4, 9, 1, 8, 2, 5, 10, 11, 7

4c 1 is, 2 decide, 3 agrees, 4 doesn't agree, 5 stay, 6 are

6 1 will, 2 will get, 3 won't enrol, 4 will tell, 5 will be, 6 won't get

Lesson 16 WHAT IF...?

Objectives:

- To read about unusual professions
- To read about different cultures
- To describe different cultures
- To discuss school
- To build up vocabulary related to school
- To listen to an interview
- To introduce and practise Conditional 2
- To revise tenses and modals
- To write an essay
- To do a project about school

Suggested time: 5 periods

Step 1

1 Let students have a look at the photos on page 133 (If pics could talk), Student's Book. You can bring some more photographs of people who seem to be in difficult situations, such as homeless people, refugees, soldiers in war zones, etc. Ask students to describe what's going on in the photos, who they think the people in the photos are, how they feel and why.

2 Encourage students to imagine things that could change their life:

Life would be different if he/she/they had... was/were...

3 Look at the photos on p. 132, Student's Book. Ask students to speculate what's going on:

What are Keith and Russell talking about?

What are Nikki and Keiran talking about?

How are they feeling?

What are they saying?

Before they listen to the dialogues, students should go through task 2, p. 132, Student's Book, to check what information they need to complete the task.

4 Play the recording (Dialogue 1). Students take notes. After listening, students finish the statement about Russell in task 2, p. 132, Student's Book. Next, they read the dialogue and find the exact words. Write his sentences up on the board.

Key: be older, have longer hair, be in a band, have a motorbike.

If I were older, she would notice me.

If I had longer hair, she would notice me.

If I were in a band, she would notice me.

If I had a motorbike, she would notice me.

If I were top of the class, she would notice me.

5 Repeat the procedure with task 3, p. 132, Student's Book. Play the recording (Dialogue 2). Write what Nikki says on the board.

Key: his number, have his address; know his number.

If I had his number, I'd call him.
If I had his address, I'd write a letter to him.
If I knew his name, I'd find it in the telephone book.

6 Now play both dialogues again. Students listen to and read the dialogues. Task 1, p. 132.

Key: 1 Cheer up. Stop moaning. 2 to be top of the class, 3 to notice, 4 cute

7 Draw students' attention to the model sentences. Focus on the form of the verbs. Encourage students to recognise the pattern. Refer them to the Language Focus box, p. 133, Student's Box. Next, translate the sentences into Croatian. Point out that the sentences have nothing to do with the past. They are used to talk about certain things hypothetically.

8 To practise Conditional 2, do task 4, p. 152, Workbook.

9 To round off, ask students to use the beginnings in task 4 and finish them off using their own ideas. When students are ready, let them read out their sentences.

Suggested homework: Task 5, p. 152, Workbook

Step 2

1 Start with the sentences the students did for homework. They read out their sentences with Conditional 2.

2 Then students in pairs do task 1 and task 2, p. 137, Student's Book.

Optional:

They can report on the most interesting things they have heard about their classmates.

3 Do task 3, p. 137, Student's Book. Set a time limit. Let students share their sentences.

4 Introduce the idea of being in a dilemma. Then, split the class into small groups and ask them to do task 1, p. 133, Student's Book. The groups compare their ideas.

5 Let students do task 2, p.133.

6 Finish the lesson with some grammar revision. Do task 1 and task 2, p. 150, Workbook.

Suggested homework: Task 3, p. 151, Workbook

Step 3

1 To warm up the class and introduce the topic, play a **20 Questions game**. Choose an interesting profession. Students should ask only yes/no questions since you can answer only with yes or no. If they get stuck, give them a hint.

2 Do task 1, p. 134, Student's Book. Students look at the photos. They guess about the people in the photos. Then they match the captions.

3 Before setting the reading task, put on the board some words/expressions from the two texts: *public opinion, polar hat-trick, crew, credibility, equipment, food delivery, ice caps, lucky charm, persistence, superstitious assistance*, etc. Have a quick check. Paraphrase the ones students don't know so that they can come up with the meaning. Finally, call out a Croatian word, students find the English equivalent and read it out.

4 Next, do task 2 a, p. 134, Student's Book. After they have had a quick check, ask students to give a quick report on their questions that were answered in the text.

5 Let students read the texts again and do task 2 b, p. 134 and 2 c, p. 135, Student's Book.

Key: Task 2 b: The ice cap Jade crossed is the 2nd largest ice cap on the planet. She was only 15 when she did it. In 2018, when she was 16, Jade took a journey from the coast of Antarctica to the South Pole. This expedition lasted 37 days. In this expedition, she covered 600 km. She undertook the expedition in temperatures of -30°C.

Task 2 c: 1 A war reporter travels all over the world and covers all kinds of conflicts. It's a very dangerous but exciting job. 2 South America, the Middle East and Africa. 3 Because he reports objectively and honestly. 4 He's going to finish his career next year.

6 Check the vocabulary by doing task 3, p. 135, Student's Book.

Key: 1 b, 2 a, 3 b, 4 b, 5 b, 6 a, 7 b, 8 a.

7 Have a discussion based on task 4 and task 5, p. 135 Student's Book.

8 Finally do task 6, p. 135.

Suggested homework: Task 1, p. 153, Workbook and the project task, p. 136, Student's Book.

Step 4

1 Start with students' reports that were prepared for homework. Ask questions about Jade and Marvin and encourage students to compare them with Davor Rostuhar and Marie Catherine Colvin.

2 Ask students what the expression fake news means. Task 1 and 2, p. 136, Student's Book.

3 Do task 3, p. 136.

Key: 1 T, 2 F, 3 T, 4 T, 5 T, 6 T, 7 T.

4 Discuss this topic. Then put students in pairs or small groups and let them do the Debunking fake news task on the same page.

5 Do the writing task, p. 137, Student's Book.

When finished. Let students exchange their paragraphs so that they can do some peer feedback. Have a display of the written texts or ask students to read them out.

Step 5

1 Start with a few sentence beginnings: School is... School should... School will...
Let students finish them in as many different ways as possible.

2 Do the Speak Out task, p. 138, Student's Book. Have a discussion based on the statements.

3 Do task 1, p. 138, Student's Book. Play the recording and let students tick the topics discussed.

Key: school facilities, optional and compulsory subjects, entrance exams, peer education, teachers, plans for the future.

4 Do task 2, p. 138. Students answer the questions.

Key: 9, 5, 7, 1, 3, 10, 6, 4, 8, 2.

Then they listen to the recording again to check their answers.

5 Next, students do task 2, p. 153, Workbook.

Key: 1 old, 2 facilities, 3 qualities, 4 effort, 5 peer, 6 optional, 7 compulsory, 8 apply, 9 vocational, 10 exam.

6 Put students in small groups or let them form groups. They are going to do the preparation phase for making a poster titled *A school with a difference*. Let students go through the Teens in Action task, step by step, having a discussion, making plans, assigning roles, etc. Go around, monitor the activity, and offer your help when needed.

Suggested homework: Students finish their group work and make their *A school with a difference* poster. Have a poster display next time as an introduction to the topic of education in Great Britain and the USA

Workbook answer key

Grammar

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

2 1 every weekend, 2 since, 3 never, 4 usually, 5 ever, 6 last summer, 7 for, yet, 8 at the moment, 9 in

3 1 a, 2 b, 3 c, 4 a, 5 b, 6 c, 7 a, 8 c, 9 a, 10 b, 11 a, 12 a, 13 b, 14 a, 15 c, 16 c, 17 a, 18 c, 19 a, 20 a, 21 a, 22 a, 23 a, 24 b, 25 c

4 2, 9, 4, 1, 6, 10, 8, 7, 3, 5

Vocabulary

1 1 pursue, 2 courage, 3 superstitious, 4 credibility, 5 fatigue, 6 delivery

2 a 1 old, 2 facilities, 3 qualities, 4 effort, 5 peer, 6 optional, 7 ompulsory, 8 apply, 9 vocational, 10 exam

ACROSS CULTURES 4

EDUCATION IN GREAT BRITAIN AND THE USA

Key: Task 1 Great Britain - 1 at the age of 5. 2 11 years. 3 At the age of 11. 4 (compulsory) 5 years or 7 years, for those who go to universities. 5 Compulsory subjects are English, Maths, and Science while they choose other subjects they want to study. 6 Sports and extracurricular activities are very important. 7 Yes. 8 Usually from 9 to 3.45. 9 At the ages of 15 or 16 and then at 18. The USA -1 At the age of 6. 2 11 years. 3 At the age of 12. 4 5 years. 5 English, Science, Maths, Social science and P.E. are common subjects in most schools. 6 Very, very important. 7 Yes. 8 From 7 or 8 till 2.30 or 3. 9 The graduation exam.

Task 2 1 US, 2 US, 3 GB, 4 US, 5 GB, 6 US, 7 US, 8 US, 9 GB.

LOOK BACK (Student's Book) 4

Key: 1 1 addiction, 2 literacy, 3 pressure, 4 media, 5 app, 6 learning.

2 1 supervise, 2 jeopardize, 3 pursue, 4 official, 5 offensive, 6 exasperated.

3 1 bribe, 2 endurance, 3 fatigue, 4 credibility, 5 population, 6 minorities.

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

LESSON 13&14 REVISION

Answer key:

Vocabulary

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

b 1 offensive names, 2 ethnic minorities, 3 multicultural country, 4 screen addiction, 5 official language, 6 social media, 7 modern gadget

2 a

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

b 1 password, 2 bully, 3 download, 4 surf, 5 Instagram, 6 blogger, 7 addict, 8 Wikipedia
3 1 jeopardize, 2 take advantage of, 3 encourage, 4 native, 5 enormous, 6 respect, 7 rescue
8 addiction

Grammar

4 1 to, 2 of, 3 to, 4 with, 5 /, 6 /, 7 in, 8 for, 9 of, 10 to

5 a 1 do, 2 does, 3 is, 4 were, 5 does, 6 have, 7 is, 8 are, 9 do, 10 can, 11 has, 12 are, 13 do, 14 are, 15 do, 16 was, 17 is, 18 has, 19 do, 20 were, 21 can, 22 will, 23 do

6 When were you born?

When did you get your first computer?

How much time do you spend on your computer every day?

Why did you start your website?

How long have you had it?

Have you made many friends?

Does anyone help you?

What do they do?/ What have they been doing?

Have you had any unpleasant experiences?

How many hits do you get every day?

Will you write a book?

7 1 How large is Canada?

2 Why does it attract many people from all over the world?

3 How many official languages does it have?

4 Who was lacrosse invented by?

5 When did the Canadian government establish Nunavut as the third territory?

6 How long have the Inuits been living on that land?

7 Where can you experience the Northern Lights?

8 What will your ice hockey club probably win next season?

8 1 She says that Internet boot camps are for teenagers who are addicted to the Internet.

2 She says that her problem is that she spends too much time on the Net every day.

3 She says that she got her first computer when she was 10.

4 She says that ever since then each day is the same for her.

5 She says that she has a profile on Facebook and meets her friends there.

6 She says that they have agreed to be in touch every night.

7 She says that her father found out about that two weeks ago and got mad.

8 She says that now she is here and she is glad to be here.

9 She says that she is getting better.

10 She says that she hopes she will get cured and go back home soon.

9 1 She wants to know why Linda wants to visit Canada.

2 She asks if Linda has got any relatives there.

3 She asks if Linda has already bought a ticket.

4 She wants to know how much it cost.

5 She asks which airline Linda is flying with.

6 She asks when Linda is leaving.

7 She asks how long Linda will stay.

8 She asks what Linda is going to do there.

9 She wants to know when Linda got the idea to visit Canada.

10 She asks if Linda would like to visit Quebec.

11 She wants to know if Linda speaks French.

12 She asks if Linda will send her a postcard.

10 a 1 don't you? 2 didn't you? 3 do you? 4 have you? 5 aren't they? 6 did they? 7 isn't she?

8 have you? 9 will you? 10 weren't they? 11 can they? 12 wouldn't you?

LESSON 15&16 REVISION

Answer key:

Grammar

1 1 will be, 2 doesn't hurry, 3 is, 4 believe, 5 will die, 6 fail, 7 won't be, 8 drinks, 9 don't revise, 10 doesn't read

2 1 go, will lose, 2 get, will be, 3 rains, won't go, 4 will...do, ask, 5 won't watch, starts, 6 will call, throw, 7 will take, have, 8 heat, will turn

3 1 wouldn't go, 2 would be, 3 would... do, 4 had, 5 weren't, 6 would be, 7 had, 8 wasn't, 9 would be, 10 weren't

4 1 wasn't, 2 would, 3 had, 4 would, 5 were, 6 had, 7 were, 8 won't

5 works, has been, is flying, is talking, writes, doesn't read, watches, has written, have won, is working, is enjoying

6 happened, was walking, met, lives, have been, was, was talking, invited, were talking, stopped, got, started, didn't know, was going on, were asking, was desperately trying, made, answered, weren't

7 do...live, do, was, have been living/have lived, moved, move, have...lived, did...live, was have moved, have met, have been doing, have visited, have met, have met, am

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

9 are held, are organised, are judged, were invited, were awarded, will be presented, was contacted, will be printed

10 1 could, 2 mustn't, 3 have to, 4 can, 5 may, 6 should, 7 shouldn't, 8 don't have to

Vocabulary

11 1 bully, 2 put on weight, 3 fatigue, 4 food, 5 bread, 6 No, zasitan, 7 unhappy, očajan, 8 optional, 9 race, religion, 10 pursue, 11 careers, 12 entrance, 13 facilities, 14 to put in danger, 15 communication, learning, fun, 16 classmates, 17 vocational, 18 apply for, 19 modified

12 1 c, 2 a, 3 b, 4 c, 5 c, 6 a, 7 b, 8 c, 9 c, 10 a, 11 b, 12 a, 13 b, 14 c, 15 c, 16 b, 17 a, 18 c, 19 c, 20 b

FESTIVALS

CHRISTMAS TRADITIONS

Key: 1

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

2 1 Bethlehem, 2 manger, 3 birth, 4 Day, 5 Christmas Eve, 6 Boxing, 7 tree, 8 mistletoe, 9 Claus, 10 sleigh, 11 Rudolf, 12 stocking, 13 carols, 14 crackers, 15 elves, 16 North Pole, 17 Merry

HAPPY NEW YEAR!

Key: 1 F, 2 F, 3 T, 4 F, 5 T, 6 F

HAPPY EASTER!

Key: 1 b, 2 c, 3 b, 4 c, 5 a, 6 c, 7 b, 8 b, 9 a, 10 c, 11 c, 12 b

PLUS PAGES: STORY OF ENGLISH

Task 2, p.150

Key: 2, 5, 4, 3, 1

Task 5, p. 151

Key: flat - apartment; pavement - sidewalk; autumn - fall, holiday - vacation, petrol - gas; rubbish - garbage, sweet - candy; trousers - pants, lorry - truck, lift - elevator, city centre - downtown, films - movies, underground - subway, biscuit - cookie; chemist's - drugstore; wardrobe - closet

PLUS PAGES: MUSIC TO YOUR EARS

Key: 1 F, 2 F (traditional black American music), 3 T, 4 T, 5 F (made reggae popular), 6 F (the Beatles), 7 F (American award), 8 T, 9 T, 10 F (Has won seven Grammy awards), 11 T, 12 T

Worksheet 1

Camp Bournedale

Kathy is a c_____ at Camp Bournedale. The camp has been in business for 68 years. Although Arnie Gerson r_____ the camp, his parents s_____ it up. The counsellors are well trained and very c_____. Most of the counsellors used to be campers themselves. Campers often get h_____ during their stay in the camp. That's why each camper gets their own email address to keep in t_____ with their family. The camp offers a wide range of a_____. Day trips to the ocean front and caving are the most p_____ activities among the campers. The camp staff take good c_____ of the children. S_____ is their primary concern. They also pay a lot of attention to f_____. The campers eat only h_____ food.

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Worksheet 2

	My answers	My friend's answers
What film have you seen lately?		
How do you usually spend your free time?		
When did you learn to ride a bike?		
What will you do when you get home?		
What were you doing around midnight last night?		
What book are you reading this week?		
What foreign languages do you speak?		

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What were you doing around midnight last night?		
What book are you reading this week?		
What foreign languages do you speak?		

Worksheet 3

Dear Editor,

I am writing to say how much I liked the article about the girls who run their own _____.

It's a great story. The girls are really very brave and hard-working. The work they do is _____ to their community. I think it's a good idea for schoolchildren to learn about such young people.

The interesting thing is that they _____ for their service. They are very successful and make quite a lot of money. The best thing of all is that they give their money to _____.

However, it's a pity we don't know how the _____ ends. Could you please write back and inform me about that?

Looking forward to hearing from you.

Best wishes,

Dana Harris

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Looking forward to hearing from you.

Best wishes,

Dana Harris

Worksheet 4:

Sentence	Corrected sentence
Why are you listening to the radio every Sunday?	
When studying chemistry he need complete silence.	
Why the girls are knocking on all the doors in the neighbourhood?	
How much allowance does you get?	
I am put some money aside because I am save for a new bike.	
Children learn about financial issues at the moment.	
Keith and Russell are looking after their neighbour's dogs every week.	
Are you rarely borrowing money?	
Mr. Headly is believing that Alex can manage his school and a Saturday job.	
The headmistress don't think £98 is a lot.	

Worksheet 5

Nikki _____ at the bus stop when a man _____ out of nowhere. He _____ a mask. Nikki _____ a fight with him. While they _____, somebody _____ the police.

Russell _____ after a bus when he _____ on a banana skin. A boy who _____ his bike after him _____ it over his leg. People who _____ up at the bus stop _____ an ambulance.

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Worksheet 6 : Australia and New Zealand

1 Canberra is ...	the capital city of Australia.
2 The largest city in Australia is...	Sydney.
3 The second largest city in Australia is ...	Melbourne.
4 Go to Sydney to see the famous ...	Opera House.
5 Ayers Rock is a sacred place for ...	the Aborigines.
6 The Aborigines are ...	the native population of Australia.
7 The first settlers were ...	convicts.
8 The Great Barrier Reef is made ...	of coral.
9 New Zealanders call themselves ...	Kiwis.
10 Kiwis cannot ...	fly.
11 The capital city of New Zealand is ...	Wellington.
12 The All Blacks is the name of ...	the most famous rugby team in New Zealand.
13 If you go to Rotorua, you ...	you will see geysers.
14 Kaikoura is famous for ...	whales and dolphins.
15 The tuatara is a ...	lizard with a third eye on top of its head.

6 *Worksheet 7 Vocabulary buildup

1 Sally is unhappy. She has **fallen out with** Jane. They've been friends for years and now Jane doesn't want to go out with her. She doesn't want to talk to her at all. The worst thing of all is that they have fallen out over some funny and stupid thing.

To **fall out with** someone means _____

2 Danny **has a crush on** Pam. He keeps thinking about her all the time. He has **asked her out** on a date. It wasn't easy to do but he's happy now. This weekend they are going to the cinema together.

To **have a crush on** means _____

To **ask someone out** on a date means _____

3 Tom is Harry's best friend. Harry can trust him and he knows that Tom will never **let him down**. Tom has proved that many times. Once the teacher accused Harry of copying somebody else's essay. Tom **stood up** for him and helped him persuade the teacher that he hadn't done that and that he'd written the essay.

To **let down** a friend means _____

To **stand up for** a friend means _____

4 Although Terry and Sally are good friends, they often have arguments. Sometimes they get so angry at each other that they don't speak for days. However, they always **make up** and everything gets back to normal.

To **make up** with someone means _____

5 This weekend will be awful for me. I need to finish my science project. If I don't hand it in on Monday, I'll get an F. That's not all. Mr. Lewis will quiz me. The problem is I haven't been working hard recently. I haven't studied for some time so I have **fallen behind**. A lot. I don't think I can **catch up**. Too much stuff, too little time.

To **fall behind** means to _____

To **catch up** means to _____

6 I need to study hard. I need good grades. I'd like to **enroll in** the best school in town. It won't be easy but I can do it. I need to go to a good secondary school because I want to go to university.

To **enrol in** means _____

7 Darren and Leila aren't boyfriend and girlfriend any longer. Leila dumped him. It's not because she has fallen in love with someone else. No. But the funny thing is they still **hang out** together. They go to the cinema together, they meet in the playground and talk for hours. It's funny, isn't it?

To **hang out** means _____

*Worksheet 8

Nikki is an eco-w_____. They are running a c_____ 'Save the turtles'. Turtles are e_____ and their mission is to i_____ people. When people know what the problem is they can take a_____. Keiran has seen the documentary 'An Inconvenient T_____'. It's an e_____ opener for her. Now she understands eco-warriors better. It's not a l_____ matter but a very serious thing. She wants to j_____ them because they fight for our planet. Their m_____ is 'Make a difference today and you'll make a difference in the f_____.' Russell is there too. Nikki is putting up a poster and she asks him for help. She says 'Give me a h_____, Russell.'

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Worksheet 9

Problem	Possible solution
What makes the water toxic? How can you prevent that?	
Who is the biggest polluter? How can you control them?	
Name some animals that are in danger of becoming extinct. How can you protect them?	
Why is the temperature of the earth's atmosphere increasing? How can you deal with the problem?	
Why do we need to reduce greenhouse gas emissions? How can we do that?	
Fish and sea animals are threatened by plastic waste and oil spills? How can you help them?	
Crops and food supplies are often destroyed by pests? How can we stop that?	
Do we inherit or cause environmental problems? How can/should we deal with them?	
Where is starvation the biggest problem? How can we help?	

***Worksheet 10: A Quiz**

Beginnings	Endings
1 The Indiana Jones films were directed by	
2 J.F. Kennedy was assassinated in	
3 The Berlin Wall was pulled down in	
4 The first Olympic Games were held in	
5 The European Union was established in	
6 The first computer was created by	
7 The Mona Lisa was painted by	
8 The first iPod was invented by	
9 The first animal that was cloned was	
10 The atomic bomb was first used in	
11 Hamlet was written by	
12 The television was invented by	

***Worksheet 11**

1 Bungee jumping is an extreme sport in which
___ stretches and the jumper flies
___ a building, bridge, or crane but it can also be a movable
___ stops. It's essential to take safety
___ people jump from a tall
___ object such as a hot-air balloon or a helicopter. When
___ structure with an elastic chord tied around
___ a person jumps the rope
___ precautions. It is also important for a person to be
___ freely through the air bouncing up and down and then
___ their ankles. The tall structure is usually
___ physically and mentally fit

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***Worksheet 12**

1 _____ will be genetically modified.	legal
2 A _____ for AIDS and cancer will be found.	housework
3 _____ fuels won't be used any longer.	gadgets
4 _____ animals will be recreated.	cure
5 All _____ will be done by robots.	level
6 Homes will be full of hi-tech _____.	fossil
7 There won't be any fatal _____.	unemployed
8 There will be no _____ people.	extinct
9 Cloning will be _____.	food
10 The sea _____ will rise.	diseases

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10 The sea _____ will rise.	diseases

Worksheet 13

Statement	T / F
1 Proteins are found in grains, fruits and vegetables.	
2 To be mentally fit you need to eat a lot of carbohydrates.	
3 The most important source of energy for the brain is glucose.	
4 Vitamins and minerals are vital for growth.	
5 The brain is more than 60% water.	
6 Omega - 3 fats are healthy fats.	
7 Omega – 3 fats improve your memory and IQ.	
8 Children who drink a lot of water have better school results.	
9 Fat makes up 80% of the brain.	
10 After a big meal, your brain gets less oxygen.	

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