

New Building Bridges 7

მასწავლებლის წიგნი

გრიფინიჭებულია საქართველოს განათლების, მეცნიერების,
კულტურისა და სპორტის სამინისტროს მიერ 2019 წელს.



სულაკაურის
განმანათლებლობის ცენტრი

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მასწავლებლის წიგნი

თბილისი, 2019

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New Building Bridges 7

Teacher's Book

Vida Lukić

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1. კურსის ENGLISH 7 კონცეფცია

ENGLISH 7 წარმოადგენს კურსის იმ ნაწილს, რომელიც ითვალისწინებს უცხოური ენების შესწავლის ერთიან ევროპულ სარეკომენდაციო ჩარჩოში წარმოდგენილ მოთხოვნებს და მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების VII კლასებისათვის განსაზღვრული ახალი სტანდარტის ყველა საჭირო კომპონენტს.

105 საგაკვეთილო საათზე გაანგარიშებული კურსი მოწოდებულია, მაქსიმალურად შეუმსუბუქოს მოსწავლეებს სწავლის პროცესის მძიმე ტვირთი. იგი, ამავდროულად, უამრავ დამატებით მასალასაც შეიცავს, რაც მოსწავლეებს საშუალებას აძლევს ენის შესწავლის პროცესი უმტკივნეულოდ მოარგონ მოსწავლეთა ინდივიდუალურ საჭიროებებსა თუ ინტერესებს.

მოსწავლეების საგაკვეთილო პროცესით დაინტერესებისა და მათი მაქსიმალურად მოტივირების მიზნით, კურსი ეფუძნება სასაუბრო ენის იმ ელემენტებსა და თემატიკას, რომელიც აქტუალურია 12 წლის ასაკის მოსწავლეებისათვის. აქედან გამომდინარე, მასალა აგებულია ისეთ საკითხებზე, როგორიცაა: მეგობრობა, თანატოლთა ურთიერთსიმპათია, მშობლებთან ურთიერთობა, სკოლა, მუსიკა, სპორტი, ინტერნეტი, ფილმები, პოპკულტურა, საინტერესო ფაქტები ადამიანებსა და ქვეყნებზე, ინფორმაცია ცხოველებსა და ფრინველებზე, ფაქტები მნიშვნელოვან ისტორიულ მოვლენებსა და პიროვნებებზე, საინტერესო მითებსა და ლეგენდებზე, ლიტერატურულ ნაწარმოებებსა და მათ ავტორებზე, გასართობ საშუალებებზე, არდადეგებსა და ტრადიციულ დღესასწაულებზე. სახელმძღვანელო მდიდარია საინტერესო კითხვარებითა და ეფექტური ვიზუალური მასალით. რაც მთავარია, მასში დიდი ყურადღება ექცევა სხვადასხვა ტიპის საგაკვეთილო აქტივობებს, რაც ძალიან ახალისებს თავად საგაკვეთილო პროცესს.

კურსი შედგება შემდეგი კომპონენტებისაგან:

- მოსწავლის წიგნი კომპაქტდისკით
- სამუშაო რვეული
- აუდიო მასალა
- მასწავლებლის წიგნი
- რესურსების ბანკი

კურსი მიზნად ისახავს:

- მოსწავლეთა მოტივირებასა და სტიმულირებას შეისწავლონ ინგლისური ენა მის მიმართ ინტერესის კიდევ უფრო გაღრმავებითა და სწავლის პროცესისადმი პოზიტიური დამოკიდებულების გაღვივებით.
- ენობრივი კომპეტენციის გაღრმავებას იმ ლინგვისტური და საკომუნიკაციო უნარების ბაზაზე, რომლებიც მოსწავლეებმა ინგლისური ენის შესწავლის პირველ ექვს წელიწადში შეიძინეს.
- სწავლების პროცესის პერსონალიზაციას თითოეული მოსწავლის გაკვეთილში აქტიურად ჩართვითა და მათი პირადი მოსაზრებებისა თუ გამოცდილებების გათვალისწინებით;
- ყოველი მოსწავლის ინდივიდუალური უნარების, ფანტაზიისა და შემოქმედებითი პოტენციის სტიმულირებას მათი ასაკისათვის დამახასიათებელი ფიზიკური, გონებრივი თუ ემოციური მდგომარეობის გათვალისწინებით;
- მოსწავლეთა ისეთი სოციალური უნარების გაღრმავებას, როგორიცაა თანაგრძნობის, ტოლერანტულობისა და გუნდური მუშაობის უნარი;
- კოგნიტური უნარების გავარჯიშებას ისეთი აქტივობების გამოყენებით, რომლებიც მოითხოვენ აღქმას, ამოცნობას, მისადაგებას, შედარებას, კლასიფიცირებას, განსხვავების პოვნას, გამოცნობას, დასკვნის გამოტანას და ასოციაციური აზროვნების განვითარებას;
- სწავლის ისეთი სტრატეგიების განვითარებას, რომლებიც მოსწავლეებს სხვა საგნების შესწავლაშიც

დაეხმარება და თვითშეფასებაშიც;

- ინგლისურენოვანი ქვეყნების, მათი კულტურისა თუ ზოგადად ჩვენი სამყაროსა და განსხვავებული კულტურების მიმართ მოსწავლეთა ინტერესისა და პოზიტიური დამოკიდებულების სტიმულირებას, რაც, თავის მხრივ, ხელს უწყობს ადამიანთა შორის ურთიერთგაგებასა და ტოლერანტული დამოკიდებულების შექმნას;
- მოსწავლეებისათვის ქცევის ეთიკური ნორმების სწავლებასა და მათი ზნეობრივი ფასეულობების ამადლებას;
- მოსწავლეებში გარემოს დაცვისა და ეკოლოგიური ფაქტორების გათვალისწინების სურვილის აღძვრას.
- ინგლისური ენის შესწავლის პროცესში ავთენტიკურ მასალასთან ურთიერთობისა და მისი ქართული სასწავლო პროგრამის სხვა საგნებთან ინტეგრირების სტრატეგიების განვითარებას.

2. კურსის ორგანიზაცია

მოსწავლის წიგნი - Student's Book

მოსწავლის წიგნის შემადგენელი ნაწილებია: ა) თემატურად გაერთიანებული 7 ციკლი; ბ) დანართი, რომელშიც თავმოყრილია შობასთან, აღდგომასთან, ჰალოუინთან და წმ. ვალენტინის დღესთან დაკავშირებული ინფორმაცია; გ) სახელმძღვანელოში წარმოდგენილი გრამატიკული მასალის შემაჯამებელი თეორიული ნაწილი; დ) ციკლების მიხედვით დალაგებული ლექსიკონი და ე) არანესიერი ზმნების ცხრილი.

ეს კურსი გარკვეული პერსონაჟების ურთიერთობებსა და ინტერესებზეა აგებული, თუმცა თავად პერსონაჟები შეცვლილია:



ბრაიანი - ახალი ცენტრალური პერსონაჟი - მეტად გონიერი, მაგრამ მორცხვი ყმანვილია. ის წყალბურთითაა გატაცებული და ინტერნეტში საკუთარ ბლოგს წერს. მას ალტერ-ეგოც ჰყავს, სუპერგმირი არჩიბალდი. ბრაიანს სელიას მიმართ განსაკუთრებული სიმპათია აქვს, თუმცა ამას ღიად ვერ ამჟღავნებს.

სელია - ბრაიანის თანაკლასელი გოგონა - ძალიან ლამაზი და გულკეთილია. ის სკოლაში დიდი პოპულარულობით სარგებლობს. მას პატარა ძაღლიც ჰყავს, სახელად მაფი.

სარა - ბრაიანის მეორე თანაკლასელი გოგონა - გამორჩეულად კარგი მოსწავლეა. ის ერთგული მეგობარია, თან ძალიან გულადი, მაგრამ, ამავდროულად, მეტისმეტად მგრძობიარეა, რაც, ხშირად, პრობლემებს უქმნის თანაკლასელებთან ურთიერთობისას.

ადრიანი - ბრაიანის ახალი მეზობელი - ბრაიანისა და მისი თანაკლასელების მეგობარი ხდება.

ჯილი - ბრაიანის კიდევ ერთი თანაკლასელი - სელიას მეგობარია და მისი ცეკვის ჯგუფის წევრია. ის საკმაოდ ცოცხალი, მხიარული და უდარდელი გოგონაა, მაგრამ, დროდადრო, ცოტა დაუნდობელიც ხდება.

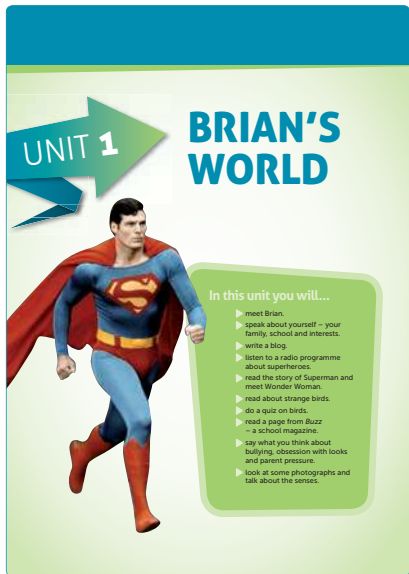
საიმონი - „მაგარი“ და ლამაზი ყმანვილი - დიდი პოპულარულობით სარგებლობს სკოლის გოგონებში. იგი ნებისმიერ დასახულ მიზანსა თუ წარმატებას ძალიან ადვილად აღწევს.

წიგნის ყოველი ახალი ციკლი ე.წ. „თავფურცლით“ იწყება (Introductory page), რომელიც მოკლედ აღწერს ციკლის თემატიკას, მასთან დაკავშირებულ აქტივობებს და ციკლის დასრულებისას მისაღწევ შედეგებს.

ასეთი „თავფურცელი“ ძალიან ხელსაყრელია მასწავლებლებისთვის, რადგანაც ისინი წინასწარ ეცნობიან წარმოდგენილი მასალის ზოგად თემატიკასა და იმ მიზანს, რომელსაც ის ემსახურება. ამას გარდა, „თავფურცელზე“ გამოტანილი ციკლის სათაური და ილუსტრაცია მასწავლებლებს ეხმარება შესავალ გაკვეთილზე აღნიშნულ თემატიკაზე დისკუსია დაიწყონ.

Lesson 1- გვაცნობს ციკლის ზოგად თემატიკას (ანდა თემატური ჯგუფის პირველ თემას), ახალ ლექსიკურ ერთეულებსა და გრამატიკულ მასალას.

Lesson 2 - აღნიშნულ თემატიკას აღრმავებს (ან შემოჰყავს ახალი თემა), აძლიერებს და აფართოვებს მოსწავლეთა ლექსიკურ მარაგს და ამყარებს გრამატიკული სტრუქტურების ცოდნას. გაკვეთილი, ძირითადად, მოსმენის უნარის განვითარებას ემსახურება.



Lesson 3 – კურიკულუმის სხვა საგნებს (ქართულ ენას, ისტორიას, გეოგრაფიასა და საბუნებისმეტყველო საგნებს) ეხმიანება მასალის შინაარსისა და მისი გამოხატულების ენობრივი საშუალებების ინტეგრირების გზით, და, ძირითადად, კითხვის უნარს აღვივებს.

Lesson 4 - ციკლის თემატიკის ყოფით სიტუაციებთან მორგებას, სწორი საკომუნიკაციო უნარის განვითარებას ისახავს მიზნად და, აქედან გამომდინარე, ინგლისურის სასაუბრო ელემენტებზეა აგებული (შეთავაზებებზე, შეთანხმებაზე, უარის თქმაზე, დირექტივების მიცემა-სა და ა.შ.). გაკვეთილში წარმოდგენილი პრაქტიკული სავარჯიშოები მოსმენით კონტექსტის ამოცნობას, ყოფით დიალოგებს, თავისუფალ სასაუბრო პრაქტიკასა და როლურ შესრულებაზეა დამყარებული. აქედან გამომდინარე, გაკვეთილი, ძირითადად, საუბრის უნარის განვითარებას ისახავს მიზნად.

ციკლის მე-5 გაკვეთილი, რუბრიკით **Brian's Bookshelf**, მიზნად ისახავს ნასწავლი ლექსიკური და გრამატიკული მასალის გადამეორებას და, ამდენად, არ შეიცავს ახალ მასალას. აქედან გამომდინარე, ეს გაკვეთი-

ლი არჩევითია. მისი გავლა-არგავლა მასწავლებლის ინდივიდუალურ მოსაზრებაზე და მოსწავლეთა პირად ინტერესსა თუ უნარზეა დამოკიდებული.

For My Portfolio თვითშეფასების ის გვერდია, რომელიც უცხოური ენების შესწავლის ერთიანი ევროპული სარეკომენდაციო ჩარჩოს მოთხოვნებს ითვალისწინებს. იგი მოიცავს შემდეგ ნაწილებს:

Two projects - ორ პროექტს (რომლებიც ციკლის თემატიკას ეხება და რომელთაგანაც მოსწავლეებმა ერთ-ერთი უნდა აირჩიონ) და **My Learning Diary** - ჩემი სასწავლო დღიური, სადაც მოსწავლეები აფასებენ, რამდენად მოეწონათ თავად ციკლი და რა ტიპის პროგრესს მიაღწიეს იმ ძირითადი ენობრივი ელემენტების აღნიშვნით, რომლებიც, მათი აზრით, კარგად აითვისეს.

თავად ციკლის მასალაში გვხვდება ფუნქციონალური ქვესათაურებიც: **SIGNPOSTS**, რომლებიც მიგვანიშნებენ იმაზე, თუ რომელი ელემენტების გამოვლენა ხდება კონკრეტულ გაკვეთილში.

WORDSPOT, რომელიც მოსწავლეს აცნობს ყველა ძირითად ახალ ლექსიკურ ერთეულსა და ფრაზას, რომელთა შინაარსიც თავად უნდა გამოიცნოს ანდა საკუთარი ძალისხმევით დაადგინოს წიგნის ბოლოს წარმოდგენილი ლექსიკონის დახმარებით (რაც, თავის მხრივ, მათ დამოუკიდებელი კვლევის უნარსა და ინტერესს უღვივებს).

DO YOU REMEMBER? ახსენებს მოსწავლეებს გრამატიკის ძირეულ საკითხებს, ფორმებს, სტრუქტურებსა და შესაბამის ლექსიკას. ეს რუბრიკაც განაპირობებს მოსწავლეთა აქტიურ პირად ჩართულობას იმაში, თუ როგორ ან რატომ გამოიყენება რომელიმე კონკრეტული სტრუქტურა კონკრეტულ კონტექსტში.

REMEMBER! ახალი გრამატიკული მასალის ამხსნელი რუბრიკაა. იგი აღვივებს მოსწავლეთა ისეთ შემეცნებით უნარებს, როგორიცაა: გამოცნობა, შესაბამება, შეპირისპირება და დასკვნების გამოტანა.

EVERYDAY ENGLISH მოსწავლეებს ზოგადი ენობრივი ფუნქციების (შეთავაზების, დათანხმების, უარის თქმის, დირექტივების მიცემის და ა.შ.) და საკომუნიკაციო უნარების (მაგალითად, როგორ გაარკვიონ მოგზაურობის დეტალები ანდა როგორ გადმოსცენ რაიმე ამბავი და ა.შ.) განვითარებაში ავარჯიშებს.

YOUR TURN! მოსწავლეებს ავარჯიშებს ნასწავლი ლექსიკური და გრამატიკული ერთეულების პერსონალურ კონტექსტებში აქტიურ გამოყენებაში. ისინი საკუთარ გამოცდილებებზე საუბრობენ, ან ამა თუ იმ საკითხზე საკუთარ მოსაზრებას გამოთქვამენ.

CULTURE CORNER მოსწავლეებს სთავაზობს ინგლისურენოვანი სამყაროს კულტურულ, სამხარეო, ისტორიულ თუ სხვა ტიპის საკმაოდ მდიდარ და საინტერესო ინფორმაციას (პოპულარულ ბრიტანულ და ამერიკულ სპორტის სახეობებზე; ცნობილ მონარქებზე, მეცნიერებსა და მწერლებზე; ისეთ ცალკეულ ქვეყნებზე, როგორიცაა ირლანდია და ა.შ.)

From Brian's Bookshelf! Photography

We experience the world through our senses. We have five main senses: sight, hearing, smell, taste and touch.

1 Draw and complete the table in your notebook.

SENSE ORGAN	SENSE	VERB
ears	sight	to see
nose	hearing	...
tongue	smell	...
skin	...	to taste
...	...	to feel

2 Look at some of Brian's favourite photographs. Brian describes them. In which of the descriptions does he use these words?

WORDSPO! sandpots pebbles a rainbow dust sun cream a spider web

3 Match the nouns to the adjectives that describe them and read them out.

1 pebbles	a soft and wet
2 a spider web	b hard and round
3 the sea	c sticky and disgusting
4 a rainbow	d dry and grey
5 dust	e cool and salty
6 sandpots	f big and beautiful

4 Match the photographs to Brian's descriptions.

LISTENING ოთხი ტიპის მოსასმენ დავალებას შეიცავს: 1. როდესაც მოსწავლეებმა მხოლოდ მოსმენილი ჩანაწერიდან გამომდინარე გარკვეული ტიპის ინფორმაციით უნდა შეავსონ სავარჯიშო; 2. როდესაც წიგნი მათ ტექსტურად წარმოდგენილ მოსასმენ მასალას სთავაზობს, სადაც მოსწავლეები მხოლოდ გამოტოვებულ ერთეულებს ავსებენ; 3. მოსასმენ მასალას, რომელსაც თან ახლავს ჩანაწერის სრულყოფილი ტექსტი, რომლის საშუალებითაც მოსწავლეები მოსმენის შემდეგ ამონებენ, რამდენად სწორად გაიგეს ის, რაც მოისმინეს და 4. ნარატული ტექსტების თანმხლები აუდიო ჩანაწერები, რომლებსაც მოსწავლეები ტექსტის კითხვის პარალელურად ისმენენ.

READING

English 7 მრავალფეროვან საკითხავ მასალას სთავაზობს მოსწავლეებს: ლეგენდებს, ადაპტირებულ საგაზეთო სტატიებს, საკონცერტო პოსტერებს, მატარებლების განრიგსა და ა.შ. საკითხავ მასალას ის ე.წ. წაკითხვამდე და წაკითხვის შემდგომი აქტივობები ახლავს, რომლებიც კითხვის სხვადასხვა უნარის გაღვივებაზეა გაანგარიშებული (თვალის გადავლება, დაკვირვებით კითხვა, კითხვა კონკრეტული დეტალების ამოსაცნობად და კითხვა ზოგადი შინაარსის წვდომისათვის).

WRITING SKILLS

ყველა გაკვეთილს საკმაოდ ბევრი წერიტი დავალება აქვს. საწერი მასალა ძალიან მრავალფეროვანია - გამოტოვებული სიტყვებისა და ფრაზების შევსებით დაწყებული, კარნახების წერიტა და ინტერნეტ-ბლოგების შექმნით დასრულებული. შედარებით ვრცელი ტექსტების შექმნაში მოსწავლეებს წიგნში წარმოდგენილი მოდელები ეხმარება.

PROJECTS

პროექტებსა და პოსტერების შექმნაზე მუშაობა ხელს უწყობს მოსწავლეთა შემოქმედებითი უნარების გაღვივებას და დამოუკიდებელი მუშაობის ჩვევების გამომუშავებას. პრაქტიკული შემოქმედებითი აქტივობები სწავლა-სწავლების ერთ-ერთი ყველაზე ნაყოფიერი ფორმაა. ამას გარდა, პროექტთა მეტი წილი გუნდური შემოქმედების ნაყოფია, რაც მოსწავლეებს გუნდური მუშაობის მეტად საჭირო უნარსა და ჩვევას უღვივებს.

სამუშაო რვეული - Workbook

სამუშაო რვეული შედგება მოსწავლის წიგნის თემატურ ციკლებში წარმოდგენილი სტრუქტურებისა და ლექსიკური ერთეულების გამამყარებელი დავალებებისგან და ხელს უწყობს კითხვისა და წერის უნარების გაღვივებასა თუ პერცეფციული და კოგნიტური უნარების განვითარებას. მოცემული დავალებები გამჭვირვალედ ასახავენ, თუ რომელი უნარის რა ხარისხით განვითარებას ემსახურება თითოეული მათგანი. სამუშაო რვეული მდიდარია სხვადასხვა ტიპის მასალით, რომელიც აადვილებს განსხვავებული შესაძლებლობების მქონე მოსწავლეებთან (მათთან, ვისაც კონკრეტულ საკითხზე ბევრი ვარჯიში სჭირდება და მათთან, ვინც სწრაფად ითვისებს და თავისუფალი დრო რჩება დამატებითი სავარჯიშოების შესასრულებლად) მუშაობას. არის ისეთი სავარჯიშოებიც, რომლებიც საშინაო დავალების ანდა საკონტროლო სამუშაოების სახითაც შეიძლება მიეცეს მოსწავლეებს, რაც უკვე მასწავლებლის არჩევანზეა დამოკიდებული.

მასწავლებლის წიგნი (Teacher's Book) მოიცავს საგაკვეთილო სცენარებს, მოსწავლის წიგნისა და მოსწავლის რვეულის შესაბამის გვერდებს, იმ მისაღწევ შედეგებს, რომლებზეც თითოეული გაკვეთილია ორიენტირებული, მეთოდურ რჩევებს, ცალკე განიხილ აუდიომასალის ტექსტებსა და დამატებით რესურსებს (Resource bank). რესურსების ბანკი შეიცავს ფოტოკოპირებად მასალას, რომელიც მოსწავლეებს ავარჯიშებს ნასწავლი ლექსიკური თუ გრამატიკული მასალის გამეორებაში და აქტივობების ახალი სახეობებით ამრავალფეროვნებს და ახალისებს გაკვეთილებს.

3. ლინგვისტური და მეთოდოლოგიური რჩევები

- ძირითადი სხვაობა დაწყებით (1-4 კლასი) და საბაზო (5-8 კლასი) საფეხურის მოსწავლეებს შორის ის არის, რომ დაწყებით საფეხურზე მოსწავლეთა ცოდნა საკმაოდ შეზღუდული და კონტროლირებადია;

ენობრივი სტრუქტურები გამჭვირვალეა; ლექსიკა ორგანიზებულია კონკრეტული (და არა აბსტრაქტული) სასაუბრო თემებისა და ცნებების საფუძველზე; ლაპარაკისა და წერა-კითხვის უნარების გაღვივება ზედმინევნიტაა გაანგარიშებული. ამ პერიოდში არ არსებობს დიდი სხვაობა მოსწავლეთა აქტიურ და პასიურ ცოდნებს შორის. სწორედ ამიტომაც ხედავენ ისინი სრულიად თვალსაჩინოდ საკუთარ პროგრესს. მე-7 კლასში ისინი ენის ალქმისა და ათვისების სრულიად სხვა ეტაპზე გადადიან. მათ საუბრისა და საკუთარი აზრის გამოხატვის მეტი თავისუფლება ეძლევათ, რაც ხშირად წინ უსწრებს მათ ენობრივ კომპეტენციას და შესაძლოა მეტყველებისას არასწორი ენობრივი ფორმების (ასე ვთქვათ, ამ დროს გამომუშავებული „ინტერენისათვის დამახასიათებელი ხარვეზების“) შერჩევით დასრულდეს. ამიტომ, უცხოური ენის შესწავლის ამ ეტაპზე უკვე სერიოზული ყურადღება უნდა მიექცეს მეტყველების აკურატულობას. აქედან გამომდინარე, აუცილებელია სწორი ბალანსი დამყარდეს თავისუფალ მეტყველებასა და მეტყველების აკურატულობას, ანუ პასიურსა და აქტიურ ცოდნებს შორის, რაც გრამატიკული სტრუქტურებისა თუ ახალი ლექსიკური ერთეულების კარგად დამუშავებით უნდა მოგვარდეს. ამას გარდა, მე-7 კლასის მოსწავლეებმა უკვე საკმაოდ კარგად იციან მშობლიური ენის ცალკეული ნიუანსები, რაც ე.წ. ენობრივი ინტერფერენციის (საკუთარი ენის დამახასიათებელი სტრუქტურების უცხოურ ენაზე გადატანის) საფრთხესაც ქმნის. აქედან გამომდინარე, **მასწავლებლის ფუნქცია** მოსწავლეთა არა მხოლოდ უცხოური ენის ელემენტების ცოდნის, არამედ მათი ენობრივი კომპეტენციის ამაღლებაა. ეს ახალი ერთეულებისა და ენობრივი თავისებურებების ძალიან მკაფიოდ ახსნიდა და ნასწავლი მასალის მუდმივი გამეორებით მიიღწევა.

- **ბალანსი** უნდა დამყარდეს ახალი ტექსტების სიგრძეს, მათ სირთულესა და დავალებების სირთულე-რაოდენობას შორისაც.
- ცხადია, ყოველი გაკვეთილი ძალიან ყურადღებით უნდა **დაიგეგმოს** კლასში მოსწავლეთა რაოდენობისა და მათი პირადი შესაძლებლობების მიხედვით. მაგრამ ნებისმიერი გაკვეთილი უნდა შედგებოდეს შემდეგი ნაწილებისგან:

Warm-up – ანუ წინა გაკვეთილზე ნასწავლი მასალის შეხსენება ანდა კეთილგანწყობილი ატმოსფეროს შექმნა და ახალი გაკვეთილის თემის გარშემო ზოგადი საუბარი;

Presentation – ახალი მასალის ახსნა;

Practice – ახსნილ მასალაზე ვარჯიში სხვადასხვა ტიპის აქტივობებითა თუ სანერი სავარჯიშოებით;

Follow-up – ახალი მასალის მორგება ახალ კონტექსტებსა და სიტუაციებზე მისი, ასე ვთქვათ, პერსონალიზაციის გზით (როდესაც მოსწავლეები უკვე საკუთარ გამოცდილებებსა თუ დამოკიდებულებებს გამოხატავენ ამ ახალი ერთეულების გამოყენებით.

- უნდა აღინიშნოს ისიც, რომ მასწავლებლის წიგნის **მიზანი** მასწავლებლებისთვის მზა რეცეპტების მიცემა სულაც არ არის. მისი მიზანია, უბრალოდ დაეხმაროს მათ და მათივე იდეების რეალიზაციის ისეთი გზები შესთავაზოს, რომლებსაც ისინი თავად მოარგებენ საკუთარი კლასის საჭიროებებსა და მიზნებს. სწორედ ამას ემსახურება კურსში წარმოდგენილი მასალისა და რესურსების სიუხვე და მათი სახალისო გზით ათვისებისა თუ გადამეორების უამრავი საშუალება (იხ. მასწავლებლის წიგნზე თანდართული **Resource bank**).

LESSON PLANS

UNIT 1 BRIAN'S WORLD

INTRODUCTORY LESSON

INTRODUCTION

- It's the first English lesson in this school year. Getting started is not easy for your pupils or for you. Greet your pupils. Talk about the holidays. Say you hope they had nice holidays. Tell them something about your holidays and ask them about theirs.

TEACHING TIPS

Extra activities

Resource Bank, Activity 1, HOLIDAY CLASS SURVEY

- Instead of talking about holidays with the whole class, you can do a class survey. Write one question for each pair of pupils on a strip of paper or photocopy the questions from the Resource Bank. They have to ask every pupil in the class to answer the question. Make sure each pair knows how to phrase the question. Each pair reports back to the class. Write survey findings up on the board. There are some possible questions on the activity sheet at the end of the lesson.

Resource Bank, Activity 2, CLASS CONTRACT

- The beginning of the school year is an excellent time to lay down some ground rules. Tell your pupils what they will be doing in their English classes. Say that during the classes they will speak (in English) about many things, learn many things, that they will work on their own, in pairs and in groups. Together with your pupils you can draw up a Class Contract. Write it up on the board, and the pupils (in groups) write it on pieces on paper that are later put up on the walls or on the notice-board.

Getting acquainted with the new textbook

- Another way of getting started is getting pupils acquainted with their new textbook. Ask them to look through the textbook for a few minutes. On the board, write up a few open-ended sentences. Get feedback:

The main characters are.....
Page 16 is about.....
We are going to learn about these countries:.....
I like page because.....

UNIT 1

BRIAN'S WORLD



In this unit you will...

- ▶ meet Brian.
- ▶ speak about yourself – your family, school and interests.
- ▶ write a blog.
- ▶ listen to a radio programme about superheroes.
- ▶ read the story of Superman and meet Wonder Woman.
- ▶ read about strange birds.
- ▶ do a quiz on birds.
- ▶ read a page from *Buzz* – a school magazine.
- ▶ say what you think about bullying, obsession with looks and parent pressure.
- ▶ look at some photographs and talk about the senses.

UNIT 1 BRIAN'S WORLD

1.1 MEET BRIAN

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • revision of the present simple
• to have and have got
- FUNCTIONS • talking about yourself
- VOCABULARY • family, interests

SKILLS

- READING • Brian's blog
- LISTENING • meeting a new neighbour
- SPEAKING • describing your family, house etc.
- WRITING • writing your blog

CULTURE and CLIL

- Schoolchildren around the world

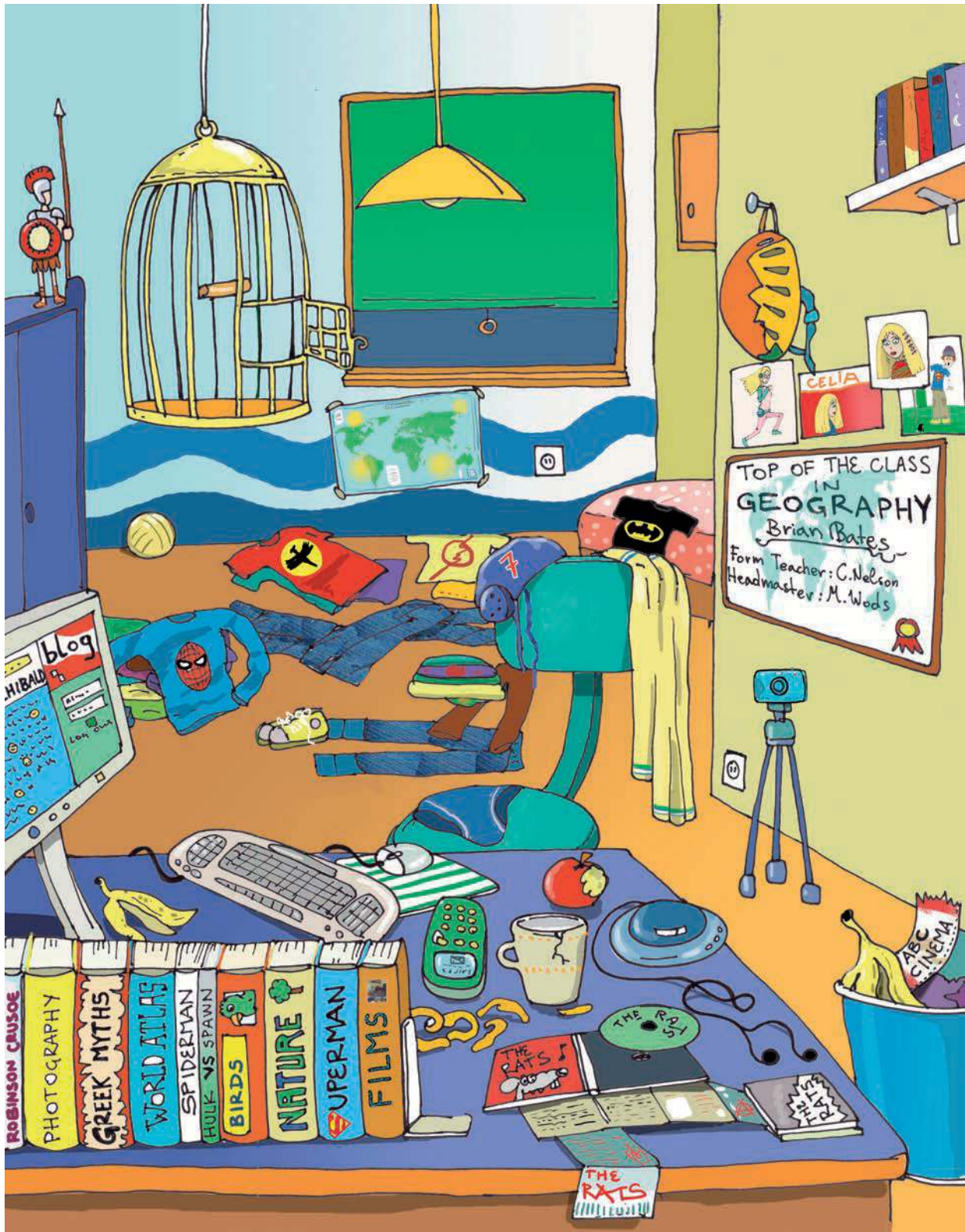
LESSON 1

Tasks A and B, p. 8,9

- Tell pupils to work in pairs and study the picture on page 8 very carefully and say what they can see. Tell them to use the vocabulary from Task B after finding their meanings in the dictionary. Each pair tells the whole class a sentence or two about the picture.

Meet Brian

A Work with a partner. This is Brian's room. It is full of different things. Identify as many as you can. The WORDSPOT can help you.



Tasks B, p. 9

- Tell pupils to work in pairs and study the picture on page 8 very carefully and say what they can see. Tell them to use the vocabulary from Task B after finding their meanings in the dictionary. Each pair tells the whole class a sentence or two about the picture.

Task C, p. 9

- Pupils complete the sentences in Task C. Let pupils draw their own conclusions and play detective. Get feedback. Do not help. Ask pupils to explain their answers, i.e. what evidence the picture provides.

Answer key:

- a) 1 No, he isn't. (there are banana and orange peels on his desk) 2 Yes, there is. (Celia's photos are on the wall) 3 He's good at geography (He was top of the class in geography). 4 Yes, the Rats (CDs are all over his desk). 5 Yes, a bird (there is a bird cage in the room). 6 No, he doesn't (he reads). 7 Bananas and oranges. 8 He wears T-shirts and sports clothes (the clothes are on his bed).
- b) 1 superheroes 2 sometimes 3 a blog 4 taking photographs 5 has got 6 doesn't have 7 wants 8 goes.

Task D, p. 9

- Pupils work in pairs. They read aloud and finish the sentences about themselves. Their partner has to listen carefully.

Task E, p. 9

- Pupils tell two other pairs (in front and behind them) about their partner. Or they can report to the whole class.

WORDSPOT

- B** Do you know what these words and expressions mean? Look them up in the wordlist at the end of the book.

a bird cage a crash helmet a towel a camera a water polo cap
a blog a wastepaper basket banana peel orange peel a superhero an atlas

- C** What can you learn about Brian and his life only from looking at the picture of his room? Answer the questions, and do the task. Give reasons for your answers.

a) Answer the questions.

- 1 Is Brian very tidy?
- 2 Is there a girl that Brian likes?
- 3 Which subject is Brian good at?
- 4 Has Brian got a favourite band?
- 5 Does Brian have a pet?
- 6 Does Brian watch a lot of TV?
- 7 What does Brian often eat in his room?
- 8 What kind of clothes does Brian usually wear?

b) Choose the correct words.

- 1 Brian is obsessed with **superheroes / footballers**.
- 2 Brian **never / sometimes** goes to the cinema.
- 3 Brian writes **a diary / a blog**.
- 4 Brian loves **taking photographs / drawing**.
- 5 Brian **has got / hasn't got** a bike.
- 6 Brian **has / doesn't have** a cat.
- 7 Brian **wants / doesn't want** to travel.
- 8 Brian **goes / doesn't go** to the swimming pool very often.

REMEMBER

TO HAVE AND HAVE GOT

There are two ways to make negative sentences and questions.

I **haven't got** any brothers or sisters.

Brian **hasn't got** a cat.

Have you **got** a camera? Yes, I **have**.

Has he **got** a dog? No, he **hasn't**.

I **don't have** any brothers or sisters.

Brian **doesn't have** a cat.

Do you **have** a camera? Yes, I **do**.

Does he **have** a dog? No, he **doesn't**.

SPEAKING

- D** Work with a partner. Speak about yourself and find out about your partner. Use the prompts below.

The sport I like is...

I read...

I usually wear...

My favourite school subject is...

I'm interested in...

I listen to...

At the weekend I...

My best friend is...

And you?

How about you?

Is it the same for you?

And yours?

- E** Tell somebody else about what you have learnt about your partner.

YOUR TURN!

Task F, p. 10

- Tell pupils that Brian writes a blog which they are going to read to learn more about him. But, to be able to understand it they have to understand the words from the WORDSPOT. Read the words and ask pupils if they understand them. If they don't, explain the meaning and give an example (i.e. If you always help old people you have good manners).

Task G, p. 10

- Ask some pupils to read the questions and predict the answers, one by one. Tell them to read the blog silently. Get answers to the questions. Ask pupils if they are surprised by the answers. Then ask a good reader to read the blog for the whole class.

Answer key: 1 He wants to share ideas with other kids. 2 Archibald is a superhero Brian made up. 3 Mum – a teacher, Dad – a mechanic. 4 He has interesting conversations with mum, goes cycling with his Dad. 5 James is a parrot. 6 He hasn't got good manners.

Task H, p. 10

- This task introduces the revision of the present simple. Tell pupils to fill in the sentences individually. They must refer back to the blog.

Answer key:

Questions: I – Brian, he – Dad, she – Mum, we – Brian and Dad, they – Brian's friends.

Sentences: 1 flies 2 spend 3 doesn't teach 4 have 5 makes 6 come round 7 go 8 take 9 doesn't use 10 bites

HOMEWORK

Workbook p.6, tasks C and I, J.

F Do you know what these words and expressions mean? Look them up in the wordlist at the end of the book.

WORDSPOT

injustice a sense of humour good manners a joke embarrassed incredible
to bite to make up to get on to come round

READING

G This is Brian's blog. Read it and answer the questions.

- 1 Why does Brian write a blog?
- 2 Who is Archibald?
- 3 What do Brian's mum and dad do?
- 4 How does Brian get on with his parents?
- 5 Who is James?
- 6 Why does he sometimes make Brian angry?



Brian's blog

Call me Archibald. My real name isn't important. In this blog I want to share my ideas with other kids my age. It isn't always easy to talk to your parents or even your friends. I'm sure you understand me.

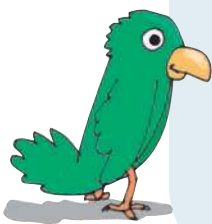
Archibald is a superhero I made up. If there is trouble, he flies off and helps. I read books and watch films about superheroes like Superman. I'm not a superhero myself, but I hate injustice and I'd like to have some special powers too. Do you like superhero films?

Here is something about myself. I'm 13 years old. I haven't got any brothers or sisters. My parents work hard. I'm busy, too, so we don't spend much time together. My mum's a teacher. Luckily she doesn't teach in my school. She often talks about her pupils. She has this pupil Pete. I think he reads my blog. My mum knows lots of things and we have interesting conversations. My dad's a mechanic and he fixes cars. He tells jokes all the time and he is never serious. He thinks he has a sense of humour but I don't think so! My friends say my dad's cool. They come round and laugh but I'm sometimes embarrassed. My dad and I talk about sports and we go cycling together. How do you get on with your parents?

I play water polo. I'm quite a good swimmer and player although I'm not very tall or very strong. I'm also interested in photography. I've got lots of photos of my friends (especially one girl in my class!). I also take photographs of birds. I think birds are incredible. They're definitely not stupid, as most people think. They're not "bird brains" at all. I have a pet parrot. His name is James and he's mostly very friendly. He flies around, plays, watches me or sits on my shoulder. He gets angry if I close him in his cage during the day. The problem is James hasn't got good manners. For example, he doesn't use the toilet! He also loves to destroy mobile phones and sometimes bites my finger!

That's all for now!

Archibald



H Complete in your notebook these sentences from the blog with the missing verbs. Who do the pronouns **I, he, she, we, they** stand for?

- 1 He ... off and helps.
- 2 We ... much time together.
- 3 She ... in my school.
- 4 We ... interesting conversations.
- 5 He ... jokes all the time.
- 6 They ... and laugh.
- 7 We ... cycling together.
- 8 I also ... photographs of birds.
- 9 He ... the toilet.
- 10 He sometimes ... my finger.

LESSON 2

Revision

- Check homework, particularly Task C from the Workbook, to see how much pupils remember about Brian.
- Go back to Task C in the Student's Book which you did in your previous lesson. Check how much your pupils remember.

TEACHING TIPS

- You can check how much your pupils remember with TRUE/FALSE sentences. Divide pupils into 3 groups. Let them have a look at the picture on p.8 for 1 minute. Then they shut their books. You say out loud sentences about Brian's room and they have to say whether they are true or false. Each group gets a point for a correct answer. Sentences:
Brian's crash helmet is red and yellow. (T)
Brian's towel is on the floor. (F)
Brian was at CBS cinema. (F)
There is an atlas under the window. (T)
There are ten books on Brian's desk. (T)
The bird cage is open. (T)
The number on Brian's water polo cap is 8. (F)
The headmaster's name is M. Forest. (F)
There are three photos of Celia on the wall. (T)
It is night. (T)



Workbook, Task B, p. 6 (there is/there are).

- This task can be done in class because it revises the use of *there is/there are*. It continues on the revision activity.

DO YOU REMEMBER, p. 11

- Read aloud the questions from the box and ask the pupils to answer. Make sure that they understand. Talk about the present simple. Point out the third person -s, -es, -ies.

Task I, p. 11

- Pupils work individually. They complete the dialogue with the verbs in the present simple. Then they check by listening to the tape.

TAPESCRIPT 1

Task I, p. 11

Adrian: I know one girl from your school. Her name's Celia. Do you know her?

Brian: Yes, I do. She's in my class.

Adrian: Her Mum works with my Mum. They work in a hospital.

Brian: Do you like your new house?

Adrian: It's great. But my cat doesn't like it. Cats don't like moving house. Do you have a cat?

Brian: No, I don't. I have a parrot. His name is James.

Adrian: Does he speak?

Brian: No, he doesn't speak, but he's very smart. How about your cat?

Adrian: She eats, sleeps and watches birds from the window. She's old, fat and lazy.

What do you do outside school?

Brian: I'm in a water polo team.

Adrian: Can I come and watch you?



Workbook, Task L, p. 9

- Pupils do the task individually. They read sentences aloud.

Extra activity

- Pupils roleplay the dialogue.

Task J, p. 11

- Pupils work in pairs. They read sentences to each other.

Task K, p. 11

- Pupils work in pairs. They ask each other questions in the present simple. Then they report to the class what they have learned about each other.

HOMEWORK

Student's Book p. 11, Task L.

? DO YOU REMEMBER

THE PRESENT SIMPLE

a) Look at these sentences. When do we use the **present simple**? How do we form it?

- | | |
|---|--|
| I play water polo. | → I play it five times a week. |
| My dad and I talk about sports. | → My mum talks about her pupils. |
| We don't spend much time together. | → She doesn't teach in my school. |
| Do you like superhero films? No, I don't . | → Does Brian like birds? Yes, he does . |

b) What happens to the verbs such as **watch, wash** and **fly** in the third person singular?

LISTENING



I Brian is talking to Adrian, his new neighbour. Complete in your notebook the dialogue with the verbs in the present simple. Then listen and check.

TRACK 01

- Adrian: I ... (know) one girl from your school. Her name's Celia. ... you ... (know) her?
 Brian: Yes, I She's in my class.
 Adrian: Her mum ... (work) with my mum. They ... (work) in a hospital.
 Brian: ... you ... (like) your new house?
 Adrian: It's great. But my cat ... (like) it. Cats ... (like) moving house. ... you ... (have) a cat?
 Brian: No, I I have a parrot. His name is James.
 Adrian: ... he ... (speak)?
 Brian: No, he ... (speak), but he's very smart. How about your cat?
 Adrian: She ... (eat), ... (sleep) and ... (watch) birds from the window. She's old, fat and lazy. What ... you ... (do) outside school?
 Brian: I'm in a water polo team.
 Adrian: Can I come and watch you?



SPEAKING



J Work with a partner. Speak about yourself using the sentences below. Are they true for you? Correct the sentences which are not.



- | | |
|-------------------------------------|--------------------------------------|
| a) I live in a house. | e) My mother works in a hospital. |
| b) I have two sisters. | f) My dad doesn't tell jokes. |
| c) I don't watch TV in the evening. | g) My best friend lives close to me. |
| d) I borrow books from the library. | h) My best friend doesn't talk much. |

K Work with a partner. Ask each other questions.

Person A

- How / you go to school?
- What / you do in your free time?
- ... you get on with your parents?
- ... you have a pet?

Person B

- Where / you spend your breaks?
- What / you do at the weekend?
- ... you get on with your brother / sister?
- ... you like English?

WRITING



L Use Brian's blog as a model and write your own blog. Introduce yourself. You can use a made-up name like Brian does.

1.2 ARCHIBALD AND OTHER SUPERHEROES

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • Can, be able to in present
• the present simple in a story
• both/neither
- FUNCTIONS • talking about imaginary characters
- VOCABULARY • everyday activities

SKILLS

- READING • the Superman story
- LISTENING • radio interview about superheroes
- SPEAKING • describing superheroes
- WRITING • writing about a superhero

CULTURE and CLIL

- comic book characters

LESSON 1

INTRODUCTION

- This is a lesson about superheroes. Archibald is Brian's superhero. Ask pupils to say how much they remember about Brian's imaginary hero Archibald. (*He is a superhero. If there is trouble he flies off and helps.*)

Task A, p. 12

- Ask pupils to look at the picture, describe it (*a girl is standing on the top of a building which is on fire. A superhero is flying to save her*) and then answer the questions. After the questions are answered, ask your pupils if Archibald reminds them of anybody. They will probably come up with comic book heroes such as Superman, Batman or Spiderman. Say that you would like to see how much they know about them.

Answer key: 1 Archibald is flying to save the girl. 2 He is wearing a superhero costume with a large A on his chest, a red cape and wings on his shoes. 3 The girl is Celia.

Task B, p. 12

- Tell pupils to do the quiz in pairs. Give them a time limit of 2 minutes. Get feedback but do not say which the correct answers are.

Task C, p. 12

- Pupils listen to the interview and check their answers.

Answer key: 1 B, 2 A, 3 C 4 C 5 C, 6 B.

Task D, p. 12

- Pupils listen again and answer the questions.

Answer key: 1 They help and protect the people. 2 They have super powers. 3 They fight against bad guys, criminals and monsters who want to destroy the world.

TAPESCRIPT 2

Tasks C, D, p. 12

I.: Welcome to the programme, everybody. Today we're talking about superheroes. Our guest is Jess Allen, the author of the book SUPERHERO SUPERSTARS. Good morning, Mr Allen.

J.A.: Good morning.

I.: Who are superheroes?

J.A.: Superheroes come from comic books. They are comic book characters like Superman or Spider-Man.

I.: So superheroes come from comic books.

J. A.: Yes, that's right. Of course, today most people meet superheroes in films. Superhero films are very popular.

I.: Why do we love superheroes?

J.A.: For one, because they are good guys. They want to make the world a better place. They help and protect the people. They fight against bad guys, criminals and monsters who want to destroy the world.

I.: How do they do it?

J.A.: Well, they have super powers, special powers that normal people don't have. They can do things that you or I cannot do. So, for example, Superman can fly. You or I cannot fly.

I.: What super powers do superheroes usually have?

J.A.: They are usually super strong and super fast. They are stronger and faster than any living person. Super strength and super speed are the two most common super powers.

Superheroes are also usually super clever and they have super senses. They can see, hear, smell, feel better than normal people.

I.: They also have cool costumes and super weapons.

J.A.: That's right.

I.: Who was the first superhero?

J.A.: Superman. He appeared in 1938.

I.: Who are the most popular superheroes today?

J. A.: That's not an easy question. It changes all the time you know. The big three are still Superman, Spider-Man and Batman but there are many others. There is the Hulk. There is Iron-Man. Superhero teams are also very popular, for example X-Men. One member of X Men is especially popular. He's called Wolverine. Wolverine is a big hit now. He's a mutant and is a member of X-Men.

I.: Are there any women superheroes?

J. A.: Yes, of course, many. They are called superheroines. Wonder Woman is the best known superheroine.

A This is how Brian imagines himself as Archibald, his superhero. Describe and comment on the picture.

- 1 What is Archibald doing?
- 2 What is his costume like?
- 3 Who is the girl on the top of the building?



B How much do you know about superheroes? Choose **A**, **B** or **C**.

- 1 Superheroes come from
A cartoons. **B** comic books. **C** films.
- 2 Superheroes are good guys because they
A fight for the people. **B** always win. **C** have many friends.
- 3 Most superheroes have super strength, super speed and super senses. These are their
A super costumes. **B** super weapons. **C** super powers.
- 4 The first superhero was
A Spider-Man. **B** Batman. **C** Superman.
- 5 He is a member of the superhero team X-Men.
A Iron Man. **B** The Hulk. **C** Wolverine.
- 6 The best-known superheroine is
A Catwoman. **B** Wonder Woman. **C** Supergirl.

LISTENING



C Listen to the first part of a radio interview with an expert on superheroes and find out how you did in the quiz.

TRACK 02

D Listen once again. Answer the questions.



TRACK 02

- 1 Why do people love superheroes?
- 2 What makes them different from normal people?
- 3 Who do they fight?

Task E, p. 13

- Pupils read the sentences and do the quiz. Give them a time limit of 5 minutes. Tell them they are going to check their answers by listening to the second part of the interview.

Answer key: E 1 BS, 2 S, 3 B, 4 S, 5 B, 6 S, 7 B, 8 S, 9 B, 10 S, 11 S, 12 B, 13 B, 14 S, 15 B, 16 BS, 17 S, 18 BS

TAPESCRIPT 3

Tasks E, F, p. 13

I: My two favourite superheroes are Batman and Spider-Man. Can you tell us something about them?

J.A.: Batman is different from Spider-Man. He's not a real superhero because he doesn't have any super powers.

I: What are their stories?

J.A.: Like many other superheroes Batman and Spider-Man have double lives, they live two lives. Behind the superhero there's a man. Behind Batman there's Bruce Wayne. Bruce Wayne is a super-rich American businessman. He lives in Gotham City.

I: Gotham City doesn't really exist, does it?

J.A.: No it doesn't. The story goes like this. When Bruce is a young boy, a criminal kills his parents. So, when he grows up he decides to fight criminals. He knows some people are afraid of bats, so he chooses to become Batman. As I said, Batman does not have any superpowers. He cannot fly or lift a building or other things superheroes can do.

I: So how can he do all the incredible things he does?

J.A.: Well, he trains his body. He is also a genius. He uses science and computers and he has lots and lots of money. He wears a bat mask, a cape and a bat suit. It's a special suit. Bullets cannot pass through it. He also builds special weapons. He keeps them in his famous bat belt.

I: And he has his famous black car, the batmobile.

J.A.: That's right. So, Bruce Wayne lives two lives. In one he is a rich, young man who lives a good life and likes parties. In his other life, at night, he is Batman and he fights criminals.

I: Now, what can you tell us about Spider-Man?

J.A.: Spider-Man is a real superhero, with real super powers. The story starts when a radioactive spider bites Peter Parker. Peter Parker is a teenager from New York City, a shy and lonely kid. His parents are dead, so he lives with his aunt and uncle.

I: What happens then?

J.A.: When the spider bites him, Peter gets spider powers-super strength, super speed and super balance. Like a spider he can run up and down a wall, he can hang from a ceiling or a building. He also gets a "spider-sense", a kind of instinct. He can feel that a danger is near. Peter makes a red and blue spider costume. He becomes Spider-Man.

I: Why does he decide to fight criminals?

J.A.: Because a criminal kills his uncle. Peter is a science whiz. He makes a special weapon - something like a spider web which he shoots. Later Peter becomes a newspaper photographer. He has superpowers, but he still has everyday problems, problems with friends, love, money.

I: He is more like other people.

J.A.: Exactly.

I: One last question. Who is your favourite superhero?

J.A.: My favourite is Superman.

Task F, p. 13

- Pupils listen to the second part of the interview once again. They say what extra information there is.

Answer key:

Batman – Gotham City doesn't exist. When Bruce is a young boy, a criminal kills his parents. So, when he grows up he decides to fight criminals. He knows some people are afraid of bats, so he chooses to become Batman. As I said, Batman does not have any superpowers. He cannot fly or lift a building or other things superheroes can do. He trains his body and he is a genius. Batman lives two lives.

Spider-Man - Peter Parker is a teenager from New York City, a shy and lonely kid. His parents are dead, so he lives with his Aunt and Uncle. He decides to fight criminals because a criminal kills his Uncle. He has superpowers, but he still has everyday problems, problems with friends, love, money.

Task G, p. 13

- Elicit sentences from pupils to get both, neither and but. Write the sentences on the board. Questions:

*Do they both have super powers? Spider Man has super powers but Batman hasn't.
Are they both brave? Both of them are brave.
Are they old? Neither of them is old.*

- Draw attention to the form of the verbs following both (plural) and neither (singular).



Workbook, Task E, p. 13

TEACHING TIPS

Extra activities

Resource Bank, Activity 3

- **Group reading** There are texts about HERCULES, SAMSON and ROBIN HOOD divided into strips. Photocopy the page, cut the strips, shuffle them and give one to each pair of pupils. Ask pupils to form 3 big groups depending on the hero their texts are about. They tell each other what their texts are about. Ask them to memorise their texts. They are allowed, as a group, to write a few words, names for example. Collect the strips. Then they can tell the class about their hero or recite the memorised text or write down the memorised text if you want to make it a writing activity. Walk around and help.

Task H, p. 13

- Ask pupils to discuss which superhero they like more and then ask them to report to the class.

HOMEWORK

Workbook, Tasks A, B and D, p. 12, 13

LISTENING



TRACK 03

E Read the sentences and write **B** in your notebook if you think a sentence is about Batman and **S** if you think it is about Spider-Man. If you think the sentence is about both superheroes, write **B** and **S**. Then listen to the second part of the interview and check.

- 1 He fights criminals.
- 2 He is Peter Parker.
- 3 He lives in Gotham City.
- 4 He can walk on and hang from walls and ceilings.
- 5 He has a cool black car.
- 6 He gets his super strength, super speed and super balance from an animal.
- 7 He wears a mask and a cape.
- 8 His costume is a red and blue suit.
- 9 He lives in New York City.
- 10 He is a super-rich American businessman.
- 11 He becomes a newspaper photographer.
- 12 He has no super powers.
- 13 Bullets can't pass through his dark suit.
- 14 He shoots spider web.
- 15 He is Bruce Wayne.
- 16 He uses science to make his weapons.
- 17 He has animal senses. He can feel that danger is near.
- 18 He cannot fly.

F Listen to the second part of the interview once again. What more do you find out about the two superheroes, Batman and Spider-Man?



TRACK 03



SPEAKING & WRITING



G Work in pairs. Brian is comparing Batman and Spider-Man. Read what he has written. How many more similarities and differences can you find in 5 minutes? Write them down.

SIMILARITIES:

- They are **both** superheroes.
- **Both of them** are brave.
- **Neither of them** wants to kill.

DIFFERENCES:

- Bruce Wayne is rich **but** Peter Parker isn't.
- Batman has got a special car **but** Spider-Man hasn't.

H Which of the two superheroes do you like more? Why?

YOUR TURN!

/13

LESSON 2

INTRODUCTION

- Check homework.
- Announce that today you'll be talking about Superman. Ask pupils what they know about him (below is some information for you). Write information and vocabulary on the board. In this way you can pre-teach some of the vocabulary that appears in Task 1 (*superhuman, lift, truth, unborn, rocket, adopt, strength, meteorite, explosion*). While pupils are telling you about Superman, they will probably talk about his powers and abilities. Elicit sentences with *can, can't / cannot* and write them up on the board. He can fly. His enemies can't / cannot hurt him.

SUPERMAN – BACKGROUND INFORMATION FOR THE TEACHER

Superman was inspired by mythical heroes such as the Biblical Samson and the Greek Hercules. He rights the wrongs of the world and fights for social justice. Robin Hood comes to mind, or even Moses or Jesus, saviours of humanity.

Superman is from another planet and is gifted with incredible powers. Although an alien, he chooses to live a human life and becomes a perfect man. "I'm here to fight for truth and justice. I never lie", he says. Superman first appeared in Action Comics in 1938. America was still deeply traumatised by the Great Depression. The early Superman fights wife-beaters and gangsters. Later he becomes a greater idealist and social activist and fights dishonest businessmen and corrupt politicians. He has extraordinary powers and abilities: superhuman strength, speed, stamina, invulnerability, freezing breath, super hearing, vision powers (x-ray vision, telescopic vision, infra-red vision, microscopic vision, but he can't see through lead), longevity, flight, intelligence, regeneration, force of high-speed wind ("faster than a speeding bullet, more powerful than a locomotive, able to leap tall buildings in a single bound"). From the time he first appeared as a comic book character his strength grew – first he could lift only a car, later he could move a mountain. First he could only leap as a grasshopper, later he could fly. Finally he could fly to other planets and galaxies. He often flew across the solar system to stop meteorites from hitting the Earth. First he had tough skin that could only be pierced by artillery shells, later he could survive a nuclear blast. He is vulnerable to Kryptonite; mineral debris from Krypton transformed into radioactive material. His costume is inspired by circus performers and acrobats.

Task 1, p. 14

- Task 1, the Superman story, is first a skimming activity, so do not allow too much time. Ask your pupils to shut the book and play the recording through.

Answer key:

The correct order of the paragraphs is a) 3, b) 1, c) 2 and d) 4.

TAPESCRIPT 4

Task 1, p. 14

Superman's real name is Kal-El. He is from a planet called Krypton. His father Jor-El, a scientist, and his mother Lara put a matrix with their **unborn** son in a **rocket** and send it to Earth just before Krypton is destroyed. So they are able to save their son. A farmer, Jonathan Kent, and his wife Martha find the rocket near a small town, Smallville in Kansas, USA. Inside there is a baby. They have no children and they **adopt** the baby boy. They call him Clark. Clark thinks they are his real parents and he loves them. Clark is a good-looking boy with black hair and blue eyes. But soon Jonathan and Martha notice that Clark isn't like other children. He has **superhuman** powers. When he is eight a bull attacks him but can't hurt him. He can **lift** a car. He starts to fly. His parents cannot hide the **truth** anymore. They show him the rocket in which they found him. When he is eighteen, he leaves his home town. Clark travels around the world. He learns more and more about his special powers and decides to use them to help people and the world. After four years of travelling, Clark comes to Metropolis to study. He becomes a journalist and works for the Metropolis newspaper, *The Daily Planet*. There he meets and falls in love with Lois Lane, a young reporter. Clark is tall and strong but also gentle and shy. He wears glasses. Lois likes him a lot. But nobody knows that Clark has a secret. When there is trouble, he flies off to help. He wears a blue suit with a red S in front, a red cape and boots. Even Lois isn't able to recognise him. He has superhuman **strength** and speed. He can move a mountain. He is able to stop a **meteorite** from hitting the Earth. He is able to fly to the Moon in a few minutes. He has superhuman senses. He can see through things, he can see at night. He is able to hear sounds that normal people aren't able to hear. Bullets can't hurt him. He even survives a nuclear **explosion**. He has enemies but they aren't able to stop him. He is Superman!



READING

1

Check the meaning of the words in colour. Then read the Superman story. Put the paragraphs in the correct order.

TRACK 04

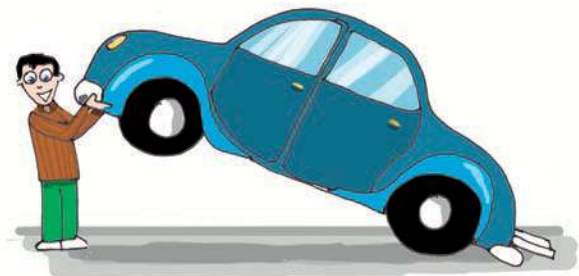


a) Clark travels around the world. He learns more and more about his special powers and decides to use them to help people and the world. After four years of travelling, Clark comes to Metropolis to study. He becomes a journalist and works for the Metropolis newspaper, *The Daily Planet*. There he meets and falls in love with Lois Lane, a young reporter. Clark is tall and strong but also gentle and shy. He wears glasses. Lois likes him a lot.

b) Superman's real name is Kal-El. He is from a planet called Krypton. His father Jor-El, a scientist, and his mother Lara put a matrix with their unborn son in a rocket and send it to Earth just before Krypton is destroyed. So they are able to save their son. A farmer, Jonathan Kent, and his wife Martha find the rocket near a small town, Smallville in Kansas, USA. Inside there is a baby. They have no children and they adopt the baby boy. They call him Clark. Clark thinks they are his real parents and he loves them.



c) Clark is a good-looking boy with black hair and blue eyes. But soon Jonathan and Martha notice that Clark isn't like other children. He has superhuman powers. When he is eight a bull attacks him but can't hurt him. He can lift a car. He starts to fly. His parents cannot hide the truth anymore. They show him the rocket in which they found him. When he is eighteen, he leaves his home town.



d) But nobody knows that Clark has a secret. When there is trouble, he flies off to help. He wears a blue suit with a red S in front, a red cape and boots. Even Lois isn't able to recognise him. He has superhuman strength and speed. He can move a mountain. He is able to stop a meteorite from hitting the Earth. He is able to fly to the Moon in a few minutes. He has superhuman senses. He can see through things, he can see at night. He is able to hear sounds that normal people aren't able to hear. Bullets can't hurt him. He even survives a nuclear explosion. He has enemies but they aren't able to stop him. He is Superman!



REMEMBER

We can use the present simple instead of the past simple to tell a story.

Task J, p. 15

- Pupils can work in pairs and complete the profile of Superman. Get feedback.

Task K, p. 15

- Pupils work in pairs and retell the superman story to each other.

REMEMBER!, p. 15

- Draw your pupils' attention to *be able to / not be able to*. Explain that these forms have the same meaning as *can / can't*. Ask them to find examples in Task E. Write the form on the board alongside the model sentences for can.

He can fly. = He is able to fly.
His enemies can't / cannot hurt him. = His enemies are not able to hurt him.

Task L, p. 15

- Pupils complete the text with *can and/or be able to*.

Answer key: can/is able to, can, cannot/isn't able to, can/is able to, can/is able to, can/is able to, can/is able to, cannot/is not able to, can/is able to.

Task M, p. 15

- Pupils work in groups of 4 or 5. They make up a superhero or a superheroine. They follow the prompts from the student's book. Prepare large sheets of paper and felt pens. When the pupils finish, hang their papers round the classroom so they can read about other groups' superheroes. If there is no time, they can do it for homework and bring it to school.

Task N, p. 15

- Ask pupils to draw their superheroes and write a short description next to the picture.
- You can put the pupils' work on the pinboard.

HOMEWORK

Workbook, Tasks G and H, p.14,15

J Complete Superman's profile in your notebook.

Name on Krypton:	...	Parents:	...
Earth name:	...	Parents on Earth:	...
Eyes:	...	Girlfriend / wife:	...
Hair:	...	City:	...
Costume:	...	Job:	...

K Work with a partner. Retell the Superman story. Take one half of the story each.



REMEMBER

CAN / BE ABLE TO

Superman **can** fly.

Superman **is able to** fly.

These two sentences have the same meaning. We use can and be able to to express ability. Of course, can is much more common.

Look at the sentences below. Change them using can or can't (cannot).

Superman **is able to** stop a meteorite.

Lois **isn't able to** recognise him.

They **are able to** save their son.

His enemies **aren't able to** stop him.

L Read about Wonder Woman. Are these statements true (T) or false (F)? Correct the false ones in your notebook.

- | | |
|---|---|
| 1 She is able to fly at the speed of light. | 4 She is able to make snow. |
| 2 She can speak to bears. | 5 She can see things that are far away. |
| 3 She isn't able to speak to whales. | 6 If you are in her lasso, you can lie. |



Her name is Diana and she is the princess of the Amazons. She is strong and beautiful. She believes in love and the power of the brain, and she wants to bring peace to the world. She is also a great fighter.

Wonder Woman has superhuman powers. She is able to lift a whale and push big ships. She can make a tunnel in seconds. She can fly but she can't fly at the speed of light. She can jump from buildings and planes. She is able to see things that are far away and hear sounds we don't hear. She speaks all languages and can communicate with all animals. She can turn water into snow. She has three wonderful weapons. The first is a golden lasso. It is the lasso of truth; those she catches in it aren't able to lie. She has a golden tiara

which she uses as a boomerang. Finally, she has bracelets with which she is able to stop bullets and any other attack.



SPEAKING & WRITING



M Work in groups. Make up a superhero or a super heroine. Decide:

- | | |
|---|---|
| <ul style="list-style-type: none"> • what he / she looks like. • what costume he / she wears. | <ul style="list-style-type: none"> • what his / her life story is. • what five superpowers he / she has and how he / she uses them. |
|---|---|

N Draw your superhero and write about him / her.

1.3 JAMES AND OTHER BIRDS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • numbers
• measures
- FUNCTIONS • agreeing and disagreeing
- VOCABULARY • describing birds and their habits

SKILLS

- READING • reading the facts about birds
- LISTENING • listening to the facts about birds
- SPEAKING • describing birds
- WRITING • writing about a bird

CULTURE and CLIL

- biology

LESSON 1

INTRODUCTION

- Tell your pupils that today you are going to talk about birds. Ask them if they know the names of any birds, either in Georgian or in English. Ask them what they look like, how they sing, if they ever feed birds etc.

TEACHING TIPS

- Here is the list of common birds that town children might see: pigeon (მტრედი), sparrow (ბელურა), crow (ყვავი), blackbird (შაშვი), great tit (ნივნივა), duck (იხვი), swan (გედი), swallow (მერცხალი), woodpecker (კოდალა), nightingale (ბულბული), starling (შოშია).
 - Common pets: canary (კანარის ჩიტი), budgerigar/budgie (ხუჭუჭა თუთიყუში), finch (სკვინჩა).
- Ask them if they have or if they know anyone who has a bird as a pet.

Task A, p. 16

- Draw a simple bird on the board and ask your pupils if they can name parts of the body: a beak, a claw, a feather, a wing. Then ask them where birds live and have young: a nest, an egg, a shell, a chick, to mate. Write new vocabulary on the board:

beak, claw, feather, wing, shell, chick, mate, species.

Task B, p. 16

- Tell the pupils to match the titles to the texts. Give them 5 minutes for this activity, since at this point they have only to scan the text.

Answer key: 4, 3, 2, 1

A All these words are to do with birds. Do you know what they mean? Look them up in the wordlist at the end of the book.

WORDSPOT

a beak a claw a feather a wing a nest an egg a shell a chick to mate species

READING

B Scan the texts about the champions of the bird world. Match the titles and the texts.



1 Fathers Rule

2 Forever Faithful

3 Good-looking Boys

4 Bird Geniuses

BIRD CHAMPIONS



a

The African Grey Parrot is the Einstein of the bird world. How do we know? First there was Alex, a parrot who worked with an American scientist. They say that when he died at the age of 30, he was as intelligent as a five-year-old child. Now there is N'kisi. He also lives in America. He not only repeats words, he understands them. He makes original sentences and asks questions. You can have a real conversation with him. They say he has a sense of humour.



b

The girls are nothing special, but the boys are gorgeous. They are dressed up in beautiful colourful feathers. No wonder they are called birds-of-paradise. Different species (about forty of them) have different colours. They love to show off. Some of them are great dancers, too. When they want to attract a girl they hit the dance floor. Birds-of-paradise live in the tropical forests of the large island of New Guinea. A bird-of-paradise is on the flag of Papua New Guinea.



c

The strong and independent Bald Eagles don't look romantic. They have powerful beaks, sharp eyes, dangerous claws and huge wings but they have faithful hearts. They stay with the same mate until one of them dies. These beautiful big birds with a white head feed mostly on fish and live near the ocean or big lakes. They make big nests in tall trees. The Bald Eagle is the national bird of the United States of America.



d

The title of super dads goes to Emperor Penguins. At the start of Antarctic winter, the penguin mum leaves her egg to the penguin dad and goes to sea to feed. For sixty-four dark, cold days he keeps the egg warm in a kind of feather jacket of his skin. He stands still on the ice and snow and in freezing winds, with the egg on his feet. All this time he doesn't eat. Finally, when the chick comes out of the shell, the mum returns.

Task C, p. 17

- Ask your pupils to read the text carefully and answer the questions.
- Ask for feedback – which story they liked best and why.

Answer key: 1) The African Grey Parrot. 2) You can talk to him. 3) In the tropical forests of the large island of New Guinea. 4) They dance. 5) They have strong beaks, sharp eyes, dangerous claws and huge wings. 6) They stay with the same mate until one of them dies. 7) They keep eggs warm for 64 days. 8) There is ice and snow and freezing winds.

Task D, p. 17

- Pupils match the words in groups. They make one sentence with each of the word combinations from Task D.
- Optional: you can write sentences on the board which they have to finish with new vocabulary:

..... doesn't go to school. (A five year old child)
It was very cold yesterday because of
(freezing winds)
There are a lot of in the mountains. (tall trees)
A is very hot and wet.
(tropical forest)
..... you are cold, you are not wearing a coat. (No wonder)
There are people dancing on (a dance floor)
This new game is (nothing special)
You cannot in football. (stand still)

Answer key: 6, 7, 5, 1, 8, 2, 4, 3.

Task E, p. 17

- Ask pupils to form groups of four. Each group assigns a scribe who writes down the sentences.
- Ask the group representative to read out the sentences.
- You can also turn this activity into a game by asking groups to write definitions/descriptions of the word combinations from Task D. Other groups then have to guess what the word combination is after hearing the definition/descriptions.

Task F, p. 17

- Pupils work in groups. They agree or disagree with the statements. Before you start this activity pre-teach vocabulary: *symbol, tweet, chirp, energy, messy*.

Answer key: Students' answers.

Task G, p. 17

- In the same groups they do this Task. As a follow-up they can report to the class how the members of their groups feel about birds.

Answer key: Students' answers.

HOMEWORK

Workbook, Task A, p. 16

C Read the texts carefully and answer the questions.

- 1 Who is N'kisi?
- 2 Why is he special?
- 3 Where do birds-of-paradise live?
- 4 How do male birds-of-paradise attract their mates?
- 5 What do Bald Eagles look like?
- 6 Why do we say that they have faithful hearts?
- 7 Why are Emperor Penguins super dads?
- 8 What are Antarctic winters like?



D Match the words in the two columns to get word combinations from the text.

- | | | | |
|-------------------|-----------|------------|----------|
| 1 a five-year-old | a special | 5 no | e still |
| 2 nothing | b floor | 6 stand | f winds |
| 3 a tropical | c child | 7 freezing | g wonder |
| 4 a dance | d forest | 8 tall | h trees |

SPEAKING



E Work in groups. Make one sentence with each of the word combinations from Task D.

F Work in groups. Read what some people say about birds. Do they like birds 😊 or not ☹️? Which statements do you agree with?

- 1 Birds are a symbol of freedom. We say "free as a bird".
- 2 They're so loud! They tweet and chirp in the middle of the night. I can't sleep.
- 3 They have cute faces. They're so full of life, energy and colour!
- 4 The sound of their wings, their sharp beaks and claws... I understand why Hitchcock made a horror film about them.
- 5 I don't know why people feed them or keep them as pets. They are messy and stupid.
- 6 When I watch birds I forget all my problems. They make me smile.



G How do you feel about birds? Finish one of the sentences.

- 1 I like birds because...
- 2 I'm not crazy about birds because ...
- 3 I have a pet bird. / I know somebody who has a pet bird. It...
- 4 I sometimes watch birds in my garden. They...

YOUR TURN!



LESSON 2

INTRODUCTION

- Check homework. Task A revises the reading text on p.16 in the student's book. You can go through the questions with the whole class.

Task H, p. 18

- Pre-teach vocabulary. You can find some background information in the **Resource Bank, Activity 4** (which can be used for Task L, project).

Task I, p. 18

- The pupils do the Task in groups. Get feedback, but do not comment. The pupils listen to the Tapescript and check their answers. You can pronounce the winners according to the best score.

Answer key: 1) B, 2) B, 3) B, 4) A, 5) B, 6) C, 7) C, 8) A, 9) A, 10) B, 11) C, 12) C

TAPESCRIPT 6

Task I, p. 18

12 QUESTIONS ABOUT BIRDS

Question 1 What helps birds fly? B They have light bones.

Question 2 What do penguins and ostriches have in common? B They don't fly.

Question 3 How long can some parrots live? B Over 100 years.

Question 4 Which of these birds use tools? A Crows.

Question 5 Where does the Griffon Vulture nest in Croatia? B On the island of Cres.

Question 6 What does the Griffon Vulture feed on? C Dead sheep.

Question 7 How fast can a racing pigeon fly? C 85 kilometres per hour.

Question 8 Which birds have the best sense of hearing? A Owls.

Question 9 How high can a bird fly? The record is from 1973 when a griffon crashed into a plane. A at 11,278 metres

Question 10 Where does the Condor live? B In the Americas.

Question 11 Which of these birds lives in Australia? C The Emu.

Question 12 Who says that birds are related to dinosaurs? C Scientists say birds are related to theropod dinosaurs (which also included T-Rex).

H Do you know these species of birds? What are their Georgian names?

WORDSPOT

the condor the crow the emu the Griffon Vulture the kiwi the ostrich the pigeon



LISTENING

Do the quiz in groups. Then listen and check. Which group has the best score?

TRACK 06



12 QUESTIONS ABOUT BIRDS

- 1 What helps birds fly?
A They have heavy bones. **B** They have light bones.
C They have many bones.
- 2 What do penguins and ostriches have in common?
A They build big nests. **B** They don't fly.
C They are great runners.
- 3 How long can some parrots live?
A Over 50 years. **B** Over 100 years. **C** Over 150 years.
- 4 Which of these birds can use tools?
A Crows. **B** Ducks. **C** Penguins.
- 5 Where does the Griffon Vulture nest in Croatia?
A In Kopački Rit. **B** On the island of Cres. **C** On Velebit.
- 6 What does the Griffon Vulture feed on?
A Fruit. **B** Fish. **C** Dead sheep.
- 7 How fast can a racing pigeon fly?
A 25 kilometres per hour. **B** 52 kilometres per hour.
C 85 kilometres per hour.
- 8 Which birds have the best sense of hearing?
A Owls. **B** Eagles. **C** Pigeons.
- 9 How high can a bird fly? The record is from 1973 when a griffon crashed into a plane.
A At 11,278 metres. **B** At 7,356 metres. **C** At 2,303 metres.
- 10 Where does the condor live?
A In Africa. **B** In the Americas. **C** In Asia.
- 11 Which of these birds lives in Australia?
A The kiwi. **B** The ostrich. **C** The emu.
- 12 Who says that birds are related to dinosaurs?
A Nobody. This is nonsense. Dinosaurs are extinct.
B A Japanese science fiction author in his book *A Flying Dinosaur*.
C Scientists say birds are related to theropod dinosaurs (which also included T-Rex).

DO YOU REMEMBER, p. 19

- a) Dictate the numbers. Pupils individually come to the board and write them on the board.
- b) Pupils read the numbers. The differences: 1) numbers hundred, thousand, million are always singular. 2) there is and before the last digit. 3) big numbers are written with a comma.
- c) 1 metre (American: meter), 1 kilometre (American: kilometre), 1 kilogram

Task J, p. 19

- Pupils read out the numbers and then fill in the gaps in the text. Then they listen and check.

Answer key: 10,000, 130, 70, 2, 24, 12, 2,000,000, 565.

TAPESCRIPT 7**Task J, p. 19
BIRD NUMBERS**

There are around 10,000 species of birds in the world today. The ostrich is the biggest of all birds. It can weigh over 130 kilos. Ostriches don't fly but they are great runners. They can run over 70 kilometres per hour. Most birds have eight toes, four on each foot, but an ostrich has only 2 toes on each foot. An ostrich egg is like 24 chicken eggs. A scrambled ostrich egg is breakfast for 12 people! The largest penguin colony has 2,000,000 birds. An Emperor Penguin can dive 565 metres under the sea!

Task K, p. 19

- Pupils work in groups.

Answer key: Students' answers.

**Optional / Workbook, Task E, p. 17**

- Pupils work in pairs and practise questions and numbers.

HOMEWORK

Workbook, Tasks B, C.

**Task L, p. 19 – PROJECT / Resource Bank, Activity 4
Preparation for the Project:**

- Divide pupils into groups of 4. Tell them that in the next lesson they are going to do a project on birds. Photocopy and cut out information on birds from the Resource Bank, Activity 4. Tell each group to choose a bird. Give them the papers with the information. They will have to prepare a presentation on the bird, find pictures and additional information if they like. The birds: *the condor, the Eurasian griffon, the emu, the ostrich, the kiwi, the crow, the pigeon, the owl*.
- Prepare large sheets of paper, felt pens, glue and pushpins. Tell groups of pupils to prepare a poster/presentation of "their bird". Set a time limit of 30 minutes. Go round and help.
- Pupils make a poster. When they have finished they hang it on the wall.
- Workbook, Task G, p. 19, can be the model.
- In the last 15 minutes the posters are presented to the whole class.
- One member of each group stands by their poster to answer the questions (they change places every 5 minutes). Others go round to see the posters.
- All the pupils go round to see the posters and ask questions.
- They can decide whose poster is the best.

? DO YOU REMEMBER

NUMBERS AND MEASUREMENTS

a) Read and write the numbers below.

20 30 40 50 60 70 80 90
 26 54 72
 100 300 652

b) Read these numbers. What is the difference between Georgian and English?

1,000 one thousand 2,000 two thousand 7,312 seven thousand three hundred and twelve
 1,000,000 one / a million 4,500,000 four million five hundred thousand

c) Complete.

100 centimetres = 1 ... 1,000 metres = 1 ...
 1,000 grams = 1 ...



READING & LISTENING



TRACK 07

J Say these numbers and then use them to fill in the gaps in the text. Listen and check.

- a) 2 b) 12 c) 24 d) 70 e) 130 f) 565 g) 10,000 h) 2,000,000

BIRD NUMBERS



There are around ... species of birds in the world today.
 The ostrich is the biggest of all birds. It can weigh over ... kilos.
 Ostriches don't fly but they are great runners.
 They can run over ... kilometres per hour.
 Most birds have eight toes, four on each foot, but an ostrich has only ... toes on each foot.
 An ostrich egg is like ... chicken eggs. A scrambled ostrich egg is breakfast for ... people!
 The largest penguin colony has ... birds.
 An Emperor Penguin can dive ... metres under the sea!

SPEAKING



K Work in groups. Choose one bird in the quiz. What else do you know about it? Report to the class.

WRITING



L Find out as much as you can about an interesting bird. Write a report or make a poster. Think about the following:

- 1 What does the bird look like?
- 2 Where does it live?
- 3 What does it feed on?
- 4 Where does it nest?
- 5 How does it attract a mate?
- 6 What kind of parent is it to its chicks?



1.4 WHAT DO YOU THINK, BRIAN?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • object pronouns
• reflexive pronouns
- FUNCTIONS • expressing views and opinions
- VOCABULARY • teenage issues: obsession with appearance, parent pressure, bullying, mobile phones

SKILLS

- READING • reading letters from a problem page
- LISTENING • listening to discussions on teenage issues
- SPEAKING • giving opinions

CULTURE and CLIL

- teenage issues

LESSON 1

Task A, p. 20

- This lesson deals with some typical teenage issues. Letters about these problems appear in a school newspaper called *Buzz*. In Task A we see the topics that the letters will deal with: parent pressure, obsession with looks, bullying and mobile phones in school. Explain *pressure*, *obsession*, *looks*, *bullying*. Write the topics up on the board. Ask pupils what they think each letter will talk about. Help with vocabulary. This is a good way to pre-teach some or most of the vocabulary in the letters. Write the relevant vocabulary under each of the topics.
- Ask pupils to skim through the letters in *Buzz* and say which letter is about each topic.
- Say that you will read the letters and that after each they will say what they think about it. Teach and write some expressions for expressing opinion, agreeing and disagreeing on one side of the board (leaving place for more vocabulary under each topic):

I think ..., I believe ..., In my opinion ...
I agree (with) ..., You're right., Of course.
I don't agree (with)..., I don't think so.

Answer key: L-R 2, 1, 4, 3.

READING

A

Scan the letters on the problem page of *Buzz*, a school magazine. Find a letter about each of these topics:

- | | |
|------------------------|---------------------------|
| 1 Parental pressure | 3 Bullying |
| 2 Obsession with looks | 4 Mobile phones in school |

WHAT DO YOU THINK?

15 October
Buzz



a

I have a friend who is obsessed with how she looks. She spends hours in the bathroom, washes her hair every day and looks at herself all the time. She tries on clothes and make-up. She changes her hairstyle. She also says she's too fat, but she isn't. Every day at school she has some new clothes. She thinks it's cool. I think it's too much. I tell her but she doesn't listen to me. What do you think?



b

This is what I hear at home: "You only enjoy yourself! How will you get into a good school or get a good job one day? Look at your cousin Robert! He studies and he gets all A's." I'm sick and tired of hearing it and I'm sick and tired of my cousin! I think parents put too much pressure on their children to get all A's at school. They are only interested in marks, not how much their children learn or know. We study for ourselves and not for our parents! What do you think?



c

Some of my classmates are impossible. They use their mobile phones during class. They text, get messages or look at photos, so they can't concentrate on the lesson. When the teachers notice this, they get upset, send them to the headmaster and confiscate their phones. Then they give us lectures and we all have to listen. What a waste of time and energy! It's not fair because I myself never even look at my mobile during lessons! What do you think?



d

We have a new boy in our class. He is quiet and okay but some people are horrible to him, especially this one guy who is really arrogant and full of himself. The new boy has to defend himself all the time. My dad says bullies can be boys or girls. They pick on kids who are new or who are different for some reason. I think all this is horrible. Can kids solve problems like these themselves or do they need to tell their parents and their teachers? What do you think?

Task B, WORDSPOT, p. 21

- Pre-teach vocabulary:
letter 1: *to be obsessed with, to try on, hairstyle, fashion magazine*
 - letter 2: *to concentrate, to notice, to confiscate, to give a lecture, waste of time and energy*
 - letter 3: *arrogant, full of yourself, bully, to bully, to pick on, for some reason, talented*
 - letter 4: *to enjoy yourself, to be sick and tired of, in my opinion, pressure, to put pressure on.*
- Pause after each letter. Each finishes with a question: *What do you think? Get your pupils' reaction. Do they know anybody who's obsessed with their looks? How much are looks important? Are people too worried about their weight? What is the mobile phone policy in their school? Is it fair? What do they think about bullying? What can we do to stop it? Is it true that some parents push their kids too much? Why do some parents do it?* Be the discussion moderator. Encourage as many pupils as possible to take part. Do not allow the discussion to become sarcastic or vulgar. As you have four topics you cannot let the discussion after each letter drag on too long.

Task C, p. 21

- Task C consolidates new vocabulary. Pupils can do it in pairs. Get feedback.

Answer key: Students' answers.

DO YOU REMEMBER, p. 21

- Tell your pupils to read and fill in the sentences. Draw their attention to the object pronouns which have the same form as personal pronouns (it, you). All other object pronouns have different forms. Get feedback.

Answer key: me, him, it, you.

Task D, p. 21

- Pupils do the Task individually. Check their answers.

Answer key: 1) me, I 2) she, her 3) he, him 4) us, we 5) them, they.

Task E, p. 21

- Ask the pupils to work in groups of four. Each group should choose one letter and answer it. Each group should then choose a representative and read the letter to the class.
- You can display the letters on the pinboard.

HOMEWORK

Workbook, Tasks B, C, E, p. 20, 21.

B Check the meaning of these words and expressions. Read the letters again. Which letter is each expression from?

WORDSPOT

- to be sick and tired of to give a lecture to put pressure on to defend
to be obsessed to confiscate to enjoy yourself to pick on

SPEAKING

C Work with a partner. Ask and answer the questions.

Person A

- Do you know somebody who is obsessed with how they look?
- Do your teachers sometimes confiscate things during class?
- Who sometimes gives you lectures?
- What are you sick and tired of?

And you?

Person B

- How do you enjoy yourself at the weekend?
- Can you defend yourself?
- Do you have a feeling that somebody is picking on you?
- Do your parents put pressure on you?

How about you?

? DO YOU REMEMBER

PERSONAL PRONOUNS

Complete the sentences with the missing object pronouns.

SUBJECT PRONOUNS

- I know this.
- You** are obsessed with looks.
- He** thinks he's cool.
- She**'s my best friend.
- It**'s your mobile phone.
- We** are sick and tired.
- You** don't know how to play this game.
- They** need help.

OBJECT PRONOUNS

- Listen to ...
- Everybody tells **you** so.
- Look at ...!
- I tell **her** everything.
- Turn ... off!
- Teachers give **us** lectures all the time.
- I can show ...
- Let's help **them**!

D Use the **subject** and **object pronouns** in the right place. Write sentences in your notebook.

- | | |
|--|-------------|
| 1 She doesn't believe don't know what to do. | I / me |
| 2 ... thinks it's cool. I tell ... it's not. | she / her |
| 3 ...'s okay but some people are not kind to ... | he / him |
| 4 They give ... lectures and ... have to listen. | we / us |
| 5 I don't understand are impossible. | they / them |

SPEAKING & WRITING

E Work in groups. Do any of the letters make you think of somebody you know or maybe yourself? Choose one of the letters and answer it.

LESSON 2

INTRODUCTION

- Check homework.
- Ask pupils if they remember the letters from the previous lesson. Tell them to read the letters aloud individually. The letters have to be read in order to do other Tasks in this lesson.

Task F, p. 22

- Draw your pupils' attention to the illustration on p.22. Tell them to describe the people in it and try to guess what they are like. (e.g. Celia is obsessed with looks – she is holding shopping bags, Jill is happy, Sarah learns a lot – she's wearing glasses, Simon is funny etc.)

Answer key: Students' answers.

Task G, p. 22

- Pupils have to listen and decide the order of dialogues.

Answer key: 1 = 1, 2 = 4, 3 = 2, 4 = 3

TAPESCRIPT 8

Task G, p. 22

1

Celia: I like it when people take care of themselves. Not like some people who forget to take a shower or wash their hair.

Sarah: I agree with you. But this is too much. This girl only thinks about herself and how she looks!

Jill: Where's the problem? The girl likes clothes? So what?

Sarah: Not only clothes, make-up, too. Maybe she wants to look older.

Celia: You are right, that's stupid.

2

Brian: Poor kid. He really has a hard time. He needs help.

Simon: I think so, too. I think he has to speak to his parents. He can't solve this problem himself.

Celia: In my opinion somebody has to tell the teachers.

Brian: You're right. I think they also have to speak to this stupid bully.

Simon: Of course, but I'm not sure he wants to listen.

3

Sarah: I agree. We study for ourselves.

Jill: My parents should read this. They always say I don't study enough. They're so boring.

Simon: I don't agree. I believe parents are right to push their children. Kids are lazy.

Jill: Speak for yourself!

4

Brian: There are people who can't live without a mobile phone for a second, and you, Simon, are one of them.

Simon: I don't think so. I don't text during lessons. I wait for the break.

Jill: That's true, but then you text all the time, even when we talk.

Simon: I can't help myself.

Jill: Exactly.

REMEMBER, p. 22

- Tell pupils to have a look at the examples in the Remember Box. Write personal pronouns on the board and ask the pupils to come up with the reflexive pronouns.

I – myself	We - ourselves
You – yourself	You - yourselves
He – himself	They - themselves
She – herself	
It - itself	

- Write this example on the board and explain the difference:

She cut her. (there was another girl)
She cut herself. (she did it to herself)

REFLEXIVE PRONOUNS – A REMINDER FOR THE TEACHER

We use them:

1) when the subject and the object are the same person. e.g. She looks at herself. You only enjoy yourself!

2) with the meaning "alone", without help *Can kids solve problems like these themselves?*

3) for emphasis, e.g. *I myself don't have a mobile phone. (as opposed to others)*

Georgian learners tend to overuse reflexives because they copy the Georgian use.

They mistakenly say: *I wash myself, I dress myself, I shave myself, I concentrate myself, etc.*

Task H, p. 22

- Pupils work in pairs and fill in the gaps with the correct reflexive pronoun. Then they listen and check their answers.

Answer key: themselves, herself, himself, ourselves, yourself, myself.

Task I, p. 22

- You can do this as a whole class activity. Ask questions and pupils answer.

Answer key: 1) Simon 2) Jill's parents 3) Sarah 4) Celia



SPEAKING

F These are Brian's classmates and friends. Describe them. What do you think they are like?



Celia



Jill



Sarah



Simon



LISTENING & READING

G Brian and his friends are talking about the letters from the problem page of *Buzz* magazine. Listen to the four dialogues. Say, which letter do they discuss in each one?

TRACK 08

Dialogue 1 Letter

Dialogue 3 Letter

Dialogue 2 Letter

Dialogue 4 Letter

REMEMBER

REFLEXIVE PRONOUNS

I often look at **myself** in the mirror.

You know **yourself**.

He makes his bed **himself**.

She only thinks about **herself**.

It shuts by **itself**. It is automatic.

We enjoy **ourselves**.

You can test **yourselves**.

They defend **themselves**.

Be careful!

Here the meaning is different: She looks at her. / She looks at herself.

Here the meaning is the same: She can do it herself. / She can do it on her own, without help.

H



Work in pairs. Read the dialogues on the opposite page. Choose for each gap the correct **reflexive pronoun**. Then listen again and check.

TRACK 08

I

Answer these questions about Brian's friends from class.

1 Who uses the mobile phone a lot?

2 Whose parents aren't satisfied with how much they study?

3 Who is against make-up?

4 Who thinks some kids don't wash enough?

Task J, p. 23

- Before you start this Task, tell pupils to have a look at the phrases in bold in the dialogues. Put the phrases from Everyday English on the board (so the pupils have a model in their discussions):

I think ... I agree with ... I don't agree with....
 I believe ... You're right ... I don't think so

- Ask pupils to say if they agree or don't with Celia, Jill, Sarah and Simon. They can discuss dialogues one by one.

Answer key: Students' answers.

Task K, p. 23

- Pupils work in groups of 3. They choose two statements and give their opinions.

Answer key: Students' answers.





HOMEWORK

Workbook, Task F, p. 21 (reflexive pronouns), or Task J, p. 22 (writing about a problem).

LESSON 4

SPEAKING

F These are Brian's classmates and friends. Describe them. What do you think they are like?

Celia
Jill
Sarah
Simon

LISTENING & READING

G Brian and his friends are talking about the letters from the problem page of *Buzz* magazine. Listen to the four dialogues. Say, which letter do they discuss in each one?

TRACK 08

Dialogue 1 Letter ?	Dialogue 3 Letter ?
Dialogue 2 Letter ?	Dialogue 4 Letter ?

REMEMBER

REFLEXIVE PRONOUNS

I often look at myself in the mirror.	We enjoy ourselves .
You know yourself .	You can test yourselves .
He makes his bed himself .	They defend themselves .
She only thinks about herself .	
It shuts by itself . It is automatic.	

Be careful!
Here the meaning is different: She looks at her. / She looks at herself.
Here the meaning is the same: She can do it herself. / She can do it on her own, without help.

H TRACK 08 Work in pairs. Read the dialogues on the opposite page. Choose for each gap the correct reflexive pronoun. Then listen again and check.

I Answer these questions about Brian's friends from class.

1 Who uses the mobile phone a lot?	3 Who is against make-up?
2 Whose parents aren't satisfied with how much they study?	4 Who thinks some kids don't wash enough?

22/

- 1** Celia: I like it when people take care of Not like some people who forget to take a shower or wash their hair.
 Sarah: **I agree with you.** But this is too much. This girl only thinks about ... and how she looks!
 Jill: Where's the problem? The girl likes clothes? So what?
 Sarah: Not only clothes, make-up, too. Maybe she wants to look older.
 Celia: **You're right,** that's stupid.
- 2** Brian: Poor kid. He's really having a hard time. He needs help.
 Simon: **I think so, too.** I think he has to speak to his parents. He can't solve this problem
 Celia: **In my opinion,** somebody has to tell the teachers.
 Brian: **You're right.** I think they also have to speak to this stupid bully.
 Simon: Of course, but I'm not sure he wants to listen.
- 3** Sarah: **I agree.** We study for
 Jill: My parents should read this. They always say I don't study enough. They're so boring.
 Simon: **I don't agree. I believe** parents are right to push their children. Kids are lazy.
 Jill: Speak for ... !
- 4** Brian: There are people who can't live without a mobile phone for a second, and you, Simon, are one of them.
 Simon: **I don't think so.** I don't text during lessons. I wait for the break.
 Jill: That's true, but then you text all the time, even when we talk.
 Simon: I can't help
 Jill: Exactly.

EVERYDAY ENGLISH

SAYING WHAT YOU THINK

I think...
 I believe...
 In my opinion,...

AGREEING

I agree (with...).
 You're right.
 I think so, too.

DISAGREEING

I don't agree (with...).
 I don't think so.

SPEAKING



J Which of the children do you agree with?

K Work in groups. Choose one or two statements below. Do you agree or disagree with them? Give reasons. Use the expressions from the Everyday English box.

- You form an opinion about a person by the way they look and the clothes they wear. Clothes make the man.
- School uniform is a good idea.
- Girls are never bullies.
- Life without a mobile phone is difficult.
- Teachers must be strict.
- School marks are more important than how much you know.



FROM BRIAN'S BOOKSHELF: PHOTOGRAPHY

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES

- GRAMMAR • the present simple
FUNCTIONS • talking about the senses
VOCABULARY • related to senses, adjectives, nouns, interjections

SKILLS

- READING • reading descriptions of places
LISTENING • listening to one another
SPEAKING • describing places
WRITING • writing about places

CULTURE and CLIL

- biology

LESSON 1

INTRODUCTION

- Check homework.
- We talked about the super senses of superheroes in Lesson 2. Here we talk about our senses (and animal senses in the Workbook). Remind pupils that Brian's hobby is photography. They will see some of his photos and read his description of them. This lesson tries to make pupils aware of their sensory experience and encourages them to use it to improve their writing.

Task A, p. 24

- Ask pupils to first fill in the table in pairs and then check their answers.
- Pupils do the task individually. Get feedback.

Answer key: eyes – sight – to see; ears – hearing – to hear; nose – smell – to smell; tongue – taste – to taste; skin – touch – to feel.

Task B, p. 24

- In Task B pupils match the words and the photographs. Write 1, 2, 3 up on the board. Explain the words and write them down under the appropriate number. Ask pupils what other words they expect to find in the description of each photograph. Write the words in the appropriate column. This is a way to pre-teach vocabulary.

Answer key: 1st photo: *raindrops, rainbow*; 2nd photo: *pebbles, sun cream*; 3rd photo: *dust, spider's web*.

Task C, p. 24

- Pupils in pairs match nouns and adjectives. Explain vocabulary.
- Ask which senses give us this information. *E.g. The sea is cool and salty. – touch and taste.*

Answer key: 1) Pebbles are hard and round. 2) A spider's web is sticky and disgusting. 3) The sea is cool and salty. 4) A rainbow is big and beautiful. 5) Dust is dry and grey. 6) Raindrops are soft and wet.

Photography

We experience the world through our senses. We have five main senses: sight, hearing, smell, taste and touch.

A Draw and complete the table in your notebook. .

SENSE ORGAN	SENSE	VERB
...	sight	to see
ears	hearing	...
nose	smell	...
tongue	...	to taste
skin	...	to feel

B Look at some of Brian's favourite photographs. Brian describes them. In which of the descriptions does he use these words?

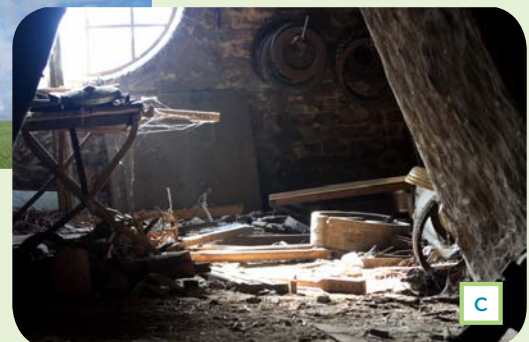
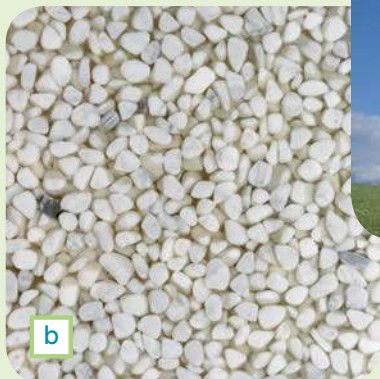
WORDSPOT

raindrops pebbles a rainbow dust sun cream a spider web

C Match the nouns to the adjectives that describe them and read them out.

- | | |
|----------------|-------------------------|
| 1 pebbles | a soft and wet |
| 2 a spider web | b hard and round |
| 3 the sea | c sticky and disgusting |
| 4 a rainbow | d dry and grey |
| 5 dust | e cool and salty |
| 6 raindrops | f big and beautiful |

D Match the photographs to Brian's descriptions.



Task D, pp. 24, 25

- Ask pupils to skim through the three texts and match them with the photos.
- Ask pupils to close their eyes and experience the scene through their senses while you read the texts slowly. After you finish reading, ask pupils to open their eyes and ask if they were able to see, hear, taste, smell and feel what Brian did. Ask them which senses Brian used in his descriptions, e.g. in the first text he uses sight: *something white like chalk, green-blue sea*; hearing: *I hear a sound. Splash! Pebbles crunch under my feet.*; smell: *I smell summer and sun cream.*; touch: *The pebbles are round, hard and hot in my hand. ... my dry fingers, ...cool water, pebbles ... under my feet.* Remember the interjections: text 2: *Yuck! Ouch!* text 3: *Wow!*

Answer key: 1, 3, 2.

1 The pebbles are round, hard and hot in my hand. When I throw them into the sea, I hear a sound. Splash! There is something white like white chalk on my fingers. I smell summer and sun cream. My lips are salty. I'm hot. It's time for another swim. I walk into the clear, cool green-blue water. Pebbles crunch under my feet. What a perfect day.

2 Silence. What a dark place! Who needs all this old stuff covered in dust? It's grey and dry on my fingers. And the smell! The window is always closed. I feel a sticky spider web on my face. Yuck! It's disgusting. Ouch! I stumble over a wooden box.

3 I feel soft raindrops on my arm. I look up. There are clouds in the sky but there is also sunshine. The fields and the trees look new and different in this light. The air is fresh. I smell wet grass. And then, the rainbow – big and beautiful with all its colours. Wow!

E Read the descriptions once again and say what Brian experiences through his senses.

	On the beach	In the attic	When he sees the rainbow
Brian sees...
Brian hears...
Brian smells...
Brian tastes...
Brian feels...

F Find the adjectives that Brian uses to describe: **the pebbles, his fingers, the sea, the attic, the spider web, the raindrops, the fields and the trees, the air and the rainbow.**

G Imagine you are in one of these places. Describe what you experience through your senses. **SPEAKING**






/25

- 1 The pebbles are round, hard and hot in my hand. When I throw them into the sea, I hear a sound. Splash! There is something white like white chalk on my fingers. I smell summer and sun cream. My lips are salty. I'm hot. It's time for another swim. I walk into the clear, cool green-blue water. Pebbles crunch under my feet. What a perfect day.
- 2 Silence. What a dark place! Who needs all this old stuff covered in dust? It's grey and dry on my fingers. And the smell! The window is always closed. I feel a sticky spider web on my face. Yuck! It's disgusting. Ouch! I stumble over a wooden box.
- 3 I feel soft raindrops on my arm. I look up. There are clouds in the sky but there is also sunshine. The fields and the trees look new and different in this light. The air is fresh. I smell wet grass. And then, the rainbow – big and beautiful with all its colours. Wow!

E Read the descriptions once again and say what Brian experiences through his senses.

	On the beach	In the attic	When he sees the rainbow
Brian sees...
Brian hears...
Brian smells...
Brian tastes...
Brian feels...

F Find the adjectives that Brian uses to describe: **the pebbles, his fingers, the sea, the attic, the spider web, the raindrops, the fields and the trees, the air and the rainbow.**

..... **SPEAKING**

G Imagine you are in one of these places. Describe what you experience through your senses.



UNIT 2 MUSIC, FILMS, SPORT AND MUCH MORE

2.1 ADVERTISEMENTS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|--------------------------------|
| GRAMMAR | • the present continuous |
| FUNCTIONS | • talking about advertisements |
| VOCABULARY | • advertising TV commercials |

SKILLS

- | | |
|-----------|---------------------------------------|
| READING | • reading a text about TV commercials |
| LISTENING | • listening to a game |
| SPEAKING | • discussing commercials |
| WRITING | • writing about advertising |

LESSON 1

INTRODUCTION

- Unit 2 is about things children like doing in their free time. The first lesson focuses on TV commercials but deals with other TV programmes as well.

TEACHING TIPS

Extra activities

- Start the lesson with a game called **PICTIONARY**. Start drawing a TV set, very slowly. Your pupils have 30 seconds to guess that you are drawing a TV set. As soon as they guess, finish the drawing. Talk with your pupils about how often they watch TV, when they watch it, which channels and what kind of programmes they watch. Remind pupils of the difference between *channel* and *programme*. Put the names of different programmes on the board and leave them there until the end of the lesson. The vocabulary was covered in the 6th grade, so it should not be too difficult for the pupils. (*cartoons, soap operas, cultural and sports programmes, the news and weather report, quiz shows, documentary*).

Task A, p. 28

- Draw your pupil's attention to the pictures in Task A. The pictures represent the various ways in which products are advertised. Teach the word advertisement and write it on the board.

Answer key: 1 radio, 2 TV, 3 newspaper, 4 billboards, 5 poster, 6 signage (restaurants, pubs, cafes), 7 festival ad, 8 print ads, 9 cold calling (call centre), 10 Out-Of-Home advertising (on public transport, etc.)

Task B, p. 28

- Pupils work in pairs. To help them, stick on the board some pictures from magazines that show cars, drinks and food, pet food, different cleaning products, shampoos, chewing gum, make-up, mobile phones, snacks. As you stick them on the board ask your pupils to name / identify them. They should rank the products according to the frequency they are advertised.

Answer key: Students' answers.

LESSON 1

Advertisements

A Look at the pictures. What can you see? In what ways do companies and organisations advertise their products?

1



2



3



B In pairs, think of five products that TV commercials most often advertise.

Task C, p. 29

- Ask pupils to have a look at Task C and to find words and expressions which are opposites or near opposites. (*puppies – old dogs; dark colours – bright colours; old people – young people*) Ask pupils to think of opposites for other words and expressions. (*happy families – unhappy families; dirty streets – clean streets; teenagers with problems – happy teenagers; famous people – unknown people*) 6 Do Task C. Pupils work in pairs and put a tick in the boxes next to things they often see in TV commercials and a cross in the boxes next to things they don't. Get feedback. Ask pupils to explain their choices. Encourage discussion.

Answer key: Students' answers.

Task D, p. 29

- There are 10 vocabulary items to be taught. Divide the pupils into groups and give each group one vocabulary item to check in the dictionary. They have to define it to the whole class.

Task E, p. 29

- Pupils read the text in the same groups. They have to come up with the answers and report them to the whole class.

Answer key: 1) They are on between programmes but they also interrupt a programme. 2) They interrupt programmes, promise impossible things and make us buy things we don't need. 3) They inform us about new products, entertain, have beautiful scenery or catchy slogans or songs.

Task F, p. 29

- Put your pupils into groups of 4. Allot roles so that everybody in the group is active (two pupils take turns to read out the questions, one pupil makes notes, one pupil gives the report). Set a time limit. Walk around, monitor the activity and help pupils. Get feedback. Pupils compare results. You can write this up on the board to help them:

We like / don't like watching commercials because
We think there are / aren't too many commercials on TV.
When they show commercials we
We never / sometimes / always buy the product the commercial advertises.
We think commercials are / aren't true.
Some famous people in commercials are:

TEACHING TIPS

Extra activities

- Go back to the list of TV programmes on the board. Ask pupils to give you an example of each programme. As they do it, erase the word from the board.

HOMEWORK

Workbook, Tasks D, E, F, p. 29.

C Which of these do you often see in TV commercials, and which don't you? Copy the sentences in your notebook and put them into two columns: True – False.

- | | | |
|----------------------|------------------|---------------------------------|
| 1 happy families | 5 puppies | 9 teenagers with problems |
| 2 people who are ill | 6 bright colours | 10 people who are old and tired |
| 3 pretty girls | 7 famous people | 11 dirty streets |
| 4 old dogs | 8 dark colours | 12 young people in nice clothes |

D Do you know what these words and expressions mean? Look them up in the wordlist at the end of the book.

WORDSPOT

to annoy a brand a catchy slogan fizzy drinks to interrupt to entertain programmes a remote control to switch channels to turn off the sound

E Read the text about TV commercials and answer the questions.

- 1 When are commercials on?
- 2 What are their bad sides?
- 3 What are their good sides?

HERE THEY COME AGAIN

They are called commercials or TV advertisements (adverts or ads for short). We see them on TV every day, over and over again. They normally play them between programmes, but sometimes they interrupt a programme, usually at the most interesting point. Commercials sell everything, from toys to cars, from bank loans to medicines, from pots and pans to perfumes.

Most of the time, they annoy us. They tell us that we will feel happy if we have a certain fizzy drink, we will be cool if we buy a certain mobile phone, we will be beautiful if we wear certain make-up, we will run super fast if we get a certain brand of trainers, we will save money if we go shopping in a certain store where they have the best prices. But is it really true? Or do they just make us spend more money than we have on things we don't need?



Also, they show life prettier than it is: in ads, everyone is happy, beautiful and healthy. It's good that we have the remote control! We can always switch channels or turn off the sound when the commercials come on.

But some people like commercials. Commercials inform us by telling us about new products. It is also true that some commercials entertain us and make us laugh. Some have beautiful photography and music, and are more like short films. There are songs or catchy slogans that stay in our minds for a long time or forever. People usually have their favourite commercial. What is yours?

F Discuss these questions.

- 1 Do you like watching commercials? Explain.
- 2 Do you think there are too many commercials on TV?
- 3 How do you feel when they show commercials in the middle of a good film or an interesting match? What do you do?
- 4 If you like the commercial, do you want to try the product it advertises?
- 5 Can you name some famous people who are in commercials? What do they advertise?



YOUR TURN!

LESSON 2

INTRODUCTION

- Check homework. Tell your pupils that they are going to listen to Brian and Adrian play a game.

Task G, p. 30

- Explain that they have decided to play a guessing game and that Brian is describing what is going on in the commercial and Adrian is trying to guess what the commercial is for. They listen with their books closed and when they hear a beep (**you have to stop the recording after each beep**) they guess with Adrian who makes six guesses. Accept any answer.

TAPESCRIPT 10

Task G, Track 10

Brian: Okay Adrian, I'll turn off the sound and you turn around. Are you ready?

Adrian: Shoot!

Brian: What are the children doing in the school yard? A girl is running. We see her feet.

Adrian: I know! It's a commercial for (BEEP) trainers

Brian: No! Who is sitting on the bench? The girl's friend. A dog is lying next to her. The friend is opening her bag. She's taking something out. It's something red. It's a bag of crisps.

Adrian: It's for a new brand of (BEEP) crisps, of course.

Brian: No, Adrian! They are not eating, they are just laughing. A boy is coming towards them. He's making big bubbles!

Adrian: That's easy, it's for a (BEEP) chewing gum!

Brian: No, wrong again. Sorry! Now we see the boy's face. He has beautiful white teeth. Hmm, why is he smiling?

Adrian: I know now! It's for a (BEEP) toothpaste.

Brian: No, no, Adrian! He's holding something in his hands and he's looking at it.

Adrian: Why are you making it so difficult for me, Brian? Is he reading a text message? It's for a (BEEP) mobile phone!

Brian: No, he's not holding a mobile phone! It's something else, something a bit bigger!

Okay, I'll make it really easy now. He's taking a picture.

Adrian: Now I know. It's a new type of (BEEP) camera!

Brian: Finally Adrian!

1 A girl is running to her friend.

2 A boy is making big bubbles.

3 A friend is sitting on a bench. A dog is lying next to her.

4 A boy is taking a picture.

Task H, p. 30

- Ask pupils to open their books and read the dialogue between Brian and Adrian and do Task F. They should write the correct number in each box.
- Play the CD again. Pupils read the text in the book while listening and check their answers. They can role-read the text now. (They can all read in pairs simultaneously.)

Answer key: 6 (trainers), 4 (crisps), 1 (chewing gum), 5 (toothpaste), 2 (mobile phone), 3 (camera).

Task I, p. 30

- Pupils describe what is happening in the pictures. Write the sentences on the board and underline the verbs in the present continuous:



READING & LISTENING

G
TRACK 10

Brian and Adrian are playing a guessing game. Brian is describing what is going on in a commercial. Adrian is trying to guess what the commercial is for. Listen and when you hear a beep, guess with Adrian. He makes six guesses.

H Read the dialogue. Where do these words go? Choose the correct number for each box.

- 1 chewing gum 2 mobile phone 3 camera 4 crisps 5 toothpaste 6 trainers

Brian: Okay Adrian, I'll turn off the sound and you turn around. Are you ready?

Adrian: Shoot!

Brian: What are the children doing in the schoolyard? A girl is running. We see her feet.

Adrian: I know! It's a commercial for [?].

Brian: No! Who's sitting on the bench? The girl's friend. A dog is lying next to her. The friend is opening her bag. She's taking something out of it. It's something red. It's a bag of crisps.

Adrian: It's for a new brand of [?], of course.

Brian: No, Adrian! They are not eating, they are just laughing. A boy is coming towards them. He's making big bubbles!

Adrian: That's easy, it's for a [?].

Brian: No, wrong again. Sorry! Now we see the boy's face. He has beautiful white teeth. Hmm, why is he smiling?

Adrian: I know now! It's for a [?].

Brian: No, no, Adrian! He's holding something in his hands and he's looking at it.

Adrian: Why are you making it so difficult for me, Brian? Is he reading a text message? It's for a [?].

Brian: No, he's not holding a mobile phone! It's something else, something a bit bigger! Okay, I'll make it really easy now. He's taking a picture.

Adrian: Now I know. It's a new type of [?].

Brian: Finally, Adrian!

I Describe what is happening in the pictures.



DO YOU REMEMBER, p. 31

- Pupils underline the examples of the present continuous in the dialogue in Task H.
- Pupils answer the questions:
- Draw their attention to the spelling of –ing form (make, making; run, running; lie, lying).

Answer key:

We use the present continuous for an activity going on at the moment of speaking.

We form it by using the verb *to be* + *-ing form*.

We make its negative and questions by the negative and the question form of the verb *to be*.

Task J, p. 31

- Let pupils do Task J. They complete the scenes from commercials using the present continuous and try to guess what the commercials are advertising.

Answer key: 1) cereal, 2) shampoo, 3) dog food, 4) toothpaste.



Workbook, Tasks I, K, M

Task I, p. 31

- Pupils write –ing forms on the board.

Task K, p. 31

- Pupils have their books shut. Dictate sentences one by one in Georgian, pupils have to write translations immediately. Get them to read their translations when you finish the dictation.

Task M, p. 31

- Pupils work in pairs. First they complete the questions and then they put questions to each other.

HOMEWORK

Workbook, Task J, L, p.31

Student's Book, Task K, p. 31

? DO YOU REMEMBER

THE PRESENT CONTINUOUS

Find and underline all the examples of the **present continuous** in the dialogue in Task H. Answer the questions.

- When do we use the present continuous?
- How do we form this tense?
- How do we make the negative form?
How do we make questions?

Be careful with the spelling of the -ing form!

make + ing = making
take away the final e

run + ing = running
double the consonant

lie + ing = lying
-ie changes to y

- J** These sentences describe scenes from commercials. Complete them using the **present continuous** of the verbs below. What are the commercials advertising?

brush come eat hold jump look put run sit stand take wash

- It's morning. Mum ... milk out of the fridge. Two kids ... at the kitchen table. There are bowls in front of them and there is a box on the table. The children ... something from the box into their bowls.
- She ... in the shower. The water Her hair is full of bubbles. She ... her hair.
- An empty bowl is on the kitchen floor. A girl ... into the kitchen with a box. A puppy It is very happy. It ... from the bowl.
- A boy ... at his face in the mirror. He ... a toothbrush. He ... his teeth.



WRITING



- K** Write a short text about advertising. Divide your text into three parts: **an introduction**, **a body** and **a conclusion**. This plan can help you.

INTRODUCTION

- Why do companies advertise their products?
- Where can you see the advertisements?

BODY

- What are good sides of advertising?
- What are bad sides of advertising?

CONCLUSION

- Do you like advertisements?
- Do you buy things that you see in advertisements?

2.2 A WATER POLO MATCH

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|---|
| GRAMMAR | <ul style="list-style-type: none"> modal verbs – must, have to, mustn't the present continuous and the present simple |
| FUNCTIONS | <ul style="list-style-type: none"> talking about sports |
| VOCABULARY | <ul style="list-style-type: none"> sports |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> reading about various sports |
| LISTENING | <ul style="list-style-type: none"> listening to a water polo match |
| SPEAKING | <ul style="list-style-type: none"> discussing sports |
| WRITING | <ul style="list-style-type: none"> writing about a sport |

CULTURE and CLIL

- P.E.

LESSON 1

INTRODUCTION

- This lesson deals with water polo and its rules. Pupils also talk about other sports.

Task A, p. 32

- Ask the pupils to first discuss the questions in groups and then report back to the class.

TEACHING TIPS

Extra activities

- Bring pictures of different sports (from the Internet or magazines) to the classroom. Play a **FLASHING** game. Tell your pupils that you have pictures of different sports and that they have to guess which ones as you flash them. (Cover the sports from tasks F and H in the workbook: water polo, handball, cricket, tennis, baseball, football, basketball). Do it very quickly. As soon as the pupils guess, stick the picture up on the board. Discuss how popular each sport is in Georgia, and draw their attention to water polo. Discuss the questions in Task A with their books closed.

Task B, p. 32

- Ask your pupils what they know about water polo. Ask questions to introduce the new vocabulary from Task B. Write the word up on the board. Don't worry if pupils don't come up with all the vocabulary from Task B. Here are some questions you might ask:
 - How many teams play in a water polo match? Two.
 - What do we call a team that play at home / don't play at home? A home team / A visiting team.
 - What do we call a player trying to stop the other player from scoring? A defender.
 - What do we call a player trying to score a goal? An attacker
 - What do we call a player trying to stop the ball from going into his team's goal? A goalkeeper
 - What do we call a person who controls the game in sports? A referee
 - What does a referee use to mark a foul? A whistle
- Tell pupils to open their books and check the vocabulary in Task B.

Task C, p. 32

- Prepare pupils for the listening task, Task C. Explain that Adrian and Celia are at the swimming pool, preparing to watch Brian playing a water polo match. Celia doesn't know anything about this sport so Adrian is explaining the rules. Go through the rules; ask students to predict or supply the answer if they know one.
- Play the CD, pupils listen and complete the information.

Answer key: 7, team, hold, push, stay, cross, throw, swim.

WATER POLO RULES – BACKGROUND INFORMATION FOR THE TEACHER

Number of players in each team: 7

The game has: 4 parts

Each part lasts: 5 minutes

Size of the pool: 20 metres long, 10 metres wide

Colour of the ball: yellow

After a foul the referee can send out the player for: 20 seconds

After a bad foul there can be a penalty shot from: 5 metres.

TAPESCRIPT 11

Task C, p. 32

Adrian: Okay Celia, these are the main rules. Water polo is a team sport like football or handball. The two teams play it in a swimming pool, not in a field. The game has four parts. In each team there are six players and a goalkeeper. There are seven altogether. Water polo is a very difficult sport to play. Players have to swim a lot, so if you want to play it you must be a very good swimmer. Players have to hold the ball with only one hand. The aim of the game is to score a goal. The goalkeeper is the only player who can touch the ball with both hands. He doesn't have to stay in the middle of the goal all the time, but he mustn't cross his half of the pool. Players mustn't push the ball underwater to keep it from an opponent. To move the ball players have to throw it to another player or swim with it in front of them. The referees are also very important for the game. They take care that players follow the rules. They must watch the game closely. If a referee sees a player fouling another player he blows a whistle and sends him out. The player has to stay out for twenty seconds. If the foul is very bad, one of the players shoots at the goal from five metres.

REMEMBER, p. 32

- Make three columns on the board. Tell pupils to find examples of each in the rules and write them on the board.

MUST/HAVE TO

Players have to hold the ball.

DON'T HAVE TO

The goalkeeper doesn't have to stay in the middle.

MUSTN'T

They mustn't push the ball under the water.

- Refer pupils to *REMEMBER* and tell them to fill in the sentence with the rules.

A Discuss these questions.

- 1 How popular is water polo in Georgia?
- 2 What qualities do water polo players need to have?
- 3 Would you like to try this sport?



B What do these words mean? Check their meaning in the wordlist at the end of the book.

WORDSPOT

a visiting team a home team a team sport an attacker a defender an opponent
 a whistle a goal a penalty a referee a goalkeeper a foul to score to cheer



LISTENING

Adrian and Celia are preparing to watch a water polo match. Celia doesn't know anything about this sport so Adrian is explaining the rules. Listen and complete the information orally.

TRACK 11

WATER POLO RULES

There are ... players in each team.
 Water polo is a ... sport.
 Water polo players have to ... the ball with only one hand.
 They mustn't ... the ball underwater.
 The goalkeeper doesn't have to ... in the middle of the goal all the time.
 He mustn't ... his half of the pool during the game.
 To move the ball players have to ... it or ... with it.

REMEMBER

MUST / HAVE TO

Study the examples and complete the rules.

If you want to play water polo, you **must** be a very good swimmer.
 Players **have to** hold a ball with only one hand.
 The goalkeeper **has to** stay in his half of the pool.

We use **must** and **have to** when we need to do something, to express **obligation**.

We use ... when we ourselves think we need to do it.

We use ... when we need to do something because it is a rule.

DON'T HAVE TO / MUSTN'T

The goalkeeper **doesn't have to** stay in the middle of the goal, but he **mustn't** cross his half of the pool.

We use ... when we don't need to do something, when there is **no obligation**.

We use ... when we are not allowed to do something, to express **prohibition**.

Task D, p. 33

- Pupils complete the text about handball rules with must / have to / don't have to / mustn't. Get feedback.

Answer key: 1) must, 2) have to, don't have to, 3) mustn't, 4) mustn't, 5) mustn't, 6) mustn't, 7) have to, 8) must/have to, 9) has to.

TEACHING TIPS

Extra activities

A GUESSING GAME

- It's a guessing game activity which practises modal verbs. Divide the class into three groups. Tell them that this is a guessing game. You are going to read the rules of a game/sport sentence by sentence. If they guess after the first sentence they earn 6 points; the more sentences you read the fewer points they get for their guess. If they have a wrong guess they miss a turn.
- Rules Of A Game
 - 1 You don't have to be fit.
 - 2 You must have a good memory.
 - 3 You mustn't look at what people are holding.
 - 4 You have to be intelligent.
 - 5 You don't have to be young.
 - 6 You have to sit.(Chess)
- As a follow-up pupils in groups of three or four write the 6 rules of a game/sport. They read out their rules to the whole class in the same way as you did. Circulate and help with vocabulary or ideas. *Variation:* pupils can invent the rules of an imaginary game.

WRITING ABOUT AN IDEAL SCHOOL

- In groups of three or four pupils can write about their ideal school. They have to think what they: have to do, mustn't do, must do, don't have to do. You can write the following prompts on the blackboard:
 - wear uniforms - do homework - learn every day
 - be on time - work in teams - come to school
 - learn - watch movies - call teachers by their first names
- *Variation:* in groups, pupils write the rules for their teachers, parents and friends. They can read the rules to the class without saying who the rules are for and the class has to guess. They can also write the rules on pieces of paper and display them in the classroom.

HOMEWORK

Workbook, D, E, K, pp. 32, 34.

LESSON 2

INTRODUCTION

- Check homework. Tasks D and E deal with sports vocabulary. Ask the pupils to read the sentences for the whole class. Workbook, Task K revises the modals.

Task E, p. 33

- Ask pupils if they sometimes watch sports on TV or live. Ask them which sports and how they like it. Tell them that they are going to listen to Celia and Adrian watching Brian play in a water polo match. Tell them to read the sentences in Task E. Play the CD. Ask the pupils to cover the text, listen to the dialogue and complete the sentences. Get feedback.
- Play the CD once again, pupils listen to and read the dialogue.
- Pupils role-play the dialogue in pairs, all at the same time. Ask a few pairs to read in front of the class.

Answer key: dark, brilliant, beginning, Brian, 3-2.

TAPESCRIPT 12

Celia: Why are Brian's team wearing dark caps?
Adrian: Because these are the rules. The home team always wear dark caps. The visiting team wear white caps.
Celia: What do you think? Is Brian a good player?
Adrian: He's brilliant. He's the best.
Celia: Why is the referee blowing the whistle?
Adrian: The referee always blows the whistle at the beginning of the game.
Celia: Look at Brian! What is he doing?
Adrian: He's trying to get the ball for his team.
Adrian and Celia: Go, Brian, go!!! You have it!!!
Adrian: The score is 2-2! It's still a draw and it's nearly the end of the game.
Celia: Cheer up! Brian's team have the ball.
Adrian: Oh, no! That's a foul!!
Celia: What is Brian doing?
Adrian: He's getting ready to take a penalty.
Celia: Why is Brian taking the penalty?
Adrian: After a bad foul the other team shoot a penalty from five metres. And stop asking so many questions and watch the match! You're making me nervous.
Adrian and Celia: GOAL! Way to go Brian! 3-2! We have won!

CHECK WITH THE TEXT IN THE workbook page 33

D Complete the sentences about handball. Use:

must have to has to don't have to mustn't

- 1 In handball players ... run a lot.
- 2 Sometimes players ... be aggressive, but they ... wear any protection equipment.
- 3 The players ... touch or hit the ball with their legs or feet.
- 4 The players ... run with the ball in their hands for more than three steps.
- 5 The goalkeeper's shirt ... be the same colour as the players'.
- 6 The players ... get into the goal area, which is 6m in front of the goal.
- 7 There are two referees who ... take care that players follow the rules.
- 8 They ... use a whistle to mark a foul.
- 9 If it is a bad foul, the referee ... send a player out.

LISTENING & READING



E Adrian and Celia are watching the match. Listen and read, then complete the sentences.

TRACK 12

- 1 Brian's team, the home team, are wearing ... caps.
- 2 Brian is a ... player.
- 3 The referee is blowing the whistle for the ... of the game.
- 4 ... is shooting a penalty from five metres.
- 5 At the end of the match the score is ...

Celia: Why are Brian's team wearing dark caps?

Adrian: Because these are the rules. The home team always wear dark caps. The visiting team wear white caps.

Celia: What do you think? Is Brian a good player?

Adrian: He's brilliant. He's the best.

Celia: Why is the referee blowing the whistle?

Adrian: The referee always blows the whistle at the beginning of the game.

Celia: Look at Brian! What is he doing?

Adrian: He's trying to get the ball for his team.

Adrian and Celia: Go, Brian, go!!! You have it!!!
some time later...

Adrian: The score is 2-2! It's still a draw and it's nearly the end of the game.

Celia: Cheer up! Brian's team have the ball.

Adrian: Oh, no! That's a foul!!!

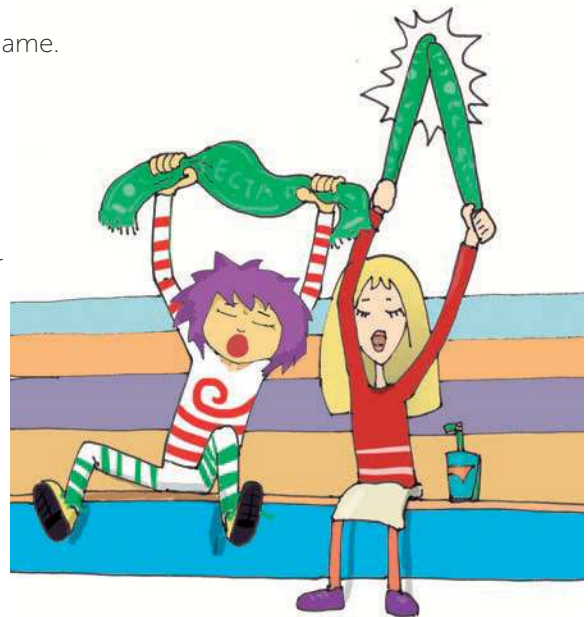
Celia: What is Brian doing?

Adrian: He's getting ready to take a penalty.

Celia: Why is Brian taking the penalty?

Adrian: After a bad foul the other team shoot a penalty from five metres. And stop asking so many questions and watch the match! You're making me nervous.

Adrian and Celia: GOAL! Way to go Brian! 3-2! We have won!



Task F, p. 34

- Pupils in pairs make the questions and then answer them. Ask a few pairs to answer the questions in front of the class.

Answer key: 1 Are Adrian and Celia watching a handball match? No, they aren't., 2 Are they cheering? Yes, they are., 3 Is Brian playing? Yes, he is., 4 Why is the referee blowing the whistle? The referee always blows the whistle at the beginning of the game., 5 Who is shooting the penalty? Brian., 6 Why is Celia asking a lot of questions? Because she doesn't know anything about water polo.

Task G, p. 34

- Tell pupils to choose the correct answer in the Task. Draw their attention to *REMEMBER*.

REMEMBER, p. 34

- Tell some pupils to read the rules about the present simple and the present continuous. Ask some pupils questions in the present simple and the present continuous and put the answers on the board.
Questions: *Do you often play computer games? Are you playing a computer game now?*

He often plays computer games.
He isn't playing a computer game now.

Answer key:
Sentences a) are in the present continuous.
Sentences b) are in the present simple.

Task H, p. 34

- Tell pupils to do the exercise individually. Get feedback.

Answer key:
Correct sentences: 2, 3, 4.
Corrected sentences: 1 I watch TV every Sunday afternoon., 5 James sometimes bites Brian's finger., 6 Look! Brian is sleeping again!



Workbook, Task P, p. 35

- Give pupils a few minutes to do the task. Then, ask them to read sentences individually.

HOMEWORK

Workbook, M, O, pp. 34, 35.

TEACHING TIPS

Extra activities

Resource Bank, Activity 5, MAKING QUESTIONS

Asking questions in the present continuous shouldn't be a problem for the pupils since they did it last year. To revise it, write the answers to the questions but each word should be written on a separate card. The cards are in the Resource Bank.

Stick the cards to the first answer on the board in random order and ask pupils to unscramble them to get a proper sentence. Now take the ARE card and put it at the beginning of the sentence. Put a question mark (?) at the end of it and point out the way we make questions in the present continuous. Elicit the answer. (Yes, they are) Put the A HANDBALL MATCH card instead of A WATER POLO MATCH card and elicit the answer. (No, they aren't) Take down A HANDBALL MATCH card and put the WHAT card at the beginning of the question.

F Put the words in the questions in the correct order, then answer them.

- 1 Adrian and Celia / a handball match / Are / watching / ?
- 2 cheering / they / Are / ?
- 3 well / playing / Is / Brian / ?
- 4 the whistle / Why / the referee / is / blowing / ?
- 5 the penalty / shooting / is / Who / ?
- 6 a lot of questions / Celia / asking / Why / is / ?



G Look at the sentences below and choose the correct answer.

Sentences **a)** are in **the present simple / the present continuous**.
 Sentences **b)** are in **the present simple / the present continuous**.

- a) Brian **is swimming** towards the ball.
- b) At the beginning of each quarter the fastest players of each team **swim** towards the ball.
- a) The defender **is fouling** Brian. The referee **is blowing** the whistle.
- b) When one player **fouls** another, the referee **blows** the whistle.

REMEMBER

THE PRESENT SIMPLE

When one player **fouls** another, the referee **blows** the whistle.

We use the **present simple**:

- for things that are always true.
- for things that happen all the time, often, sometimes, never, etc.

THE PRESENT CONTINUOUS

The defender **is fouling** Brian.
 The referee **is blowing** the whistle.

We use the **present continuous**:

- for things that are happening now, at the moment of speaking.

H Read out the sentences and decide if they are correct or not. Correct the incorrect ones and write them in your notebook.

- 1 I'm watching TV every Sunday afternoon.
- 2 "What are you doing?" "I'm reading."
- 3 Celia always asks too many questions.
- 4 Brian plays water polo every day.
- 5 James is sometimes biting Brian's finger.
- 6 Look! Brian sleeps again!

SPEAKING

I In pairs, ask and answer the questions.

- 1 Do you like sports? Do you practise any sports?
- 2 Which sports can you do at school?
- 3 Do you like watching sports?
- 4 Do you follow any sports?
- 5 Who is your favourite athlete / team?
- 6 What are the most popular sports in our country?



LESSON 3

INTRODUCTION

- Check homework. Workbook, Task M revises the modals and Task O deals with the present tenses.

Task I, p. 34

- Pupils discuss the questions in pairs. You can ask them to report on their partners to the whole class.

Answer key: Students' answers.

TEACHING TIPS

Extra activities

- If your pupils are sports experts, you can play **ODD-ONE-OUT** with sports. Prepare sets of four words. Three words in a set should refer to one sport; one word is the odd-one-out. Pupils should guess which sport the words refer to and which is the odd-one-out. This could be difficult since it introduces new vocabulary.

(swimming) swimming lane butterfly skis breaststroke	(badminton) caps racquets net shuttle	(gymnastics) trampoline beam horse racket	(tennis) game set match goal
(basketball) basket free-throw line net substitute	(cycle racing) cycling track crash helmet ball bicycle	(skiing) sticks goggles boots rope	(hockey) ball puck stick skates

CULTURE CORNER

Task J, p. 35

- Ask the pupils to have a look at the photographs and say which sports they show. Ask them if they know where these sports come from. Ask them if any are popular in Georgia.

Answer key: 1 football/soccer, 2 American football, 3 cricket, 4 baseball.

Task K, p. 35

- Pupils scan the texts and write the names of the sports. Give them a time limit of 3 minutes. Get feedback.
- Divide the class into groups of four. Each member has to read about one sport and speak about it to other members of the group.

Answer key: a) cricket, b) baseball, c) football/soccer, d) American football.

WRITING

Task L, p. 35

- Pupils write about a sport they like. They follow the prompts in the Task. Go round and help with grammar and vocabulary. Remind them to use modal verbs when necessary.

Answer key: Students' answers.

Task M, p. 35

- Pupils work in pairs. After they have finished they read their compositions to their partners without saying which sport it is. They have to guess which sport it is.

HOMEWORK

Workbook, Task H, p. 33

LESSON 2

F Put the words in the questions in the correct order, then answer them.

- 1 Adrian and Celia / a handball match / Are / watching / ?
- 2 cheering / they / Are / ?
- 3 well / playing / Is / Brian / ?
- 4 the whistle / Why / the referee / is / blowing / ?
- 5 the penalty / shooting / is / Who / ?
- 6 a lot of questions / Celia / asking / Why / is / ?



G Look at the sentences below and choose the correct answer.

Sentences **a** are in the **present simple** / the **present continuous**.
Sentences **b** are in the **present simple** / the **present continuous**.

- a) Brian **is swimming** towards the ball.
b) At the beginning of each quarter the fastest players of each team **swim** towards the ball.
- a) The defender **is fouling** Brian. The referee **is blowing** the whistle.
b) When one player **fouls** another, the referee **blows** the whistle.

REMEMBER

THE PRESENT SIMPLE

When one player **fouls** another, the referee **blows** the whistle.

We use the **present simple**:

- for things that are always true.
- for things that happen all the time, often, sometimes, never, etc.

THE PRESENT CONTINUOUS

The defender **is fouling** Brian.
The referee **is blowing** the whistle.

We use the **present continuous**:

- for things that are happening now, at the moment of speaking.

H Read out the sentences and decide if they are correct or not. Correct the incorrect ones and write them in your notebook.

- 1 I'm watching TV every Sunday afternoon.
- 2 "What are you doing?" "I'm reading."
- 3 Celia always asks too many questions.
- 4 Brian plays water polo every day.
- 5 James is sometimes biting Brian's finger.
- 6 Look! Brian sleeps again!



SPEAKING

I In pairs, ask and answer the questions.

- 1 Do you like sports? Do you practise any sports?
- 2 Which sports can you do at school?
- 3 Do you like watching sports?
- 4 Do you follow any sports?
- 5 Who is your favourite athlete / team?
- 6 What are the most popular sports in our country?



CULTURE CORNER

- J** The sports in the photographs first started in England and America. What are their names? What do you know about them? Do you know which sport is from which country? Check their names on page 151.



- K** Read the descriptions of the sports from the pictures and match the letters to the descriptions. Check your answers on page 151.

a)

It is England's national sport. It is an outdoor sport in which two teams of eleven players play against each other. They play it on a large field, called a ground. This sport cannot be played in wet weather, which is why they play it from April to August, usually on Sundays. The aim of the game is to score runs (points) by hitting a ball with a bat and running between two sets of special wooden sticks called stumps.

c)

In America they call it soccer. It is the most popular sport in most of the world. It is played on a large grass ground called a pitch. It is a team sport, in which two teams play against each other. The aim of the game is to kick a ball into the opponent's goal. Players can play with any part of their body, except for their arms and hands.

b)

It is a bat and ball sport in which two teams of nine players play. They play it on a grass field called the diamond. Players try to score runs (points) by hitting a ball and running around four bases. There is one base in each corner of the field. The attacker hits the ball with a wooden bat. The defender wears a special glove to catch the ball.

d)

This sport comes from rugby. In America they simply call it football. It is a team sport and in each team there are eleven players. They play it with an egg-shaped (oval) ball. The aim of the game is to carry or kick the ball to the end zone and touch it down for a touchdown (a score). It is a very rough game so the players must wear helmets and pads to protect them from injuries.

CORNER
CULTURE

WRITING



- L** Write about a sport that you like. These questions can help you.

- 1 Is it a team sport or an individual sport?
- 2 Is it an outdoor or an indoor sport?
- 3 What do we call the place where they play it?
- 4 How many players are there?
- 5 How many parts are there?
- 6 What is the aim of the game?

- M** Read it to your partner. He / she should guess which sport it is.



/35

2.6 THE SOUND OF MUSIC

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> possessive 's articles the present continuous for future plans |
| FUNCTIONS | <ul style="list-style-type: none"> giving opinions on music |
| VOCABULARY | <ul style="list-style-type: none"> music genres, musical instruments |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> reading a text about music genres |
| LISTENING | <ul style="list-style-type: none"> music |
| SPEAKING | <ul style="list-style-type: none"> talking about music |

CULTURE and CLIL

- music

LESSON 1

INTRODUCTION

- Check homework.
- This lesson is about music. However, for copyright reasons there is no music on the CD. In order to make the lesson more interesting, you can borrow from the music teacher a CD with music pieces or bring your own CDs and play them to the pupils. The genres of music can be: rock, classical, rap, folk etc. It would be a good idea to play some music by the artists in the photos on p. 36 and 37. (Metallica, One Direction, Nirvana, U2, Taylor Swift). Tell pupils to listen and guess what type of music is played. Write the words on the board.

Task A, p. 36

- Pupils first work individually and decide whether the sentences are true for them. Then they compare their answers in small groups.

Answer key: Students' answers.

Task B, p. 36

- Pupils do the Task individually. Get feedback.

Answer key: hip hop, heavy metal, pop, rap, techno, classical, rock, reggae, blues, alternative, country, soul, punk, house, garage, R&B, indie, dance.

Task C, p. 36

- Pupils work in groups of 3 and exchange their preferences in music.

Answer key: Students' answers.

Task D, p. 36

- Draw your pupils' attention to the photographs on p.36 and 37. Ask them if they recognise the musicians. If they can't, tell them who they are. There is background information in the Answer key.

Answer key: 1) James Hetfield, Metallica (heavy metal band) singer and rhythm guitarist, since 1981. 2) Beyoncé (Knowles-Carter), R&B, pop and soul singer, since 1997. Jay-Z (Shawn Corey Carter), hip hop singer, since 1996. 3) The Sex Pistols, punk rock, members Johnny Rotten, Steve Jones Paul Cook, Glen Matlock – replaced by Sid Vicious, active 1975-1978. 4) Nirvana, grunge and alternative rock, members: lead singer Kurt Cobain, Kris Novoselic and Dave Grohl, active 1987-1994. 5) One Direction (1D), English-Irish boy pop and teen pop band, members: Niall Horan, Zayn Malik, Liam Payne, Harry Styles and Louis Tomlinson, since 2010. 6) U2, Irish rock band from Dublin, members: lead singer Bono, The Edge, Adam Clayton and Larry Mullen, Jr., since 1976. 7) Taylor Swift, American singer-songwriter, country, pop rock, pop, since 2006.

Task E, pp. 36, 37

- Pupils read the texts and decide which genre of music is described in each. Get feedback.

Answer key: rock, heavy metal, punk, rap, pop music

3

This kind of music combines simple melodies with an aggressive beat and a loud guitar. The lyrics express anger and are often rude. The singer does not sing the words of the song, but shouts them. This music began in London and New York City in the mid-1970s. Musicians and their fans often have spiked hair and wear ripped clothes.

4

MC-ing and DJ-ing are important for this style of music. MC-ing is when the artist speaks lyrics to a strong beat which can be from another song. DJ-ing is audio mixing and producing sounds by moving a vinyl back and forth on a record player; this is called scratching. This genre of music began in the 1970s in the Afro-American community of the Bronx in New York City. Now it is popular all over the world. In their songs, artists often criticise society and speak about street life.

5

This is light music with melody and rhythm. Singers usually sing it to orchestra music or a band. The songs are short and have catchy tunes which are easy to remember. The lyrics often talk about love and romantic relationships. This music is popular with people of all generations.








F Read the text again and answer the questions.

- What different types of instruments are mentioned in the texts?
- In which genres do singers not sing the lyrics?
- What do heavy metal musicians do while they play music at concerts? What do they wear?
- What style of hair do punk fans often have? What do they often wear?
- Who talks about society and social problems in their songs?
- Why is pop music popular with people of all generations?

G In pairs, ask and answer the questions.

1 Who is your favourite singer?	6 Where do you get music from?
2 What is your favourite band?	7 Do you sometimes download music?
3 What kind of music do they play?	8 How much time in a day do you listen to music?
4 Have you ever been to their concert?	9 Which radio station is your favourite?
5 What is the difference between being at the concert and listening to a CD?	10 Do you watch music channels? Which ones?

SPEAKING 

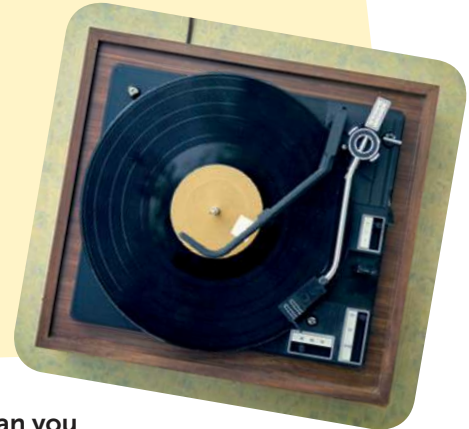


/37

WORDSPOT

A Check the meaning of the words and expressions **in colour** in the wordlist and then decide if the statements are true for you. Compare your answers in small groups. How many different / same answers do you have?

- 1 I like all **genres** of music – from pop to classical.
- 2 I listen to everything played on MTV and radio, anything that is popular and has a **catchy tune**.
- 3 I like the music that my parents listen to.
- 4 My parents still have **vinyls** and a **record player**.
- 5 The type of music I listen to depends on my **mood**.
- 6 I play an instrument.
- 7 I would like to have a band.
- 8 Song **lyrics** are very important to me.
- 9 I can name six classical music **composers**.
- 10 I'm **picky** about music.



B How many music genres can you find in these word snakes? Can you name some other music genres?

hiphop heavymetal poprap jazzfolk techno classical rock reaggae blues
 alternative countrysoul punkhouse garage R&B indie dance

C Choose three of the music genres from Task B and order them according to your preferences, from **1** – your favourite to **3** – your least favourite.

D Do you know who the artists in the pictures are? Do you know what kind of music they play?

READING

E Read five texts about different music genres. Which genre is each one about: **heavy metal**, **hip hop**, **pop music**, **punk** or **rock**? Check your answers on page 151.

TRACK 13



1

1

This genre of music started in the United States. The group of musicians who play this music is called a band. In most bands there are four musicians - an electric guitarist, a singer, a bass guitarist and a drummer. The lyrics often talk about love, but also about various social and political themes. For the most part, it is energetic and loud music.

2

Loud guitars, a strong beat and the high, energetic sound of the singer are the characteristics of this kind of rock music. Songs often speak about serious things, such as social injustice. Musicians usually wear boots and black leather jackets and sometimes shake their long hair while playing music.

Task E, pp. 36, 37

- Pupils read the texts and decide which genre of music is described in each. Get feedback.

Answer key: rock, heavy metal, punk, rap, pop music

TEACHING TIPS

Extra activities

- Play **BEAT THE TEACHER**. Pupils in groups prepare a few questions on the three texts, trying to make them as difficult as possible. Groups take turns to ask you the questions.

Task F, p. 37

- Pupils do the task in pairs. Get feedback.

Answer key: 1) Guitar, drums 2) Rap 3) They shake their long hair. They wear boots and black leather jackets. 4) They have spiked hair and wear ripped clothes. 5) Heavy metal. 6) It has catchy tunes.

Task G, p. 37

- Pupils work in pairs and answer the questions. They can talk about each other for the whole class.

Answer key: Students' answers.

HOMEWORK


Workbook, Tasks A, B, p. 36

LESSON 3 *The Sound of Music*

A Check the meaning of the words and expressions in colour in the wordlist and then decide if the statements are true for you. Compare your answers in small groups. How many different / same answers do you have?

- 1 I like all **genres** of music – from pop to classical.
- 2 I listen to everything played on MTV and radio, anything that is popular and has a **catchy tune**.
- 3 I like the music that my parents listen to.
- 4 My parents still have **vinyls** and a **record player**.
- 5 The type of music I listen to depends on my **mood**.
- 6 I play an **instrument**.
- 7 I would like to have a **band**.
- 8 Song **lyrics** are very important to me.
- 9 I can name six classical music **composers**.
- 10 I'm **picky** about music.

WORDSPOT



B How many music genres can you find in these word snakes? Can you name some other music genres?


hiphopheavymetalpoprapjazzfolktechnoclassicalrockreaggeblues
alternativecountrysoulpunkhousegarageR&Bindiedance

C Choose three of the music genres from Task B and order them according to your preferences, from 1 – your favourite to 3 – your least favourite.

D Do you know who the artists in the pictures are? Do you know what kind of music they play?

READING

E Read five texts about different music genres. Which genre is each one about: **heavy metal**, **hip hop**, **pop music**, **punk** or **rock**? Check your answers on page 151.



1

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This genre of music started in the United States. The group of musicians who play this music is called a band. In most bands there are four musicians – an electric guitarist, a singer, a bass guitarist and a drummer. The lyrics often talk about love, but also about various social and political themes. For the most part, it is energetic and loud music.

2

2

Loud guitars, a strong beat and the high, energetic sound of the singer are the characteristics of this kind of rock music. Songs often speak about serious things, such as social injustice. Musicians usually wear boots and black leather jackets and sometimes shake their long hair while playing music.

3

This kind of music combines simple melodies with an aggressive beat and a loud guitar. The lyrics express anger and are often rude. The singer does not sing the words of the song, but shouts them. This music began in London and New York City in the mid-1970s. Musicians and their fans often have spiked hair and wear ripped clothes.

4

MC-ing and DJ-ing are important for this style of music. MC-ing is when the artist speaks lyrics to a strong beat which can be from another song. DJ-ing is audio mixing and producing sounds by moving a vinyl back and forth on a record player; this is called scratching. This genre of music began in the 1970s in the Afro-American community of the Bronx in New York City. Now it is popular all over the world. In their songs, artists often criticise society and speak about street life.

5

This is light music with melody and rhythm. Singers usually sing it to orchestra music or a band. The songs are short and have catchy tunes which are easy to remember. The lyrics often talk about love and romantic relationships. This music is popular with people of all generations.

F Read the text again and answer the questions.

- 1 What different types of instruments are mentioned in the texts?
- 2 In which genres do singers not sing the lyrics?
- 3 What do heavy metal musicians do while they play music at concerts? What do they wear?
- 4 What style of hair do punk fans often have? What do they often wear?
- 5 Who talks about society and social problems in their songs?
- 6 Why is pop music popular with people of all generations?

G In pairs, ask and answer the questions.

- | | |
|--|--|
| 1 Who is your favourite singer? | 6 Where do you get music from? |
| 2 What is your favourite band? | 7 Do you sometimes download music? |
| 3 What kind of music do they play? | 8 How much time in a day do you listen to music? |
| 4 Have you ever been to their concert? | 9 Which radio station is your favourite? |
| 5 What is the difference between being at the concert and listening to a CD? | 10 Do you watch music channels? Which ones? |



SPEAKING



LESSON 2

INTRODUCTION

- Check homework. It checks the vocabulary from the previous lesson.

TEACHING TIPS

Extra activities

- Here are some activities for revising the text from the previous lesson.
To practise reading and new vocabulary, choose from the following activities or do them all:
 - read the texts and instead of some words snap your fingers, pupils read the word
 - read the texts so that you read some of the words in Georgian instead of English, pupils read the words in English
 - read the texts but make mistakes, pupils correct you

Task H, p. 38

- Tell your pupils they will listen to and read an interview with The Rats, a rock band. Ask them if they ever listen to or read such interviews and maybe to predict what is in this interview. If they don't guess, tell them that The Rats are talking about their concert tonight. Maybe now the pupils can try to predict some of the questions. Do not insist.
- Draw pupils' attention to the picture of the members of the band, elicit their names. (Jack Dirty, Toby Smelly, Billy Ugly and Pete Bad) Explain that they are at a radio studio giving the interview. Pupils listen to the interview and complete the sentences.

Answer key: 1) Trouble, 2) 21, 3) surprises, 4) home town.

DO YOU REMEMBER, p. 38

- As you get feedback, point out the use of possessive 's. Go through the *Do you remember box* and explain any difficulties.

Task I, p. 38

- Pupils do the task individually. Get feedback.

Answer key: 1) The Rats'. 2) Pete's. 3) Jack's. 4) Billy's. 5) Toby's. 6) Toby's parents'.

TEACHING TIPS

Extra activities

- To check you can just call out the answer to a question and pupils supply the whole sentence. Example: "Pete's." Pupil: "Pete's girlfriend is celebrating her birthday."
If you need some more practice on possessive 's, play a **guessing game**. Say: *His T-shirt is dark blue*. Pupils look around the class and say whose T-shirt is dark blue using possessive's. Do it a few more times and then let pupils take your role.



LISTENING & READING

H
TRACK 14

The rock band Rats are giving an interview on the radio. Listen to the interview and write the missing sentences in your notebook. Then read and role-play the interview.



- 1 The Rats' new album is called _____.
- 2 Pete's girlfriend is _____ years old.
- 3 They are preparing some _____ for tonight's concert.
- 4 They are in Toby's parents' _____.

Presenter: ...and here we have the Rats! Jack Dirty, Bill Ugly, Toby Smelly and Pete Bad are back with their new album *Trouble*. I know you're all excited about the Rats' concert tonight. Hello everybody, it's good to have you back!

Jack Dirty: Hi, hello! It's good to be back!

Presenter: Are you preparing anything special for tonight's concert?

Jack Dirty: We are preparing a real show. Be ready for some surprises! It starts at 9.30, so don't be late.

Toby Smelly: One of the surprises is that it's Pete's girlfriend's twenty-first birthday today and Pete is playing a special song for her.

Presenter: And the song you're playing is...

Pete Bad: That's a secret. Come and find out.

Presenter: Of course I'm coming! What are you going to wear at the concert?

Bill Ugly: Black, as usual. No surprises there.

Jack Dirty: I've got some new tattoos to show.

Bill Ugly: And I've got a great new leather jacket with a skull on the back.

Presenter: Where are you staying this time?

Pete Bad: We are staying in a hotel but we can't tell you the name. We don't want any trouble.

Presenter: That's funny! The name of your album is *Trouble*.

Pete Bad: Ha, ha.

Toby Smelly: There is another reason why this concert is special to us. You see, I'm writing an autobiography and this is my parents' home town so it was my idea to start here!

Presenter: Okay guys, that's all, thank you for coming! I wish you a great concert.

Jack Dirty: Thank you for inviting us. See you tonight.

? DO YOU REMEMBER

POSSESSIVE 'S

Study these sentences. What are the rules for using the **possessive 's**?

Pete's girlfriend is twenty-one.
It's his **mum and dad's** home town.
Where are **Pete's and Jack's** guitars?

The Rats' first concert is in our town
It's his **parents'** home town.

I Answer the questions using the **possessive 's**. Write down your answers.

- 1 Whose fans are excited today?
- 2 Whose girlfriend is celebrating her birthday?
- 3 Whose tattoos are new?
- 4 Whose leather jacket has a skull on the back?
- 5 Whose autobiography are they talking about?
- 6 Whose home town is this?



REMEMBER, p. 39

- To introduce the use of the indefinite and definite article ask a few questions and write the answers on the board. Point out the use of articles. Possible questions:

*What are The Rats preparing? A real show.
When does the show start? The show starts at 9.30.
Where are The Rats staying? At a hotel.
Do the fans know the name of the hotel? No, they don't.*

- Draw your pupils' attention to the *Remember Box*. Tell them to fill in the sentences.

Task J, p. 39

- Pupils do the task individually. Get feedback.

Answer key: a, the, a, the, a, the, a, the, an, the.



Workbook, Task N, p. 39

- Pupils work individually. They do first two texts, the rest they can do for homework.

REMEMBER, p. 39

- To introduce the present continuous for future plans ask: *When are The Rats having a concert?* Elicit that we use the present continuous to talk about future plans. Go through the *Remember Box*.

Task K, p. 39

- Pupils do the task in pairs. Get feedback. Give them some time to prepare the interview and role-play the interview. Make a few pairs role-play the interview.

Answer key: 1) doing, 2) celebrating, 3) coming, 4) preparing, 5) leaving, 6) having, 7) planning, 8) going

Task L, p. 39

- Pupils work in groups of three. They put questions to one another and then report to the whole class about their partners.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks H, J, and N p. 38

REMEMBER**ARTICLES**

Study the examples and complete the rules with: **a**, **second**, **first**, **the** and **an**.

INDEFINITE ARTICLE

We're preparing **a** real show.
They're staying in **a** hotel.
Toby is writing **an** autobiography.

We use the **indefinite articles** ...
and ... when we talk about
something for the ... time.

DEFINITE ARTICLE

The show starts at 9.30.
Their fans don't know the name of **the** hotel.
The autobiography is coming out next month.

We use the **definite article** ... when we talk
about something for the ... time, or when we
know what we are talking about.

J Say which articles (**a**, **an** or **the**) are missing in the text.

The Rats are having ... concert tonight. ... concert starts at 9.30.
They have ... new album. The name of ... album is *Trouble*.
Pete is playing ... special song. ... song is for his girlfriend who has a birthday.
Billy Ugly has ... new jacket. ... jacket has a skull on the back.
Jack Dirty has ... new tattoo. ... tattoo shows a snake.
Now they're having ... interview. ... interview is for the radio.

REMEMBER**THE PRESENT CONTINUOUS FOR THE FUTURE**

The Rats **are having** a concert tonight.
Are you preparing anything special for the concert?

We use the **present continuous** to talk about **future arrangements**, things that we have
already arranged to do in the future.

SPEAKING**K** In pairs, complete the questions from another interview with the Rats. Make up the Rats' answers and role-play the interview. Use:

celebrating coming doing going having leaving planning preparing

- 1 What are you guys ... tonight after the concert?
- 2 Are you ... with your families?
- 3 Who is ... to the party?
- 4 Are you ... anything special for the party?
- 5 When are you ... town?
- 6 Where are you ... your next concert?
- 7 Are you ... to make a video of this tour?
- 8 Are you ... on holiday after the tour?

L What are your plans for the future? Answer the questions.

- 1 What are you doing tonight?
- 2 Are you going out this Saturday?
- 3 Where is your family going for the next holiday?
- 4 Are you doing any tests soon?

**YOUR TURN!**

/39

3.4 GOING OUT

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES	
GRAMMAR	• Prepositions of time
FUNCTIONS	• making suggestions
VOCABULARY	• entertainment
SKILLS	
READING	• reading posters about various events
LISTENING	• listening to people making suggestions
SPEAKING	• entertainment
CULTURE and CLIL	
• Culture corner – Madame Tussauds	

LESSON 1

INTRODUCTION

- Check homework.
- This lesson deals with different types of entertainment; going to the cinema, visiting galleries and museums, going to a rock concert, going to a party, going for a theme walk. The idea of a theme walk might be unknown to pupils. A theme walk is a walk with a particular topic / theme. In this case it is a ghost and mystery walk, which means that people taking part in the walk will visit spooky and mysterious places. This lesson also practises expressions for suggesting, accepting and refusing.

Task A, pp. 40-41

- Ask your pupils what other kinds of entertainment (apart from going to a concert or listening to music) they can think of. If possible, bring in some advertisements for different happenings in town and elicit different kinds of entertainment. Draw pupils' attention to the posters in Task A and discuss what kind of entertainment they offer.
- Do the task – pupils read the sentences, look at the posters and decide if the sentences are correct or not.
- Get feedback. Pupils correct the incorrect sentences. As you get feedback, deal with possible unknown words.
- Ask your pupils for opinions on the posters and the entertainment they offer. Ask them to choose the most interesting one.
- Point out the way we read the time, days of the week, dates, and months of the year, telephone numbers, and addresses (see the bold words in the key). You can make a grid to make it easier to memorise.

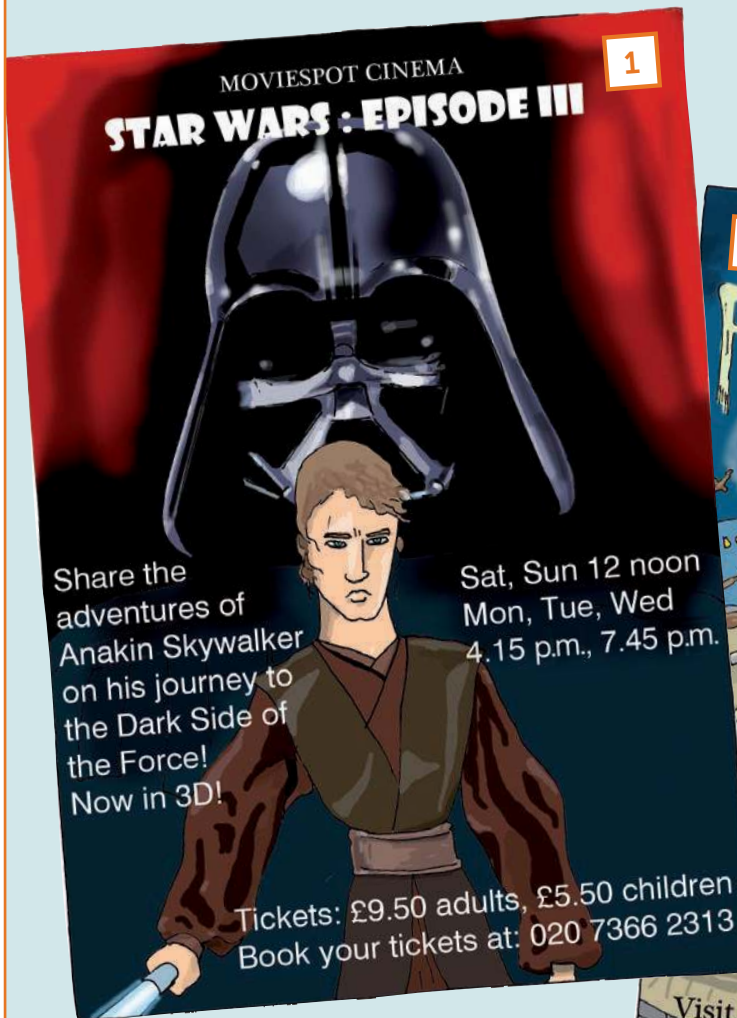
IN	ON	AT
December 1994	30th November Sunday	9.30 at 19 Bank Road
the morning / the afternoon / the evening in Bank Road		

Answer key: 1) T, 2) T (there is a 10% discount), 3) F (It is at half past nine.), 4) T, 5) F (It is on November 30), 6) F (She lives at 19 Bank Road), 7) T (Adults pay 9.50, children 5.50), 8) T, 9) F (It is at 7.30 pm), 10) F (It is every Sunday in November).



A Look at the posters and flyers and say if the statements below are **true (T)** or **false (F)**. Correct the false ones in your notebook..

- 1 Madame Tussauds™ has its own web page.
- 2 You don't pay the full ticket price if you book online at the wax museum.
- 3 The Rats' concert is at half past eight.
- 4 The rock concert is on Friday.
- 5 Miranda's fancy dress party is in December.
- 6 Miranda lives at 19 Bank Street.
- 7 The price of the cinema ticket is different for children.
- 8 You can book the cinema tickets.
- 9 You can go on a ghost and mystery walk in the morning.
- 10 The ghost and mystery walk is every Saturday.



DO YOU REMEMBER, p. 42

- Pupils fill in the sentences with the appropriate preposition. For some more practice you can ask your pupils to translate some sentences into English.
 1. ჩემი დაბადების დღე 4 ივლისს არის.
 2. ჩემი ძმა 1993 წელს დაიბადა.
 3. ინგლისურის გაკვეთილი ორშაბათს, ოთხშაბათს და პარასკევს გვაქვს.
 4. ფილმი სალამოს 7 საათზე იწყება.
 5. დღეს ... (დღევანდელი რიცხვი) არის.
 6. ჩემი მისამართია ყაზბეგის 3.
 7. მე რუსთაველის გამზირზე ვცხოვრობ.

Task B, p. 42

- Pupils do the task individually. They read out the sentences.

Answer key: 1) in, at, 2) on, in, from, to, 3) in, 4) at, on

Task C, p. 42

- Pupils do the task in groups of 3. They ask and answer the questions. They can inform the whole class about their partners.

Answer key: Students' answers.



Workbook, Tasks H, I, p. 41

- It might be fun to do the nursery rhyme. Go through the rhyme with the whole class and explain vocabulary. Make a few pupils read the rhyme for the whole class.
- Do Task I. Pupils match the days of the week with the meaning. Finally they find out what they are like.

BACKGROUND INFORMATION FOR THE TEACHER

The term **nursery rhyme** is used for traditional poems and songs for young children in Britain and many other countries, but usage only dates from the late 18th/early 19th century and in North America the term "Mother Goose Rhymes", introduced in the mid-1700s, is still often used. The oldest children's songs of which we have records are lullabies, intended to help a child sleep. Lullabies can be found in every human culture. Many nursery rhymes have been argued to have hidden meanings and origins. The most popular are: "Hush little baby", "Twinkle, twinkle, little star", "Humpty Dumpty", "Mary had a little lamb", "Old McDonald had a farm", "Jack and Jill went up the hill".

TEACHING TIPS

Extra activities

- You can bring in different newspapers and magazines and distribute them around the class. In groups, pupils find out what is happening in their town this weekend, what time the event starts, where it is, why they would (not) like to go there. They report back to the class.

CULTURE CORNER, p. 42

- Pupils read the text. Encourage comments. Ask them which celebrities they would like to see.

Madame Tussauds London is a museum and tourist attraction in London, in the former London Planetarium. It is known for recreating life-sized wax models of celebrities. The attraction houses its famous Chamber of Horrors. Set up by wax sculptor Marie Tussaud on Marylebone Road in 1884 it is the first Madame Tussauds. As of November 2013 the official website listed the following wax models: **Culture** Madame Tussaud, Pablo Picasso, Charles Dickens, Albert Einstein, **Hollywood** Bruce Willis, Charlie Chaplin, Colin Firth, Helen Mirren, Daniel Craig, E.T., George Clooney, Johnny Depp, Judi Dench, Kate Winslet, Leonardo DiCaprio, Nicole Kidman, Robert Pattinson, Russell Brand, Sherlock Holmes, Taylor Lautner, Brad Pitt, Angelina Jolie, **Marvel Super Heroes** Captain America, Hawkeye, Iron Man, Nick Fury, Spider-Man, The Hulk, Wolverine, **Music** Adele, Amy Winehouse, Beyonce, Britney Spears, Cheryl Cole, Christina Aguilera Jennifer Lopez, Justin Bieber, Justin Timberlake, Kylie Minogue, Lady Gaga, Madonna, Michael Jackson, One Direction, Rihanna, The Beatles, **Royals** Queen Elizabeth II, Duchess of Cambridge, Duke of Cambridge, Prince Charles, Duchess of Cornwall, Prince Harry, Diana Princess of Wales **Sport** Cristiano Ronaldo, David Beckham, Jessica Ennis-Hill, Muhammad Ali, Rafael Nadal, Sachin Tendulkar, Tom Daley, Usain Bolt, Mo Farah, **World Leaders** Angela Merkel, Barack Obama, Benazir Bhutto, Boris Johnson, David Cameron, Francois Hollande, Mahatma Gandhi, John F. Kennedy, Martin Luther King, Nelson Mandela, Vladimir Putin, Saddam Hussein
Entrance fee: adults 30, children 25.80.

HOMEWORK

Workbook, Tasks D, E, p. 40, 41.

? DO YOU REMEMBER

TIME

Insert the missing prepositions orally.

- 11 a.m. It's eleven o'clock ... the morning.
- 4.15 p.m. It's a quarter ... four ... the afternoon.
- 7.30 p.m. It's half past seven ... the evening.
- 9.50 It's ten ... ten.

- The concert starts ... 9.30.
- The exhibition is open ... 11 ... 6.
- 12 a.m. We start ... noon.
- 12 p.m. We close ... midnight.

DAYS OF THE WEEK

a) Say and write the days of the week.

b) **Wich preposition is missing?** I have English ... Monday and Wednesday.

MONTHS OF THE YEAR

a) Say and write the names of the twelve months.

b) **Wich preposition is missing?** The summer holidays are ... July and August.

ADDRESSES

19 Bank **Rd** **Rd = Road** 8 Great **St** **St = Street** 13 Old **Sq** **Sq = Square**

Wich preposition is missing? I live ... 24 New Street.

TELEPHONE NUMBERS

Write: 020 7366 2313 **Read:** oh two oh seven three double six two three one three

B Insert the prepositions: **in, on, at, from** or **to** while reading the sentences out.

- 1 ... November there is a theme walk every Sunday ... 7.30.
- 2 ... Sunday the museum is open only ... the afternoon, ... 1 p.m. ... 6 p.m.
- 3 Miranda's birthday party is ... September.
- 4 The film starts ... noon ... Friday and Saturday.

C In pairs, ask and answer the questions.

YOUR TURN!



- 1 What's your address? Where do you live?
- 2 What's your home phone number?
- 3 What's your mobile phone number?
- 4 What's your favourite day of the week? Why?
- 5 What's your favourite month of the year? Why?
- 6 What time does school start in the morning / in the afternoon?

CULTURE CORNER

Madame Tussauds™ in London is a very popular museum where you can see statues of famous people from the present and the past. What is interesting is that the statues are made of wax, and they look very real. You can get a photo with your favourite actor, singer or sportsman there.



CORNER CULTURE

LESSON 2

INTRODUCTION

- Check homework.

TEACHING TIPS

Extra activities

Resource Bank, Activity 6

- To revise reading dates play a memory game with important dates. Do it as a whole class activity; this way you can check if your students can read the dates properly. Photocopy and cut out the table from the Resource Bank, stick the papers upside down on the board and divide the class into groups. Groups take turns to open the cards, read the name of the event and suggest the date when the event is on. Then they choose a card with the dates. If the event and the date match, they win a point for the group and are allowed another guess. If they don't guess correctly, you turn the cards upside down again and another group has the right to guess.

Task D, p. 43

- Draw pupils' attention to the picture and ask them to predict what is going on, where the children are, what they are talking about. Pupils listen to the conversation and answer who Celia is going out with.

Answer key: Celia is going out with Simon.

Task E, p. 43

- Pupils read the conversation silently and answer the question. Get feedback.
- Ask the pupils to read the conversation aloud.

Answer key: 1 Celia., 2 Madam Tussauds Museum., 3 He's going to his cousin's fancy dress party., 4 They are practising dancing at her place.

EVERYDAY ENGLISH

Task F, p. 43

- Draw their attention to the phrases written in bold. Ask them to read them.
- Tell them to read Everyday English Box and do the task.
- You can write the phrases on the board in three columns:

SUGGESTIONG	ACCEPTING	REFUSING
Let's go to....	I'd love to.	I'd love to, but I can't.
How about....going to	Why not?	I'm sorry.
Why don't we go to	That's a great idea!	No, thanks.
Would you like to go to....		

Task G, p. 43

- Divide pupils into groups of four and tell them to decide what each of them wants to do this weekend. They can use the posters from the book or the advertisements from newspapers and magazines from the previous lesson. They then invite their friends to join them using phrases from the *Everyday English Box*. Ask several groups to act out their conversation.

HOMEWORK

Workbook, Tasks A, B, C, p. 40.

LISTENING & READING



TRACK 15

D Listen to the conversation. Who is going to the park with Celia – Brian or Simon?

E Read the conversation and answer the questions.

- 1 Who is Simon inviting to the cinema?
- 2 What is Simon's second suggestion?
- 3 Why can't Brian go to the museum?
- 4 What are Celia and Jill doing on Sunday?



Simon: Celia, what are you doing on Saturday?
 Celia: Nothing special. Why?
 Simon: **Would you like to go** to the cinema with me?
 Celia: Well, I don't know. Jill, what do you think?
 Jill: Which film?
 Simon: *Star Wars Episode III* is on at the Moviespot Cinema.
 Jill: That's an old film... **No, thanks**.
 Simon: Yes, but now it's in 3D. **How about** going to a museum, then?
 Celia: Which museum?
 Simon: Madam Tussauds.
 Celia: **Why don't we** all go together?
 Brian: **I'd love to but I can't**. I'm going to my cousin's fancy dress party.
 Simon: **Let's do something** on Sunday then.
 Celia: **I'm sorry**, Simon, **I can't**. Jill and I are practising dancing at my place.
 Simon: Nobody wants to go out with me...
 Celia: Don't feel sorry for yourself, Simon. **Would you like to** come to the park with Muffy and me?
 Simon: **That's a great idea!**

F Complete the table with the missing expressions from the dialogue.

EVERYDAY ENGLISH

MAKING SUGGESTIONS

SUGGESTING

Let's do something... (on Saturday).
 How about... (going to a museum)?
 Why don't we... (go out)?
 ...

ACCEPTING

I'd love to.
 Why not?
 ...

REFUSING

I'd love to but I can't.
 ...
 No, thanks.

SPEAKING



G Talk to a friend about going out. Use the expressions from the Everyday English box. Act out a dialogue.

Person A

- Suggest going to a football match on Saturday.
- Refuse and give an explanation. Suggest going to the cinema on Sunday.
- Accept. Suggest where to meet.

Person B

- Refuse. Suggest going to a museum.
- Accept. Suggest a film.
- Accept.



FROM BRIAN'S BOOKSHELF: FILMS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- FUNCTIONS • Describing a film scene
VOCABULARY • films

SKILLS

- READING • reading about the film industry
LISTENING • listening to music from different films
SPEAKING • films
WRITING • writing a film scene

CULTURE and CLIL

- films

LESSON 1

INTRODUCTION

- Check homework.
- Tell pupils that you are going to talk about films. If possible bring in some posters advertising different films. (These can be found in magazines.) Ask students to tell you what kind of film is advertised in each poster, elicit different film genres and write them on the board. Brainstorm some genres and ask pupils to come up with the movie title for each genre. Film genres on the board (the titles of the films are in the brackets):

a romance (Just my Luck), (Twilight Saga)
western(Rio Bravo)
horror (Halloween)
comedy (Scary Movie)
action(Avatar)
adventure (The Pirates of Caribbean)
crime (Patriot Games)
fantasy (Harry Potter, Lord of the Rings)
historical (The Gladiator)
science fiction (Star Wars)
thriller (Shutter Island)
cartoon (Tom and Jerry)

- Then ask pupils to talk about the characteristics of different film genres using adjectives that best describe them. If they don't come up with any suitable ones, you can offer adjectives and they decide what kind of genre it describes. Talking about characteristics will definitely depend on your pupils' preferences.

Example:

adventure films – adventurous, exciting, amusing
thrillers – exciting, tense, violent
westerns – fast-moving, simple, boring
horror films – scary, unconvincing, imaginative
historical films – slow moving, memorable, brilliant
romances – romantic, sensitive, moving
comedies – funny, silly, hilarious
crime films – fast-moving, violent, unconvincing
science fiction films – futuristic, imaginative, breathtaking

- At this point you can ask your pupils about their favourite movies. They have to say why they like them.

Task A, p. 44

- Draw pupils' attention to the pictures. Make them describe them. Ask them if they know what they show. Teach new vocabulary as you go along and write it on the board:

costumes, a sign, special effects, an award, a screenplay, a stunt artist, a director.

Answer key: 1) Pirates of the Caribbean, Johnny Depp, costumes, 2) Hollywood sign, on Mount Lee, designed in 1923, 3) special effects 4) Oscar, the Academy Award for best films 5) a screenplay 6) music 7) a stunt 8) a director's chair

Task B, p. 44

- Tell pupils they are going to learn some information about the film industry. Tell them to read the texts silently and match each text with the picture it describes from Task A.
- Before you get feedback deal with new vocabulary. Write it on the board: ceremony, in charge of, screenwriter, costume designer, mood, score.
- Get feedback.

Answer key: 5, 1, 7, 2, 4, 8, 6, 3

A Look at the pictures. They are all to do with the film industry. Do you know what they show?



?

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READING

B Read the texts and match in your notebook each text to the picture it describes.

- a Hollywood** is a part of the American city of Los Angeles. It is in California. It is the home of the American film industry. The Oscar ceremony takes place in Hollywood every year.
- b The Oscar** is an American film award. It is the most famous award in the film industry. An Oscar is a little golden statue of a man. Every year there is a big ceremony when the best films, film directors, actors and other people in the film industry get Oscars.
- c A film director** is a very important person who controls the making of a film and is in charge of everything. He or she tells the actors what to do and decides how to film the scenes. They often use the word "Cut!".
- d A screenwriter** writes the story for the film - the **screenplay**. Sometimes a screenwriter uses a book, a real event, or an old film to make the story, and sometimes he or she writes the story using their original ideas.
- e Costumes** are a very important part of a film, especially if the story takes place in the past. They tell us a lot about characters, for example about their professions, social class, interests etc. A person who designs costumes for a film is called a **costume designer**.
- f** Very often actors don't do difficult or dangerous scenes in films. **Stunt artists** do them instead. They are the people who run through fires, fall from bridges, drive fast and jump from moving cars.
- g Special effects** are important in many films. In a film a dinosaur or a spaceship looks very real but experts make them using small models which they make bigger in the film later. Very often the experts do their work on computers and then transfer the effects to the film.
- h Music** is an important part of a film. It gives a special mood to the film. Original music written specifically for a film is called a **film score**. Some songs from films later become big hits. Films also often use existing popular songs.

Task C, p. 45

- The task reinforces new vocabulary. Pupils do the task individually. Get feedback.

Answer key: 1) Hollywood, 2) music, 3) a screenwriter, 4) Oscar, 5) stunt artists, 6) a director, 7) special effect artists, 8) costumes.

Task D, p. 45

- Pupils listen to the music and decide on the type of movie. Ask them why they have decided on particular music.

Answer key: 1) music from a western, 2) music from a thriller, 3) music from a romantic film, 4) music from a horror film.

Task E, p. 45

- Tell your pupils that they will listen to some sounds from different films. They have to decide in which order they come and what type of movies they are. Tell them to describe what is going on.

Answer key: 4, 1, 5, 2, 7, 3, 6

HOMEWORK

Workbook, Task E, p. 43 – writing about a film

INTRODUCTION

- Check homework. Pupils read their compositions about film.
- Tell them that they are going to do a project on films. Prepare large sheets of paper, glue, felt pens, pins etc.

PROJECT**Task F, p. 45**

- Divide the class into groups of 4-5. Tell them they are going to create a scene in a film. They have to decide which role they are going to play in the process. When they decide on the roles they start on the project.
- Go round and monitor.
- Pupils create a poster to advertise their film
- Then they role-play their scene.
- The class decides whose project is the best.

HOMEWORK

Workbook, Task C, p. 42 – vocabulary revision.



C Read out the sentences inserting the right word from the texts.

- 1 ... is the home of the American film industry.
- 2 ... gives the film its special mood.
- 3 ... writes the story for the film.
- 4 ... is the most famous award in the film industry.
- 5 ... run through fires, fall from bridges, drive fast and jump from moving cars.
- 6 ... tells the actors what to do.
- 7 ... effects make dinosaurs look very real in a film.
- 8 ... are especially important if the story takes place in the past.

D Listen to music from different films. What kind of films do they come from?

- | | | |
|------------------|-----|-------------------|
| The first piece | ... | 1 thriller |
| The second piece | ... | 2 romance |
| The third piece | ... | 3 western |
| The fourth piece | ... | 4 horror |

LISTENING



TRACK 16

E Listen to the sounds from scenes of seven different films. In what order do you hear the following? What kind of films are these scenes from?

- Pirates are fighting with their swords.
- The castle door is opening slowly. A woman is screaming.
- Aliens are getting into the spaceship. The spaceship is taking off.
- Cowboys are riding their horses and shooting.
- There is a helicopter in the air. They are saving people from the fire.
- A detective and a dog are running. They are chasing a criminal.
- There is a strong wind and it is raining. A ship is sailing in the storm.



TRACK 17

F Work in groups. Each group will film one scene from a film. Follow the steps:

- 1 Decide what kind of film it is. Think of the title for the film.
- 2 Decide which scene you would like to film.
- 3 Divide the jobs among the group members. You need:
 - a film director
 - one or more screenwriters
 - leading and supporting actors
 - a costume designer
 - someone who will design the scene
 - someone who will choose or write the music
 - someone who will film the scene with a camera or a mobile phone
- 4 When the film is finished create a poster to advertise it.
- 5 Organise a scene screening. Whose scene wins an Oscar?

PROJECT



/45

UNIT 3 WHAT HAPPENED?

3.1 TWO MORE BLOGS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • the past simple
FUNCTIONS • describing past events
VOCABULARY • everyday life

SKILLS

- READING • reading about past events
LISTENING • listening about past events
SPEAKING • past events
WRITING • writing about the previous day

CULTURE and CLIL

- teenagers' social life

LESSON 1

INTRODUCTION

- Unit 3 is about the past, our personal past and the past of some important people and things. It also deals with the problem of runaway children. Lesson 1 introduces the problem of a girl who has been left out by the "popular crowd".
- Introduce the topic by asking pupils how important popularity is and making a portrait of a popular pupil (*good-looking, hard-working, rich, etc.*) Then do a 5-minute activity as a lead-in to Task A by writing the following words on the blackboard:

good-looking
tease
clumsy
good pupil
popular
reading

- Check whether pupils understand the meaning of *tease* and *clumsy*.
- Ask the pupils to describe the girls in the pictures and then match the words to each of them.

Task A, p. 48

- Pupils do the task. Remind them of Brian's blog and say that other pupils write blogs, too. They can read the blogs in two groups. One group reads the first blog, the other group reads the second blog. After they have finished reading, they exchange the information and decide who wrote the blogs. Alternatively, all the pupils can read both blogs and do the task. Then they decide who the girls are.

Answer key: a) Celia, b) Sarah, c) Jill.
Blog 1: Sarah, Blog 2: Celia



READING

A

Have a look at the picture and say what is happening. Who is who in the pictures? Write their names. Then read the blogs and see if you were right.



a)

b)

c)

Sarah's blog

1 I'm writing this because I'm so sad. I haven't got any friends anymore... People think I'm strange because I read all the time and talk to teachers. I really don't understand what's wrong with me. I know that I'm a normal girl and I think my looks are OK. Also, I'm a bit clumsy and not good at sports and they always tease me. I can't stand P.E. classes! It was the same last year but it was OK because Celia and I were best friends and she was always there for me. We talked about everything. With another friend, Jill, we started a dance group. So the three of us danced, and that was fun... Things are different now – Celia is the most popular girl in the class and hangs out with the cool crowd – the ones who tease me! Now they all have a dance group, and I'm out... Celia and I are still friends but only when she finds time for me. Yesterday was the worst day of my life! After school they were all at her place and when I phoned, she said they weren't there... Was this OK? I'm so sad. I don't know what to do. I hate school! I don't want to go there anymore...

Celia's blog

2 I have a problem. I don't know what to do! Sarah was my best friend last year. I was new at school and she helped me a lot. We were always together and had fun. I didn't mind that she was a little strange and children teased her. She's a nice person and very funny. Well, this year I'm suddenly very popular and everyone wants to be my friend and I don't have enough time for Sarah. My new gang are cool girls and they don't want Sarah in their dance group because, in their opinion, "She dances like Jill's grandma". And they tease her... Yesterday we were all at my place when Sarah phoned and cried because she wasn't with us. I was sorry for her but I lied and said I was alone at home. I was afraid of what the other girls thought, that they would laugh at me. Later, I was ashamed. Why was I so cruel? I feel so bad about it...

Task B, p. 49

- The task checks the pupils' understanding of the texts. They can either read the task on their own and report to the class, or you can read the questions and they answer.

Answer key: 1) F, 2) T, 3) T, 4) F

Task C, p. 49

- Friendship is an important issue for young teenagers and we hope your pupils will find the topic interesting. Task C is here to help you. The questions are aimed at encouraging pupils to talk about popularity at school, peer pressure and groups ignoring or abusing pupils who do not fit in. Ask them about their personal experiences. You do not have to read the questions; they can help you to discuss the problems.

Answer key: Students' answers.

DO YOU REMEMBER, p. 49

- Talk about the past tense of to be. Before you turn to the Do you Remember Box, ask a few questions. Write the answers on the blackboard; examples with was on the left-hand side, examples with were on the right-hand side. After you have finished, draw their attention to the Do you Remember Box. Example questions: Was Celia happy yesterday? Were the pupils noisy during the break?

Task D, p. 49

- Refer the pupils back to the blogs. Elicit pupils' predictions about the development of the story – did Sarah talk to her parents, did Celia talk to other girls, etc. Ask them what they would do in Sarah's or Celia's place. Then tell them to do Task D. Make some pupils read their solutions aloud. At this point do not tell them if they are correct. They will check after you have played the tape.

Answer key: wasn't, was, was, weren't, was, was, was, wasn't, was, was.

TAPESCRIPT 18

Task D, p. 49

Sarah's mother: Hello, Celia! It's Sarah's mum. It's 10 p.m. and Sarah still isn't home. Is she with you?

Celia: No. But, she wasn't at school today. I thought she was sick!

Sarah's mother: Oh, no! Where is she? She isn't sick. She was perfectly fine this morning.

Celia: We weren't together today or yesterday. Was she sad today before school?

Sarah's mother: Yes, she was. But I thought she was worried about the test.

Celia: There wasn't a test today! Maybe she was unhappy because I didn't invite her to my place yesterday. I'm so sorry, I was with some other girls.

Sarah's mother: It's all right, Celia. I have to hang up now. I must call the police and report that she's missing. Bye!

Task E, p. 49

- This task checks pupils' comprehension and furthers the discussion. Encourage the pupils to guess what has happened to Sarah.

Answer key: 1 No, she wasn't. 2 No, there wasn't. 3 Students' answers. 4 Students' answers.

TEACHING TIPS

Extra activities

Resource Bank, Activity 7

- Say that you will give them paper slips with words on them and that they will practice was/were. Cut out the words from the Resource Bank so that each pupil gets 1 paper. They have to make sentences, either about themselves, other people or things. Write some prompts up on the blackboard:

the weather
lessons
my mother
my friends
etc.

Time phrases:

Yesterday
last week
last year
last summer
etc.

HOMEWORK

Workbook, Tasks A, B, C, p. 46

B Are these statements **true (T)** or **false (F)**? Correct the false ones and write them in your notebook.

- 1 Sarah wasn't happy last year.
- 2 Celia and Sarah were often together last year.
- 3 Celia and Jill weren't kind to Sarah yesterday.
- 4 Yesterday Sarah was sad because the girls teased her.

? DO YOU REMEMBER

THE PAST SIMPLE OF TO BE

Look at the sentences in Task B and answer the questions.

- | | |
|---|---------------------------------------|
| a) What verb is used in its past tense? | d) How do we make it negative? |
| b) What is its singular form? | e) How do we make it into a question? |
| c) What is its plural form? | |

C Discuss these questions.

- 1 What are the two girls' problems?
- 2 Whose problem is worse? Why?
- 3 Whose friend would you rather be – Sarah's or Celia's? Why?
- 4 What should Sarah and Celia do?
- 5 Do children tease anyone at your school? Why?
- 6 Are there groups in your class?

SPEAKING



D Write the missing correct forms of the verb **to be** in the past in your notebook. Then listen and check.

Sarah's mother: Hello, Celia! It's Sarah's mum. It's 10 p.m. and Sarah still isn't home. Is she with you?

Celia: No. But, she ... at school today.

I thought she ... sick!

Sarah's mother: Oh, no! Where is she? She isn't sick. She ... perfectly fine this morning.

Celia: We ... together today or yesterday.

... she sad today before school?

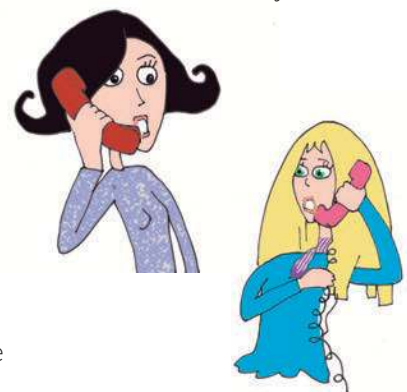
Sarah's mother: Yes, she But I thought she ... worried about the test.

Celia: There ... a test today! Maybe she ... unhappy because

I didn't invite her to my place yesterday.

I'm so sorry, I ... with some other girls.

Sarah's mother: It's all right, Celia. I have to hang up now. I must call the police and report that she's missing. Bye!



LISTENING



TRACK 18

E Answer the questions.

- | | |
|-------------------------------|--|
| 1 Was Sarah at school today? | 3 Where do you think Sarah is? |
| 2 Was there a test at school? | 4 What do you think is going to happen next? |

LESSON 2

INTRODUCTION

- Check homework.

TEACHING TIPS

Extra activities

- Go back to Task A from the Student's Book. Revise the reading texts. After a few general questions on the story tell pupils that you are going to check their memory. This activity is an excellent way of intensive listening and reading and can be done with other units, too. Tell the pupils to close their books. Tell them you are going to read the first blog from Lesson 1 to them continuously, with some words wrong. They should interrupt immediately and correct you. Here is the changed version of the first blog (the changed words are underlined):

I'm writing this because I'm so happy. I haven't got any friends anymore.....

People think I'm strange because I never read and talk with teachers. I really don't understand what's wrong with me. I know that I am a strange girl and I think my looks are O.K. Also, I'm a bit clumsy and excellent at sports and they always tease me. I love PE classes! It wasn't the same last year but it was OK because Celia and I were best friends and she was always there for me. We laughed at everything. With another friend, Jill, we started a dancing group.

So the three of us talked, and that was fun...Things are different now – Celia is the most popular girl in the class and hangs out with the cool crowd – the ones that love me! Now they meet to dance and they don't tell me. I'm out....

Celia and I are still friends but only when she finds time for me. Yesterday was the best day of my life! After school they were all at the cinema and when I phoned, she said they weren't there...Was this OK? I'm so sad. I don't know what to do. I love school! I don't want to go there any more...

- After you have finished, pupils can do the same with the second blog. In pairs they prepare the changed version of the blog for another pair of pupils. Each pair reads to the other pair.

Task H, p. 50

- Pupils read aloud the sentences and decide who they are about. Draw their attention to the spelling and pronunciation of the verbs.

Answer key: 1) Sarah, 2) Celia, 3) Sarah, 4) Celia, 5) Celia, 6) Sarah, 7) Sarah, 8) Celia, 9) Sarah, 10) Celia.

Task F, p. 50

- The task revises some vocabulary. Pupils do it individually. Get feedback.

Answer key: 4, 1, 5, 6, 2, 3.

Task G, p. 50

- This task is a personalised vocabulary practice. Pupils do it in pairs and additional information about themselves (e.g. I don't hang out with my friends every afternoon, I hang out with them at weekends.)

Answer key: Students' answers.

WORDSPOT

F In pairs, have a look at the two blogs and match the definitions to the words in your notebook.



- | | | |
|---------------|---|--|
| 1 clumsy | a | quickly and unexpectedly |
| 2 to tease | b | moving awkwardly and bumping into things |
| 3 to hang out | c | feeling embarrassed and guilty about something you have done |
| 4 suddenly | d | a group of young people who spend time together |
| 5 ashamed | e | to laugh at someone and make jokes about them |
| 6 a gang | f | to spend time with friends |

G Are the following statements true (T) or false (F) for you? Explain.

YOUR TURN!

- I'm clumsy.
- I never tease other people.
- I hang out with my friends every afternoon.
- I'm happy when my friends suddenly visit me.
- I'm ashamed when I get a bad mark.
- There are only boys in my gang.



H Recall Sarah's and Celia's blogs. Are these sentences about Sarah or about Celia? Match the numbers of the sentences with the names in your notebook and read them out.

- She enjoyed herself yesterday. ...
- She didn't invite all her friends to her house. ...
- She lied to her friend yesterday. ...
- She didn't believe her friend. ...
- She stayed at home and was depressed. ...
- She helped her friend in a new school. ...
- She changed schools last year. ...
- She didn't enjoy herself yesterday. ...
- She cried yesterday. ...
- She stopped dancing because she was ashamed. ...

DO YOU REMEMBER, p. 51

- Before you do the task you can revise the past simple of regular verbs. Write some sentences on the blackboard. The pupils have to fill in with past tense forms:

Sarah Celia yesterday. (*call*)
Celia and Jill yesterday (*dance*)
The girls talking when Sarah phoned. (*stop*)
Sarah (*cry*)

- Elicit how the past tense of regular verbs is formed. Point out the spelling.
- Refer the pupils to the *Do You Remember Box*.



Workbook , Tasks H, I, J

Task H, p.48

- The task deals with the spelling of the regular verbs in the past tense simple. Pupils do the task individually. Get feedback.

Task I, p.48

- The task deals with the pronunciation of the regular verbs. You can three columns on the board and the pupils have to pronounce and write the verbs in the relevant column.

Task J, p.38

- Sentence completion. Pupils do the task individually. Get feedback.

Task I, p. 51

- Pupils work in pairs and make sentences in a limited time. They report to the whole class. You can make it a competition; the pair with the most sentences are the winners.

Answer key: Students' answers.

HOMEWORK

Task J, p. 51

- Pupils write about the previous. Tell them they can add more sentences using the verbs from the Workbook.

? DO YOU REMEMBER

THE PAST SIMPLE OF REGULAR VERBS

Look at these sentences and answer the questions.

Celia **enjoyed** herself yesterday. Sarah **did not / didn't** enjoy herself.

- a) When did these things happen?**
- b) How do we form the past simple of regular verbs?**
- c) How do we make the negative form?**

Be careful!

- cry → **cried**
- y changes to -ie**
- stop → **stopped**
- the consonant doubles**

I Make as many sentences as you can in two minutes.

Sarah's mum
Celia
Sarah
The cool girls
Jill
Celia, Sarah and Jill

watched
started
teased
cried
walked
helped
phoned
listened to

a dance group last year.
Celia yesterday.
Sarah yesterday.
Celia at school last year.
Sarah about being clumsy.
to school yesterday.
a film on TV last week.
music yesterday.
because she was sad.

J Make true sentences about your day yesterday (affirmative or negative).

- 1 I / watch / TV in the evening.
- 2 I / cry / because of a bad mark.
- 3 I / help / my parents with housework.
- 4 I / listen / to music.
- 5 I / text / messages to my friends.
- 6 I / phone / my friends.
- 7 I / talk / to my teachers.
- 8 I / dance / at school.

SPEAKING & WRITING



3.2 A RUNAWAY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|---|
| GRAMMAR | • interrogative form of the past tense simple |
| | • the past simple of irregular verbs |
| FUNCTIONS | • describing past events |
| VOCABULARY | • past events |

SKILLS

- | | |
|-----------|-----------------------------------|
| READING | • reading about past events |
| LISTENING | • listening to a radio programme |
| | • listening to a police interview |
| SPEAKING | • past events |
| WRITING | • writing about past events |

CULTURE and CLIL

- runaway children

LESSON 1

INTRODUCTION

- Check homework.
- This lesson focuses on the problem of children running away from home. It's a serious problem in the world today. Obviously, the problem is more serious in poor countries (e.g. in Latin American countries there are numerous homeless children living on the streets), but in developed countries it also exists. Children run away for various reasons, but most often it has something to do with school and problems at home.
- You can introduce the topic with questions about Sarah: *Why did her parents call the police? Where is she?* Get pupils to brainstorm their ideas about what happened.

Task A, p. 52

- Write the title of the lesson on the board. Pupils predict the topic of the text.
- Before listening to Task A, pre-teach vocabulary.

Answer key: Students' answers.

Task B, p. 52

- Tell your pupils they are going to listen to a radio programme about runaway kids in Britain and that they have to fill in the sentences in the task. Get feedback.

Answer key: 1) 100,000, 2) under 16, 3) problems at home or at school, 4) Childline, 5) 0800 1111, 6) 24 hours a day, 7) free of charge.

TAPESCRIPT 19

Task B, p. 52

Every year about 100,000 British children under 16 run away from home for at least one night. Many run away from problems at home or at school. Some sleep on the streets. They don't have any money. Some kids start begging, stealing, selling drugs or even selling themselves just to survive. These children face danger because they are alone.

So, if you have a problem and can't talk to someone, contact ChildLine, 0800 1111. Contacting us can help you talk about what is wrong and find a way of solving it, before it gets so bad that you run away. We are here for you 24 hours a day, seven days a week and it's free to call, even from a mobile. We will not judge you or tell you what to do, but we will work with you to try and keep you safe. If you don't get through to us the first time, don't give up. Try again another time until you get through. It may be hard to talk about what's wrong, but it will really help. Remember: 0800 1111!

Task C, p. 52

- After you have done the listening task you can discuss the topic of runaway kids through the questions in this task. To introduce the topic you can mention a case of a runaway child you know about and ask the pupils if they know about anyone who has run away. If you have a large class it is easier to keep track of pupils' ideas if they work in groups and then report to the class.

Answer key: Students' answers.

A Look at the picture and describe it. Try to guess what is happening. Use some of the words from the box below.



happy poor steal work beg problems home young unhappy cold street



LISTENING

B Listen to a radio programme about runaway children. Write the missing information in your notebook. Then listen again and check.

TRACK 19

Number of runaway children in Britain in a year: ...

The age of the children: ...

Reasons for running away: ...

Name of the helpline for children: ...

Telephone number: ...

Working hours: ...

How much it costs to call from a mobile: ...



SPEAKING

C Discuss these questions.

YOUR TURN!

- 1 Is a helpline for children a good idea? Why yes, or why no?
- 2 Is there a helpline for children in Georgia?
- 3 Do you know anyone who has called the helpline?
- 4 What do you do when you have a problem?
- 5 What should you do if you have a problem?
- 6 Who is the best person to talk to about your problem?



Task D, p. 53

- The radio programme on runaway children is a lead-in to Sarah's running away. Set the atmosphere by asking your pupils what their parents would do if they did not return home after a certain time. Ask questions to find out: *Would your parents call the police? Would they call all your friends?* You can also give an example of your/your friends' experiences (e.g. calling all the friends in the middle of the night when the daughter did not come home, and finding her talking to a friend in the vicinity of home.) Then tell them they are going to listen to Sarah's parents talking to a police officer. Before listening make pupils predict what Sarah has taken with her. They have their books closed and listen to the interview. Then they open their books and do the task. Encourage comments on the unfolding of the story. Make pupils predict what will happen next.

Answer key: some money, a sweater, a school bag

TAPESCRIPT 20

Tasks D, E, p. 53

Police officer: Don't worry....Children often run away, but we usually find them or they come home themselves. Can I ask you some questions now?

Father: Of course....

Police officer: What is Sarah like?

Father: She's funny, likes reading and hates sport. She's a good pupil.

Police officer: Has she got any friends?

Father: Of course she has. But not many. Celia, Jill....

Police officer: Did you have a fight with her yesterday?

Father: No, we didn't! We had breakfast and she went to school.

Police officer: What did she take to school?

Father: She took the usual things. Her bag, her jacket...

Police officer: Did she take her mobile phone?

Father: No, she didn't. She left it in her room.

Police officer: Did she take any money?

Father: Yes, I remember now! She took more money than usual. And also, she took a sweater, and that's a bit strange – taking a jacket and a sweater in fine weather.

Police officer: Did she take any food?

Father: Yes, she did. She took some biscuits.

Police officer: Did she have any problems at school?

Father: As far as I know she didn't.

Mother: Well, I remember, a couple of days ago she came home from school crying. I asked her what happened and she didn't want to talk, but she shouted something like: "All I do is study, study, study. Not because I like it, I only study because nobody wants to hang out with me. They didn't let me dance!" Oh, my poor child.....

Police officer: Does she have a computer?

Mother: Yes. I think she writes a blog.

Police officer: That's interesting.

REMEMBER, p. 54

- Before doing Task E, refer your pupils to the *Remember Box*. Check that they know how to make the question form. If necessary write an example on the board.

Task E, p. 53

- This is a practice of past simple question and negative forms. Pupils fill in the sentences individually and then read them to the whole class.

Answer key: did, didn't, did, did, didn't, did, did, did, did, didn't, didn't, didn't.

Task F, p. 53

- The task practices the past simple negative form. Pupils can work in pairs and read the sentences to the whole class.

Answer key: 1 called, 2 tried, 3 didn't take, 4 made, 5 had, 6 wrote.

Task G, p. 53

- Pupils love role-plays and this dialogue is a good model for one. It is also a further practice of past simple questions and negatives.

TEACHING TIPS

Extra activities

Resource Bank, Activity 7

- In groups of three, pupils write dialogues between the police and some characters from the Student's Book. (similar to the one in the book). They perform for the whole class. The roles could be: a) 1 policeman + 2 of Sarah's teachers, b) 2 policemen + Brian, c) 2 policemen + Celia, d) 2 policemen + Jill, etc.

HOMEWORK

Workbook, Tasks D, E, p. 51

LESSON 1


F In pairs, have a look at the two blogs and match the definitions to the words in your notebook. WORDSPOT




1 clumsy	a	quickly and unexpectedly
2 to tease	b	moving awkwardly and bumping into things
3 to hang out	c	feeling embarrassed and guilty about something you have done
4 suddenly	d	a group of young people who spend time together
5 ashamed	e	to laugh at someone and make jokes about them
6 a gang	f	to spend time with friends

G Are the following statements true (T) or false (F) for you? Explain.

YOUR TURN

- 1 I'm clumsy.
- 2 I never tease other people.
- 3 I hang out with my friends every afternoon.
- 4 I'm happy when my friends suddenly visit me.
- 5 I'm ashamed when I get a bad mark.
- 6 There are only boys in my gang.



H Recall Sarah's and Celia's blogs. Are these sentences about Sarah or about Celia? Match the numbers of the sentences with the names in your notebook and read them out.

- 1 She enjoyed herself yesterday. ...
- 2 She didn't invite all her friends to her house. ...
- 3 She lied to her friend yesterday. ...
- 4 She didn't believe her friend. ...
- 5 She stayed at home and was depressed. ...
- 6 She helped her friend in a new school. ...
- 7 She changed schools last year. ...
- 8 She didn't enjoy herself yesterday. ...
- 9 She cried yesterday. ...
- 10 She stopped dancing because she was ashamed. ...

50/

LISTENING



TRACK 20

- D** Sarah ran away yesterday. Her mother started to panic and phoned the police. The police officer is interviewing Sarah's parents. Listen and say what Sarah took with her.

a sandwich a mobile phone some money a computer
a sleeping bag a sweater a school bag

- E** Fill in the gaps. Use: **did** or **didn't**. Then listen again and check.



TRACK 20

Police officer: Don't worry... Children often run away, but we usually find them or they come home themselves. Can I ask you some questions now?

Father: Of course...

Police officer: What is Sarah like?

Father: She's funny, likes reading and hates sport. She's a good pupil.

Police officer: Has she got any friends?

Father: Of course she has. But not many. Celia, Jill...

Police officer: ... you have a fight with her yesterday?

Father: No, we ... ! We had breakfast and she went to school.

Police officer: What ... she take to school?

Father: She took the usual things: her bag, her jacket...

Police officer: ... she take her mobile phone?

Father: No, she She left it in her room.

Police officer: ... she take any money?

Father: Yes, I remember now! She took more money than usual. And also, she took a sweater, and that's a bit strange – taking a jacket and a sweater in fine weather.

Police officer: ... she take any food?

Father: Yes, she She took some biscuits.

Police officer: ... she have any problems at school?

Father: As far as I know, she

Mother: Well, I remember, a couple of days ago she came home from school crying... I asked her what had happened and she ... want to talk, but she shouted something like: "All I do is study, study, study! Not because I like it, I only study because nobody wants to hang out with me. They ... let me dance!" Oh, my poor child...

Police officer: Does she have a computer?

Mother: Yes. I think she writes a blog.

Police officer: That's interesting.



- F** Choose the correct words.

- 1 Sarah's parents **called** / **didn't call** the police.
- 2 The police officer **tried** / **didn't try** to calm down Sarah's parents.
- 3 Sarah **took** / **didn't take** her mobile phone with her.
- 4 Sarah's parents **made** / **didn't make** her breakfast this morning.
- 5 Sarah **had** / **didn't have** problems at school.
- 6 The police officer **wrote** / **didn't write** notes in his notebook.

- G** Role-play the interview in groups of three.

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LESSON 2

Introduction

- Check homework.
- This lesson deals with irregular verbs and question and negative form of the past simple. In order to revise irregular verbs it is a good idea to start with the *Remember Box*.

DO YOU REMEMBER, p. 54

- Tell pupils to read aloud the past forms of irregular verbs.

TEACHING TIPS

Extra activities

Resource Bank, Activity 8

- Pupils can play the past simple memory game. The aim of the game is to practise the past simple of irregular verbs. Divide the pupils into groups of three or four. Then, give each group a set of cards from the Resource Bank and tell them to spread them out face down in front of them. Each student turns over two cards. If they find a verb and its irregular past tense, they keep the cards as a "prize" and have another turn. If the cards do not match, they replace them in exactly the same place. The activity continues until all the cards are matched up. The student with the most "prizes" is the winner.

Task H, p. 54

- This task practises yes/no questions in the past simple. Pupils do the task in pairs. As a follow-up they can make sentences about Sarah. Get feedback.

Answer key: 1 Did Sarah have breakfast? Yes, she did. 2 Did she go to school? No, she didn't. 3 Did she take her jacket? Yes, she did. 4 Did she take her mobile phone? No, she didn't. 5 Did she take any money? Yes, she did. 6 Did she take any food? Yes, she did. 7 Did she cry? Yes, she did. 8 Did she have a fight with her parents? No, she didn't.

Task I, p. 54

- The task practises WH questions in the past simple. Pupils do the task in pairs. Get feedback.

Answer key: 1 Why 2 How 3 Why 4 What 5 How many 6 Which 7 Why 8 How much

Task J, p. 54

- Pupils work in pairs and ask each other questions. Then they report to the class.

Answer key: 1 What did you do yesterday afternoon? 2 Did you clean your room yesterday? 3 Were you at home last Saturday? 4 How did you go to school yesterday? 5 Did you have a test last week? 6 Where did you go on holiday last summer? 7 When were you last at the cinema? 8 When did you meet your best friend?
Answers: Students' answers.

? DO YOU REMEMBER

THE PAST SIMPLE – QUESTIONS

Look at the examples and answer the questions.

Did she **take** any food?

Yes, she **did**.

Did you **have** a fight with her yesterday?

No, we **didn't**.

What did she **take** to school?

- a) What verb do we use to make questions in the past simple?
- b) What happens to the main verb in past simple questions?
- c) How do we make short answers?



SPEAKING & WRITING

H Work in pairs. Make questions from the prompts and answer them.



- 1 Sarah / have breakfast / ?
- 2 she / go to school / ?
- 3 she / take her jacket / ?
- 4 she / take her mobile phone / ?
- 5 she / take any money / ?
- 6 she / take any food / ?
- 7 she / cry / ?
- 8 she / have a fight with her parents / ?

I Complete the questions in your notebook. Use the following question words: **What, How much, When, Why, How, How many or Which**. Then answer the questions.

- | | |
|----------------------------------|---------------------------------|
| 1 ... did Sarah cry? | 5 ... money did she take? |
| 2 ... did she feel? | 6 ... things did she take? |
| 3 ... did Sarah leave home? | 7 ... did she take the sweater? |
| 4 ... did she leave in her room? | 8 ... food did she take? |



SPEAKING

J Work in pairs. Unscramble the questions and answer them.



- 1 yesterday afternoon / you / did / What / do / ?
- 2 you / Did / your room / clean / yesterday / ?
- 3 you / at home / Were / last Saturday / ?
- 4 yesterday / you / How / to school / go / did / ?
- 5 have a test / last week / you / Did / ?
- 6 on holiday / did / Where / go / last summer / you / ?
- 7 you / at the cinema / were / last / When / ?
- 8 When / your best friend / meet / did / you / ?



TEACHING TIPS

Extra activities

Resource Bank, Activity 9

- A Puzzle Story. Teenagers love puzzle stories and they are excellent practice for past simple questions. This activity has two stages: 1. pupils have to fill in their story and 2. then they ask their teacher questions to find the answer to the puzzle. Before you start, check if pupils understand the words: *to fire, a night watchman*. You should divide the class into two groups, A and B. Each group gets a relevant Worksheet (A or B) from *the Resource Bank*.
- Tell pupils that the other group has the information that is missing from their worksheets. Pupils decide which questions they need to ask to complete the worksheet. Put pupils in pairs, so that one pupil A and one pupil B are working together. They ask each other questions. Monitor the activity. When they have finished, they ask the teacher *yes/no* questions to solve the puzzle at the end of the story. The answer is on the Activity Sheet.
- Alternatively, you can tell or read out the story to the pupils who then ask you questions to find out the solution to the puzzle.

DO YOU REMEMBER, p. 55

- Revise the use of past simple of some common irregular verbs and draw the pupils' attention to the table before doing the next tasks.

Task K, p. 55

- It would be a good idea to do Task K before Task J for the practice of irregular verb past simple.

Answer key: ran, saw, made, had, went, took, left, found, got, felt, wrote, read.

TAPESCRIPT 21

Task K, p. 55

Police officer: Okay, let's repeat what happened! Your daughter disappeared yesterday. Maybe she ran away. You saw her in the morning. You made her breakfast. She had breakfast and then she went to school. She took her jacket and sweater and some money. She left her mobile phone. You found it in her room. The problem is she never got to school. You say she felt sad about some friends at school. She wrote a blog but you never read it. Don't worry, I'm sure we'll find her.

Task L, p. 55

- Ask pupils to fill in the questionnaire about their day yesterday and then report back to the class.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks I, J, K, p. 52

? DO YOU REMEMBER

THE PAST SIMPLE OF IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE
come /kʌm/	came /keɪm/	make /meɪk/	made /meɪd/
feel /fi:l/	felt /felt/	meet /mi:t/	met /met/
find /faɪnd/	found /faʊnd/	read /ri:d/	read /red/
get /get/	got /gɒt/	run /rʌn/	ran /ræn/
go /gəʊ/	went /went/	see /si:/	saw /sɔ:/
have /hæv/	had /həd/	take /teɪk/	took /tʊk/
leave /li:v/	left /left/	write /raɪt/	wrote /rəʊt/

- K** Look at what the police officer says. Write the **past simple** of the **irregular verbs** in the brackets in your notebook. Then listen and check.

Police officer: Okay, let's repeat what happened! Your daughter disappeared yesterday. Maybe she ... (run) away. You ... (see) her in the morning. You ... (make) her breakfast. She ... (have) breakfast and then she ... (go) to school. She ... (take) her jacket and sweater and some money. She ... (leave) her mobile phone. You ... (find) it in her room. The problem is she never ... (get) to school. You say she ... (feel) sad about some friends at school. She ... (write) a blog but you never ... (read) it. Don't worry, I'm sure we'll find her.



TRACK 21

WRITING

- L** Write about yourself. Read your writing in pairs.

Yesterday...

Yesterday I got up at Then I

I went to school There I

After school I

Then I

In the evening I

My parents / My mum / My dad

I went to bed at



3.3 PICTURES FROM THE PAST

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • the past simple
• ago
• time prepositions
- FUNCTIONS • describing life in the past
- VOCABULARY • everyday life in the past

SKILLS

- READING • reading about life in the 19th century
- LISTENING • listening to a radio programme
• listening to a police interview
- SPEAKING • past events
- WRITING • writing about past events

CULTURE and CLIL

- Victorian Age
- history

LESSON 1

INTRODUCTION

- Check homework.
- This unit correlates to history. It tries to cover various aspects of UK life in the 19th century: family life, child labour, children's games, school life, technology. Hopefully, these things are new to the pupils, since they mostly learn about world political history in history lessons. The lesson looks at the positive and negative features of life in the 19th century.

Task A, p. 56

- Tell pupils that you are going to talk about the 19th century in the UK; the Victorian Age. Give them basic information about it. The illustrations show some aspects of life in the Victorian Age: public life (transport), work, family life and children's games. You can find some background information below.
- Pupils look at the illustrations and describe them. You can elicit and teach new vocabulary as you go along. E.g: What were the parents like to the children? Strict. What do we call children without parents? Orphans. What games do you play? A chasing game. Write the vocabulary on the board.
- You can use the background information that follows in various ways: either for your information, or as material for pupils' projects or presentations.

Answer key: Students' answers.

Task B, p. 56

- Ask pupils to try and guess the meaning of the words. Write the words they know on the board. Check the meaning of new words in the wordlist at the end of the book and ask the pupils to write the new vocabulary in their notebooks.

LESSON 3

Pictures from the Past

A One of the most famous periods of British history is called the Victorian Age, after Queen Victoria who ruled England from 1837 to 1901. Look at the pictures. What do they tell you about life in Victorian England?



B Do you know what these words mean? Look them up in the wordlist at the end of the book.

WORDSPOT

- | | | | | | |
|-----------------|-----------------|-------------|-----------------|---------|-----------|
| strict | to spank | a nanny | an orphan | a hoop | hopscotch |
| a marble | a skipping rope | rags | a playground | to feed | |
| a factory owner | a chasing game | a coal mine | a chimney sweep | | |

BACKGROUND INFORMATION FOR THE TEACHER

THE VICTORIAN ERA of the United Kingdom was a time of Queen Victoria's rule from 1837 to 1901. This time was very prosperous for the British people. Trade was at its best. A well educated middle class ruled the country and the British Empire. Other countries also prospered but Britain became the mightiest power. Another important aspect of this period is the large-scale expansion of British imperial power. By 1830, the British empire had, of course, existed for centuries, and had already experienced many boons and setbacks. Perhaps the most significant blow to its power occurred in the late 18th century with the successful revolt of its 13 American colonies, an event which would eventually result in the formation of the United States as we now know it. During the 19th century, the British empire extensively expanded its colonial presence in many parts of Africa, in India, in the middle-east and in other parts of Asia. This process has had many long-term effects, including the increased use of the English language outside of Europe and increased trade between Europe and distant regions. It also, of course, produced some long-standing animosity in colonized regions. The Industrial Revolution continued to increase productivity and prosperity. Steam railways connected all parts of the country, and steamships connected the world. One important change in the Victorian era was the making of the sewage system in London. In 1829 photography was invented. Gas lighting was important too. These lights could be found on the streets, in homes and in public buildings. In 1882 the famous electric lightbulb was created, which would change people's lives forever.

More theatres opened in London. Orchestras and symphonies played, and operas were widely attended. Gambling at cards, and new casinos became popular during the period. The middle of the 19th century saw The Great Exhibition of 1851, the first World's Fair, and showed the greatest

CHILD LABOUR – 19th CENTURY

Interview, May 1849: Our regular time was from five in the morning till nine or ten at night, and on Saturday till eleven, and often twelve o'clock at night, and then we were sent to clean the machinery on the Sunday. No time was allowed for breakfast and no sitting for dinner and no time for tea. We went to the mill at five o'clock and worked till about eight or nine when they brought us our breakfast, which consisted of water-porridge, with oatcake in it and onions to flavour it. Dinner consisted of Derbyshire oatcakes cut into four pieces, and ranged into two stacks. One was buttered and the other treacled. By the side of the oatcake were cans of milk. We drank the milk and with the oatcake in our hand, we went back to work without sitting down.

Interview, June, 1832: When I was seven years old I went to work at Mr Marshall's factory at Shrewsbury. If a child was drowsy, the overlooker touches the child on the shoulder and says, "Come here". In a corner of the room there is an iron cistern filled with water. He takes the boy by the legs and dips him in the cistern, and sends him back to work.

CHILD LABOUR TODAY: Begging children are forced to spend large amounts of time on the street each day, and their living conditions are bad (Dakar). They are almost all under-nourished. Children work in mines in South Africa, in factories in China, in Cambodia, etc. Households use child workers to help their bad economic situation. To a large extent children's work is the result of poverty, and parents want to protect their children from child labour and do so if offered the opportunity. If a local labour demand is higher there is a decrease in a number of children attending schools. Quality school programmes not only increase school attendance, but also act as a prevention of child labour.

LESSON 3

Pictures from the Past

A One of the most famous periods of British history is called the Victorian Age, after Queen Victoria who ruled England from 1837 to 1901. Look at the pictures. What do they tell you about life in Victorian England?



B Do you know what these words mean? Look them up in the wordlist at the end of the book.

WORDSPOT

strict to spank a nanny an orphan a hoop hopscotch
a marble a skipping rope rags a playground to feed
a factory owner a chasing game a coal mine a chimney sweep

Task C, p. 57

- Now you can draw the pupils' attention to the texts. They are supposed to scan the texts and match them to the pictures. Remind them there is one extra picture. Allow the pupils to look at the texts for only 1 – 2 minutes. After they have scanned the texts they match them to the illustrations.
- At this point do not let them read in detail. Check if they have matched the texts correctly.

Answer key: 3, 2, 4.

Task D, p. 57

- Now pupils can read the texts in Task C in detail. You can either do it as individual reading, and check after each text or you can divide pupils into four groups. Each gets a letter: A, B, C and D. Each group reads a different text. Monitor and help; make sure that pupils read only their text. After they have finished, divide them into groups of four so that each group has one pupil with letter A, one with letter B, one with letter C and one with letter D. They sit together and report to each other on the text they have read (with books closed!). Monitor and assess their information exchange, and deal with new vocabulary. Write it on the board.

Answer key: 1) F (fathers were strict), 2) T, 3) F (poor children didn't go to school), 4) T, 5) T, 6) F (there were no children's playgrounds), 7) T, 8) F (they made balls from old rags).

Task E, p. 57

- You can exploit the texts further by asking pupils to say which is the most interesting information from each text and explain why. Discuss the texts by doing questions from the task. Pupils answer the questions and discuss the topics. Round up by comparing the Victorian Age with the modern times.

Answer key: Students' answers.

TEACHING TIPS

Extra activities

Resource Bank, Activity 10

You can do an additional activity at any point of the lesson. It is further past simple revision. Cut out the cards from the *Resource Bank* and then fold them along the middle. Pupils work in pairs, sitting facing each other so they cannot see the opposite side of the cards – they read the verbs in turns and have to give either a base or a past form. Their partner checks on their side of the card. After they have finished with one card, they take another from other pairs until they have all gone through all six cards.

HOMEWORK

Workbook, Tasks A, B, D, p. 54

READING



C Scan the text. Match the pictures to the paragraphs. There is one picture too many.

LIFE IN VICTORIAN ENGLAND

TRACK 22

Families were very important to Victorians. They were usually large, with 6 to 7 children. The father was the head of the family. He was often strict. Children never answered back to him and they called him "Sir". Parents taught children about the difference between right and wrong and spanked them when they did something wrong. In Victorian times children saw very little of their parents. In rich families nannies took care of children, and in poor families parents often worked long hours. Many poor Victorian children never went to school. ?

In this photograph we see children who are working in a factory. In the early part of the 19th century, life in England was very hard. There were a lot of poor people who couldn't feed their families so some sent their children to work. Children worked for 15 hours a day for very little money. They did hard, dirty, and dangerous jobs. Many worked in coal mines. They were little and could move in tight spaces. They often hurt themselves and became ill. Children began working early. Some chimney sweeps were only 3 years old! Little chimney sweeps often had accidents, they fell down chimneys or got stuck in them. Some died. There were factory owners who employed orphans. They bought them and took them to the factories in the country where they kept them as workers until they were 21. ?

Most Victorian children played in the street or in the fields and woods. Not many families had gardens big enough to play in, and there were no children's playgrounds. Rich families had playrooms, but poorer children played wherever they could. In street games, children shared toys such as hoops, marbles and skipping ropes, with friends in the street. They played chasing games and played catch with a ball. If they didn't have a proper ball, they made one from old rags. They also played hopscotch. They were able to play out in the street as there was less traffic than today. There were no cars until the 1880s. ?

D Read the text again. Are these statements true (T), false (F) or you don't know (DK)?

- 1 Victorian mothers were very strict.
- 2 Nannies looked after children in rich families.
- 3 All Victorian children had to go to school.
- 4 Poor children worked in factories.
- 5 Factory owners bought orphans.
- 6 Victorian children didn't do dangerous jobs.
- 7 In Victorian times there was little traffic.
- 8 Victorian children didn't play with a ball.



SPEAKING



E Answer the questions.

- 1 How were Victorian families different from modern ones?
- 2 Do children work today? Why? Where?
- 3 Do children today play any similar games to the ones that Victorian children played?
- 4 Is life better today?



/57

LESSON 2

INTRODUCTION

- Check homework. Pay special attention to Task D because it deals with the past simple tense.

TEACHING TIPS

Extra activities

JEOPARDY

- This is a good revision activity. You can create it for other units, too. In the previous lesson your pupils read extensive texts. Now is the time to revise them in an interesting way. You can play the quiz JEOPARDY. Divide the class into groups of 4. Draw a grid on the board:

A - FAMILY	B - WORK	C - CHILDREN'S GAMES
A 1	B 1	C 1
A 2	B 2	C 2
A 3	B 3	C 3
A 4	B 4	C 4

- One by one groups choose a square (e.g. A 1) and you read a question. Questions get more difficult by number. They get the number of points according to the question number. E.g. A 1 gets 1 point, A 4 gets 4 points. The winner are the group with the most points. Pupils scan the texts on p. 57 for 2-3 minutes before you start the game. Then they close their books.

Questions:

- A 1 How many children were there in a family?
- A 2 What were fathers like?
- A 3 Who looked after rich children?
- A 4 What did parents do with naughty children?
- B 1 Why did children work?
- B 2 How many hours did they work?
- B 3 Where did children work?
- B 4 Who worked until they were 21?
- C 1 Where did children play?
- C 2 Where did rich children play?
- C 3 What games did children play?
- C 4 What toys did they have?

REMEMBER, p. 58

- Revise the use of some common irregular verbs in the past simple tense before doing the next task.

Task F, p. 58

- Ask your pupils if they would like to know something about Victorian schools. You can do this as a whole class activity. Elicit some ideas. Draw their attention to the pictures in the task. Ask for descriptions. Then they read the notes. Discuss the topic with your pupils, ask for comments. Divide the pupils into pairs for writing activity. After they have finished with the writing ask some pairs to read aloud.

Answer key: Students' answers.

REMEMBER

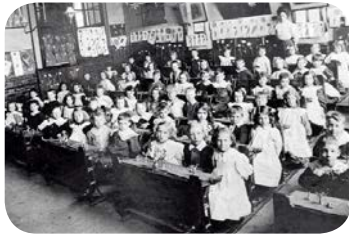
THE PAST SIMPLE OF IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE
become /bɪ'kʌm/	became /bɪ'keɪm/	hurt /hɜ:t/	hurt /hɜ:t/
begin /bɪ'gɪn/	began /bɪ'gæn/	keep /ki:p/	kept /kept/
buy /baɪ/	bought /bɔ:t/	send /send/	sent /sent/
do /du:/	did /dɪd/	teach /ti:tʃ/	taught /tɔ:t/
fall /fɔ:l/	fell /fel/		



SPEAKING & WRITING

F Work in groups. Look at the pictures and read the notes. Discuss the vocabulary with your teacher. Then speak about Victorian schools. Use the past simple of some of the verbs in the table. Then complete the sentences to compare Victorian schools and schools today.



Victorian school



abacus



writing slate



caning

SCHOOLS IN VICTORIAN TIMES

Notes:

- **early 19th century:** most children don't attend school – many never learn to read or write
- **rich families:** children learn at home – they send boys over 10 to boarding school
- **1870:** school becomes obligatory for children from 5 to 10
- **classes:** 70 or 80 pupils
- **lessons:** morning from 9 a.m. to 12 p.m. and afternoon from 2 p.m. to 5 p.m.
- **lunch:** children go home for lunch
- **school stuff:** children write on slates (paper expensive) – they clean it with a rag or their sleeve
abacus for maths
- **teachers:** strict – children are scared of them – teachers cane children
- **learning:** children learn by heart

Victorian times

- 1 Before 1870 not all children...
- 2 Classes were...
- 3 Children stayed at school...
- 4 They wrote on a...
- 5 For maths classes they used an...
- 6 Teachers were...
- 7 Teachers caned children when they...
- 8 Children learned...

Today

- 1 Today all children...
- 2 Classes are...
- 3 Children attend school in the...
- 4 We write in...
- 5 In maths classes we use...
- 6 Teachers are...
- 7 Teachers punish children...
- 8 Children today learn...

Task G, p. 59

- This task is optional after doing Task F on school. Ask your pupils if they would like to know something about Queen Victoria. Tell them to read and put the paragraphs in the right order.

Answer key: 4, 2, 8, 5, 3, 6, 1, 7.

TAPESCRIPT 23**Task G, p. 59**

Victoria was born in 1819. She was an only child. She usually played alone with her dolls and her dog. Victoria became queen when her uncle, William IV died. She was only 18 years old. A year later, in 1838, she was crowned Queen of the United Kingdom of Great Britain and Ireland. Victoria first met Prince Albert when she was seventeen. Albert was Victoria's first cousin. His father was her mother's brother. Albert was German. It was the parents who wanted the match, but Victoria liked Albert. Queen Victoria and Prince Albert got married in 1840. They were very happy together. They had nine children. Their children and grandchildren married into all European royal families. Prince Albert died in 1861. After her husband died, Queen Victoria always wore black. In 1876 Queen Victoria also became Empress of India. In 1887 Victoria celebrated her 50 years as queen. There was another big celebration in 1897. Queen Victoria died in 1901 at the age of 81 after more than 63 years as queen. She was buried near her husband.

REMEMBER, p. 59

- Draw your pupils' attention to the *Remember Box*. Write the prompts on the board and pupils make sentences about themselves using ago. e.g. – come to school = I came to school 3 hours ago. Prompts on the board:

- meet your best friends	- start learning English
- go to the cinema	- learn to swim
- read a book	- buy some new clothes

Task H, p. 59

- Tell your pupils that the 19th century was a century of technological progress. Ask them if they know any technological advance. Then draw their attention to the task. Deal with any new vocabulary at this point. Tell the pupils to guess the years.
- Pupils listen to the CD and fill in the sentences
- Tell your pupils that you are going to do some sums. In pairs they have to work out how long ago each of the things happened.

Answer key: 1) 1838, 2) 1840, 3) 1843, 4) 1854, 5) 1878, 6) 1885

TAPESCRIPT 24**Task H, p. 59**

- 1 In 1838 William Henry Fox-Talbot took the first photograph in Britain.
- 2 In 1840 the first stamps appeared on letters.
- 3 In 1843 John Callcott Horsely designed the first Christmas card.
- 4 In 1854 Henry Bessemer found a way to make steel from iron.
- 5 In 1878 London got its first electric street lights.
- 6 In 1885 John Kemp Starley invented the modern bicycle.

HOMEWORK

Workbook, Task D, p. 54

CULTURE CORNER

READING & LISTENING



TRACK 23

- G** Read about the life of Queen Victoria. Put the text into the correct order, then listen and check.

QUEEN VICTORIA



- ? Queen Victoria and Prince Albert got married in 1840. They were very happy together. They had nine children. Their children and grandchildren married into all European royal families.
- ? Victoria became queen when her uncle, William IV died. She was only 18 years old. A year later, in 1838, she was crowned Queen of the United Kingdom of Great Britain and Ireland.
- ? Queen Victoria died in 1901 at the age of 81 after more than 63 years as queen. She was buried near her husband.
- ? Prince Albert died in 1861. After her husband died, Queen Victoria always wore black.
- ? Victoria first met Prince Albert when she was seventeen. Albert was Victoria's first cousin. His father was her mother's brother. Albert was German. It was the parents who wanted the match, but Victoria liked Albert.
- ? In 1876 Queen Victoria also became Empress of India.
- 1 Victoria was born in 1819. She was an only child. She usually played alone with her dolls and her dog.
- ? In 1887 Victoria celebrated her 50 years as queen. There was another big celebration in 1897.

REMEMBER

AGO

How long ago did Queen Victoria die?

She died more than 150 years ago.

- H** The Victorian era was a period of great change. When did these things happen? Listen and write the sentences with the year in your notebook. How long ago was it?

TRACK 24

- 1 In 1838 William Henry Fox-Talbot took the first photograph in Britain.
- 2 In ... the first stamps appeared on letters.
- 3 In ... John Callcott Horsely designed the first Christmas card.
- 4 In ... Henry Bessemer found a way to make steel from iron.
- 5 In ... London got its first electric street lights.
- 6 In ... John Kemp Starley invented the modern bicycle.



3.4 A HAPPY ENDING

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • subject and object questions
- FUNCTIONS • describing a past event and its consequences
• buying things
- VOCABULARY • travelling by train

SKILLS

- READING • reading a blog
• reading the information at the railway station
- LISTENING • listening to the travelling announcements
• listening to people buying things
- SPEAKING • past events
• buying things
- WRITING • writing about past events

LESSON 1

INTRODUCTION

- Remind pupils of Unit 3.1 and 3.2 – elicit what they remember about Sarah's problems with friends and her disappearance.

Task A, p. 60

- Tell pupils to open the *Student's Book* and have a look at the picture (without reading the text!). They have to guess what she is doing on the train, predict what will happen. It can be done in groups of four to five. They discuss their ideas and report to the whole class.

Answer key: Students' answers.

Task B, p. 60

- After you have read the story, the whole class decides which group's version was the closest to the original story.
- Pupils open their *Student's Books*, read the story and do Task A. They fill in the sentences.

Answer key: a) 4, b) 1, c) 3, c) 2.

Task C, p. 60

- Now you can check comprehension. Pupils answer the questions and then discuss the whole event.

Answer key: 1 Because she decided to run away. She also wanted to travel and see new things. 2 Two boys came from behind. 3 One of them grabbed her hands and the other one out his hand on her mouth. 4 A woman. 5 One of the boys. 6 Her parents.

A Have a look at the picture. What is going on?



READING

B Read Sarah's blog and write in your notebook which number of the sentence matches the letter in blue.

- 1 Suddenly two boys came from behind.
- 2 Then I took the train home.
- 3 Then I started to run!
- 4 So I decided to run away.

Sarah's blog

As you can see, I didn't write my blog yesterday or the day before. No, I wasn't sick, some interesting things happened to me. I mean, now they seem interesting because everything turned out well in the end. As you know, I was miserable because I didn't have any friends at school. **a)** ... I just couldn't go to school, look at their faces, and listen to how they were having fun without me.

I took the first train that arrived. I didn't care where I was going, I just wanted to travel, to see new things. I found a seat by the window. **b)** ... One of them grabbed my hands and the other one put his hand on my mouth. I couldn't scream, I was terrified. There was nobody there to help me. When the train stopped at the next station, a woman got on. I suddenly felt my hands were free. I thought to myself: "Now or never!" With my free hand I took my school bag and I hit one of the boys! **c)** ... They didn't catch me. I was so happy I had my school bag, I never thought I would use it for something like that! 😊 Luckily there was lots of stuff in it so it was really heavy!

d) ... My parents were so happy when they saw me! And now I'm a hero at school! Everybody asks me about my adventure! And I advise people who are in a bad situation not to run away from home because there are a lot of people who have more difficult problems. So, for example there are worse people in the world than your classmates.

P.S. And of course, you should always take all your books to school because you never know who you might meet!

C Read the text again and answer the questions.

- | | |
|-------------------------------|--|
| 1 Why did Sarah take a train? | 4 Who got on the train at the next stop? |
| 2 Who came from behind? | 5 Who did she hit? |
| 3 What did they do? | 6 Who was happy to see her? |

REMEMBER, p. 61

- This lesson deals with a sensitive grammar point – Who questions. You can start by referring back to some questions from Task B. Write them on the blackboard. Then translate the questions to make the meaning clear.

- Who came from behind? The boys.
- Who did Sarah hit? The boy.

- Refer your pupils to the *Remember Box*.

Task D, p. 61

- Pupils write the questions individually. Then they listen to the tape to check their answers.

Answer key:

1 a) Who hit the boy? b) Who did Sarah hit?
2 a) Who did Sarah hug? b) Who hugged her parents?
3 a) Who did Sarah's parents call? b) Who called the police?
4 a) What did Sarah pick up? b) What fell from Sarah's bag?
5 a) Who saw Sarah and Celia yesterday? b) Who did Jill see?
6 a) Who welcomed Sarah? b) Who did all the kids welcome?

TAPESCRIPT 25

Task D, p. 61

1 Sarah hit the boy with her bag.

Questions:

- a) Who hit the boy? Sarah.
- b) Who did Sarah hit? The boy.

2 Sarah hugged her parents at the door.

Questions:

- a) Who did Sarah hug? Her parents.
- b) Who hugged her parents? Sarah.

3 Her parents called the police.

Questions:

- a) Who did Sarah's parents call? The police.
- b) Who called the police? Sarah's parents.

4 Sarah's book fell from her bag. She picked it up.

Questions:

- a) What did Sarah pick up? The book.
- b) What fell from Sarah's bag? The book.

5 Jill saw Sarah and Celia yesterday.

Questions:

- a) Who saw Sarah and Celia yesterday? Jill.
- b) Who did Jill see? Sarah and Celia.

6 All the kids welcomed Sarah.

Questions:

- a) Who welcomed Sarah? All the kids.
- b) Who did all the kids welcome? Sarah.

Task E, p. 61

- Pupils work in pairs. They ask each other questions and report back to the class.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks D, E, p. 56

REMEMBER

SUBJECT / OBJECT QUESTIONS

ASKING ABOUT THE SUBJECT

The **boys** saw Sarah.

→ **Who saw** Sarah? The boys.

The **accident** happened.

→ **What happened?** The accident.

When we ask about the **subject** there is no question form.

ASKING ABOUT THE OBJECT

The boys saw **Sarah**.

→ **Who did they see?** Sarah.

I saw **the accident**.

→ **What did you see?** The accident.

When we ask about the **object** there is question form.

LISTENING



D Write the questions to match the answers in your notebook. Then listen and check.

1 Sarah hit the boy with her bag.

a) ... ?
Sarah.

b) ... ?
The boy.

2 Sarah hugged her parents at the door.

a) ... ?
Her parents.

b) ... ?
Sarah.

3 Sarah's parents called the police.

a) ... ?
The police.

b) ... ?
Sarah's parents.

4 Sarah's book fell from her bag. She picked it up.

a) ... ?
The book.

b) ... ?
The book.

5 Jill saw Sarah and Celia yesterday.

a) ... ?
Jill.

b) ... ?
Sarah and Celia.

6 All the kids welcomed Sarah.

a) ... ?
All the kids.

b) ... ?
Sarah.

TRACK 25

E In pairs, ask and answer the questions.

Person A

- Who did you see first in the morning?
- Who made you dinner?
- Who did you phone yesterday evening?
- What did you read last week?
- Who visited you last?

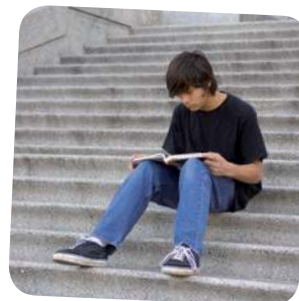
Person B

- What did you eat for breakfast?
- What happened at school yesterday?
- Who phoned you yesterday evening?
- Who helped you clean your room?
- Who did you visit last?

YOUR TURN!



And you?



How about you?

/61

LESSON 2

INTRODUCTION

- Check homework.
- This lesson is about travelling by train. It also deals with the functional language of purchasing. Ask your pupils how they usually travel and if they have ever travelled by train. Tell them that rail transport is usual in most European countries.

Task F, p. 62

- Pupils look at the photographs and answer the questions. Ask them what people do at the kiosk, the information desk and the ticket office. Tell them to match the vocabulary to relevant places.

Answer key:

AT A TICKET OFFICE: a single ticket, a train, to leave, a platform, journey, a return ticket, in ten minutes

AT A KIOSK: a bottle of water, a sandwich

AT AN INFORMATION DESK: a train, to leave, a platform, journey, a return ticket, over there, in ten minutes

Task G, p. 62

- Pupils listen to the dialogues and match them to the places.

Answer key: an information desk, a ticket office, a kiosk

TAPESCRIPT 26

Tasks G, H, p. 62

1

Man: Can I help you?

Sarah: When is the first train?

Man: It leaves in 20 minutes.

Sarah: Where to?

Man: To Reading.

Sarah: How long is the journey?

Man: Half an hour.

Sarah: Thanks, bye.

2

Woman: Can I help you?

Sarah: A single ticket to Reading, please.

Woman: Here you are.

Sarah: How much is it?

Woman: £7.

Sarah: Here you are. Which platform?

Woman: Platform 15. Over there.

Sarah: Thank you, bye.

3

Woman: Yes, please?

Sarah: A sandwich and a bottle of water, please.

Woman: Here you are. Anything else?

Sarah: No, thanks. How much is it?

Woman: It's £2.

Sarah: Here you are.

Woman: Thanks, bye.

Sarah: Bye.

Task H, p. 62

- Pupils in pairs fill in the sentences with vocabulary. Then they listen and check. The answers are in the Tapescript. Refer the pupils to the *Remember Box*. Write the phrases on the board for later reference.

Answer key:

1 M: Can I help you?, S: When does, S: Where to, S: How long

2 S: single ticket, S: How much is it, S: Which platform

3 W: Anything else, W: It's £2

Task I, p. 62

- Pupils role-play the dialogues in pairs.

F Look at the pictures and answer the questions.

- a) Where are the people and what are they doing?
- b) Where can you hear the words and expressions below: at a ticket office, a kiosk or an information desk? Some of them you can hear in more than one place.

a single ticket a bottle of water a train to leave a platform journey
 a return ticket over there a sandwich in 10 minutes



LISTENING

G

Sarah is at the railway station. Listen to the three dialogues. Where are they taking place? In your notebook match the numbers of dialogues to the letters indicating places.

TRACK 26

- 1 Dialogue 1 a At a ticket office.
- 2 Dialogue 2 b At an information desk.
- 3 Dialogue 3 c At a kiosk.



H

In your notebook complete the dialogues with the words and expressions below. S stands for Sarah, M stands for man and W stands for woman. Then listen again and check.

TRACK 26

When is Can I help you single ticket How long Anything else
 Where to It's £2 How much is it Which platform

1

M: ... ?
 S: ... the first train?
 M: It leaves in 20 minutes.
 S: ... ?
 M: To Reading.
 S: ... is
 the journey?
 M: Half an hour.
 S: Thanks, bye.

2

W: Can I help you?
 S: A ...
 to Reading, please.
 W: Here you are.
 S: ... ?
 W: £7.
 S: Here you are. ... ?
 W: Platform 15. Over there.
 S: Thank you, bye.

3

W: Yes, please?
 S: A sandwich and a bottle
 of water, please.
 W: Here you are. ... ?
 S: No, thanks. How much is it?
 W:
 S: Here you are.
 W: Thanks, bye.
 S: Bye.



I

Practice reading the dialogues in pairs.

Task J, p. 63

- Tell your pupils that they are going to listen to some rail announcements. Before you start listening teach the vocabulary of travel and write it on the board:

platform
timetable
departure
arrival
fare

Answer key: 1) 12.24, 2) platform 2, 3) Platform 2, 12.00, 4) 23.13, 5) Reading.

TAPESCRIPT 27**Task J, p. 63**

- "The next train at platform 1 is the 12:24 to Gloucester"
- "The next train at platform 2 is the 14:13 to Hull, calling at Filey, Hunmanby, Bempton, Brudlington, Driffeld, Hutton Cranswick, Arram and Hull."
- "Platform 2 for the 12.00 train to Scarborough."
- "We are sorry that 22.57 from London will be delayed by 20 minutes due to heavy snow."
- "The next train to depart from platform 8 will be at 19.03 for Reading."

Task K. p. 63

- Pupils work in pairs and do the information gap activity of buying train tickets. Read the instructions for them aloud and check if they understand the task. When they finish, tell some pairs to role-play the dialogue for the whole class.

**Workbook, Task F, p. 57**

- This is an optional task if your pupils are interested in trains. In this Task there is some interesting information on trains.
- Pupils work in pairs and decide whether the statements are true or false.

Answer key: 1) T, 2) F, 3) F, 4) T

HOMEWORK

Workbook, Task G, p.57

BACKGROUND INFORMATION FOR THE TEACHER

One notable and growing long-distance train category is high-speed rail. Generally, high speed rail runs at speeds above 200 km/h (124 mph) and often operates on a dedicated track that is surveyed and prepared to accommodate high speeds. Japan's Shinkansen ("bullet-train") commenced operation in 1964, and was the first successful example of a high speed passenger rail system. The fastest wheeled train running on rails is France's TGV (Train à Grande Vitesse, literally "high speed train"), which achieved a speed of 574.8 km/h (357.2 mph), twice the takeoff speed of a Boeing 727 jetliner, under test conditions in 2007. The TGV runs at a maximum revenue speed of 300–320 km/h, as does Germany's Inter-City Express, and Railway companies often give a name to a train service as a marketing exercise, to raise the profile of the service and hence attract more passengers. Usually, naming is reserved for the most prestigious trains: the high-speed express trains between major cities, stopping at few intermediate stations. The names of services such as the Orient Express, the Flying Scotsman, the Flèche d'Or and the Royal Scot have passed into popular culture. Spain's AVE (Alta Velocidad Española).

EVERYDAY ENGLISH

TRAVELLING BY TRAIN

AT AN INFORMATION DESK

Can I help you?
How long is the journey?
Which platform?
Platform 15.

AT A TICKET OFFICE

Can I help you?
A single / return ticket to..., please!
How much is it? - It's £2.

AT A KIOSK

Can I help you?
How much is it? - It's £2.
Anything else?

LISTENING



TRACK 27

J Read the questions first, then listen to the information and answer the questions.

- 1 What time does the train for Gloucester leave? ...
- 2 Which platform is the train to Hull leaving from? ...
- 3 You want to go to Scarborough; which platform does the train leave from and at what time? ...
- 4 What time will the 22.57 from London arrive? ...
- 5 Where does the train from platform 8 leave to? ...



SPEAKING



K Work in pairs. **Student A**, look at the timetable on this page. **Student B**, look at the timetable on page 151. Take turns to buy and sell tickets. Choose the town you want to visit: Reading, Swindon, Bristol or Cardiff. Buy the ticket and ask about: the time when the train leaves (departure time), when you arrive there (arrival time), the platform it leaves from, and the price of the ticket (fare).

DEPARTURE TIME	PLATFORM	ARRIVAL TIME	FARE	DEPARTURE TIME	PLATFORM	ARRIVAL TIME	FARE
London Paddington to Reading				London Paddington to Bristol			
9:00	Platform 3	9:25			Platform 4		£42
9:15		9:40	£22.20	9:45	Platform 5	11:35	
9:45	Platform 5		£17.60	10:30	Platform 2		
London Paddington to Swindon				London Paddington to Cardiff			
9:00			£33	9:15	Platform 8		£54
9:15	Platform 8	10:14		10:15		12:21	£42
10:15		11:14	£25.60	10:45	Platform 5		

*Fares are for single tickets. Children 5 – 15 have a 50% discount.



FROM BRIAN'S BOOKSHELF: THE FIRSTS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|--|
| GRAMMAR | • revision of the past simple
• time prepositions |
| FUNCTIONS | • discussing various inventions |
| VOCABULARY | • technological inventions |

SKILLS

- | | |
|-----------|---|
| READING | • reading about technological inventions |
| LISTENING | • listening to the information about inventions |
| SPEAKING | • inventions, technology |
| WRITING | • writing about an invention |

CULTURE and CLIL

- history

LESSON 1

INTRODUCTION

- This lesson rounds up the topic of history and consolidates the past simple tense.

TEACHING TIPS

Extra activities

- Start with a guessing activity to get your pupils' attention and introduce the topic of important inventions. Divide the class into two groups. They have their books closed. Tell pupils that you are going to give them definitions of some important things in our lives. The group that guesses first, earns a point. When they guess write or draw the thing on the blackboard.
- *Definitions: 1 a thing we travel in, from place to place, it's very fast, 2 meat we eat between two pieces of bread, very popular with young people, 3 a thing that helps us see better, 4 a small thing that we use to communicate with others, 5 things we read (not very popular with young people!), 6 a thing we have at home and see pictures on it, 7 a type of transport that needs special tracks, 8 moving pictures we watch at the cinema, 9 food similar to bread, covered with tomatoes and ham, vegetables, etc., 10 a thing that helps us write, calculate, communicate, watch films, listen to music, etc.*

Task A, p. 64

- First, encourage pupils to guess how long ago things were invented (with their books closed). Then, pupils can do the task individually. Ask pupils to try to match them. They work in pairs, asking each other questions:
 - *When did people first travel?*
 - *What happened in.....?*
- They compare their answers.
- Play the recording. Pupils listen and check if they got the answers right.

Answer key: 1) 1903, 2) 1905, 3) 1310, 4) 1984, 5) 1448, 6) 1935, 7) 1825, 8) 1895, 9) 1889, 10) 1941

TAPESCRIPT 28

Task A, p. 64

1. People first flew in 1903
2. People first ate hamburgers in 1905.
3. The first European wore glasses in 1310.
4. People first used mobile phones in 1984.
5. People first printed books in 1448.
6. People first watched TV in 1935.
7. People first travelled by train in 1825.
8. People watched the first movie in 1895.
9. People ate the first pizza in 1889.
10. People used the first computer in 1941.

Task B, p. 64

- Pupils discuss the questions from Task A in groups. Then they exchange opinions with the rest of the class. By vote of hands, the whole class votes for the three most important inventions. They have to justify their choice.

Answer key: Students' answers.

WRITING



Workbook, Task E, p. 59

- In pairs pupils write what life was like without the things from Task E in the Workbook.
- They can either read their compositions or you can stick them up on the walls and they can walk around and read.

HOMEWORK

Workbook, Task F, p. 59



LISTENING

A

Listen and match the numbers with the letters in your notebook. Then read them out.

TRACK 28

"FIRSTS" QUIZ

- | | |
|---|------------|
| 1 People first flew | a in 1941. |
| 2 People first ate hamburgers | b in 1905. |
| 3 The first European wore glasses | c in 1903. |
| 4 People first used mobile phones | d in 1889. |
| 5 People first printed books | e in 1895. |
| 6 People first watched TV | f in 1825. |
| 7 People first travelled by train | g in 1935. |
| 8 People watched the first film | h in 1448. |
| 9 People ate the first pizza Margherita | i in 1984. |
| 10 People used the first computer | j in 1310. |



REMEMBER

in + YEAR / CENTURY

I was born **in** 2003.

He lived **in** the 20th century.



SPEAKING

B

In groups, discuss these questions.

- 1 Why are these firsts important?
- 2 How did they change people's lives?
- 3 Which three do you think are the most important?
- 4 Search the Internet for more information and report to the class.

LESSON 2

INTRODUCTION

- Check homework.
- Remind pupils of the previous lesson – the history of inventions. Pupils have their books closed. Give them some dates and they have to match them to inventions.

Task C, p. 65

- Elicit definitions from pupils. Ask some follow-up questions to check if they understand what the words mean. Write the words on the board.

Task D, p. 65

- Pupils read the headlines from Task E and guess what inventions they are going to learn about. Ask them how much they know about them. Then set the task. Pupils have to read and fill in the words from the box. They can do the task individually and then read aloud to check if they have the correct answers.

Answer key: 1) used, 2) ate, 3) opened, 4) waited, 5) bought, 6) made 7) flipped, 8) flew

Task E, p. 65

- Discuss the inventions with pupils. Do Task E in the Workbook. Pupils can discuss in groups and then as the whole class.

Answer key: Students' answers.



Workbook, Task C, p. 58

- Pupils work in pairs and answer the questions. They report to the whole class about their findings. Then you can have a whole class discussion about the most important thing for your pupils. You can vote for the most important thing.

HOMEWORK

Workbook, Task D, p. 59

- C** Do you know these words and expressions? Look them up in the wordlist at the end of the book.

flat a kite topping a drawing a hot-air balloon to flip a coin to weigh

- D** Read the stories and complete them orally with the **past simple** form of the verbs below.



make wait buy eat open use flip fly

The First Computer

In 1941, Sir Harold Thomas Flower created the first electronic computer. It was enormous; it filled the whole room. The British secret service ... it for breaking codes in German secret radio messages.



The First Pizza Restaurant

Ancient Greeks first ... a flat bread with many toppings. However, the very first pizza restaurant did not open in Greece. It was the Antica Pizzeria Port' Alba, in Naples, Italy. It ... its doors in 1830 and is still in business today.



The First Mobile Phone

Motorola produced the first mobile phone. We call it "the Brick" today. It weighed 1 kilo. People ... for hours to buy it. They ... it for 4,000 US dollars.



The First Flight

People made the first kites in 400 B.C. Leonardo da Vinci ... many drawings of helicopters. In 1783 the French Montgolfier brothers first flew in a hot-air balloon.

On 14 December, 1903, the Wright brothers from America were ready to fly a plane. Who would be the first? They ... a coin and Wilbur won. But he crashed to the ground. The following day it was Orville's turn. He ... for 12 seconds, at 120 feet (37 metres).

- E** Answer the questions.

- 1 How was the first computer different from a laptop?
- 2 How heavy is your mobile phone?
- 3 What kind of pizza do you like best? Is it healthy food?
- 4 Was the first flight long?
- 5 Did any of the facts surprise you?

YOUR
TURN!

UNIT 4 STORIES

4.1 I WAS GOING TO SCHOOL WHEN...

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES	
GRAMMAR	<ul style="list-style-type: none">the past continuous (affirmative and negative)the past continuous and past simple contrasted
FUNCTIONS	<ul style="list-style-type: none">describing an accident
VOCABULARY	<ul style="list-style-type: none">traffic, accidents
SKILLS	
READING	<ul style="list-style-type: none">reading about a traffic accidentreading newspaper articles
SPEAKING	<ul style="list-style-type: none">describing a traffic accident
WRITING	<ul style="list-style-type: none">writing about a traffic accident
CULTURE and CLIL	
	<ul style="list-style-type: none">Georgian language

LESSON 1

INTRODUCTION

- There is a lot of reading (not very popular with many children!) in Lessons 3, 4 and 5 which has to be carefully distributed so pupils do not get bored or tired. The topics are stories.
- The first lesson focuses on an actual event – a traffic accident – and how people see it. In the second lesson, the actual event is retold in various ways which thus turn it into fiction. The third lesson includes myths, legends, fables and urban legends which have always played an important role in building people's sets of values. The fourth lesson covers various literary forms. The fifth lesson brings the literary story of *Robinson Crusoe*, which is on the reading list for 7th grade.
- The new grammar is past continuous. It is introduced through the topic of traffic accidents. The form and the concept of the tense should not cause too many problems to pupils, since the form is similar to the present continuous and the concept is close to Georgian verbs (the distinction between I was reading/I read (ვკითხულობდი/წავიკითხე) is similar. This is a good reason for using translation in the classroom.

Task A, p. 68

- Start by asking your pupils if they know anyone who had a traffic accident. Ask them to share the story with the class. Discuss briefly the dangers of traffic. Ask if any of them comes to school on their bike and ask about their experiences. Draw the pupils' attention to the picture. Ask them to describe it. Make them guess what happened (which is quite evident – a car has hit Brian who was riding his bicycle to school. It is not completely clear who caused the accident).

Answer key: Students' answers.

Task B, p. 68

- Pupils have to guess who the speakers are. They can do the task individually. Get feedback after they have finished.

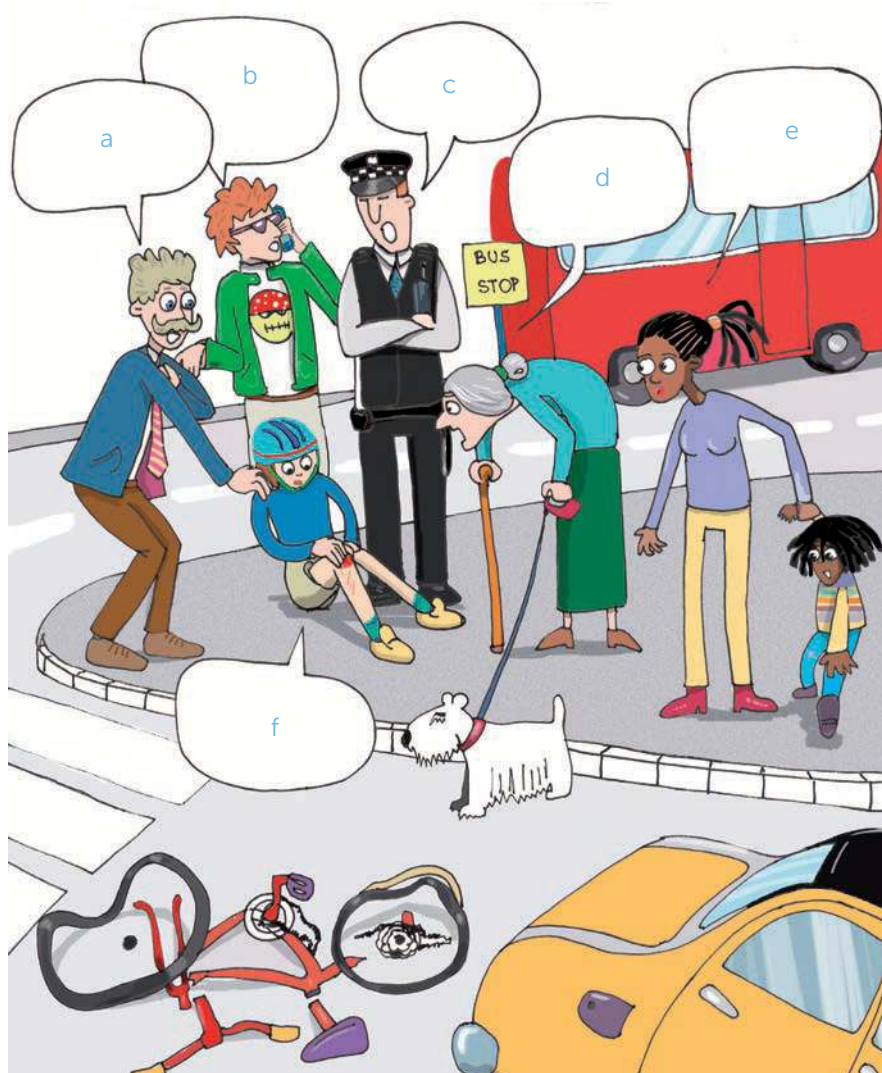
Answer key: 1) Brian, 2) the driver, 3) the woman with the dog, 4) the young man with the mobile phone, 5) the woman with child 6) the police officer

Task C, p. 68

- It is now time to check comprehension by answering questions. You can ask the questions or read them from the book. If you haven't done it at the beginning of the lesson, now you can start up a discussion on the dangers of traffic.

Answer key: 1 Brian had a bike accident. 2 He was talking on the phone. 3 She was waiting for the bus. 4 He was turning left. 5 Brian.

A Describe the picture. Say what happened.



B Who says what? Match the number of the sentence into the correct speech bubble in the picture.

- 1 Oh, my knee! It hurts! I was going to school...
- 2 I was turning left when you suddenly rode by!
- 3 I was walking my dog when the car drove by very fast. The driver wasn't looking... Poor boy! Are you all right?
- 4 I was talking on the phone when I saw the boy riding the bike on the zebra crossing.
- 5 We were waiting for the bus when we heard the crash. I didn't see much, but I think the car was driving too fast. They always do...
- 6 Are you all right? Where were you going when the accident happened?

C Answer the questions.

- 1 What happened?
- 2 What was the young man doing when he saw the accident?
- 3 What was the woman with the child doing at the time of the accident?
- 4 What was the driver doing when he saw Brian?
- 5 Who caused the accident?

REMEMBER, p. 69

- Introduce the past continuous. It is the first new grammar structure in this school year.
- Refer your pupils to the *Remember Box*. Ask them to look at the highlighted parts. Elicit the form of the tense (was/were + -ing form)
- You can ask questions about the accident and write the answers on the board. Use both the past continuous and the past simple to make the difference clear.

The past continuous:

- *What was the old lady doing when the accident happened?*
- *She was walking her dog.* (ძაღლს ასეირნებდა)
- *What was Brian doing when the accident happened?*
- *He was going to school.* (ის სკოლაში მიდიოდა)

The past simple:

- *Did the old lady walk her dog?* (მოხუცმა ქალმა დაასრულა ძაღლის გასეირნება?)
- *No, she didn't.*
- *Did Brian come to school?* (ბრაიანი სკოლაში მივიდა?)
- *No, he didn't.*

- To make the concept of the tense clear you can translate into Georgian and point out that the past continuous is a non-finite activity and the past simple a finite activity.



Workbook, Task C, p. 62

- Pupils do the task individually. Get feedback.

Task D, p. 69

- Pupils match the people and the activities. They read their results aloud for the whole class.

Answer key: 1) Brian, 2) the woman with the dog, 3) the woman and child, 4) the young man, 5) the driver, 6) the little girl.

Task E, p. 69

- Pupils work individually and write the correct form into the sentences. Get feedback.

Answer key: 1) wasn't walking 2) were talking, 3) wasn't running, 4) wasn't riding 5) wasn't driving, 6) wasn't drinking

TEACHING TIPS

Extra activities

- Since this is new grammar, it has to be practised extensively, so you can do a drilling additional activities, a past continuous **CHAIN STORY**. Pupils have to repeat what has been said before and add their own activity in the past continuous. You have to divide pupils into 3 groups of 10. You start the chain: *This morning I was reading a newspaper....* The first pupil from each group has to repeat *While the teacher was reading a newspaper...* and add his activity, e.g. *I was drinking milk*. In their groups they continue until everybody has added their sentence. They repeat the whole chain for other groups to hear.

Task F, p. 69

- You can round up the class with doing a vocabulary exercise. Pupils work in pairs and fill in the sentences with the appropriate words.

Answer key: 1) arm, 2) rain, 3) music, 4) flops, 5) brakes, 6) clothes, 7) trousers, 8) signals

HOMEWORK

Workbook, Tasks A, B, C, p. 62

REMEMBER

THE PAST CONTINUOUS

AFFIRMATIVE

I **was standing**
He / She / It at the bus stop.

We / You / They **were waiting**
for the bus.

NEGATIVE

I **was not (wasn't) standing**
He / She / It at the bus stop.

We / You / They **were not (weren't) waiting**
for the bus.

We make the **past continuous** with **was / were** and the **-ing** form of the verb.
We use the **past continuous** to talk about an activity that was going on in the past. It was not completed.

D What was he / she doing when the accident happened? Match the people and the activities.

- | | |
|--|-------------------------------|
| 1 He was going to school when the accident happened. | a) the old woman with the dog |
| 2 She was walking her dog. | b) the woman and the child |
| 3 They were waiting for the bus. | c) the driver |
| 4 He was talking on the phone. | d) Brian |
| 5 He was driving the car. | e) the young man |
| 6 She was talking to her mum. | f) the little girl |

E In your notebook complete the sentences with the verbs in the negative form of the past continuous.

- Brian ... (walk) to school.
- The people ... (get) on the bus.
- The dog ... (run) in the street.
- The young man ... (listen) to music.
- The driver ... (drive) carefully.
- The child ... (drink) water.

READING & SPEAKING

F Work in pairs. Read about some children who had an accident while they were riding their bikes. Complete the sentences with the words below. Why did the accidents happen? Speak about the rules you must follow to ride your bicycle safely.

arm brakes clothes flops music rain signals trousers

- Joe was turning left but he didn't put out his left
- Tom was riding his bike in heavy
- Sally was listening to
- Samantha was wearing flip
- Andy didn't check the
- It was dark and Leo was wearing dark
- Julia was wearing long loose
- Trudy wasn't paying attention to traffic



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LESSON 2

INTRODUCTION

- Check homework.
- You can revise the previous lesson. Say 6 sentences about the accident, some true, some false and pupils have to shout out (with their books closed!) if they are true. If they are not true they have to correct them.
 - 1 The young man was talking on the mobile phone. (true)
 - 2 The driver didn't stop. (false)
 - 3 The old lady was going shopping. (false)
 - 4 The policeman was wearing a helmet. (false)
 - 5 Brian was wearing a helmet. (true)
 - 6 The woman with a child was standing at the bus stop. (true)
- In this lesson you have to reinforce the past continuous tense. In order to do this you can do an optional activity.

TEACHING TIPS

Extra activities

Resource Bank, Activity 11

- Pupils play the past continuous **DOMINOES**. Cut out the dominoes horizontally. Divide the class into groups of three to four. Each group gets one set of dominoes and distribute them among themselves. One of them starts the game and places one domino on the desktop. Other pupils have to make a complete sentence by placing one of his/her dominoes at either end of the first domino. If the sentence is incorrect, the pupil has to take back the domino and miss a turn. If a pupil cannot make a sentence, the turn passes to his/her partners. The game continues until they all make a story from the dominoes. They read the story to the class and check if it is correct.

Task G, p. 70

- Ask your pupils if they sometimes read the news. Ask them which are the most interesting types of news. Elicit the latest news stories they have read or heard. Tell them that they are going to read some news items. Pre-teach vocabulary.

Task H, p. 70

- Pupils match the headlines to the articles. Get feedback.

Answer key: a) Girl Hurt in Skateboard Accident, b) Thieves Break into Primary School, c) Old Woman robbed In Home

Task I, p. 70

- You can do the questions with the whole class. Ask your pupils to share their experiences.

Answer key: Students' answers.

G What do these words and expressions mean? Check their meanings in the wordlist at the end of the book.

WORDSPOT

an injury a burglary a fence a thief a theft to rob to be injured
to crash to break into

READING

H Match the headlines to the articles.

Old Woman Robbed in Home Girl Hurt in Skateboard Accident Thieves Break into Primary School



A
A teenage girl crashed into a fence while she was riding a skateboard this morning. She says she saw a good-looking boy and forgot to look in front of her! A passing motorist stopped and called 999. The 16-year-old girl is now at the Royal Preston Hospital with serious head and back injuries.



B
There was another burglary in Weston Primary School on Thursday night. The thieves stole £500 from the safe in the school treasurer's office, only two weeks after the disappearance of 15 laptops. The night porter was sleeping during the theft. The thieves left a note saying: "See you soon!"



C
The police are looking for a man who robbed an 88-year-old woman in her home on Saturday night. The woman called the police at around 11 p.m. While she was watching TV, a man broke into her house and asked for money. She gave him £200. While he was running from the house, he fell over her cat and dropped most of the money.

SPEAKING

I Discuss these questions.

- 1 Which of the articles do you find most interesting? Why?
- 2 Do you know anyone who has had similar experiences?

Task J, p. 71

- Pupils read through the articles again. They underline the past simple and past continuous examples.

Answer key: a) the past simple, b) the past continuous, c) the past continuous

REMEMBER, p. 71

- Tell pupils to read the *Remember Box* and answer the questions.

Answer key: a) she was watching TV, b) broke into, asked.

Task K, p. 71

- Pupils do the task individually. Get feedback.

Answer key: 1 hurt 2 was looking, fell 3 didn't see 4 was sleeping, broke 5 came 6 was sleeping

Task L, p. 71

- Tell pupils to have a look at the photographs and describe them. Tell them to make sentences about the past events using the past continuous and the past simple. You can make an example sentence about the first photo.

Answer key: 1) The boy dirtied his shirt while he was eating, 2) The man came into deep snow while he was skiing. 3) The woman dropped a bag while she was going home, 4) He cut himself while he was cooking. 5) They saw a bear while they were driving. 6) She fell while she was running.

**Workbook, Task M, p. 65**

- This task is a follow-up to the previous task. Pupils work in pairs and write about the pictures. They read their compositions to the whole class.

TEACHING TIPS**Extra activities**

- Pupils play a guessing game. They work in pairs. In turns they imagine and describe a place and what they were doing there. Their partners have to guess. Example: I was alone and there were no windows. It was very quiet. I was brushing my teeth. (a bathroom)

HOMEWORK

Workbook, Tasks I, J, p. 64.

J Read the texts in Task H again. Underline in one colour the examples of **past continuous** and in another colour the examples of **past simple**. Which tense do we use:

- a) for an action that was completed at a particular time in the past?
- b) for an action that was not completed at a particular time in the past?
- c) for an action that was in progress when another action interrupted it?

REMEMBER

THE PAST SIMPLE vs. THE PAST CONTINUOUS

- a) The woman **called** the police at 11 p.m.
We use the **past simple** for actions completed at a particular time in the past.
- b) The night porter **was sleeping** during the theft.
We use the **past continuous** for actions that were not completed at a particular time in the past.
- c) While she **was watching TV**, a man **broke into** her house and **asked for** money.
We can use both tenses in the same sentence:
 - Which action was in progress?
 - Which action interrupted it?

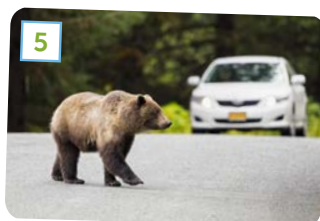
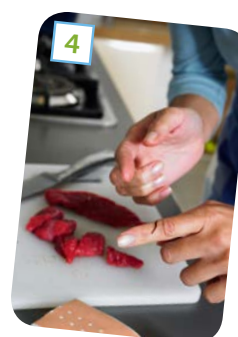
K Choose the correct form, the **past simple** or the **past continuous**.

- 1 The girl **hurt** / **was hurting** her head in the accident this morning.
- 2 The girl **looked** / **was looking** at a boy when she **fell** / **was falling** off the bike.
- 3 The night porter **didn't see** / **wasn't seeing** anything.
- 4 The night porter **slept** / **was sleeping** when the thieves **broke** / **were breaking** into the school.
- 5 The police **came** / **were coming** to the woman's home after her call.
- 6 The cat **slept** / **was sleeping** in the hall during the burglary.

SPEAKING



L Look at the photographs. Say what was going on and what happened. Use the **past continuous** and the **past simple**. Think of more similar situations.



4.2 GOSSIP

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • The past continuous (questions)
FUNCTIONS • describing an accident
VOCABULARY • accidents

SKILLS

- READING • reading an article about gossip
LISTENING • listening to accounts of an accident
SPEAKING • describing an event
WRITING • writing about an event

CULTURE and CLIL

- Georgian language

LESSON 1

Introduction

- Check homework.
- Remind the pupils of Brian's accident. Ask them if they remember what happened without looking into their books. Ask them who caused it. Tell them to predict what happened after the accident (e.g. he was taken to hospital, the driver was arrested etc.). Tell them that in this lesson they are going to see what various people said about it.

TEACHING TIPS

Extra activities

- A good introduction to the topic of gossip would be to play the game of "broken telephone" or "gossip" with the class. You can also play the game at the end of the class. Write a message on a piece of paper and give it to the first player. Have them repeat the message very quickly in a whisper to the person sitting next to them. No one else must hear. Request that the next person say whatever they heard, also fast in the same manner, to the next person. Continue on around the class. The game goes on until the last person says whatever they heard aloud and the first person reveals the real message. Compare them and have a great laugh! You can have another round with the next message. Messages should consist of at least 10 words which sound similar. The suggested message: The lady in a light dress was walking on the grass.

BACKGROUND INFORMATION FOR THE TEACHER

Chinese whispers (The game is also known as **broken telephone**, **operator**, **grapevine**, **whisper down the lane**, **gossip**, **don't drink the milk**, **secret message**, **the messenger game** and **pass the message**). It's a game played around the world, in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. Errors typically accumulate in the retellings, so the statement announced by the last player differs significantly, and often amusingly, from the one uttered by the first. Today, the name "Chinese whispers" is said by some to be considered offensive. Historians trace Westerners' use of the word Chinese to denote "confusion" and "incomprehensibility" to the earliest contacts between Europeans and Chinese people in the 1600s, and attribute it to Europeans' inability to understand China's culture and worldview.

Task A, p. 72

- Before you read the text ask pupils if they know any gossip about the people they know.
- Pupils read the text and answer the questions.

Answer key: a) It helps us bond with each other and it makes us feel we are friends with people. It also teaches us lessons, what to do or not do. b) It can hurt other people.

Task B, p. 72

- Tell pupils that they are going to listen to some gossip. They have to decide who said it and what has been said.
- Ask pupils to comment on the stories and why they are being spread.

Answer key: 1) About Jill, she cheated in a test, DK, 2) About Brian and Celia, holding hands, DK, 3) About Sarah, parents didn't let her dance, F

TAPESCRIPT 29

Task B, p. 72

Simon: You know why Jill failed the test? She was cheating! She was copying the test from Celia and the teacher saw her and took the test.

Jill: You know what? I saw Brian and Celia yesterday. They were talking and holding hands. Celia was smiling. They were in the school yard.

Simon: You know why Sarah ran from home? Her parents didn't let her dance with Celia and Jill. She was asking them for days but they said that dancing is not for good students.



READING

A Read the text about gossip and answer the questions.

- 1 Why do people gossip?
- 2 What are the dangers of gossiping?

Gossip is information about other people's private lives that passes from one person to another. Why do we gossip? It helps us bond with each other. Sharing secrets and stories makes us feel we are friends with people. It also teaches us lessons; we can learn what to do – or not to do – from other people's experiences. However, gossip often includes unkind or untrue comments. We need to be careful when gossiping, so that we don't hurt anyone.



LISTENING

B Listen to gossip and write in your notebook **who** and **what** it is about. Then say if it is true, not true or you don't know.

TRACK 29

- 1 Who: ... What: ...
- 2 Who: ... What: ...
- 3 Who: ... What: ...



C Brian's friends are talking about his accident. Simon talks to Celia and Jill talks to Adrian. Listen to the two dialogues and answer the questions.

TRACK 30

- 1 Who caused the accident in Simon's story?
- 2 Who caused the accident in Jill's story?
- 3 Are their stories true?



D Listen again and complete the sentences while reading them out.

TRACK 30

A



Simon's story

- 1 Brian is in ... now.
- 2 He has a ... leg.
- 3 A car ... him.
- 4 The ... in the street called the police.
- 5 Brian was ... in the ambulance.

B



Jill's story

- 1 The car was turning to the ...
- 2 The ... was talking on the phone.
- 3 ... was fast.
- 4 Brian ... break anything.
- 5 His bike ... broken.

Task C, p. 72

- Tell your pupils that now they are going to listen to people talking about Brian's accident. They have to answer the questions.

Answer key: 1) Brian caused the accident (he was listening to music and going very fast) 2) The driver caused the accident (he was talking on the phone). 3) Simon's story is not true. The only part that is true is that Brian has been taken to hospital. Jill's story is half-true. It's true about the accident, but not true about the bike; the bike is broken.

TAPESCRIPT 30

Tasks C, D, p. 72

1

Celia: Hi Simon, what's new?

Simon: Don't you know? Brian had an accident yesterday! He's in hospital now. He has a broken leg.

Celia: Oh, no! What happened?

Simon: He was riding his bike to school when a car hit him. He didn't hear the car. Guess why?

Celia: Was he listening to music?

Simon: Yes, he was.

Celia: Was he going very fast?

Simon: Yes, he was. People in the street called the police. They all said Brian wasn't careful. The ambulance took him to hospital. I heard he was crying all the time while he was in the ambulance. Such a baby.

Celia: We should visit him in hospital. Which hospital is it?

Simon: Er...I don't know.

2

Jill: Have you heard? Brian had an accident yesterday.

Adrian: Oh no? What happened?

Jill: He was going to school on his bike. A car was turning to the right while he was coming to the crossroads. The driver didn't see him.

Adrian: What was he doing?

Jill: He was talking on the phone. But luckily, Brian was fast, so he turned to the left and the car just hit the back of his bike. He fell off his bike but, luckily, he wasn't injured.

Adrian: Was he wearing a helmet?

Jill: Yes, he was.

Adrian: And his bike?

Jill: Nothing happened to it. His parents don't know anything about it, so don't tell them.

Task D, p. 72

- Pupils listen and fill in the sentences.

Answer key: Simon's story – 1) hospital, 2) broken, 3) hit, 4) people, 5) crying; Jill's story – 1) right, 2) driver, 3) Brian, 4) didn't, 5) wasn't.



READING

A Read the text about gossip and answer the questions.

- 1 Why do people gossip?
- 2 What are the dangers of gossiping?

Gossip is information about other people's private lives that passes from one person to another. Why do we gossip? It helps us bond with each other. Sharing secrets and stories makes us feel we are friends with people. It also teaches us lessons; we can learn what to do – or not to do – from other people's experiences. However, gossip often includes unkind or untrue comments. We need to be careful when gossiping, so that we don't hurt anyone.



LISTENING

B Listen to gossip and write in your notebook **who** and **what** it is about. Then say if it is true, not true or you don't know.

TRACK 29

- 1 Who: ... What: ...
- 2 Who: ... What: ...
- 3 Who: ... What: ...



C Brian's friends are talking about his accident. Simon talks to Celia and Jill talks to Adrian. Listen to the two dialogues and answer the questions.

TRACK 30

- 1 Who caused the accident in Simon's story?
- 2 Who caused the accident in Jill's story?
- 3 Are their stories true?



D Listen again and complete the sentences while reading them out.

TRACK 30

A



Simon's story

- 1 Brian is in ... now.
- 2 He has a ... leg.
- 3 A car ... him.
- 4 The ... in the street called the police.
- 5 Brian was ... in the ambulance.

B



Jill's story

- 1 The car was turning to the ...
- 2 The ... was talking on the phone.
- 3 ... was fast.
- 4 Brian ... break anything.
- 5 His bike ... broken.

Task E, p. 73

- Pupils finish off the sentences in the task. The task introduces short answers of the past continuous tense.

Answer key: 1) wasn't, 2) wasn't, 3) wasn't.

REMEMBER, p. 73

- Draw your pupils' attention to the *Remember Box*. In part a) they have to come up with the question form of the past continuous, it is the simple inversion of the verb to be. In part b) they have to match the questions to the short answers.

Answer key: 4, 2, 1, 3.



Workbook, Task C, p. 66

- Pupils first work individually and then exchange information in pairs. They report on each other to the class.

HOMEWORK

Workbook, Tasks A, B, D, p. 66

LESSON 2

INTRODUCTION

- Check homework.
- Remind pupils of what you did in the previous lesson. Tell them that you are going to check their memory.

Task F, p. 73

- Pupils do the task individually. They check in pairs. Ask some pairs to read aloud the questions and answers.

Answer key: 1) Was, Yes, he was. 2) Was, No, he wasn't. 3) Was, No, it wasn't. 4) Were, No, they weren't. 5) Were, Yes, they were. 6) Was, No, she wasn't.

Task G, p. 73

- Pupils work in pairs. One is A, the other is B. Each of them inserts the question words into their part. Then they ask each other questions to check their memory. They mustn't look at the pictures on page 72.

Answer key:

A – 1) Where, 2) Who, 3) Who, 4) What, 5) Who
B – 1) What, 2) Where, 3) Who, 4) What, 5) What

TEACHING TIPS

Extra activities

- For further practice you can play a game called **DO YOU MAKE A GOOD WITNESS?** The activity can be done in two ways: a) the teacher can run the activity, or b) pupils can do it in pairs.
 - a) If you want to run the activity, you need a set of pictures cut out from magazines that show people in various situations (e.g. *a man sitting and reading, children playing etc.*). You show them to the class for 30 seconds and ask questions to check how much they remember. You should ask them questions about details (e.g. *colour of hair, in which hand were people holding something etc.*). The class can be divided in 3 groups so the activity is organised as a competition.
 - b) If you want pupils to do the activity in pairs, give each partner a different picture. They show the picture to their partner for 30 seconds. The partner has to remember as much as possible. The partner with the picture asks questions about the picture to check her/his memory. If his/her partner answers correctly they get a point; if not, their partner gets one. They exchange roles and now the other pupil shows the picture.

E How are the two stories different from each other?

- 1 In Simon's story Brian was listening to music while in Jill's story he ...
- 2 In Jill's story the driver was talking on the phone while in Simon's story he ...
- 3 In Simon's story Brian was crying in the ambulance while in Jill's story he ...

REMEMBER

THE PAST CONTINUOUS – QUESTIONS AND SHORT ANSWERS

a) Look at the examples. How do we make questions in the past continuous?

Was Brian **listening** to music?

What was the driver **doing**?

Were the people **watching**?

Where were the people **standing**?

b) Match the questions to the answers and read them out.

- | | |
|--|---------------------|
| 1 Was Brian going to school? | a Yes, they were. |
| 2 Was Brian listening to music? | b No, he wasn't. |
| 3 Were the old lady and her dog running? | c Yes, he was. |
| 4 Were the mother and the child standing together? | d No, they weren't. |

F Do you remember what really happened? Start the questions with **Was** or **Were** and answer them using short answers.

- 1 ... Brian riding a bike? ...
- 2 ... he going home? ...
- 3 ... it raining? ...
- 4 ... Simon and Jill telling the same story? ...
- 5 ... Celia and Adrian listening with interest? ...
- 6 ... Celia asking questions? ...

SPEAKING



G Work in pairs. Cover the pictures in Task D. Start the questions about the pictures with **Where**, **Who** and **What**. Take turns to answer them without looking at the pictures. The winner is the one with more correct answers.

Picture A

- 1 ... was Brian sitting?
- 2 ... was standing next to him?
- 3 ... was holding a thermometer?
- 4 ... was the doctor holding?
- 5 ... was standing behind him?

Picture B

- 1 ... was Brian wearing?
- 2 ... was the driver standing?
- 3 ... was holding a mobile phone?
- 4 ... was the dog doing?
- 5 ... was the little girl doing?

H Discuss these questions.

- 1 Do you sometimes gossip?
- 2 Do you like to hear gossip? Why? Why not?
- 3 What was the last gossip you heard / read?
- 4 In what situations do people usually gossip?



Task H, p. 73

- Pupils work in groups of 4-5. They answer the question and discuss the topic of gossip. At the end of the discussion they can report to the class.

Answer key: Students' answers.



Workbook

Task E, p. 67

- Ask pupils if they have heard of Nero and Marie Antoinette. If they haven't, tell them some facts about them. Pre-teach vocabulary before the pupils read the texts. Write the vocabulary on the board:

order
saint
murder
disappear
flame
rescue
starve
evidence

- Pupils can work in pairs; each reads one text and relates it to their partner.

Answer key: 1) T, 2) F, 3) T, 4) T, 5) F, 6) F

Task F, p. 67

- Pupils put the verbs into the relevant tenses. Get feedback.

Answer key:

Gossip No.1: was playing, ordered, murdered, was burning, described, wrote, opened.
Gossip No.2: were starving, said, put.

HOMEWORK

Pupils can write a short composition describing something that happened to someone, or some celebrity gossip.

TEACHING TIPS

Extra activities

- You can round up the lesson with some puzzles (it's a good practice of past tenses). Pupils work in groups of 3-4. You can choose one of the puzzles, photocopy it and give to each group. Groups work out the puzzle and have to report their answers to the whole class. The winners are the group which first come up with the correct answer.

PUZZLE 1

Brian was watching television from eight o'clock till quarter past nine last night. While he was watching, it began to snow. An hour and a half later his mobile phone rang. Did the telephone ring while he was watching television?

PUZZLE 2

Four children, Alec, Betty, Carole and Donald, sat down to a meal a few days ago. Alec ate more than Which of the children ate least?

Answer key:

Puzzle 1 – No, it didn't.
Puzzle 2 – Carole did.

E How are the two stories different from each other?

- 1 In Simon's story Brian was listening to music while in Jill's story he ...
- 2 In Jill's story the driver was talking on the phone while in Simon's story he ...
- 3 In Simon's story Brian was crying in the ambulance while in Jill's story he ...

REMEMBER

THE PAST CONTINUOUS – QUESTIONS AND SHORT ANSWERS

a) Look at the examples. How do we make questions in the past continuous?

Was Brian **listening** to music?

What was the driver **doing**?

Were the people **watching**?

Where were the people **standing**?

b) Match the questions to the answers and read them out.

- | | |
|--|---------------------|
| 1 Was Brian going to school? | a Yes, they were. |
| 2 Was Brian listening to music? | b No, he wasn't. |
| 3 Were the old lady and her dog running? | c Yes, he was. |
| 4 Were the mother and the child standing together? | d No, they weren't. |

F Do you remember what really happened? Start the questions with **Was** or **Were** and answer them using short answers.

- 1 ... Brian riding a bike? ...
- 2 ... he going home? ...
- 3 ... it raining? ...
- 4 ... Simon and Jill telling the same story? ...
- 5 ... Celia and Adrian listening with interest? ...
- 6 ... Celia asking questions? ...

SPEAKING



G Work in pairs. Cover the pictures in Task D. Start the questions about the pictures with **Where**, **Who** and **What**. Take turns to answer them without looking at the pictures. The winner is the one with more correct answers.

Picture A

- 1 ... was Brian sitting?
- 2 ... was standing next to him?
- 3 ... was holding a thermometer?
- 4 ... was the doctor holding?
- 5 ... was standing behind him?

Picture B

- 1 ... was Brian wearing?
- 2 ... was the driver standing?
- 3 ... was holding a mobile phone?
- 4 ... was the dog doing?
- 5 ... was the little girl doing?

H Discuss these questions.

- 1 Do you sometimes gossip?
- 2 Do you like to hear gossip? Why? Why not?
- 3 What was the last gossip you heard / read?
- 4 In what situations do people usually gossip?



4.3 FACTS AND FICTION

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES

- GRAMMAR • comparison of adjectives
FUNCTIONS • retelling a story
VOCABULARY • fairy tales, legends, myths etc.

SKILLS

- READING • reading various types of stories
SPEAKING • telling a story
WRITING • writing about a story

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework. Pupils read their compositions in pairs. Some of the compositions can be read aloud. Choose the best one.
- This lesson deals with various types of spoken and written fiction. It revises most literary forms the pupils came across in the previous grades. The grammar focuses on the comparison of adjectives.

Task A, p. 74

- Pre-teach vocabulary.
 - Pupils can work in pairs and find the words in the dictionary.
 - You can read the definitions of words or give them on pieces of paper. Pupils have to shout out the word. Definitions:
 - The writer of a book, article, or other text,
 - A person in a novel, play, or film,
 - Something that actually exists; reality; truth,
 - an imaginary thing or event
 - not real
 - A long written story in which the characters and events are usually imaginary
 - The events that form the main story of a book, film, or play.
 - You can write the vocabulary from Task A on the board and ask pupils what they all have in common (literature). Explain the unknown vocabulary and give example sentences for each, e.g. I did not like the plot of the film "Rambo".

Task B, p. 74

- Pupils have to put the words into the sentences. Before they do it make sure that they understand the vocabulary.

Answer key: 1 fairy tale 2 myth 3 novel 4 fable 5 legend 6 stories

Task C, p. 74

- Pupils do the task.

Answer key: 1) T, 2) T, 3) F, 4) F, 5) F, 6) T, 7) T, 8) T.

DO YOU REMEMBER?, p. 74

- Do you Remember Box* revises the comparison of adjectives. Pupils write the adjective forms. Get feedback. Remind them of spelling, eg: happy – happier, big – bigger.

TEACHING TIPS

Extra activities

Resource Bank, Activity 12

- You can do the activity from the Resource Bank to practice comparison. The aim of the activity is to compare things which have no obvious similarities. Do a trial with the whole class – give pupils three objects (or animals, or professions, or other) and ask them to find as many points for comparison for the items as they can. Limit the time to 3 – 4 minutes. Then, divide the class into groups of four to five. Give another set of words – groups compete by thinking of the most comparisons in 3 – 4 minutes. Encourage them to make do with vocabulary they know, rather than asking you for extra words.

Task D, p. 74

- This task deals with the superlative adjectives related to books. Introduce the topic of reading. Talk about reading in general. Ask pupils what they read and how much they read. Ask if they only read books set on their reading list or other books as well, if their teachers and parents complain that they read too little. Ask them if they think that they read too little or enough. Ask them why young people don't read more, what other activities take up their time. Ask them if / why they think reading is important. Tell them they are going to discuss books in general.
- Write the questions from Task D on the board. Ask pupils to form groups and exchange answers to the questions.

What is the longest book you have read?

the funniest

the saddest

the most unusual

the most interesting

the most romantic

the best

the worst

- Get feedback. The titles of the books that pupils give you will probably be in Georgian. You can accept this. Alternatively, at the end of the feedback you can ask pupils what the English titles would be. Write the book titles you get next to the appropriate category. Hopefully, once they see some of the titles, pupils will want to read the books.

Answer key: Students' answers.

A Do you know the meaning of the words below? Look them up in the wordlist.

WORDSPOT

an author a character a fact fiction imaginary a novel a plot

B Complete the sentences with the words below and read them out.

legend novel stories fairy tale fable myth

- 1 *The Ugly Duckling* is a ...
- 2 *King Midas* is a ...
- 3 *Harry Potter* is a ...
- 4 *The Tortoise and the Hare* is a ...
- 5 *The Story of King Arthur* is a ...
- 6 *Stories from Long Ago* is a collection of ...



C Are these statements **true (T)** or **false (F)**?
Correct the false ones and write them in your notebook.

- 1 Fables are shorter than novels.
- 2 Fairy tales are more fantastic than stories.
- 3 There are more facts in legends than in myths.
- 4 Myths are usually about animals.
- 5 We always know the authors of myths and legends.
- 6 Fairy tales are better than novels for little children.
- 7 Some novels have a complicated plot and many characters.
- 8 All the characters, places and events in fiction books are imaginary.

D Work in groups. Speak about the books you have read. Which one was...

- the longest of all?
- the most unusual?
- the best of all?
- the funniest of all?
- the most interesting?
- the worst of all?
- the saddest of all?
- the most romantic?
- the most boring?

? DO YOU REMEMBER

COMPARISON OF ADJECTIVES

Complete the table. What do you have to be careful about?

		Comparative form	Superlative form
Short adjectives	short	...	...
	big	...	...
	happy	...	...
Long adjectives	beautiful	...	...
Irregular comparison	good	...	...
	bad	...	...
	far	farther / further	farthest / furthest

Task E, p. 75

- This quiz is about various types of fiction. It also practises comparison of adjectives.
- Tell pupils that they are going to do a quiz on fiction. Tell them that they are going to do a quiz which checks their memory of English from this and previous grades. Divide pupils into groups of four or five, depending on how large the class is. Set a time limit (5 minutes) and give a point for each correct answer. Groups answer in turns. The winners are the group with the most points collected.

Answer key: 1) C, 2) A, 3) B, 4) A, 5) A, 6) B, 7) A, 8) A, 9) C, 10) A.

TEACHING TIPS**Extra activities**

- Ask your pupils to work in groups and write a short quiz about other characters from fiction. The groups can write their questions on paper. Hang everybody's questions around the classroom. All the pupils can then walk around and try to answer the questions.

Resource Bank, Activity 13

- This is an activity that practices superlatives further in a personalised form. Photocopy and cut out the questions, each pupil gets one question and gets the answers from all their classmates. In order to do that they have to form questions. Check the questions before they start the survey. (e.g. Which subject do you like most?) After they have collected the answers they work out the results and report to the class. (e.g. The most popular subject is maths.)

Task F, p. 75

- Ask the pupils to discuss the questions in groups of four and then report to the class.

Answer key: Students' answers.

HOMEWORK

Student's Book, Task G, p. 75

QUIZ TIME!

E Do you remember the stories that we spoke about in **New Building Bridges**? Choose the correct answer.

- 1 Hobbits are
A shorter than people.
B taller than people.
C as tall as people.
- 2 Hobbits have
A prettier feet than people.
B bigger ears than people.
C smaller noses than people.
- 3 Cinderella is
A lazier than her stepsisters.
B more beautiful than her stepsisters.
C more evil than her stepsisters.
- 4 Hermione is
A smarter than Dudley.
B younger than Dudley.
C slower than Dudley.
- 5 Tinkerbell is Peter Pan's
A best friend.
B younger sister.
C older sister.
- 6 At Christmas Ebenezer Scrooge becomes
A a worse man.
B a better man.
C a richer man.
- 7 The Hare is
A faster than the Tortoise.
B slower than the Tortoise.
C the fastest of all animals.
- 8 Sherlock Holmes is
A more intelligent than criminals.
B dirtier than criminals.
C more cruel than criminals.
- 9 King Arthur marries
A the richest girl in England.
B the clumsiest girl in England.
C the most beautiful girl in England.
- 10 Excalibur helps King Arthur in
A the most difficult battles.
B the darkest forests.
C the coldest places.

SPEAKING



F Think about the people you know. Discuss these questions in small groups.

- 1 Who is the cleverest person you know?
- 2 Who is the best singer?
- 3 Who is the best athlete?
- 4 Who is the most handsome boy?
- 5 Who is the oldest?
- 6 Who is the kindest?
- 7 Who is the best pupil?
- 8 Who is the most talented writer?
- 9 Who is the prettiest girl?
- 10 Who is the youngest?
- 11 Who is the tallest?
- 12 Who is the funniest?

WRITING



G Write about your favourite book. Answer the questions.

- 1 Who is the book's author?
- 2 What is the plot about?
- 3 Who are the main characters?
 - a) What do they look like?
 - b) What are they like?
- 4 What happens to them?
- 5 What happens at the end?
- 6 Why do you like it?



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4.4 TELLING STORIES

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES

- GRAMMAR • relative pronouns
• modal verbs in the past

- FUNCTIONS • retelling stories, legends, myths,
fables and urban legends

- VOCABULARY • fairy tales, legends, myths etc.

SKILLS

- READING • reading various types of stories

- SPEAKING • narrating

- WRITING • writing a story

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework. In groups, pupils read their compositions about their favourite books.
- This lesson is about oral literature – myths, legends, fables, urban legends. They are important because they depict all the essential aspects of human life and set the core values for human society. They are also very colourful and short enough to attract the attention of modern teenagers.

Task A, p. 76

- Talk with the pupils about myths, legends, fables and urban stories. Ask them if they know what they are and give examples of each (myth – The myth of Sisyphus, the myth of Tantalus, legends – king Arthur, Robin Hood, Holy Grail, fable – Three little pigs, urban legend – alligators in New York sewers).

Answer key: 4, 3, 2, 1.

Task B, p. 76

- There are 4 short texts in this task. You can present them in a few ways:
 - a) Pupils read them. Divide the pupils into groups of 4. Each reads one story and retells it to the members of their group. Finally, they decide which category each text belongs to.
 - b) You read them to the pupils. After every few sentences, stop and ask pupils to predict what will happen next. Example:
 - *What did Midas wish?*
 - *What happened after he touched a bowl of fruit, a chair and a horse?*
 - *Why wasn't he happy?*
 - *Why was he shocked?*
 - *What did the god do?*
 - c) You can play the tape and stop it after every few sentences and ask the pupils to predict what will happen next.

Answer key: King Midas – a myth, Leprechauns – a legend, The Ants and the Grasshopper – a fable, The Vanishing Hitchhiker – an urban legend.

WORDSPOT

A Match the words to the definitions.

- | | |
|----------------|---|
| 1 legend | a) an unusual story that a lot of people believe although it is probably not true |
| 2 myth | b) a short story, usually about animals that talk like humans |
| 3 fable | c) an ancient story of gods and goddesses, kings and heroes |
| 4 urban legend | d) an old and well-known story, often about adventures and magical events |

READING

B Read the texts and decide which is: a legend, a fable, an urban legend and a myth. Explain why.



KING MIDAS

Midas was a king who lived a long time ago, in ancient Greece. He was good to the god Dionysus. The god was grateful and promised to give him what he wanted. Midas wished that all the things he touched turned to gold. He put his finger on a bowl of fruit, then a chair and then a horse – they all turned to gold. He was very happy! But he wasn't so happy when he couldn't eat the food which he touched! And when he killed his daughter with his touch, he was completely shocked. He knew then that his wish was silly. So Midas ran back to Dionysus and asked him to stop the magic. The god was good and let him wash away his magic touch in a river that was flowing nearby.



LEPRECHAUNS

Once upon a time, a king of Ulster fell asleep on the beach. While he was sleeping, three leprechauns drew him into the sea. He woke up and captured them, and they granted him three wishes in exchange for their release. This was the first mention of a leprechaun, a type of fairy that has been in Irish folk tradition since ancient times. Traditionally, a leprechaun is tall and often appears to humans as an old man – much different from the modern view of a small, childlike fairy in a green suit. Leprechauns love to collect gold. They then put it in a pot that they hide at the end of a rainbow. If a human catches a leprechaun, the fairy must grant the human three wishes before he can be free.



THE ANTS AND THE GRASSHOPPER

The Ants were spending a fine winter's day eating the food that they had collected in the summer. A Grasshopper, very hungry, passed by and asked for a little food. The Ants asked him, "Why did you not collect food during the summer?" He replied, "I didn't have time. I was singing all the summer." Then they told him, "If you were silly enough to sing all the summer, you must go to bed without supper in the winter."



THE VANISHING HITCHHIKER

This is easily one of the oldest stories of this kind. The story is of a driver who collects a female hitchhiker on a lonely road. He then drives her home only to find that she vanished from his car. After knocking on her door, he is told the girl died in a car accident years ago, in the very same spot where he picked her up.



Task C, p. 77

- This task can be done as a whole class discussion or pupils can answer the questions in pairs.

Answer key: Students' answers.

REMEMBER, p. 77

- This lesson focuses on the grammar of relative pronouns. Refer to some sentences from the stories. E.g. *Who was the king who turned everything to gold? What do we call a fairy who must grant three wishes? Who was eating the food which they collected in summer? What was the hitchhiker who stopped the driver?*
- Refer pupils to the *Remember Box*. Pupils complete the rules.

Answer key: who, which, that.

Task D, p. 77

- Pupils match the sentences and read them aloud.

Answer key: 3, 7, 5, 1, 8, 2, 6, 4.

Task E, p. 77

- Pupils do the task in pairs. They read their sentences to the whole class. They can choose the best sentence.

Answer key: (possible answers) 1)...stops cars; 2)can do everything; 3) rules a country; 4) collect gold; 5) is very expensive; 6) comes after the rain.

HOMEWORK

Workbook, Tasks B, C, p. 70.



C In pairs, answer the questions and talk about the stories.

- 1 Which story do you like best? Why?
- 2 Is there a message to each story? What is it?
- 3 Do you know any other myths, legends, fables or urban legends? Tell them!

REMEMBER

RELATIVE PRONOUNS

a) We use **relative pronouns** to put sentences and nouns together. Look at these examples:

King Midas was a king **who** lived a long time ago.

Leprechauns put their gold in a pot **which** they hide at the end of a rainbow.

The leprechaun is a type of fairy **that** has been in Irish folk tradition since ancient times.

He washed away the magic in a river **that** was flowing nearby.

b) Complete the rules and write them in your notebook:

We use ... for people.

We use ... for animals or things.

We use ... for people, animals and things.

D Match the beginnings to the ends of sentences.

- | | |
|--------------------------------------|---|
| 1 Midas was the king | a) that can grant you three wishes. |
| 2 All the things | b) that were eating. |
| 3 Leprechauns are fairies | c) who picked up the hitchhiker was surprised. |
| 4 They put the gold | d) who lived in ancient Greece. |
| 5 The driver | e) which they collected in the summer. |
| 6 The hitchhiker | f) that Midas touched turned to gold. |
| 7 The Grasshopper passed by the Ants | g) who stopped the driver was a young girl. |
| 8 The Ants were eating the food | h) which they collect in a pot. |

E Work in pairs to complete the sentences. Read them out.

- 1 A hitchhiker is someone who
- 2 A god is someone who
- 3 A king is someone who
- 4 Leprechauns are creatures that
- 5 Gold is something that
- 6 A rainbow is something that



LESSON 2

INTRODUCTION

- Check homework.



Workbook

Task D, p. 71

- The task is a personalised revision of relative pronouns. Pupils first work individually and finish off the sentences. Then divide them into groups. They read their sentences to each other.

Task F, p. 78

- Introduce the story of Icarus by asking pupils how they feel about flying. Make them imagine what it would be like to be a bird. Ask them why have people always wanted to fly. Remind them who were the first people to fly (Unit 3!).
- Pupils match the words to the pictures.

Answer key: 2, 4, 1, 3.

Task G, p. 78

- Pupils can listen to or read and listen to the myth. But, it would be best if **you** told them the story. Do not read, tell them the story in your own words. After every few sentences, stop and ask pupils to predict what will happen.
- After you have finished telling the story, ask pupils for their opinion of the story. Elicit their opinions about Minos, Daedalus and Icarus. Make them describe the characters. Ask them what the moral of the myth is. There can be many interpretations of the myth: Daedalus is a symbol of a man's search for freedom, Icarus too, but he is also an example of how dangerous freedom can be. Icarus is also an example of the inexperience of youth and its impatience; a lesson on how the young should take advice from the old, etc.
- Do not insist on correct pronunciation of Greek names and words, it is irrelevant because they will never be a part of pupils' active vocabulary.
- Before you discuss the myth you can check comprehension by doing T/F exercise.

Answer key: F, T, T, F.

TEACHING TIPS

Extra activities

- **Optional:** You can exploit myths in many ways. We suggest one – a role-play. Put pupils into groups of three/four. They write the dialogues between Minos, Daedalus and Icarus (you can add some characters, e.g: *prison guard, the Minotaur, etc.*) Pupils role play the dialogues for the whole class.

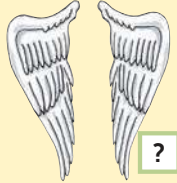
Task H, p. 78

- Urge the pupils to discuss the moral of the myth in groups and then share their answers with the rest of the class.

Answer key: Students' answers.

F Match the pictures to the words.

WORDSPOT



1 Minotaur

2 wax

3 a labyrinth

4 wings



READING

G Read the myth and decide if the following statements are true (T) or false (F).

TRACK 32

- 1 Daedalus wasn't able to help King Minos.
- 2 Minos had to shut the Minotaur in the labyrinth.
- 3 He had to put Daedalus and his son in prison.
- 4 Daedalus and Icarus were not able to escape from the prison.

THE STORY OF DAEDALUS AND ICARUS



Once upon a time there was a king called Minos who lived on the island of Crete. He caught a dangerous monster, the Minotaur. Daedalus, a great inventor, built a labyrinth where the king kept the monster so that he could not run away. King Minos did not want Daedalus to tell the secret of the labyrinth to anybody else, **so** he put Daedalus and his young son Icarus in prison.

They hated being in prison and so they decided to run away. They needed wings and Daedalus was able to make wings for himself and his son using bird feathers and wax. **One day** they flew to freedom. **But** they had to fly carefully; if they flew too high in the sky, the heat of the sun could melt the wax on their wings and they could fall into the sea.

At first everything went well, but **then** Icarus began to behave stupidly. His father told him he had to fly in the middle of the sky, but Icarus was having too much fun and he didn't listen to him. He flew up, higher and higher, closer to the sun. Suddenly he saw that his wings were melting! He fell down into the sea and drowned.

When Daedalus turned around, his son was nowhere to be seen. He looked for him everywhere. He **finally** found him, but it was too late – Icarus was already dead.

H What can you learn from this myth?

REMEMBER, p. 79

- After reading and speaking you can do grammar. This lesson focuses on the past of *can*, *be able to*, *have to*. Ask questions about the story using the relevant grammar and write the answers on the blackboard.

- *What did Minos have to do with Minotaur?*
He had to put him in the labyrinth.
- *Could Daedalus run away?*
He couldn't run away.
- *Was Icarus able to fly?*
Icarus was able to fly.

- Make pupils look at the *Remember Box*. They fill in the rules in a) and answer the questions in b).

Answer key:

could, was able to/were able to, had to;
couldn't, wasn't able to, didn't have to.

Task I, p. 79

- Pupils work individually and circle the correct option. Get feedback.

Answer key: 1) had to, 2) couldn't, 3) had to, 4) was able to, 5) were able to, 6) wasn't able to.

TEACHING TIPS

Extra activities

- For personalised practice you can do an activity which practises the past of *can*, *be able to*, *have to*. It is called **THEN AND NOW**. You start by discussing with pupils how they remember their childhood – happier and freer than now? Or the opposite? Then ask them to write down four lists of differences between:

- 1 *What they could do then, but can't (mustn't) do now.*
- 2 *What they couldn't/weren't able to do then, but can do now.*
- 3 *What they had to do then but don't have to do now.*
- 4 *What they didn't have to do then, but must do now.*

- You can write the prompts on the blackboard.
- After ten or fifteen minutes of writing, ask them to read out some of the things they have written. Finally, try to reach some overall conclusions; do these fit in with the impressions given in the opening discussion?

HOMEWORK

Workbook, Tasks F, G, p.71.

REMEMBER

MODAL VERBS IN THE PAST

a) Look at the sentences and complete the rules.

The Minotaur **could** hurt people.

Daedalus **was able to** make wings. He and his son **were able to** fly to freedom.

Icarus **had to** fly very carefully.

The past simple of **can** is

The past simple of **be able to** is ... /

The past simple of **have to** is

b) Look at three more sentences. How do we form negative sentences?

The Minotaur **couldn't** run away.

Daedalus **wasn't able to** save Icarus. Father and son **weren't able to** get away without wings.

Minos **didn't have to** put Daedalus in prison.

I Choose the correct option.

- 1 Minos **had to / didn't have to** protect his people from the Minotaur.
- 2 He **could / couldn't** build the labyrinth without Daedalus' help.
- 3 Minos **had to / didn't have to** put Daedalus and Icarus in prison.
- 4 Daedalus **was able to / wasn't able to** build wings using feathers and wax.
- 5 Daedalus and Icarus **were able to / weren't able to** fly.
- 6 Daedalus **was able to / wasn't able to** save his son.

J Go back to the text and look at the words and expressions **in colour**. They are very important for a story. Why?

EVERYDAY ENGLISH

STORYTELLING

BEGINNING THE STORY

Once (upon a time)
there was...

It happened when I was...

ORDERING EVENTS

At first...
Then... / ...then...
When...
After...

But...
So...
One day...
Suddenly...

ENDING THE STORY

At the end of the story...
Finally,...

K In your notebook complete a very short version of *The Hobbit* with the expressions from the Everyday English box.

... there was a hobbit named Bilbo Baggins. ... he gets a visit from Gandalf, a wizard. Gandalf wants to send him on an adventure together with thirteen dwarves, to recover the treasure that was stolen by the evil dragon Smaug. ... , Bilbo refuses, but ... he changes his mind. ... many adventures, he and the dwarves recover the treasure. ... , Bilbo is happy to return back to his safe and peaceful old life.



L In groups, retell a novel or a film that you like in the same short way. Use the phrases you have learned.

SPEAKING



LESSON 3

INTRODUCTION

- Check homework.
- Revising the story from the previous lesson. You can do it in two ways, both of which are suggested in tasks below.

Task J, p. 79

- Ask the pupils to quickly read the text on p. 78 again and then discuss the words in colour.
- Go through the expressions in the Everyday English box in order to revise and explain all the expressions.

Answer key: Students' answers.



Workbook, Task E, p. 71

- The task revises the myths about Daedalus and Icarus. Make pupils fill in the story with the words. Pupils read the story aloud.

TEACHING TIPS

- To revise the myth of Icarus, tell pupils to make a chain story about the myth. Before they start make them find the expressions in colour in the original story (Task G, p.78). Write the expressions on the board.

BEGINNING THE STORY	ORDERING EVENTS	ENDING THE STORY
Once (upon a time) there was.... It happened when	At first... Then... / ...then... When... After... But... So... One day... Suddenly...	At the end of the story... Finally,...

- Each pupil makes one sentence that follows the sentence of a previous pupil. To help them you can start with: *Once upon a time there was a king whose name was Minos...*

Task K, p. 79

- Tell pupils that they are going to read a story about Hobbits. Ask them if they have read the book or seen the film about Hobbits. Pupils insert the words from the *Everyday English Box* (or from the board) into the text.

Answer key: once, one day, at first, then, after, finally.

Task L, p. 79

- Pupils in groups retell a plot of a story or a film to each other. They have to use the phrases from the *Everyday English Box*. They can retell the best stories to the whole class.

HOMEWORK

Pupils have to write the stories from Task L. p. 79.

REMEMBER

MODAL VERBS IN THE PAST

a) Look at the sentences and complete the rules.

The Minotaur **could** hurt people.

Daedalus **was able to** make wings. He and his son **were able to** fly to freedom.

Icarus **had to** fly very carefully.

The past simple of **can** is

The past simple of **be able to** is ... /

The past simple of **have to** is

b) Look at three more sentences. How do we form negative sentences?

The Minotaur **couldn't** run away.

Daedalus **wasn't able to** save Icarus. Father and son **weren't able to** get away without wings.

Minos **didn't have to** put Daedalus in prison.

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- 3 Minos **had to / didn't have to** put Daedalus and Icarus in prison.
- 4 Daedalus **was able to / wasn't able to** build wings using feathers and wax.
- 5 Daedalus and Icarus **were able to / weren't able to** fly.
- 6 Daedalus **was able to / wasn't able to** save his son.

J Go back to the text and look at the words and expressions **in colour**. They are very important for a story. Why?

EVERYDAY ENGLISH

STORYTELLING

BEGINNING THE STORY

Once (upon a time)
there was...

It happened when I was...

ORDERING EVENTS

At first...
Then... / ...then...
When...
After...

But...
So...
One day...
Suddenly...

ENDING THE STORY

At the end of the story...
Finally,...

K In your notebook complete a very short version of *The Hobbit* with the expressions from the Everyday English box.

... there was a hobbit named Bilbo Baggins. ... he gets a visit from Gandalf, a wizard. Gandalf wants to send him on an adventure together with thirteen dwarves, to recover the treasure that was stolen by the evil dragon Smaug. ... , Bilbo refuses, but ... he changes his mind. ... many adventures, he and the dwarves recover the treasure. ... , Bilbo is happy to return back to his safe and peaceful old life.



L In groups, retell a novel or a film that you like in the same short way. Use the phrases you have learned.

SPEAKING



FROM BRIAN'S BOOKSHELF: **ROBINSON CRUSOE**

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES

- GRAMMAR • revision of past tenses
FUNCTIONS • retelling a novel
VOCABULARY • language of novels

SKILLS

- READING • reading the plot of a novel
LISTENING • listening to the plot of a novel
SPEAKING • narrating
WRITING • writing a story

CULTURE and CLIL

- Georgian language
- literature

TEACHING TIPS

- Tell pupils that they are going to listen to the first part of the story. Then, give the questions before listening. Ask pupils to close their books and listen for the answers. Play the tape and check their answers. They work individually. As a follow-up, in groups pupils have to summarise the story in one sentence. The group with the best sentence wins (e.g. *Robinson Crusoe, whose father was rich and wanted him to become a lawyer, became a sailor, his ship sank and everyone but him died.*).

LESSON 1

Introduction

- Check homework. Pupils read their stories for the whole class.
- This lesson brings the story of *Robinson Crusoe*. The story of *Robinson Crusoe* is retold in the shortest possible way to make it interesting for the pupils. You can present the story in various ways and here are a few.
- Read the short note about the novel *Robinson Crusoe*.

Task A, p. 80

- Before you start it is very important that pupils understand the vocabulary so they can understand the narrative. For this reason you should do this task. Pupils do it in pairs. Check understanding with the whole class.

Answer key:

SEA: a storm, a wave, a voyage
SHIPS: to sail, to go on board, to sink, a raft, a voyage
LAND: a cave, a shore, a rock, a fortress, a castle
PEOPLE: naked, a footprint, natives

Task B, p. 80

- Introduce the concept of a survivor on a deserted island. Ask the pupils what they would do and how they would feel if they were alone on a desert island. Ask them if they remember any movies or books with a similar theme. Now, tell them they are going to hear the first two chapters of the famous novel *Robinson Crusoe*.

Answer key: 1 In the city of York, in England. 2 His father wanted him to go to school and become a lawyer. 3 He wanted to go to sea. 4 He went on a voyage and the ship sank. Then he went on board another ship but this one also sank.

Robinson Crusoe



The English writer Daniel Defoe wrote the novel *Robinson Crusoe* in 1719. It was the first novel in English and remains one of the most popular English novels. It is a fictional autobiography of an Englishman who spends a long time on a desert island.

A Draw the table in your notebook. Put the words below into the correct columns in the table.

- to sail a cave a shore naked a footprint to go on board
 a storm to sink a wave a raft natives a rock
 a fortress a castle a voyage

SEA	SHIPS	LAND	PEOPLE
.....



READING & LISTENING

B Read and listen to the first two chapters of the story. Find out the following:

TRACK 33

- 1 Where was Robinson Crusoe born?
- 2 What did his father want?
- 3 What did Robinson want?
- 4 What happened to him?

CHAPTER 1

I was born in the city of York, in England, in the year 1632. My father was rich and he sent me to school to become a lawyer. But I wanted to go to sea. So I went on a voyage. My father was not happy. I wasn't lucky and the ship sank. I went on foot to London where I went on board another ship.

CHAPTER 2

A great storm came up again, and the ship was lost on the seas. Suddenly we hit a rock and the ship broke up so we put a boat into the sea. The waves were so big that the boat sank and I swam to land. I was looking for my friends for a long time, but they were all dead.



Task C, p. 81

- Pupils listen and read the next two chapters of the story and then answer the questions.

Answer key: 1 Some tools, guns and gunpowder. 2 In a cave. 3 He had two cats, a dog and a parrot. 4 Yes, he did once, but there was a terrible storm and he was happy when he came back to the shore.

TEACHING TIPS

- You can present the next two chapters in two ways:
 - a) DICTOGLOSS.** This is an activity which can be used for other narratives, too. It is a variation of a dictation. Tell pupils to close their books and to listen to you. Tell them you are going to read the story only once and in one go. They have to listen carefully and take notes, writing down only key words. (You can read the first sentence and show them how it is done, suggested notes: *born, York, 1732*). You then read the story only once. After you have finished with the reading, pupils reconstruct the story from their notes. They can work in pairs. Finally, pupils listen to the tape and answer the questions.
 - b) Resource Bank, Activity 14**

Pupils listen and fill in. Tell pupils to close their books. Give them the papers with the gapped text. Play the tape. Pupils have to listen and fill in the gaps. After they have finished, they answer the questions.

Task D, p. 81

- Pupils predict what is going to happen in the last two chapters. They fill in the task and then check by listening to the end of the story.

Answer key: Students' answers.

Task E, p. 81

- Pupils listen and check their predictions.

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Task E, p. 81

CHAPTER 5

Years passed. I sometimes felt very lonely, so I often went to the top of the island, hoping to see a ship. One day while I was walking, I saw a footprint on the beach. Then one morning I saw a fire from the top of the island. Naked natives were dancing around the fire. They brought two men to the fire, killed one of them and started to cut him up – they were cannibals! The second man started to run. I saved him and he became my slave. Now, I had company. I named him Friday because I saved his life on that day. I taught him English.

CHAPTER 6

After some time we saw a ship. A boat came to shore and some sailors wanted to kill the captain. Friday and I saved the captain's life and he was very grateful. He promised to take me back to England. So I left the island

after twenty-eight years, two months and nineteen days. Friday came with me but some natives killed him. I was very sad that my good, kind servant was dead. I arrived safely in England. I was glad to be back in my old home, and only wanted to spend the rest of my days there.

TEACHING TIPS

- You can also do a *variation* activity. To do it, you have to divide the class into groups of four. Then, write the following words on the board: *lonely, footprint, fire, men, slave, ship, captain, England*. Tell pupils they have to write a story using these words. The groups read the stories to each other. Play the tape to check which group is closest to the real story.

Task F, p. 81

- This task can be done in class or can be assigned for homework. If it is done in class pupils work in groups of three to four. They write their stories on separate pieces of paper which they stick on the board. They read each others' compositions.

HOMEWORK

Workbook, Tasks A, B, p. 73.

C Read and listen to the next two chapters of the story. Find out the following:

- 1 What did Robinson take from the ship?
- 2 Where did he live on the island?
- 3 Which animals did he have?
- 4 Did he try to leave the island?

CHAPTER 3

The next morning the sun was shining and I could see the ship. I swam to the ship and took some useful things. For twelve days I was taking things from the ship to the shore on a raft. I found some tools and guns and gunpowder. On the shore I found a cave which I covered with a tent and made a kind of fortress for myself. I also saved two cats, a dog and a parrot from the ship. For a long time they were my only company.

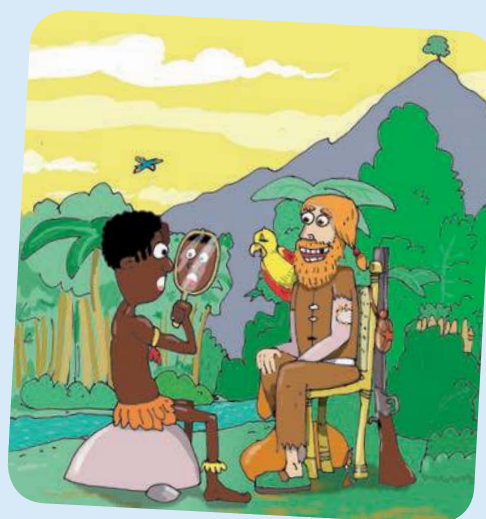
CHAPTER 4

I caught some wild goats that gave me enough meat for food. I used their skins for clothes. I also made an umbrella to protect myself from the sun and rain. I made a canoe and tried to sail from the island, but a terrible storm started and I was happy when I came back to the shore. I never tried to sail away again.



D What do you think happens in the last two chapters of the story? Choose the statements that you think are true.

- 1 Robinson found a native on the beach.
- 2 He named him Friday because it was his favourite day of the week.
- 3 Friday became his servant.
- 4 They saw a ship and swam to it.
- 5 Robinson and Friday arrived in England safely.
- 6 Robinson soon went on a new voyage.



E Now listen and check. Did you guess correctly?

..... **WRITING**



F Imagine your ship sank and you survived on a desert island. Write a story using the prompts.

- What was the island like?
- What did you eat?
- Where did you sleep?
- How did you feel?
- How long did you stay there?
- Did you leave the island and how?

UNIT 5 SCHOOL FOR LIFE

5.1 THIS WEEK AT SCHOOL

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES	
GRAMMAR	• The present perfect simple, affirmative and negative
FUNCTIONS	• Speaking about a school project
VOCABULARY	• school life
SKILLS	
READING	• reading a newspaper article about a school project
SPEAKING	• describing pictures
WRITING	• sentences about themselves
CULTURE and CLIL	
	• Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- Outline of the unit. The topics of Unit 5 are school life (school project, helping friends in and out of school, school magazine, etc.), success (examples of successful people), cheating (cheating in school and lying to parents and friends). This unit also introduces a new structure – the present perfect simple. The aspect of this tense, as all teachers well know, is completely incomprehensible to Georgian speakers. In this lesson we have present the tense through present results or emphasis on action and not on the time when it happened.

Tasks A, p. 84

- Introduce the topic of school life. Ask pupils what they *like/don't like* about school. Draw the pupils' attention to the pictures in Task B. Ask them to describe what they can see and what is going on in the pictures.
- Refer pupils to Task A. Tell them to match the nouns to the verbs.

Answer key: 3, 4, 1, 2, 6, 7, 8, 5.

Task B, p. 84

- Pupils describe picture a), what the school looked like.
- Pupils describe picture b), what the school looks like now. They fill in the sentences and read them to the whole class. Elicit comments on the work they have done.

Answer key: 1) trees, 2) litter, 3) graffiti, 4) fence, 5) benches, 6) litter bin, 7) grass, 8) mural.

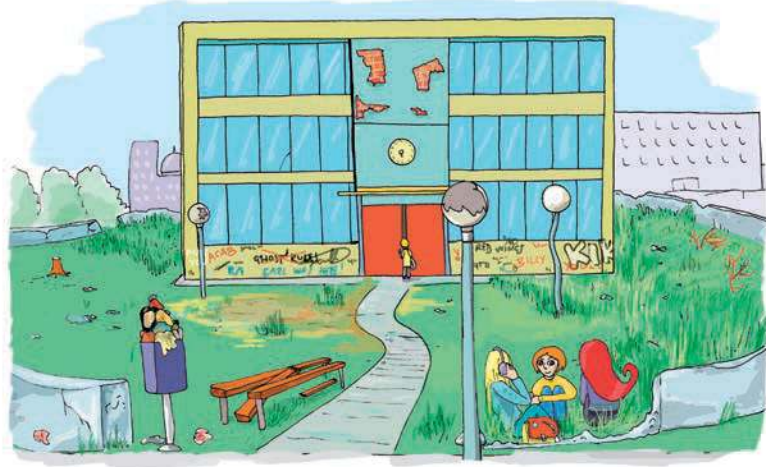
A Match the verbs to the nouns to get word combinations.

- | | | | |
|------------|-----------------|-----------|-----------------|
| 1 plant | a) a new bench | 5 repair | e) a litter bin |
| 2 clean up | b) a mural | 6 empty | f) the grass |
| 3 put up | c) a tree | 7 cut | g) the litter |
| 4 paint | d) the graffiti | 8 pick up | h) the fence |

WORDSPOT

B This week the pupils at Brian's school, their teachers and their parents have done a lot of work around the school.

a) Look at the picture and say what the school and the school grounds looked like before they started.



b) Look at the picture of the school and the school grounds now. Complete orally the sentences.

- | | |
|--|--|
| 1 They have planted some ... | 5 They have put up two new ... |
| 2 They have picked up all the ... | 6 They have emptied the ... |
| 3 They have cleaned up the ... on the school wall. | 7 They have cut the ... |
| 4 They have repaired the ... | 8 They have painted a ... above the clock. |



Task C, p. 85

- Pupils read the article and do the task. Get feedback.

Answer key: 4, 1, 6, 2, 5, 3.

Task D, p. 85

- The task, like the previous one, makes the pupils familiar with the new grammatical pattern – the present perfect. At this point do not explain anything, just make your pupils repeat the form.

Answer key: 1) Jill, 2) Brian and Celia, 3) Sarah and her mother, 4) the teachers, 5) Adrian, 6) Simon and his father.

Task E, p. 85

- Go through the questions and discuss the idea of voluntary work for school. Ask your pupils what could be done to make your school nicer.

Answer key: Students' answers.

HOMEWORK

Workbook, Task A, p. 76



C Read the article from the school magazine and match the people to the activities.

GOOD WORK IN SCHOOL



Good news from our Secondary School. No, it is not about marks; it is about the school building and the school grounds. Remember what they looked like? There was graffiti on the school walls. There were no trees in the park, there was litter everywhere and the litter bin was always full. The fence was broken. Go and have a look today! The children, their parents and the teachers **have been** very busy. We **have spoken** to some of them. Sarah and her mother **have planted** some trees. Jill **has picked up** all the litter and **emptied** the litter bin. Simon and his father **have repaired** and **painted** the fence. "I've **cleaned up** the graffiti", says Adrian. "We've **painted** the mural. The school looks really beautiful now", say Brian and Celia. "We've **put up** another litter bin", say Adrian and Jill. The children **have also cut** the grass. The teachers **have helped**, of course. They **have repaired** the old bench in front of the school and they **have put up** two new ones. The grounds look lovely now. The children **have not finished** yet. "We **haven't planted** any flowers, and the electrician **hasn't brought** a new lamp", they say. Congratulations everyone! Keep up the good work!

- | | |
|--------------------------------------|-------------------------|
| 1 They have planted four trees. | a) Adrian and Jill |
| 2 She has picked up all the litter. | b) Sarah and her mother |
| 3 They have painted a mural. | c) Simon and his father |
| 4 They have put up a new litter bin. | d) Jill |
| 5 They have put up two new benches. | e) the teachers |
| 6 They have repaired the fence. | f) Brian and Celia |

D Who says this?

- | | |
|--|-----|
| 1 I've picked up four bags of litter. | ... |
| 2 We've made the wall more beautiful. | ... |
| 3 We've brought the trees from our garden. | ... |
| 4 We've got some benches. | ... |
| 5 I've cleaned up the graffiti. | ... |
| 6 We've painted it blue. | ... |



E Answer the questions.

- | | |
|----------------------------------|--|
| 1 Why are the children happy? | 3 Have you done anything similar? What? |
| 2 Do you think it's a good idea? | 4 Do you think parents should help, too? |



LESSON 2

INTRODUCTION

- Check homework.

REMEMBER, p. 86

- Revise the previous lesson. Write the names on the board and the pupils have to remember what each person has done. Write some answers on the board (two examples are with regular and one with an irregular verb.) Underline the past participles:

- Jill	She has <u>picked up</u> all the litter./She's picked....
- Brian	He has <u>ainted</u> a mural./He's painted....
- the teachers	They have <u>put up</u> new benches./They've
- Simon and his father	
- Sarah and her mother	
- Adrian and Jill	

- Draw your pupils' attention to the examples on the board. Ask them to say what verbs they see in the examples – to have + other verbs. Tell them to decide in which forms the verbs are. They might tell you it is the past tense so tell them it is a new form they have to learn – the past participle. Tell them the past participle of regular verbs is the same as the past simple. Irregular verbs have to be memorized. Explain the meaning of the tense. Refer your pupils to the Remember Box.

Task F, p. 86.

- Refer pupils to the article (Task C, p. 85). They find past participles in the article. Write the examples of different past participles:
 - a) all three forms of the verb are the same – cut, put, hit, cost etc.
 - b) the 2nd and 3rd forms are the same – get, sleep, feel, etc.
 - c) all three forms of the verb are different – go, do, write, etc.

Answer key: been, brought, cut, got/gotten, out, spoken

Task G, p. 86

- Pupils fill in the table. Get feedback.

Answer key:
 INFINITIVE: fall, write
 PAST SIMPLE: did, forgot, went, lost
 PAST PARTICIPLE: baked, finished, injured



Workbook, Task D, p. 77

- Pupils fill in the table with past participles. Pupils work individually. Get feedback. Refer them to the list of irregular verbs at the back of the student's book.

READING

C Read the article from the school magazine and match the people to the activities.

GOOD WORK IN SCHOOL

17 February

Buzz

Good news from our Secondary School. No, it is not about marks: it is about the school building and the school grounds. Remember what they looked like? There was graffiti on the school walls. There were no trees in the park, there was litter everywhere and the litter bin was always full. The fence was broken. Go and have a look today! The children, their parents and the teachers have been very busy. We have spoken to some of them. Sarah and her mother have planted some trees. Jill has picked up all the litter and emptied the litter bin. Simon and his father have repaired and painted the fence. 'I've cleaned up the graffiti', says Adrian. 'We've painted the mural. The school looks really beautiful now', say Brian and Celia. 'We've put up another litter bin', say Adrian and Jill. The children have also cut the grass. The teachers have helped, of course. They have repaired the old bench in front of the school and they have put up two new ones. The grounds look lovely now. The children have not finished yet. 'We haven't planted any flowers, and the electrician hasn't brought a new lamp', they say. Congratulations everyone! Keep up the good work!

- 1 They have planted four trees.
- 2 She has picked up all the litter.
- 3 They have painted a mural.
- 4 They have put up a new litter bin.
- 5 They have put up two new benches.
- 6 They have repaired the fence.

- a) Adrian and Jill
- b) Sarah and her mother
- c) Simon and his father
- d) Jill
- e) the teachers
- f) Brian and Celia

D Who says this?

1 I've picked up four bags of litter.	...
2 We've made the wall more beautiful.	...
3 We've brought the trees from our garden.	...
4 We've got some benches.	...
5 I've cleaned up the graffiti.	...
6 We've painted it blue.	...

E Answer the questions.

1 Why are the children happy?	3 Have you done anything similar? What?
2 Do you think it's a good idea?	4 Do you think parents should help, too?

SPEAKING

REMEMBER

THE PRESENT PERFECT SIMPLE

a) We make the **present perfect** with the auxiliary verb **to have** and the **past participle** of the main verb.

AFFIRMATIVE

NEGATIVE

I / You / We / They	have ('ve)	finished. brought it.	I / You / We / They	have not (haven't)	painted it. made it.
He / She / It	has ('s)	done it. helped.	He / She / It	has not (hasn't)	cut it. cleaned it.

The **past participle** of **regular verbs** is the same as their past simple form (finished, studied). The **past participle** of **irregular verbs** has to be learned by heart (lost, done, written).

☹ There are about 300 irregular verbs in English!

☺ Most of them have the same past simple and past participle forms!

b) Read these sentences. Do we know when the action happened? Is it important? What is important?

I've **cleaned up** the graffiti.

Jill **has emptied** the litter bin.

Sarah and her mother **have planted**

some trees.

We use the **present perfect** when we talk about actions that have results in the present. We want to know **what** has happened, not **when** it happened.

F Write the **past participle** of these verbs in your notebook.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was / were	...
bring	brought	...
cut	cut	...
get	got	...
put	put	...
speak	spoke	...

G Look at the verbs in the table below. How many of them are regular? Write the missing forms in your notebook.

INFINITIVE
bake
do
...
finish
forget
go
injure
lose
...

PAST SIMPLE
baked
...
fell
finished
...
...
injured
...
wrote

PAST PARTICIPLE
...
done
fallen
...
forgotten
gone
...
lost
written

Task H, p. 87

- Tell pupils to have a look at the pictures and say what is going on and what has happened.
- Pupils fill in the sentences with the missing participles. Then they match the sentences to the pictures.

Answer key:

1) fallen, 2) lost, 3) done, 4) got
2, 1, 4, 3.

Task I, p. 87

- Pupils fill in the sentences with past participles. Get feedback.

Answer key: 1) has written, 2) have gone, 3) has baked, 4) have done, 5) has injured, 6) has forgotten.

Task J, p. 87

- Pupils work in pairs. They write sentences about themselves. Two are true and two are false. Their partners have to decide which are true and which are false.

TEACHING TIPS**Extra activities****Resource Bank, Activity 15**

- This is a grammar drill in the form of a game. Pupils can play the game in groups of three. Make enough photocopies for all the pupils. Cut up the cards from the *Resource Bank*. There are two groups, A and B. Pupils put cards A face down on the desk. They distribute cards B among themselves. Each pupil looks at his/her cards. Each pupil draws an A card from pile A. In their pile they have to find a word which matches the verb on card A and make a sentence (positive or negative). Example: *lose + money: She has lost money*. If they have a good sentence, they can keep both cards. There is always only one correct answer! The winner is the pupil who has collected the most sentences.

HOMEWORK

Workbook, Tasks E, F, p. 77.

H Look at the pictures. What has happened in each picture?



a) In your notebook complete the sentences with the missing **past participles** from Tasks F and G.

- 1 Celia is very tired. She didn't sleep well. She has ... asleep.
- 2 Jill is upset. She can't find her bag. She has ... it!
- 3 Simon has ... the test first! But he didn't study! He cheated.
- 4 Sarah has ... a good mark.

b) Match the sentences to the pictures.

I Complete in your notebook the sentences with the **present perfect** of the verbs in brackets.

- 1 Sarah's mum ... an email to the teacher. (write)
- 2 "Yes, Mrs Bates. School's over and Brian ... home." (go)
- 3 My mum ... already ... a cake for my birthday. (bake)
- 4 I ... my homework. Can I go out now? (do)
- 5 Adrian fell off his bike. He ... his knee. (injure)
- 6 Celia ... the CD! What shall we do now? (forget)

J Write two true and two false sentences about things you have done today. In pairs read the sentences to each other. Guess which are true and which are false. Look at the example.

Person A
I've done my homework.

Person B
It's not true. You haven't done your homework.

SPEAKING & WRITING



5.2 LIES AND SECRETS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • The present perfect simple, questions
FUNCTIONS • discussing house chores
VOCABULARY • household chores, text messages

SKILLS

- READING • reading text messages
LISTENING • listening to a conversation
SPEAKING • describing pictures

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- This lesson is about lying to parents and friends, housework and romance among pupils. It gives you the opportunity to discuss the problem of lying – the question of how bad it is to lie to parents, and why children lie to them, and if all lies are bad. It also introduces the present perfect interrogative form.

Task A, p. 88

- You can start the lesson with the questions and discuss the topic of lying. But it would be better to do it after listening to and reading the dialogue.
- The alternative is to do the discussion after listening to and reading the dialogue.
- Discuss the problem of lying. Task C can help you. Ask pupils why Celia has lied and if it is all right to lie to your parents. Of course it is not, but all children do it for various reasons. Very often it is only to avoid problems, prohibitions, constant questioning by parents etc. Elicit pupils' opinions on lying. *Is it all right to lie in some situations? (e.g. when we do not want to hurt other people's feelings). Do adults (their parents) lie and why? (e.g. to protect their children?). Do people today lie more or less than before? Etc.*

Answer key: Students' answers.

Task B, p. 88

- Tell pupils to look at the picture and describe it. Tell them to describe the room, what the girls are doing. Ask them questions in the present perfect to elicit their deductions about what the girls have/haven't done. E.g. *Has Celia done her homework?* Finally, ask them to compare the picture with their own rooms.
- Now, instruct pupils to do the task. They have to decide what is true. Pupils do the task individually. They read aloud to check. At this point do not tell them if they were right or wrong. They will know after they have listened to the dialogue.

Answer key: 1) F, 2) F, 3) F, 4) F

Task C, p. 88

- Before you do the listening, tell pupils to have their books closed and focus on Celia's lies. Their task is to establish the number of lies she has told. After you get their answers they can read the text.

Answer key: Celia has told 4 lies: She hasn't washed up, she has eaten junk food, she hasn't walked Muffy and she hasn't done her homework.



SPEAKING

A Answer the questions.

- 1 Have you ever lied to your parents? Why?
- 2 Have you ever lied to your friends? Why?
- 3 Why do people sometimes lie?
- 4 Is it all right to lie?

B Describe the picture. Are the statements below **true (T)** or **false (F)**? Correct in your notebook the false ones.



- 1 Celia is home alone.
- 2 She has walked the dog.
- 3 Celia has cleaned the kitchen.
- 4 She has done her homework.



LISTENING & READING

C Celia lives with her mother. Today her mother is on a business trip and she calls to check if everything is all right. Listen and read. How many lies has Celia told?

TRACK 36

- Mum: Hello, Celia! It's mum. I've arrived at the hotel. Is everything all right at home?
 Celia: Yes, of course. I'm not a baby! I can take care of myself. You've been away many times...
 Mum: OK, don't get so upset... I just want to be sure, you know. Have you had dinner?
 Celia: Yes, I have.
 Mum: What have you eaten?
 Celia: Umm... Well,...
 Mum: You've had fast food again, haven't you?
 Celia: No, I haven't!
 Mum: Have you washed up?
 Celia: Yes, I have.
 Mum: All right, all right... Have you walked Muffy?
 Celia: Yes, I have.
 Mum: Have you done your homework?
 Celia: Yes, I have... Mum, stop it! I've had enough of your questions! Why don't you trust me?
 Mum: All right, everything seems fine. I know you're a good girl! Go to bed now. See you tomorrow! Bye.
 Celia: Bye, mum.

Task D, p. 89

- Go back to the dialogue and tell pupils to find the questions in the text. Write some of them on the board.

- Have you had dinner? Yes, I have. / No, I haven't.
 - Has she walked the dog? Yes, she has. / No, she hasn't.

REMEMBER, p. 89

- Refer pupils to the *Remember Box*.

Task E, p. 89

- Pupils role-play the dialogue. Make as many pupils as possible do it



Workbook, Tasks A, B, C

Task A, p. 78

- The task deals with the vocabulary of housework. After the pupils match vocabulary you can discuss house chores. Ask questions: Which of these chores do you do? Who irons at your home? Do you like doing chores? etc. By show of hands you can choose the least/most popular house chores.

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

Task B, p. 78

- Pupils circle the correct answer for their family. Get feedback.

Task C, p. 78

- Pupils do the task in pairs. They can report to the class.

HOMEWORK

Workbook, Tasks E, F, p.79

LESSON 2

INTRODUCTION

- Check homework.



Workbook, Tasks F, G

Task F, p. 79

- The task revises the previous lesson. Pupils do it individually. Get feedback.

Task G, p. 79

- Pupils can do this task orally. They work in pairs and tell each other what has really happened.

Task F, p. 89

- Do a class survey from Task E. Tell pupils to work in pairs and ask each other the questions. After they have finished, they report back to the whole class on their partner. You can keep statistics and make up a class report (e.g. *All the pupils have texted their friend today, nobody has read a book this month etc.*).
- Before you start refer the pupils to the *Remember Box*.

Answer key: Students' answers.

TEACHING TIPS

Extra activities
Resource Bank, Activity 15

- The activity practices present perfect, present simple, past tense. It deals with your pupils' everyday life, house chores, and surveys how much they contribute to their home life.
- Pupils work in pairs. Each pair gets one questions and puts it to all the pupils.
- They report on the results to the class.
- As a follow-up you can have a discussion on house chores.

Task G, p. 89

- Tell pupils that now you are going to move to a much better topic – mobile phones and romance. Ask them who they text message, how often, and how important their mobile phones are to them. Ask them if they know any abbreviations. Write some and make them guess the meaning.

Words in full	Abbreviations or SMS language
Love	LUV
Thanks	THNX or THX
Today	2day
Before	B4
Have a nice day	HAND
See you	C U
So what's your problem?	SWYP
Tears in my eyes	TIME
Haha	hh
Great	GR8
At the moment	ATM
What Are You Doing	WYD
By The Way	BTW
As soon as possible	ASAP
Hugs and Kisses	HAK or XOXO
Laughing out Loud	LOL

- Draw their attention to the task. Tell them to read the messages. Tell pupils to deduce the context of the messages.

Answer key: 1) You are beautiful. I love you forever. Archibald. 2) For you before it's too late. Seen Simon now in playground kissing Jill.

REMEMBER

THE PRESENT PERFECT SIMPLE – QUESTIONS AND SHORT ANSWERS

Have I / you / we / they **washed up**? Yes, I / you / we / they **have**. No, I / you / we / they **haven't**.
Has he / she / it **eaten**? Yes, he / she / it **has**. No, he / she / it **hasn't**.

D Read the dialogue again and underline the questions in the present perfect.

E Role-play the dialogue.

SPEAKING



F In pairs, ask and answer the questions. Report back to the class.

Person A

- Have you texted a friend today?
- Have you washed your hands today?
- Have you watched TV today?
- Have you done your homework today?
- Have you had a test this week?
- Have you read a book this month?

Person B

- Have you drunk tea today?
- Have you had lunch today?
- Have you made a phone call today?
- Have you seen a friend this week?
- Have you visited anyone this week?
- Have you been to the cinema this month?

REMEMBER

Look at these examples:

Have you **drunk** milk **today**?

Petra **hasn't been** to school **this week**.

I **haven't borrowed** any books **this month**.

We often use the **present perfect simple** with **today, this week, this month, this year**.

G Celia's got two messages. What do they say?



LISTENING



H Now listen to the dialogues and answer the questions.

- 1 Why is Celia excited?
- 2 Does she know who the messages are from?
- 3 How does Celia feel about Simon?
- 4 What do the two girls do?
- 5 Is Sarah a good friend? Why?
- 6 Have you ever received similar messages?

TRACK 37

/89

Task H, p. 89

- Tell your pupils to listen to the dialogues and answer the questions.
- Variation: After listening, in two groups, pupils can make up to ten questions about the dialogues; each group about one dialogue.
- After they have listened to the dialogues pupils try to guess who has sent the messages. You can go through the questions. Since the dialogue is open-ended there is no correct answer. Pupils are welcome to offer their suggestions and use their imagination, as long as they speak English. Nevertheless, we offer some possibilities: Archibald (Brian) fancies Celia, Celia fancies Simon, someone is jealous of Celia, maybe Adrian.

Answer key: Students' answers.

TAPESCRIPT 37

Task H, p. 89

1

Celia: Look! I've received a message. Oh, ...

Sarah: Let me see it!

Celia: No, it's for me... well, all right, but don't tell anyone!

Sarah: Have I ever? You are beautiful. I love you forever. See you at school. So romantic! Who's Archibald? It must be Simon...

Celia: I don't know... maybe... *(sound of incoming text-message)* Look, there's another one!

2

Celia: Oh, no! Look at this!

Sarah: *(reading a message)* For you before it's too late. Seen Simon now in playground kissing Jill.

Celia: It can't be true. Sarah, let's go there and see! I have to walk Muffy anyway.

Sarah: Well, I don't....

Celia: Please, be a friend!

Sarah: Oh, OK, let's go.

Celia: Look, there are some people! It's not Simon, thank God...

Sarah: And it's not Jill. They've lied in the message. Who's done it?

HOMEWORK

Pupils write about 5 things they have done this week.

REMEMBER

THE PRESENT PERFECT SIMPLE – QUESTIONS AND SHORT ANSWERS

Have I / you / we / they **washed up**? Yes, I / you / we / they **have**. No, I / you / we / they **haven't**.
Has he / she / it **eaten**? Yes, he / she / it **has**. No, he / she / it **hasn't**.

D Read the dialogue again and underline the questions in the present perfect.

E Role-play the dialogue.

SPEAKING



F In pairs, ask and answer the questions. Report back to the class.



Person A

- Have you texted a friend today?
- Have you washed your hands today?
- Have you watched TV today?
- Have you done your homework today?
- Have you had a test this week?
- Have you read a book this month?

Person B

- Have you drunk tea today?
- Have you had lunch today?
- Have you made a phone call today?
- Have you seen a friend this week?
- Have you visited anyone this week?
- Have you been to the cinema this month?

REMEMBER

Look at these examples:

Have you **drunk** milk **today**?

Petra **hasn't been** to school **this week**.

I **haven't borrowed** any books **this month**.

We often use the **present perfect simple** with **today, this week, this month, this year**.

G Celia's got two messages. What do they say?



LISTENING



H Now listen to the dialogues and answer the questions.

- 1 Why is Celia excited?
- 2 Does she know who the messages are from?
- 3 How does Celia feel about Simon?
- 4 What do the two girls do?
- 5 Is Sarah a good friend? Why?
- 6 Have you ever received similar messages?

TRACK 37

/89

5.3 HOW IMPORTANT IS SUCCESS?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none">• The present perfect simple with ever and never• The present perfect simple vs. past tense |
| FUNCTIONS | <ul style="list-style-type: none">• discussing moral issues |
| VOCABULARY | <ul style="list-style-type: none">• moral issues |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none">• reading an article on cheating |
| LISTENING | <ul style="list-style-type: none">• listening about successful people |
| SPEAKING | <ul style="list-style-type: none">• discussing success |
| WRITING | <ul style="list-style-type: none">• writing about a successful person |

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework. Pupils read about five things they have done.
- This lesson deals with the issue of success. It questions the idea of success and human achievements and gives examples of success in various fields. It also questions the manner of achieving success.

Task A, p. 90

- Tell pupils to describe the pictures and say what is going on. In the first picture a student is copying from a colleague, in the second a student is copying from a crib (cheat) sheet. Ask for comments, you can also ask if they have ever cheated.

Answer key: Students' answers.

Task B, p. 90

- Teach vocabulary. You can either give meanings or pupils can look them up in the dictionary.

Task C, p. 90

- Refer back to the previous lesson to remind pupils of the topic of lying. You can prepare pupils for the reading passage about cheating. Write a list of activities on the board and tell them to rank them in the order of how serious they are. Discuss the reasons for lying.

How bad is it:

- to lie to parents about a bad mark
- tell a friend they look nice although they don't
- to lie that you are late because of bad traffic
- to copy a book summary from the internet
- to cheat in an exam
- to lie in a commercial about a product

- Tell pupils to read the article individually and do the task.

Answer key: 1) T, 2) T, 3) F, 4) F

Task D, p. 90

- You can have a discussion based on the questions. Ask the pupils for suggestions on how to stop people from lying.

Answer key: Students' answers.

A Look at the pictures. What is going on in each picture?



B Do you know what these words and expressions mean? Look them up in the wordlist at the end of the book.

WORDSPOT

to cheat to avoid to achieve a summary an adult



READING

C Read the text and decide if the following sentences are true (T) or false (F).



TRACK 38

- 1 Two thirds of students cheat.
- 2 Most of them copy each other's work.
- 3 Only lazy students cheat.
- 4 Adults always set good examples for children.

CHEATING IN SCHOOL AND LIFE – WHAT TO DO?

Have you ever cheated in school? Who can answer: "No, I have never done it."? Most students have cheated for a good mark. Cheating has become very common today. Students use mobile phones, calculators and the Internet. Almost 80% of students say they have cheated. 67% have copied another student's homework, 40% have cheated in a test, 25% have used book summaries to avoid reading books. Why do they do it? Is it because they are lazy? Is it because tests and homework are difficult or not interesting? Sometimes. But boys, girls, clever kids – they have all done it. Many students cheat because success is very important, they need good marks to go to college, they are too busy with school and out-of-school activities, their parents will be happy with them, and in the future they will get a well-paid job. Adults are often a bad example, too. Sportspeople have taken drugs to win, business people have lied about their businesses, journalists have invented stories. Everybody's doing it to achieve success. And if they don't – they feel stupid. So what can we do about it?



SPEAKING

D Answer the questions.

- 1 Are you surprised by the article? Why (not)?
- 2 Why do people cheat? List four reasons.
- 3 Is cheating ever justified?
- 4 What can schools do to stop cheating in schools?



REMEMBER, p. 91

- Write some questions on the blackboard and underline *ever* and *never*.

- Have you ever been to Australia? I've never been to Australia.
- Have you ever been to Split? Yes, I've been to Split.

- Tell pupils the present perfect is often used with *ever/never*. Tell them to look in the *Remember Box*.

Task E, p. 91

- Pupils do the activity in pairs and report to the whole class about their partners. Before reporting they discuss the meaning of "yes" answers (they mean the person is a cheat).

Answer key: Students' answers.

Task F, p. 91

- Pupils work in pairs, make sentences about each other and try to speculate about each other's activities. They report to the class.

Answer key: Students' answers.



Workbook

Task G, p. 81, Culture Corner

- Here is another nursery rhyme (there was one in Task H, p.41). This one is supposedly based on a true event and it might be interesting to your pupils. It contrasts the present perfect and past tense.
- Pupils read the rhyme and its history and answer the questions.
- They try to memorise and say the rhyme.

Answer key: 1) about a cat, 2) it has been around for five hundred years, 3) no, she wasn't, 4) on condition that it caught mice.

HOMEWORK

Workbook, Task F, p. 81

REMEMBER

THE PRESENT PERFECT SIMPLE WITH *EVER* AND *NEVER*

Have you **ever** cheated in school?
I have **never** cheated in school.

We often use the **present perfect simple** with the words **ever** and **never**. Be careful about their position in the sentence. **Ever** and **never** always come before the main verb.

SPEAKING

E In pairs, ask and answer the questions. Report back to the class. Are there more "yes" or "no" answers? What do you think this means?

- 1 Have you ever copied somebody else's work at school?
- 2 Have you ever taken texts from the Internet?
- 3 Have you ever lied to your teachers? Why?
- 4 Have teachers ever caught you cheating? If yes, how did they punish you?



YOUR TURN!

F Work in pairs. You need to guess if your partner has ever done the following. Make sentences from the prompts like this:

Person A
You've **never won** a competition.

Person B
False! I've **won** a competition.
True. I've **never won** a competition.

- win a competition
- fly on a plane
- see a ghost
- visit London
- drink tea with milk

- travel by train
- swim in a river
- visit a zoo
- see a horror film
- meet a famous person

- be in love
- do the dishes
- have a pet
- eat Chinese food
- write a poem



/91

LESSON 2

INTRODUCTION

- Check homework.
- Since in the previous lesson you read the article about lying it is appropriate to check your pupils memory by saying true and false sentences about the article. They have to decide which are true and which false. Or, they can prepare their true and false sentences in pairs and read them out to the whole class to guess.

TEACHING TIPS

Extra activities

Resource Bank, Activity 16

- As all teachers know, past tense and past participles of irregular verbs require constant practice. For this reason you can do another additional activity which drills these forms. It is called "Rhythmical Irregular Verbs" and is good for pupils who need physical activity. You can practise about twenty irregular verbs: *come, put, get, say, sell, send, sit, see, give, speak, tell, throw, write, read, lose, do, make, fall, run, catch*. Ask pupils to stand up and demonstrate with *go – went – gone*. You and your pupils touch ankles and say *go*. You touch your hips and say *went*. You fling your arms above your head and say *gone*. Now, take the verb *cut*. Now, you and your pupils touch your ankles three times. With the verb teach you touch your ankles once and your hips twice chanting *teach, taught, taught*. Run through all your verbs as rhythmically as you can. You can do this activity at any point in the lesson.

Task G, p. 92

- Prepare the pupils to read about some people by telling them to look at the pictures. Ask them to guess what these people have done to become successful. If they do not know, tell them. After the introduction tell them to do the task. It is important that they understand all the new vocabulary.

Answer key: 4, 3, 1, 2.

Task H, p. 92

- Pupils read about successful people and fill in the gaps. Pupils check their answers by listening. After they have finished, ask them if they guessed correctly during brainstorming.

Answer key: 1) seconds, 2) the Internet, 3) at the age of 11, 4) 55 children, 5) 43 billion, 6) 7 peaks, 7) rock albums, 8) copies.

TAPESCRIPT 39

Task H, p. 92

- 1 Mark Hogg has eaten 62 live worms in 30 seconds .
- 2 Tim Berners-Lee invented the Internet.
- 3 Ruth Lawrence is the youngest child who has studied at Oxford University. She started studying at the age of 11.
- 4 Leontina Albina from Chile has had 55 children.
- 5 The American billionaire Warren Buffet has given 43 billion US dollars to poor and sick people.
- 6 Stipe Božić, the Croatian alpinist, has climbed 7 peaks on all the continents. He has made 70 documentaries.
- 7 The most successful rock group ever is the Beatles. They have sold more than a billion rock albums.
- 8 J. K. Rowling has written the most popular children's books of all time; the "Harry Potter" series. It has sold 100 million copies.

Task I, p. 92

- Pupils do the ranking activity in the task and discuss successful people. Ask them which of these people they admire and why. Ask them which of the things they would like to do.

Answer key: Students' answers.

Task J, p. 92

- This task is a follow up to the previous task. Pupils remember what each of the people has done.

Answer key: Students' answers.

WORDSPOT

G Match the words to the definitions.

- | | |
|-------------------|------------------------------|
| 1 a worm | a) to become a mother |
| 2 a peak | b) a thousand million |
| 3 a billion | c) a small, tube-like animal |
| 4 to have a child | d) the top of the mountain |



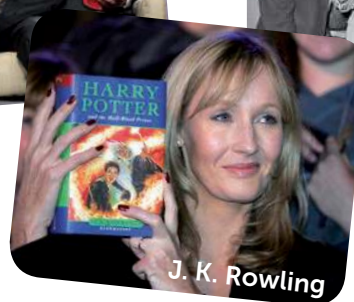
LISTENING

H Is this success? In your notebook complete the sentences with the words below. Then listen and check.

TRACK 39

the Internet at the age of 11 7 peaks copies seconds 43 billion 55 children rock albums

- 1 Mark Hogg has eaten 62 live worms in 30 ...
- 2 Tim Berners-Lee invented ...
- 3 Ruth Lawrence is the youngest child who has studied at Oxford University. She started studying ...
- 4 Leontina Albina from Chile has had ...
- 5 The American billionaire Warren Buffet has given ... US dollars to poor and sick people.
- 6 Stipe Božić, the Croatian alpinist, has climbed ... on all the continents. He has made 70 documentaries.
- 7 The most successful rock group ever is the Beatles. They have sold more than a billion ...
- 8 J. K. Rowling has written the most popular children's books of all time, the *Harry Potter* series. It has sold 100 million ...



SPEAKING

I Say which of the things from Task H:

- | | |
|--|--|
| • ...is the most interesting? Why? | • ...is the most important for the world? Why? |
| • ...is the most difficult to do? Why? | • ...is the easiest to do? Why? |

J Without looking back at the sentences, try to say what each of these people has done: Mark Hogg, Stipe Božić, Ruth Lawrence and Tim Berners-Lee. In your opinion, which of these people is most successful? Why?

Task K, p. 93

- This lesson focuses on the past simple vs. the present perfect. This task introduces this aspect of grammar. Pupils work in pairs and try to guess who the sentences are about. They have to justify their decisions to the class.

Answer key: 1) Ruth Lawrence, 2) Stipe Božić, 3) Leontina Albina, 4) The Beatles, 5) Tim Berners-Lee, 6) J. K. Rowling.

REMEMBER, p. 93

- Refer pupils to the *Remember Box*. Write an example sentence on the board and explain that the past tense is used when the moment in the past is defined.

- Stipe Božić has climbed Mount Everest.
- He climbed it in 1979. – When?

Task L, p. 93

- Pupils do the task individually. Get feedback.

Answer key: 1) graduated, 2) have never broken, 3) didn't notice, 4) have visited.

Task M, p. 93

- Pupils read the text and choose the correct form. Get feedback. After they have finished you can talk about Stephen Hawking. Ask pupils why they think he is successful.

Answer key: studied, received, has worked, has shown, has written, came out, has been, turned, has had, has travelled



Workbook

Task K, p. 82

- This translation exercise is good for developing the awareness of the pupils about the meaning of the present perfect and past simple.

TEACHING TIPS

Extra activities

- You can play a guessing game with your pupils. It is an interview with a famous person. This is how you can do it. Put the pupils in pairs. Together they write an interview with a famous person, in the form of a dialogue between a journalist and a celebrity. Tell them to ask about their past, present and future so they have to use all the tenses: the present perfect, the present simple, the past simple, *going to* future, etc. The pairs role-play their dialogues without saying who the person is. The class has to guess who the famous person is.

HOMEWORK

Student's Book, Task N, p. 93

K Here are more facts about some of these people. Try to guess who the sentences are about.

- 1 She graduated when she was 13.
- 2 In 1979 he climbed Mount Everest all the way to the top with his camera.
- 3 She entered the Guinness Book of World Records in 1983.
- 4 They wrote their first hit *Love Me Do* in 1962.
- 5 He invented the World Wide Web in 1989.
- 6 When she started writing her book, she didn't have a job.

REMEMBER

THE PRESENT PERFECT SIMPLE vs. THE PAST SIMPLE

Compare these sentences:

Stipe Božić **has climbed** Mount Everest.
Have you **ever been** to London?
 → Yes, I **have**.

He **climbed** Mount Everest **in 1979**.
When did you **go** there?
 → **Last year**.

We use the **present perfect simple** when we are interested in **what has happened**.
 We use the **past simple** to say **when it happened**.

L Choose the correct tense, the **present perfect simple** or the **past simple**. Give reasons for your answers.

- 1 She graduated / has graduated from Oxford University in 1985.
- 2 I never broke / have never broken a promise in my life.
- 3 She didn't notice / hasn't noticed my new T-shirt yesterday.
- 4 I visited / have visited London twice.

M Read about Stephen Hawking, a famous British scientist. Choose the correct tense, the **present perfect** or the **past simple**.

Stephen Hawking was born in 1942 in Oxford, England. He **has studied / studied** Physics at Oxford University. After three years he **has received / received** a first class honours degree in Natural Sciences. Stephen Hawking **has worked / worked** on the basic laws which govern the universe. With Roger Penrose he **has shown / showed** that Einstein's General Theory of Relativity meant space and time would have a beginning in the Big Bang and an end in black holes. Stephen Hawking **has written / wrote** some popular books. His first bestseller, *A Brief History of Time*, **has come / came** out in 1988 and his latest book, *The Grand Design*, in 2010. Stephen **has been / was** sick for most of his life. He was diagnosed with ALS, a disease which **has turned / turned** him into an invalid, soon after his 21st birthday. Although he can't move or speak (he uses a computer voice system to communicate) he **has had / had** a family and **has travelled / travelled** a lot all his life. He died in 2018.



N Write about someone successful. Use the questions below.

- 1 Why are you going to write about that person?
- 2 Where was he / she born?
- 3 What education did he / she have?
- 4 What has he / she done that makes them special?
- 5 Is he / she a good role model for young people, and why?

WRITING



5.4 SCHOOL LOVE

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES	
GRAMMAR	• the present perfect simple with for and since
FUNCTIONS	• giving advice
VOCABULARY	• romance
SKILLS	
READING	• reading a blog
LISTENING	• listening to a conversation
SPEAKING	• giving advice
WRITING	• writing a blog
CULTURE and CLIL	
	• Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- This lesson is about teenage love. It could be a sensitive topic for young adolescents but all the same, interesting. The grammar part deals with the present perfect simple with for and since.

Task A, p. 94

- Tell your pupils to look at the picture and say what is going on. There are four children: Simon, Sarah, Celia and Brian. Brian is in love with Celia.

Answer key: Students' answers.

Task B, p. 94

- Go through all the phrases related to love. Translate them into Georgian. Ask them to use the phrases in relation to themselves or their friends. Tell them that they are going to read one more blog.

Task C, p. 94

- Pupils read the blog and answer the questions.
- Ask pupils questions: For how long has the boy played for the team? Since when has she known him? Write the answers on the board:

- He's played for the team for three years.
 - She's known him since last year.

- Translate the sentences to show what tense is used in Georgian (present). Emphasise the connection of the past time (when the action started) with the present time (it is still going on). Show the difference between for and since.

Answer key: 1) She has a secret, 2) He's cute, 3) Yes, 4) Celia.

REMEMBER, p. 94

- Refer the pupils to the *Remember Box*. Pupils read it aloud. Make sure they understand the concept of since and for.



Workbook, Tasks B, C

Task B, p. 83

- Pupils work in pairs and put the expressions in relevant columns.

Answer key: FOR – two weeks, four months, six years, a week, five days, a long time; SINCE – 2010, Wednesday, June, eight o'clock, last year, I was ten.

Task C, p. 83

- Pupils work individually. Get feedback.

Answer key: 1) since, 2) for, 3) for, 4) for, 5) since, 6) for, 7) for, 8)for, 9) for, 10) since.

Task D, p. 95

- Pupils work in pairs and exchange information about each other.

TEACHING TIPS

Extra activities

Resource Bank, Activity 17


- **MEMORY GAME** with the present perfect. Divide pupils into groups of four. Each group gets memory cards which they place face down on the desktop. They take turns to turn over two cards and see if the question and answer match. If the question and answer match, the pupil can keep the cards. If they do not match, the pupil returns them face down and waits for the second turn. The winner is the pupil with the most cards.

HOMEWORK

Workbook, Tasks A, D, p. 84

D Speak about yourself. Complete the sentences.

- I've lived at the same address for...
- We've had the same car since...
- I've known my best friend for...
- I've been at this school since...
- I've studied English for...
- My friend has had the same mobile since...



E Read the replies to Tiny Dancer's blog. Do they all say the same thing? Which replies do you agree with?

Blog

<p>1 Hi, Tiny! You are talking about Simon, aren't you? He wears funny clothes. Have I guessed correctly? Some girls think he's cute, but I don't. Mel</p> <p>2 Hi! If he looks at you and smiles at you – he likes you. But if you want to be sure, you should talk to him. Good luck. XX</p> <p>3 Hi, Tiny Dancer! I have better advice. You should first talk to his friends. They can tell you how he feels about you. Expert</p>	<p>4 Hi, Tiny Dancer. Archibald is probably Simon. You shouldn't take his message seriously. He has sent similar messages to other girls, not just you. Friend</p> <p>5 Hi, Dancer. It's easy. You like Brian. Yes, he's nice. I don't know who you are, but I have to warn you. He's been crazy about Celia for ages. You should not talk to him. Suzy</p> <p>6 Hi! Probably the message was just a joke. You should forget about Archibald. LRRH</p>
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EVERYDAY ENGLISH

GIVING ADVICE

What verb do we often use when we give advice? Find it in Task E – it is in colour. This verb means "it's a good idea".

Affirmative form: ... Negative form: ...

F Listen to the dialogue and decide if these statements are true (T) or false (F).

1 Celia meets Sarah.	3 Celia has written the blog.
2 Sarah is in love with Brian.	4 Celia has lost Muffy.

LISTENING

TRACK 40

G In small groups, talk about a problem you have. Advise each other. You can choose from one of these problems.

• bad marks at school	• parents not letting you go out	• not enough pocket money
• problems with teachers	• low problems	• an activity you'd like to take up
• house chores	• younger brother / sister	• not enough time for studying

SPEAKING

TRACK 40

/95

A Look at the picture. What is going on?



B Do you know what the expressions below mean? Translate them into Georgian.

WORDSPOT

- to like someone to fancy someone to fall / be in love with someone
- to have a crush on someone to be crazy / mad about someone love at first sight

C Read the blog and answer the questions.

- 1 Why has Tiny Dancer written the blog?
- 2 Why does she like the boy?
- 3 Do you think the boy likes her?
- 4 Can you guess who's written the blog?

Blog

Hi everyone,
 I have a secret I can't tell anybody, so I'm writing this. I fancy a boy in our school. Can you guess who it is? He's kind of cute, although I don't always like his clothes. He's good at sports. He's **played** for his team for **three years**. I've **known** him since last year when I first came to this school, but it hasn't been love at first sight. I've **liked** him since we **worked** together on the school grounds last month. I sometimes catch him looking at me. How does he feel about me? What should I do about it? How can you tell if a boy is interested in you?
 By the way, two weeks ago I got a text message from Archibald! He says he has a crush on me. I'm dying to find out who he is! Can anybody help me?
 Tiny Dancer

REMEMBER

THE PRESENT PERFECT SIMPLE WITH FOR AND SINCE

He's **played** for his team **for** three years. → He started playing 3 years ago. He still plays.
 I've **known** him **since** last year. → I first met him last year. I still know him.

We use the **present perfect simple** with **for** and **since** for activities that started in the past and are still going on in the present.

We use **for** to say how long something has gone on (for two minutes, for seven days...).
 We use **since** to say when it started (since five o'clock, since yesterday...).

LESSON 2

INTRODUCTION

- Check homework.

TEACHING TIPS

Extra activities

- Before you move on with the lesson it could be a good idea to do further practice on the present perfect simple with for and since.
- Questions and answers. Divide the class into groups of four. Set the task: pupils have to ask each other questions starting with "Since when" about the following: *their mobile, best friend, their house/flat, learning English*. They report back to the class about their partners using "for" (so they have to work out for how long their friends have done something). The winner is the person who has done something for the longest.
- Each student should write four sentences about themselves (on the same topics as in the above activity) on separate pieces of paper. They do not write their name. You collect the papers and read them. The class has to guess whose paper it is.

Task D, p. 95

- Pupils work in pairs and exchange information about each other.

Task E, p. 95

- Revise the previous lesson. Remind pupils of the blog they read. Give them prompts to make full sentences from. Prompts: secret, fancy, cute, for three years, last year, school grounds, catch, text message, a crush.
- Tell pupils to read the blogs. After they finish, ask for their opinions. Finally, you can make some pupils read the blogs aloud. Pupils say which blogs they agree with.

Answer key: Students' answers.

Task F, p. 95

- Pupils listen to the dialogue and decide which sentences are true and which are false. Tell them to finish Sarah's advice. They can work in pairs.

Answer key: 1) T, 2) F, 3) T, 4) T.

TAPESCRIPT 40

Task F, p. 95

Celia: Hi, Sarah.

Sarah: What's up? You seem worried. How is it going with Simon?

Celia: Err, it's not Simon any more....

Sarah: Oh, so you've written that blog! Everyone's talking about it. Yes, Brian's nice, I like him better than Simon. You know we've been friends for ages....

Celia: Yes, he's so nice and caring. He's helped me find Muffy. I enjoyed painting the mural with him, he's so funny.

Sarah: Well, well, seems you've been hanging out a lot lately. Good for you!

Celia: What should I do about it? Should I tell him?

Sarah: Well, he's crazy about you and you should....

EVERYDAY ENGLISH, p. 95

- Pupils answer the questions from the *Everyday English* Box.

Answer key: should, shouldn't.

Task G, p. 95

- Pupils work in groups. Each chooses a problem and the others have to give them advice using should/ shouldn't. When they finish they can report to the class and discuss the various advice given.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks F, G, p. 84.

D Speak about yourself. Complete the sentences.

- 1 I've lived at the same address for...
- 2 We've had the same car since...
- 3 I've known my best friend for...
- 4 I've been at this school since...
- 5 I've studied English for...
- 6 My friend has had the same mobile since...



YOUR TURN!

E Read the replies to Tiny Dancer's blog. Do they all say the same thing? Which replies do you agree with?

Blog

- | | |
|---|---|
| <p>1 Hi, Tiny! You are talking about Simon, aren't you? He wears funny clothes. Have I guessed correctly? Some girls think he's cute, but I don't.
Mel</p> <p>2 Hi! If he looks at you and smiles at you – he likes you. But if you want to be sure, you should talk to him. Good luck.
XX</p> <p>3 Hi, Tiny Dancer! I have better advice. You should first talk to his friends. They can tell you how he feels about you.
Expert</p> | <p>4 Hi, Tiny Dancer. Archibald is probably Simon. You shouldn't take his message seriously. He has sent similar messages to other girls, not just you.
Friend</p> <p>5 Hi, Dancer. It's easy. You like Brian. Yes, he's nice. I don't know who you are, but I have to warn you. He's been crazy about Celia for ages. You should not talk to him.
Suzy</p> <p>6 Hi! Probably the message was just a joke. You should forget about Archibald.
LRRH</p> |
|---|---|

EVERYDAY ENGLISH

GIVING ADVICE

What verb do we often use when we give advice? Find it in Task E – it is **in colour**. This verb means "it's a good idea".

Affirmative form: ...

Negative form: ...

LISTENING



TRACK 40

F Listen to the dialogue and decide if these statements are true (T) or false (F).

- | | |
|---|---|
| <p>1 Celia meets Sarah.</p> <p>2 Sarah is in love with Brian.</p> | <p>3 Celia has written the blog.</p> <p>4 Celia has lost Muffy.</p> |
|---|---|

SPEAKING



G In small groups, talk about a problem you have. Advise each other. You can choose from one of these problems.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • bad marks at school • problems with teachers • house chores | <ul style="list-style-type: none"> • parents not letting you go out • love problems • younger brother / sister | <ul style="list-style-type: none"> • not enough pocket money • an activity you'd like to take up • not enough time for studying |
|---|---|--|

YOUR TURN!

/95

FROM BRIAN'S BOOKSHELF: BUZZ

SUGGESTED TEACHING TIME: 1 lessons	
LEARNING OUTCOMES	
GRAMMAR	• revision of the present perfect, the past simple
FUNCTIONS	• discussing newspaper articles
VOCABULARY	• Newspaper articles
SKILLS	
READING	• Reading newspaper articles
LISTENING	• Discussing various topics (science, agony column etc.)
SPEAKING	• Discussing various topics (science, agony column etc.)
WRITING	• Writing a newspaper article
CULTURE and CLIL	
	• Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- This is mostly a reading and writing lesson. Remind pupils of the school magazine, *Buzz*, from Unit 1, Lesson 4. Ask them if they remember what part of the magazine they have read (it was a problem page; teenagers writing about the problems of bullying, obsession with looks, parent pressure and mobile phones in school). Brainstorm ideas on the topics for a school magazine. Tell pupils they are going to read some articles from *Buzz*.

Task A, p. 96

- Pupils read the headlines and guess what the articles are about.

Task B, p. 96

- They read the articles and match the headlines.

Answer key: 1) People who matter, 2) Have your say, 3) Another win, 4) Agony aunt.

Task C, p. 96

- Go through the questions and discuss the issues mentioned in the articles and the idea of having a school magazine. Talk about your school's magazine (if there is one) and how it can be improved.

Workbook, Tasks A, B

Task A, p. 95

- Pupils speculate about the headlines. Brainstorm ideas.

Task B, p. 95

- Pupils work in groups of four. Each gets a headline to write about. Or they can all cooperate and write all the articles together. They write on separate pieces of paper.
- Bring large sheets of paper and glue the articles onto it. Hang the papers around the classroom so that pupils can read.

Answer key: Students' answers.

Task D, p. 96 CLASS PROJECT

- Instead of the above Task you can prepare a class project. Before you start go through all the sections of a newspaper and ask them what they could write about.
- Divide the class into seven groups. Each group has the task of preparing one section of their class magazine. Tell them to prepare the material for the following lesson.
- In the following lesson give each group a large sheet of paper, scissors, glue, etc. You can also prepare photographs from magazines for decorating their pages. Delegate pupils who can draw well to decorate the pages. Circulate and help pupils. Encourage weaker pupils to take part, they can draw, give information, etc. After they have finished, display their pages around the classroom. Pupils go around and read.

Variation: If there is a possibility of using a computer and a projector you can encourage pupils to make a power point presentation of their page. This would make a good correlation to the information science classes they have at school. They can also visit other classes and present their class magazine.

HOMEWORK

If the pupils are not preparing the project for the following lesson assign homework.

Workbook

Tasks F, G, p. 84


10 March



1
We know so much about film stars and pop singers. But how much do we know about people who have made our lives easier? Let's check! What do you know about Nikola Tesla, Tim Berners-Lee, or Isaac Newton? Which of them discovered gravity, who invented the Internet, and who the transmission of electricity? Here is one of the answers: Tim Berners-Lee is a software engineer and computer scientist who invented the World Wide Web, a system that has allowed computer users all over the world to share a common language to communicate over a network. It happened in 1989. What's more important, he has made no money from it. He decided that 'www' had to be free so everyone could use it. What about our other two questions? Find the answers yourself!



3
Have you ever copied homework from your friends or from the Internet? No? We talked to some pupils about this topic. Read what they said.
Sarah: "Well, I've never copied from my classmates, they usually copy from me and I'm happy to help them. Why not? They'll learn next time..."
Celia: "Hm... I know it's not all right but I have copied a couple of times. I don't like it but I've been so busy lately, I don't have time to study for all the subjects. I need to have good marks to get on..."
Brian: "Honestly? I love maths and geography and I never cheat in those two subjects. But history and science - I just hate learning these things by heart! So... I have cheated a little, but I'm not proud of it."



2
Our boys have been excellent this term. They have won three matches this month and have a good chance of winning the championship. We interviewed one of the players and their coach. Brian Bates has played water polo for three years now. He loves the sport because it's dynamic and there's a lot of swimming. He trains twice a week and runs every day to be in shape. He's sure our school team will win the championship. Mr Brown, our P.E. teacher, is their coach. He says the boys are great; they show up for training regularly, they are never late and they deserve to win the championship.



4
I have a problem and I need advice. My marks are OK, but I'm bad at maths. My teacher said I had to improve. She was really nice about it though. She didn't shout at me or anything. I haven't told my parents about it. I know they'll be angry and give me a lecture about not studying enough. But I've studied maths a lot for three weeks! The problem is I panic with maths. Every time I see a difficult question I panic and everything I know just disappears from my head. I know I'm making the situation worse, but I can't help it. How do I become more confident in maths?
Mary

197



A Read the following headlines. What do you think the articles are about?

- Another Win
- Agony Aunt
- Have Your Say
- People Who Matter



READING

B Read the articles on the opposite page and match them to the headlines in Task A in your notebook.

C Discuss these questions.

YOUR TURN!

- 1 Which articles are interesting? Why?
- 2 What advice would you give Mary?
- 3 Are there any sports teams at your school? Are many children in them?
- 4 Is there a school magazine at your school?
- 5 Do you read any teen magazines? Which ones? Why do you like them?



PROJECT

D Create a class magazine. Write articles, texts and poems. Make drawings and stick pictures. Put them into columns.

NEWS

GOSSIP

WRITERS AND POETS' CORNER

SPORTS

PROBLEM PAGE

STYLE AND FASHION

FUN PAGE



Task B, p. 96

- They read the articles and match the headlines.

Answer key: 1) People who matter, 2) Have your say, 3) Another win, 4) Agony aunt.


Task C, p. 96

- Go through the questions and discuss the issues mentioned in the articles and the idea of having a school magazine. Talk about your school's magazine (if there is one) and how it can be improved.

From Brian's Bookshelf: **Buzz**

A Read the following headlines. What do you think the articles are about?

Another Win Agony Aunt
Have Your Say People Who Matter



READING

B Read the articles on the opposite page and match them to the headlines in Task A in your notebook.

C Discuss these questions.


your turn

- 1 Which articles are interesting? Why?
- 2 What advice would you give Mary?
- 3 Are there any sports teams at your school? Are many children in them?
- 4 Is there a school magazine at your school?
- 5 Do you read any teen magazines? Which ones? Why do you like them?

PROJECT

D Create a class magazine. Write articles, texts and poems. Make drawings and stick pictures. Put them into columns.

NEWS	GOSSIP	WRITERS AND POETS' CORNER
SPORTS	PROBLEM PAGE	STYLE AND FASHION
FUN PAGE		



96/

10 March
Buzz



1

We know so much about film stars and pop singers. But how much do we know about people who have made our lives easier? Let's check! What do you know about Nikola Tesla, Tim Berners-Lee, or Isaac Newton? Which of them discovered gravity, who invented the Internet, and who the transmission of electricity? Here is one of the answers: Tim Berners-Lee is a software engineer and computer scientist who invented the World Wide Web, a system that has allowed computer users all over the world to share a common language to communicate over a network. It happened in 1989. What's more important, he has made no money from it. He decided that "www" had to be free so everyone could use it. What about our other two questions? Find the answers yourself!



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3

Have you ever copied homework from your friends or from the Internet? No? We talked to some pupils about this topic. Read what they said.

Sarah: "Well, I've never copied from my classmates, they usually copy from me and I'm happy to help them. Why not? They'll learn next time..."

Celia: "Hm.... I know it's not all right but I have copied a couple of times. I don't like it but I've been so busy lately, I don't have time to study for all the subjects. I need to have good marks to get on..."

Brian: "Honestly? I love maths and geography and I never cheat in those two subjects. But history and science – I just hate learning these things by heart! So... I have cheated a little, but I'm not proud of it."



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I have a problem and I need advice. My marks are OK, but I'm bad at maths. My teacher said I had to improve. She was really nice about it though. She didn't shout at me or anything. I haven't told my parents about it. I know they'll be angry and give me a lecture about not studying enough. But I've studied maths a lot for three weeks! The problem is I panic with maths. Every time I see a difficult question I panic and everything I know just disappears from my head. I know I'm making the situation worse, but I can't help it. How do I become more confident in maths?

Mary

UNIT 6 THE WORLD UNDER THE MAGNIFYING GLASS

6.1 AN APPLE A DAY KEEPS THE DOCTOR AWAY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • Will for the future
- FUNCTIONS • Speaking about the future
- VOCABULARY • Health problems

SKILLS

- READING • reading proverbs and predictions
- SPEAKING • speaking about the future

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- Unit 6 is about the future, our personal future and the future of the world. We will be talking about predictions and naturally the grammar focus is the future simple. The unit starts with discussion on health problems.

Task A, p. 100

- Explain proverb: a well-known sentence or phrase that says something about life and gives advice.
- Ask your pupils to translate the proverb: "An apple a day keeps the doctor away" and interpret its message (suggested answer: if you eat healthy food, you are healthy).
- Ask them to say what else should be done to be healthy.
- Pupils open the books and do the task.

Answer key: L-R: (suggested answers): 1. You shouldn't smoke, 2. You shouldn't eat late at night, 3. You should do morning exercises, 4. You should eat healthy food.

Tasks B, C, p. 100

- Pupils work in groups.
- Ask pupils to give you examples of proverbs in Georgian. Write three proverbs from the task in a jumbled order on the board. Get pupils to put them into the correct order. Discuss the meaning of the proverbs.

know You luck. never your
(You never know your luck.)
before you of Think begin. end the
(Think of the end before you begin.)
Great great make men hopes.
(Great hopes make great men.)

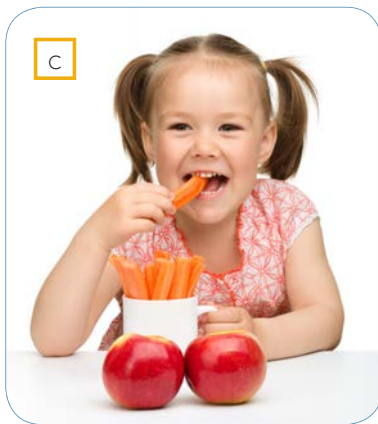
- Ask pupils to work in groups. They have to translate the proverbs into Georgian and discuss their meaning. They also have to find which proverbs are similar or opposite in meaning (Task C). Get feedback from all groups. Ask them to explain their choices.
- Groups choose their favourite proverbs and give their reasons.

Answer key: Proverbs 1 and 8 both say that the future is unpredictable, Proverbs 3, 5 and 10 are similar in meaning – we are responsible for our future and need to work, proverbs 4 and 7 have a similar message. Proverbs 2 and 9 are in some ways opposites.

LESSON 1

An Apple a Day Keeps the Doctor Away

A Look at the pictures and say what you should or should not do to be healthy.



SPEAKING

B Work in groups. Read the proverbs and translate them into Georgian.

1 The unexpected always happens.

2 No bees, no honey; no work, no money.

3 It's better to be born lucky than rich.

4 Who lives by hope will die in hunger.

5 Great hopes make great men.

6 Think of the end before you begin.

7 You don't get something for nothing.

8 You never know your luck.

YOUR TURN!

C Which of them are similar or opposite in meaning? Choose two proverbs that you like best. Give your reasons.

Task D, p. 101

- Write on the board the following words and expressions and ask the pupils to put them down into their notebooks:
texture,
dots
lines
bumps
smooth
ankles
swollen
deficiency
thyroid
nutritional
excessive consumption
blood clots
- When they have done it, ask them to find the Georgian equivalents of the words in the wordlist at the back of their book and write them next to those words and phrases.
- Pupils read out the text in turns and translate it (help them with the translation if they need it).
- Having read the text, they do the task.

Answer key: a-6; b-5; c-4; d-1; e-3; f-2.

REMEMBER, p. 101

- Tell pupils to look into the REMEMBER box and circle the correct sentence at the end (b).

Task E, p. 101

- Pupils work in pairs. They tell each other what they think about their future. They can report to the whole class.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks A, B, C, D, p. 88



D Read the text below and say which paragraph gives us information about the following:

- | | |
|------------------------|--------------------------------|
| a. Blood clots, | b. Smokers, |
| c. Thyroid disorder, | d. When people have no future, |
| e. Mineral deficiency, | f. What doctors believe. |

1. People always wanted to know about their future. But if they are not healthy, they will not have any future at all.

2. Doctors believe that our body parts may be sending us important messages about our health. Often, simple changes in colour, shape or texture in certain body parts are signs of changes in our health. Here are 4 parts to pay attention to:

3. Nails

Some experts say that appearance of white dots or lines on our fingernails are signals of mineral deficiency.

4. Hair

Loss, thinning and drying of hair may be signs of a thyroid disorder.

5. Tongue

Normally, tongue is pink and covered with small bumps. A smooth white tongue can signal nutritional deficiencies in the body. This can often be seen in smokers.

6. Feet

Swollen feet and ankles are caused by excessive salt consumption. In more serious cases it can indicate the presence of blood clots.



REMEMBER

WILL FOR THE FUTURE

I / You / He / She / It
We / You / They **will ('ll)** travel.



I / You / He / She / It
We / You / They **will not (won't)** be rich.

Choose the correct answer. We use **will** for the future:

- a) to talk about our future plans.
- b) to say what we think will happen in the future.

E What do you think will happen in your future? Choose: **will** or **won't**. Give your reasons.

- 1 I **will** / **won't** become famous one day.
- 2 I **will** / **won't** have a big family.
- 3 I **will** / **won't** travel a lot in my life.
- 4 I **will** / **won't** live in a different town / city.

YOUR TURN!

LESSON 2

INTRODUCTION

Task F, p. 102

- Check the homework.
- Tell pupils to open their books at page 100 and revise the proverbs.
- Then ask them to do the task F in pairs.

Answer key: 1- You don't get something for nothing.
2. – Great hopes make great men.
3. – The unexpected always happens.
4. You never know your luck.
5. No bees, no honey; no work, no money.
6. think of the end before you begin.
7. It's better to be lucky than rich.
8. Who lives by hope will die of hunger.

REMEMBER, p. 102

- Refer the pupils to the questions in the box. Elicit how questions are formed. Also draw their attention to the wh-questions.

F Read the conversation with a friend and insert the proverbs below into proper spaces while reading:

Jill: Okay, Celia, what are your plans for the future?
 Celia: Well, I am planning to sit for the University exams, and I'll be very busy. 1), you know.
 Jill: What I know is that 2)
 Celia: Yes, that's right. And what about your sister?
 Jill: I think, she will marry Sam.
 Celia: Oh, no! I could never imagine that!
 Jill: 3) !
 Celia: It's so strange. She won't be happy with him.
 Jill: 4)..... , they say.
 Celia: And what will you do after you've finished school?
 Jill: I will work for a couple of years and save some money for the University. 5).....
 Celia: I will as well, because I haven't yet decided what I want to do in the future.
 It's always better to 6).....
 Jill: Well, some think that luck is all. 7) ...
 Celia: But I think that you must never depend on luck alone, hoping everything will be all right. 8)... !

It's better to be lucky than rich.	You never know your luck.
Think of the end before you begin.	You don't get something for nothing.
Great hopes make great men.	Who lives by hop will die of hunger.
The unexpected always happens.	The unexpected always happens.
No bees, no honey; no work, no money.	

Celia



Jill



REMEMBER

WILL FOR THE FUTURE – QUESTIONS AND SHORT ANSWERS

Will I **be** a rock star?

Yes, you **will**.

Will you **tell** me?

No, I **won't**.

What **will happen**?

How **will** she **feel**?

Task G, p. 105

- This is a fun activity to finish off the lesson. Pupils can do it in groups or in pairs. Go around and help with any language.

HOMEWORK

Workbook, Tasks I, J, K, p. 91

G Play a game with a group of friends and predict your future.

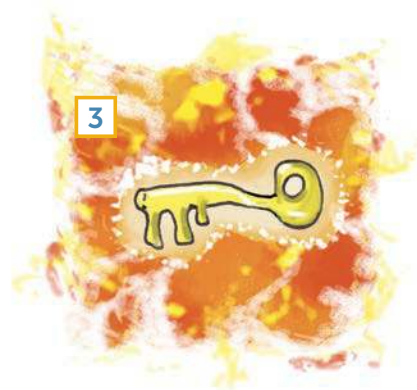
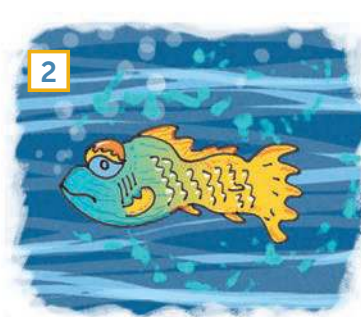
Instructions

- Cover the answers at the bottom.
- Ask the questions below one by one.
- For each question choose one of the symbols.
- Read the answers.

**YOUR
TURN!**

Questions

- 1 What will happen in my near future?
- 2 Will everything be all right at school?
- 3 What should I do?



Answers

QUESTION 1

- 1 You'll get good news.
- 2 You'll be busy. You won't have time to think.
- 3 There'll be problems but you'll solve them.
- 4 There'll be changes.
- 5 Be careful. Think about what you'll do.
- 6 Your lucky star will protect you.

QUESTION 2

- 1 You will soon see good results.
- 2 A friend will help you.
- 3 You won't have any problems.
- 4 You'll have an important test. Study!
- 5 You won't have an easy week.
- 6 You will get an A.

QUESTION 3

- 1 You should be patient.
- 2 Don't talk too much!
- 3 Be nice to everybody and they'll be nice to you.
- 4 People are different. Take them as they are.
- 5 Relax. You shouldn't run around all the time.
- 6 You should talk to your parents about the news.

6.2 WORLD FOOD

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR
- the plural of nouns
 - countable and uncountable nouns
 - some, any, no
- FUNCTIONS
- fortune-telling
- VOCABULARY
- food

SKILLS

- READING
- reading the story of maize
- LISTENING
- listening to the conversation about food from Americas
- SPEAKING
- Speaking about
- WRITING
- Word spacing in GRAMMAR box

CULTURE and CLIL

- History
- Biology
- Geography

LESSON 1

INTRODUCTION

- This lesson is about food. It gives the history of food originating in the Americas. It is about what we eat, about what we should or shouldn't be eating. The grammar focus is on quantifiers, countable and uncountable nouns and the plural of nouns.

Task A, p. 104

- Pupils brainstorm the answers to the question in this task. Do not give them the answer at this point.

Answer key: Students' answers.

Task B, p. 104

- Pupils listen to the tape with their books closed. After they have finished listening ask them to give answers to the question.

Answer key: maize (corn), potato, tomato, peppers, beans, pumpkin, turkey, peanuts, cocoa.

TAPESCRIPT 41

Tasks B, C, p. 104

Brian: Mum, I have a question here which I don't understand.

Mum: What question?

Brian: What is the connection between Christopher Columbus and the food we eat? I don't see any connection. Is this a joke?

Mum: Of course there's a connection. You know that Christopher Columbus discovered the New World.

Brian: Of course I know that. So what?

Mum: A lot of new food came from the Americas.

Brian: What new food?

Mum: Well, first of all, maize.

Brian: Maize?

Mum: Yes, it's an American plant. In the US they call it corn. You eat cornflakes for breakfast and we eat popcorn at the cinema. Old American civilizations; the Incas, the Mayas, and the Aztecs grew maize. Now people all over the world grow maize.

Brian: And?

Mum: The second plant that came from the New World is the potato. Potatoes are an important world food. You love potatoes.

Brian: Anything else?

Mum: Yes. Lots of food that we eat all the time, for example: tomatoes. Can you imagine a pizza without tomatoes?

Brian: No, I can't.

Mum: Two other important vegetables came from across the Atlantic Ocean; peppers and beans. Peppers are my favourite vegetable and your dad loves beans.

Brian: Do they really all come from America?

Mum: Yes, they do. And pumpkins, too.

Brian: You mean the Halloween pumpkins.

Mum: Yes. And, of course, turkey.

Brian: I knew about turkey. It's a bird from North America.

Mum: I forgot peanuts. Peanuts are also from North America.

Brian: Is that all?

Mum: No there's one other very important thing.

Brian: What?

Mum: Cocoa. There would be no chocolate without cocoa.

Brian: Thank you for chocolate, America.

Task C, p. 104

- Pupils listen once more and put numbers into the boxes according to the order. The answer is in Task B. At this point you can ask them how they like each food item. You can also ask for comments on the number of foods imported from the America.

Answer key: 1 maize (corn), 2 potatoes, 3 tomatoes, 4 peppers, 5 beans, 6 pumpkins, 7 turkey, 8 peanuts, 9 cocoa.

Task D, p. 104

- Tell your pupils to have a look at the pictures and describe them. They try to guess what they represent.

Answer key: Students' answers.

A Brian doesn't understand the question and can't do his homework. Can you help him? This is the question:

What is the connection between Christopher Columbus and the food we eat?



LISTENING

B Brian asks his mum for help. Listen to their conversation. How does she answer the question?

TRACK 41



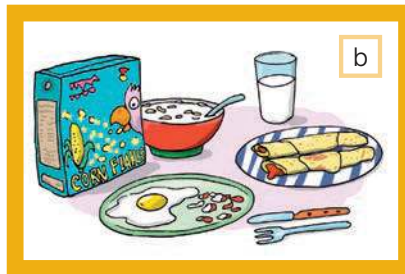
C Listen to the conversation once again and copy the words below in your notebook in the same order as Brian's mum mentions them.

TRACK 41

- | | | |
|--|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> beans | <input type="checkbox"/> peanuts | <input type="checkbox"/> pumpkins |
| <input type="checkbox"/> cocoa | <input type="checkbox"/> peppers | <input type="checkbox"/> tomatoes |
| <input checked="" type="checkbox"/> maize (corn) | <input type="checkbox"/> potatoes | <input type="checkbox"/> turkey |

D Find out more about maize. What do the pictures tell you about this food plant?

THE STORY OF MAIZE



Task E, p. 105

- Pre-teach vocabulary. You can give definitions or translations, or the pupils can look them up in the dictionary. Vocabulary to teach: *develop, spread, the Americas, discover, cereal, produce, snack.*
- Pupils read the texts and match them to the pictures on p. 104.

Answer key: 3, 4, 5, 6, 1, 2.

DO YOU REMEMBER, p. 105

- Tell pupils to do question 1), to find plurals of the listed nouns in the texts.
- Ask them to answer question 2), to say how the plural is made and to give irregular plurals.
- Tell them to answer question 3), to give singular forms of the nouns.



Workbook

Task C, p. 93

- Pupils fill in the Plural Rhyme. Get feedback. Ask some of them to read the rhyme aloud.

Task F, p. 105

- In groups of four to five pupils talk about the food they eat every day and decide how much of it comes from the New World. Get feedback.

Answer key: Students' answers.

HOMEWORK

Task G, p. 105

- Pupils prepare a presentation for the following class. There is some information in the **Resource Bank, Activity 19** to be distributed to the pupils.
- Divide the pupils into three groups. Each group gets the information on one food. Photocopy enough copies for each member of a group. They have to prepare a presentation and find some more information, pictures etc. for the following lesson.

LESSON 2

World Food

- A** Brian doesn't understand the question and can't do his homework. Can you help him? This is the question:

What is the connection between Christopher Columbus and the food we eat?



LISTENING

- B** Brian asks his mum for help. Listen to their conversation. How does she answer the question?

TRACK 41

- C** Listen to the conversation once again and copy the words below in your notebook in the same order as Brian's mum mentions them.

?	beans	?	peanuts	?	pumpkins
?	cocoa	?	peppers	?	tomatoes
1	maize (corn)	?	potatoes	?	turkey

- D** Find out more about maize. What do the pictures tell you about this food plant?

THE STORY OF MAIZE



104/

READING



E Check the meaning of the words in colour. Then read the texts. Match the texts to the pictures in Task D.

- 1 People **developed** maize from a wild grass in Mexico in prehistoric times. From there maize **spread** to other parts of the Americas.
- 2 When Columbus discovered America, he also discovered maize. He saw that "Indian" men, women and children were eating some strange yellow food. They grew a tall plant with long leaves. He took it back to Europe.
- 3 There is more maize in the world than any other cereal. It is the most important cereal for most people in Africa and Latin America. When there is no rain in Africa, there is no maize and the people are hungry. The US **produces** almost a half of the world's maize.
- 4 What is the connection between maize and breakfast? Cornflakes are made of maize, of course. How about a glass of milk, an egg, bacon and pancakes? Well, farm animals eat maize and you can fry pancakes in oil made from maize.
- 5 There is maize in lots of things we eat and drink. It is in **snack** food, in food for babies, in puddings, in ice cream. There is maize syrup in many drinks to make them sweet.
- 6 You can find maize in the glue used for books or boxes of matches, in your jeans to make them stronger, in paint, in aspirin, or in the toothpaste you use to keep your teeth clean.

? DO YOU REMEMBER

THE PLURAL OF NOUNS

- a) What is the plural of the nouns below? Check. They are all used in the plural in this lesson.
thing box match potato baby leaf man woman child tooth
- b) How do we make the plural of nouns? Which of the nouns above have an **irregular plural**?
- c) What is the singular of these plural nouns: **mice, sheep, fish**?

SPEAKING



F Work in groups. Think of the food you eat every day. How much of it comes from the New World? Think of some traditional Georgian dishes that include food from the Americas.

SPEAKING & WRITING



G These food plants have very interesting stories, too. Choose one and find out more about it. Tell your class or make a poster.



The story of potatoes



The story of cocoa



The story of beans

Think about the following:

- where this plant came from.
- where in the world people grow it and eat it.
- how they cook and eat it.
- why it was important in history.

LESSON 2

INTRODUCTION

- Pupils prepare their presentations. They can be either done on sheets of paper or as power point presentations (if technical equipment is available at your school). If they are on paper, prepare some glue, felt pens, pins etc.
- Before they start their presentations put the prompts on the board:

- where this plant came from.
- how they cook and eat it.
- where in the world people grow it and eat it.
- why it was important in history

- Each group give their presentations. Encourage other pupils to ask questions.

Task H, p. 106

- This task is about popular American food and its origins. Ask pupils if they like apple pies, hamburgers, hot dogs and ketchup, how often they eat that food, which is their favourite. Tell them they are going to learn about modern American food.

Task I, p. 106

- Before listening go through vocabulary. Make sure that your pupils understand the following words: immigrant, bun, fries, sauce, melting pot.
- Pupils listen and fill in the sentences. Get feedback.
- Before you move on you can have a class discussion about Georgian food and where it comes from. E.g. pizza – Italy, baklava – Turkey, breaded steak – Austria. Remind your pupils that Georgia has through its history been a melting pot, too (Turkish, Byzantine, Russian, Persian and Mongolian influences).

Answer key: English, England, German, French, France, American, Germany, America, China, Chinese.

TAPESCRIPT 42

Tasks H, I, p. 106

I: I have a few questions about some American food, for example, the apple pie. They say „as American as apple pie“. Is apple pie completely American? Is it something that was first made in America?

A: No. When the first English settlers came to America there were no apples which they could put in a pie. The apples and the pie came from England, with the English settlers. Pies were very popular in England. They still are. So the apple pie is not American. It came to America.

I: How about hamburgers?

A: The name "hamburger" says that it is from the city of Hamburg. Hamburg is in Germany, so hamburgers are from Germany. German immigrants brought hamburgers to America. Americans are practical and always in a hurry. So somebody put the meat in a bun. American hamburgers became fast food. Now, of course they are popular all over the world.

I: Why are fried potatoes in America called french fries? French with a small f.

A: Because it seems that this way of cooking potatoes came from France. They are called french fries because they are from France.

I: And hot dogs? Are they all American?

A: No, they too are from Germany. Sausages are popular street food in Germany. So, the sausages are German. The buns, again, are from America.

I: What about America's favourite tomato sauce, ketchup?

A: The story of ketchup is also very interesting. The word ketchup is from China. Can you imagine? From China. It was the name of an old Chinese fish sauce. The word then came to England and then to America. But the first ketchup with tomatoes was made by the English settlers in America. So ketchup as we know it today is American food.

DO YOU REMEMBER, p. 106

- Write sentences on the board:

- For an apple pie you need some apples.
- There weren't any apples they could use.
- A veggie burger has no meat.
- Is there any ham in the hamburger?

- Ask pupils to say how *some*, *any* and *no* are used. They answer the questions a) to d).



LISTENING & READING

H

Listen to a short interview. Find out if the apple pie, the hamburger, the hot dog and ketchup are completely American.

TRACK 42



I

Check the meaning of the words in colour. Read the text, then listen to the interview once again. Complete orally the gaps with words for countries and nationalities.

TRACK 42

"As American as apple pie", they say. But is the apple pie really American? For an apple pie you need some apples. When the first ... people came to America there weren't any apples they could use. The apples and the apple pie came from ...

The hamburger is surely American. Well, yes and no. Is there any ham in the hamburger? No, there isn't. Its name says it is from Hamburg. It came to America with ... **immigrants**. In America somebody put the meat in a **bun** and the American burger was born. If there is some cheese on the meat, it's called a cheeseburger. A veggie burger has no meat at all, only vegetables. And, of course, don't forget some ... **fries** on the side! Potatoes cut and fried in this way came from ...

How about hot dogs? Are they all ...? No. The sausages in hot dogs are from ... The buns are from America. How many hot dogs does an American eat every year? They say sixty a year!

What are hamburgers, hot dogs and fries without ketchup? How much ketchup does every person in ... eat every year? Three big bottles. Is ketchup American? Would you believe it, the word ketchup comes from ... Ketchup was first a ... fish **sauce**! But the first ketchup with tomatoes was made in America.

They say that the USA is a **melting pot of nations**. People from all over the world came to live there. They brought their different cultures and, of course, their food.

? DO YOU REMEMBER

SOME / ANY / NO

For an apple pie you need **some** apples.
There weren't **any** apples they could use. A veggie burger has **no** meat.
Is there **any** ham in the hamburger?

Some, any or no? Which of them do we use:

- in affirmative sentences?
- in negative sentences?
- in negative sentences with a positive verb?
- in questions?

Task J, p. 107

- The task practises *some*, *any* and *no*. It also deals with the issue of fast food.

Answer key: no, any, some, any.

TEACHING TIPS

Extra activities

Resource Bank, Activity 20

- Cut out the cards. 10 pupils are zoo-keepers who have to find some food and other things for their animals. Other pupils get a number of cards each saying what they have. The keepers walk around and ask: Have you got any...? They get answers: *Yes, I have some ...* . *No, I haven't got any ...* . *I've got no ... , but I've got some...* . After the keepers have got all the necessary things they can get more food and things for their animals.

Task K, p. 107

- Ask pupils to decide if the food and drinks mentioned in the task are countable or uncountable. On the board form two columns: COUNTABLE NOUNS, UNCOUNTABLE NOUNS. Ask pupils to write all the words in the correct column. Draw the pupils' attention to the fact that all the countable nouns are either in the plural form or have an indefinite article, and uncountable have no plural form and are followed by a singular verb. Refer them to the *Do You Remember Box*.

Answer key: Countable nouns – pun, plant, child, tomato, foot, mouse; Uncountable – food, meat, cheese, rice, rain, oil.

Task L, p. 107

- Pupils choose the correct option. Get feedback.

Answer key: 1) a, a, some, 2) how many, how much, how much, 3) some, some, some, some, 4) two, some, ketchup, some.

Task M, p. 107

- Ask pupils to pair up and ask each other questions. They should write down each other's answers.
- Ask them to report back to the class.

Answer key: Students' answers.



Workbook

Task J, p. 95

- Pupils work in pairs. After they have filled in the sentences they put questions to one another and answer. They can report on their partners to the whole class.

HOMEWORK

Workbook, Tasks D, I, p. 95

J Read the text. Choose: **some, any or no.**

FAST FOOD

Today people are busy and often have **some / any / no** time to cook, so they eat a lot of fast food. It is food that you can eat in a restaurant or take away. It is food to go, you don't need **some / any / no** knives or forks to eat it. Fast food is not only American. In all countries you can find **some / any / no** traditional street food. Fast food is not expensive. Are there **some / any / no** problems connected with fast food? Yes, there are. If you eat too much fast food, you can have problems with your weight and your health.



REMEMBER

COUNTABLE AND UNCOUNTABLE NOUNS

I want to make **an apple pie**. I need **some apples**.
How many apples do you need?

Apple pie and **apple** are **countable nouns**.
Countable nouns can be in the singular and in the plural. In the singular they can have an indefinite article.

We ask about the number using **how many + plural countable noun**.

I'd like a burger with **bacon, lettuce** and **ketchup**.
How much ketchup would you like?

Bacon, lettuce and **ketchup** are **uncountable nouns**.
Uncountable nouns are always used in the singular. They never have an indefinite article.

We ask about the quantity using **how much + uncountable noun**.

K Are these nouns countable or uncountable?

bun plant child food meat tomato cheese rice rain oil foot mouse

L Choose the correct option.

- 1 I'm really hungry this morning. Can I have **a / some** ham sandwich, **a / some** banana and **a / some** milk?
- 2 **How many / How much** eggs, **how many / how much** butter and **how many / how much** sugar do I need for this cake?
- 3 For the picture we need **a / some** paper, **a / some** red and green paint, **a / some** paint brushes and **a / some** glue.
- 4 We'd like **a / two** cheeseburgers with **a / some** lettuce and **ketchup / ketchups** and **a / some** french fries on the side.

M Work with a partner. Ask each other questions and give answers. Don't forget to ask: **What about you?**

- 1 What food do you sometimes eat in the street?
- 2 When do you eat fast food?
- 3 Where do you buy it?
- 4 How much does it cost?



SPEAKING



6.3 THE WORLD TODAY AND THE WORLD TOMORROW

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> indefinite pronouns must/have to, can/be able to - future |
| FUNCTIONS | <ul style="list-style-type: none"> Predicting the future of the world |
| VOCABULARY | <ul style="list-style-type: none"> Problems facing the world, climate change, population growth, pollution, endangered species [word spacing] |

SKILLS

- | | |
|----------|--|
| READING | <ul style="list-style-type: none"> reading about the environmental problems |
| SPEAKING | <ul style="list-style-type: none"> speaking about the environment |

CULTURE and CLIL

- science

LESSON 1

INTRODUCTION

- Check homework.

Task A, p. 108

- This task introduces the topic and the key vocabulary of the lesson: *population, climate, to melt, polluted, to produce, rubbish, endangered, species*. Write the words on the board. You can play an **ASSOCIATION GAME**. *What does each word make you think of?* Start with a word; pupils carry on in a chain. E.g. population – people – women – babies – cities – hunger ...; [should this gap be closed up?] climate – hot – cold – tropical – sun – wind ...; melt – ice – snow – ice-cream – snowman – spring ..., etc. Continue with one word for 10 – 15 pupils. Start with a new one with the next pupil. A pupil may be challenged to explain the association between their word and the original word. A pupil who can't think of a word drops out of the game.

Task B, p. 108

- In Task B pupils match the current trends in Task A with the possible consequences.

Answer key: 4, 1, 3, 5, 2.

FOOD FOR THOUGHT

Today the population is under 7 billion, but some say that it will be 11 billion in 2100. To live we need about four litres of water a day but in the USA a person uses 230 litres!

Task C, pp. 108, 109

- The core of the lesson is a long text divided into five sections, each preceded by a discussion question. You can deal with it in a classical way. Ask pupils to consider the question, get feedback, read the section of the text, write vocabulary on the board and ask comprehension questions.

VOCABULARY:

- energy;
- responsible, ice age, period, global warming;
- to turn off, to run, thirsty;
- factory, to pollute, to throw away, to disappear;
- to protect, danger, to destroy, to save, to cut down, fishing, to hunt, evolution

Task D, p. 108

- Pupils do the task. Get feedback.

Answer key: 1 Everybody, anybody, 2 something, nobody, 3 anything, nothing, 4 anywhere, somewhere.

TEACHING TIPS

Extra activities

Resource Bank, Activity 21

- This activity is inspired by **COOPERATIVE LEARNING**. Make 5 or 6 copies of the activity page in the Resource Bank. Cut out the different sections of the text. Divide the class into **GROUPS 1 – 5**. Each group gets a different section of the text to read. Each pupil has their own copy of that section. Ask pupils to study their section carefully as they will have to complete tasks based on it and you will take away their texts. While they are studying their texts, go around and answer any questions silently so that the other groups don't hear. Collect the papers. Pupils must now form new groups so that each group includes one representative of the big groups 1 – 5. They sit together. They can give their group a name. Give each group a copy of the task sheet they have to complete (also on the activity page in The Resource Bank. Pupils cooperate and pool their knowledge in order to complete the task. Collect the completed task sheets. Get oral feedback. Say that you will proclaim the winning group next time when you have checked their answer sheets. Or have groups exchange their sheets and mark them.

THE WORLD TODAY AND THE WORLD TOMORROW

- Is the population growing in all parts of the world?**
The world population has reached 7 billion. 200,000 babies are born on our planet every day. In the future there will be more people and they will need more food, water, houses and energy. Most children are born in poor countries. Many of them don't have enough food. Do you know that every year 15 million children die of hunger? In some countries in Europe there are not many children, and families are becoming smaller. Do you know anybody who has many brothers and sisters? Would you like to have a big family?
- Are people responsible for the climate change that is happening?**
Something is happening to our climate. It is getting warmer. Our summers are hotter. Sometimes there is too much rain and snow. Sometimes there isn't enough. The Arctic ice is melting. Earth's climate has changed many times. There have been ice ages and warmer periods but now change is happening fast. Are we responsible for this? Most scientists, but not all, say yes.
- Why do we need clean water?**
Nobody can live without water. Everybody needs it for drinking, cooking and washing. But for one in five people in the world it is difficult to get clean water. I hope you are somebody who turns off water and doesn't leave it running for nothing. We must be careful with water. We have to save it. Politicians say that we won't have enough water in the future, we will be thirsty.
- Why do we produce so much rubbish?**
Our cars and our factories pollute the air. Many rivers and lakes are also polluted. And on land there is rubbish everywhere. It is ugly to see and dangerous for wild animals. Do we want a world like that? We go shopping and bring home plastic bags. We want new things all the time. We buy a new mobile phone and throw away the old one. When you throw something away, it doesn't just disappear. Can we do anything about it?
- What is the best way to protect animals and plants that are in danger?**
Many plants and animals are in danger. We are destroying the places where they live. The best way to save them is to protect these places. Forest and jungle animals and plants are in danger because we are cutting down trees. It is difficult for animals in the sea because seas and oceans are becoming polluted and there is too much fishing. Polar bears can only hunt on ice, but every year more ice melts. Many species will disappear.

SPEAKING

Work in groups. Choose one of the questions and suggest some answers.

- What can we do to end world hunger?
- What can we do to save water?
- What can we do to produce less rubbish?

A Look at the words in colour and check their meaning. Then choose the correct words to complete the statements that describe the world today.

WORDSPOT

- 1 The **population** of the world *is growing / is becoming smaller*.
- 2 Our **climate** is changing. The world is becoming **colder / warmer**. The Arctic ice is **melting**.
- 3 *Not everybody / Everybody* has clean water. There are dry places and **polluted** rivers.
- 4 We produce **little / a lot of** rubbish.
- 5 There are **lots of / aren't many** **endangered** animals and plant **species**.

READING & SPEAKING

B Work with a partner. Look at the pictures. Which problem of the world today does each picture show? Say which picture matches with the texts on the opposite page.



C Each part of the text starts with a question. Answer it and then read the text. Does it give a similar answer?

TRACK 43

REMEMBER

INDEFINITE PRONOUNS

some / any / no / every + body / thing / where

	PEOPLE	THINGS	PLACES
in affirmative sentences	somebody	something	somewhere
in negative sentences	anybody nobody	anything nothing	anywhere nowhere
in questions	anybody everybody	anything everything	anywhere everywhere

D Choose the correct option.

- 1 **Everybody / Everything** listen to me! Does **anybody / anything** know the answer?
- 2 I have **somebody / something** important to say but **anybody / nobody** is listening.
- 3 I don't know **nothing / anything**. I have **nothing / anything** to tell you.
- 4 Are you going **anything / anywhere** this weekend? Let's go **something / somewhere**!

Task E, p. 109

- In groups of four to five, pupils answer the questions and give their ideas. They present their ideas to the whole class and choose the best ideas.

Answer key: Students' answers.

REMEMBER, p. 108

- Refer pupils to the *Remember Box*. They revise indefinite pronouns.



Workbook

Task D, p. 98

- This reinforces indefinite pronouns. Pupils work individually. Get feedback

HOMEWORK

Workbook, Tasks A, B, p. 96

LESSON 3
The World Today and the World Tomorrow

A Look at the words in colour and check their meaning. Then choose the correct words to complete the statements that describe the world today.

WORDSPOT

- 1 The population of the world is *growing* / is becoming *smaller*.
- 2 Our climate is changing. The world is becoming *colder* / *warmer*. The Arctic ice is melting.
- 3 *Not everybody* / *Everybody* has clean water. There are dry places and polluted rivers.
- 4 We produce *little* / *a lot of* rubbish.
- 5 There are *lots of* / *aren't many* endangered animals and plant species.

B **READING & SPEAKING** Work with a partner. Look at the pictures. Which problem of the world today does each picture show? Say which picture matches with the texts on the opposite page.













C Each part of the text starts with a question. Answer it and then read the text. Does it give a similar answer?

REMEMBER

INDEFINITE PRONOUNS
some / any / no / every + body / thing / where

	PEOPLE	THINGS	PLACES
in affirmative sentences	somebody	something	somewhere
in negative sentences	anybody	anything	anywhere
in questions	nobody	nothing	nowhere
	anybody	anything	anywhere
	everybody	everything	everywhere

D Choose the correct option.

- 1 Everybody / Everything listen to me! Does anybody / anything know the answer?
- 2 I have somebody / something important to say but anybody / nobody is listening.
- 3 I don't know nothing / anything. I have nothing / anything to tell you.
- 4 Are you going anything / anywhere this weekend? Let's go something / somewhere!

108/

THE WORLD TODAY AND THE WORLD TOMORROW

1 Is the population growing in all parts of the world?

The world population has reached 7 billion. 200,000 babies are born on our planet every day. In the future there will be more people and they will need more food, water, houses and energy. Most children are born in poor countries. Many of them don't have enough food. Do you know that every year 15 million children die of hunger? In some countries in Europe there are not many children, and families are becoming smaller. Do you know anybody who has many brothers and sisters? Would you like to have a big family?

2 Are people responsible for the climate change that is happening?

Something is happening to our climate. It is getting warmer. Our summers are hotter. Sometimes there is too much rain and snow. Sometimes there isn't enough. The Arctic ice is melting. Earth's climate has changed many times. There have been ice ages and warmer periods but now change is happening fast. Are we responsible for this? Most scientists (but not all) say yes.

3 Why do we need clean water?

Nobody can live without water. Everybody needs it for drinking, cooking and washing. But for one in five people in the world it is difficult to get clean water. I hope you are somebody who turns off water and doesn't leave it running for nothing. We must be careful with water. We have to save it. Pessimists say that we won't have enough water in the future, we will be thirsty.


4 Why do we produce so much rubbish?

Our cars and our factories pollute the air. Many rivers and lakes are also polluted. And on land there is rubbish everywhere. It is ugly to see and dangerous for wild animals. Do we want a world like that? We go shopping and bring home plastic bags. We want new things all the time. We buy a new mobile phone and throw away the old one. When you throw something away, it doesn't just disappear. Can we do anything about it?

5 What is the best way to protect animals and plants that are in danger?

Many plants and animals are in danger. We are destroying the places where they live. The best way to save them is to protect these places. Forest and jungle animals and plants are in danger because we are cutting down trees. It is difficult for animals in the sea because seas and oceans are becoming polluted and there is too much fishing. Polar bears can only hunt on ice, but every year more ice melts. Many species will disappear.



.....**SPEAKING** 
E Work in groups. Choose one of the questions and suggest some answers.

- 1 What can we do to end world hunger?
- 2 What can we do to save water?
- 3 What can we do to produce less rubbish?



LESSON 2

INTRODUCTION

- Check homework and revise the vocabulary from the previous lesson.

Task F, p. 110

- This is a story about two children. It paints two scenarios for the future – a grim one and an optimistic one. Pupils also practise the future form of *can / be able to* and *must / have to*. Read the texts in class. Explain vocabulary. Get your pupils' reactions. Which scenario is more likely? Go through the questions orally. Pupils can write the answers for homework. Pupils can work in groups and make up their own future scenarios.
- Pupils scan the texts first and decide which of them is optimistic and which is pessimistic.

Answer key: The text about John is pessimistic, and the one about Daniel is optimistic.

Task G, p. 110

- You can do this as a whole class activity. Read the questions and get answers from the pupils.

Answer key: 1 It's Saturday. It's spring. 2 For John the weather is hot. For Daniel the weather is sunny and perfect for a trip. 3 John sees buildings and a dirty street with rubbish everywhere. Daniel sees children playing in the park. 4 John will stay at home. Daniel will take a trip to a forest and a lake.

Task H, p. 110

- Pupils work in pairs and match the sentences to either John or Daniel.
- The task offers a lot of examples of future forms of *must/have to*, *can/be able to*. Tell pupils to find examples and put them on the board.

- John will have to save water.
- Daniel won't have to save water.
- John won't be able to play in the park.
- Daniel will be able to play in the park.

Answer key: 1) John, 2) John, 3) Daniel, 4) John, 5) Daniel, 6) Daniel, 7) Daniel, 8) John, 9) Daniel.



READING & SPEAKING

F Scan the texts about two boys sometime in the future. The world around each of them is different. Which of these future worlds does an optimist see, and which a pessimist?



John wakes up. It's Saturday morning and there's no school. It's spring but it's hot, as usual. The air conditioner isn't working. There isn't enough electricity. He goes to the window. He sees buildings and a dirty street with rubbish everywhere. He can't see any trees. The day will be hot. The sun is dangerous and he must be careful. He can't go out without a hat and long sleeves. The best thing is to stay at home. In the bathroom there isn't enough water for a shower. He has to save water. He goes to the kitchen. There isn't much food in the fridge. He takes a very old book from the shelf. In it he can see photographs of big forests, wild animals, clean rivers and white ice on the poles. It's a world that doesn't exist any more.



Daniel wakes up. It's Saturday and he doesn't have to go to school. He can spend the day as he likes. He looks out of the window. Children are playing in the park in front of his house. It's a nice sunny spring morning, perfect for a trip. At eleven he's meeting his friends. They'll take a fast train which uses solar energy and go just outside the city. There is a forest there. The trees are green and fresh at this time of the year. There will be flowers, too. They'll go to the lake. Its water is so clean that you can see the fish swimming around. He remembers what his history teacher told them. In the past people didn't protect nature and they almost destroyed it. Crazy! It's time for a shower and breakfast.

G Read the texts and answer the questions.

- 1 What day is it? What season is it?
- 2 What is the weather like for John? And for Daniel?
- 3 What does John see from his window? What does Daniel see from his?
- 4 How will John spend the day? How about Daniel?

H Are these statements about John or Daniel?

- | | | |
|--|--|---|
| 1
He will have to use just a little water to wash his face. | 2
He won't be able to have a big breakfast. | 3
He'll be able to take a shower. |
| 4
He will have to protect himself from the sun. | 5
He won't have to stay out of the sun. | 6
He will be able to choose what he likes for breakfast. |
| 7
He will be able to see trees, grass, flowers, birds and fish. | 8
He won't be able to enjoy his day with his friends in nature. | 9
He'll have to hurry up to meet his friends at the station. |

REMEMBER, p. 111

- Tell pupils to read the Remember Box. Tell them to make questions from the sentences.



Workbook Task F, p. 98

- Pupils match the sentences. Get feedback.

Task I, p. 111

- Ask the pupils to pair up and complete the sentences. Choose a representative of each pair and ask them to read the sentences they have written down.

Answer key: Students' answers.

Task J, p. 111

- Ask pupils what *ecology* is. Explain *law*. Ask a pupil to read *the four laws of ecology*. Ask pupils to explain what these laws mean. Then, ask them to translate the laws.

Answer key: Students' answers.

BACKGROUND INFORMATION FOR THE TEACHER

Barry Commoner is an American biologist. He was born in New York in 1917, studied in New York and at Harvard, was in the navy during WW II, protested against the testing of nuclear weapons, wrote a book, *The Closing Circle* in 1971 giving his four laws of ecology.

1 Everything is connected to everything else.

There is one ecosphere for all living organisms and what affects one, affects all. Every living thing is interconnected. Living by this you will try to be compassionate and harmless to all.

2 Everything must go somewhere.

In nature there is no waste. We can't get rid of things, dump them, e.g. nuclear waste does not disappear. Caring for the planet is more sensible than living wastefully.

3 Nature knows best.

When we stupidly interfere with nature the results can be catastrophic, such as global warming or pollution. Living by this you care for the earth, eat and live more naturally.

4 There is no such thing as a free lunch.

For every gain there is a cost. All debts are eventually paid.

Task K, p. 108

- In this task pupils talk about ways we can help the world. They have talked about this many times. Get their ideas, organise them on the board.

Answer key: Students' answers.



Workbook Task I, p. 99

- This task is a follow-up on the previous task. It can be done in writing in class or at home. If done in class, pupils can work in pairs.

TEACHING TIPS

Extra activities

- This topic is ideal for project work. Individual pupils or groups of pupils could make posters or presentations on one of these topics:
 - pollution
 - growing world population
 - climate change
 - rubbish, etc.
- This second lesson may well stretch into a third one, depending on how far you have exploited each element.

HOMEWORK

Workbook, Tasks E, G, pp. 98, 99

REMEMBER

THE FUTURE OF HAVE TO AND MUST

John **has to** save water.

He **must** be careful.

Daniel **doesn't have to** go to school.

• He **will have to** stay at home.

• He **won't have to** protect himself from the sun.

THE FUTURE OF CAN

Daniel **can** do what he likes.

John **can't** see any trees.

• He **will be able to** go to the forest with his friends.

• He **won't be able to** take a shower.

I Work with a partner. Complete the sentences.



PESSIMIST

- We produce too much rubbish. We'll have to...
- Clean water will be a problem in the future. We'll have to...
- Many animals and plants are in danger. We'll have to...



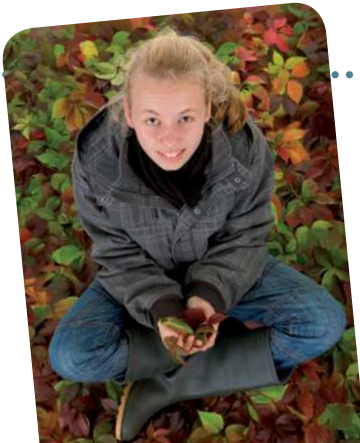
OPTIMIST

- We will produce more food. All the people will be able to...
- We will protect nature. More species will be able to...
- We will travel to other planets. People will be able to...

J Translate these four laws of ecology into Georgian. What do they really mean?

THE FOUR LAWS OF ECOLOGY

- 1 Everything is connected to everything else.
- 2 Everything must go somewhere.
- 3 Nature knows best.
- 4 There is no such thing as a free lunch.



SPEAKING

K Discuss these questions.

- 1 What do you think: will the children of the future live in John's or Daniel's world?
- 2 Are you an optimist or a pessimist?

YOUR TURN!

6.4 SCHOOL LUNCH AND SOME RESOLUTIONS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • *will* for decisions and promises
- FUNCTIONS • asking, offering, accepting, refusing, thanking, apologising
- VOCABULARY • school lunch

SKILLS

- READING • from *Adrian Mole*
- LISTENING • listening to dialogues
- SPEAKING • speaking about the environment
- WRITING • writing about future resolutions

CULTURE and CLIL

- Georgian language

LESSON 1

INTRODUCTION

- Check homework.
- Explain that pupils in England have lunch at school. *Is that good or bad? Why?* Maybe your pupils also have lunch at school. Ask them about it. *Do you like the food? What happens at lunchtime? What is the routine?*

Task A, p. 112

- Pupils look at the pictures. *Who are the characters? What's happening?* Get as many pupils as possible to contribute. Do not correct if they make wrong predictions.
- Pupils answer the questions.

Answer key: Students' answers.

A It's lunchtime at Brian's school. Look at the pictures. What's happening?

- 1 What is Brian having for lunch?
- 2 Who is sitting together?
- 3 Does Jill like the food on her plate?
- 4 Where does Brian want to sit?
- 5 What happens?

1 Brian: Can I have some pasta, please?
 Cook: Here you are.
 Brian: **a) ?**
 Cook: Yes, sure. Would you like some peas?
 Brian: No, thank you. I'd like some spinach, please.
 Cook: I'm sorry. We don't have it. **b) ?**
 Brian: Yes, please.



2 Simon: **c) ?** Here you are. Open it!
 Celia: A present? But it's not my birthday. What is it?
 Simon: It's a Rats' CD!
 Celia: Thanks, Simon. Thank you very much.
 Simon: Not at all, Celia. I know you like the Rats.
 Celia: **d) ?**



3 Jill: Yuck! The peas and the chicken are terrible. **e) ?**
 Celia: It means you're not hungry, Jill.
 Jill: You're so clever, Celia!
 Celia: **f) ?** Remember what the cards said! You won't like your lunch and you'll be angry.
 Jill: How about you? You already got a present. Now you'll get dirty!



4 Brian: Is anybody sitting here? Can I sit here?
 Celia: Of course you can. Nobody's sitting here.
 Brian: Thanks. **g) ?** How terrible! There's pasta all over your jeans. Sorry, Celia. I'm terribly sorry.
 Celia: It doesn't matter, Brian. It's all right. **h) ?** But you need a new lunch.



Task A, p. 112

- Pupils look at the pictures. *Who are the characters? What's happening?* Get as many pupils as possible to contribute. Do not correct if they make wrong predictions.
- Pupils answer the questions.

Answer key: 1 Pasta and cheese. 2 Simon, Celia and Jill.
3 No. 4 Next to Celia. 5 Brian accidentally drops his lunch into Celia's lap.

Task B, p. 113

- Pupils work in pairs and put the missing sentences into the dialogues. Then they listen and check.

Answer key: a) 5, b) 2, c) 3, d) 4, e) 8, f) 7, g) 1, h) 6.

TAPESCRIPT 44

Task B, p. 113

1

Brian: Can I have some pasta, please?

School cook: Here you are.

Brian: Could I have some more cheese, please?

School cook: Yes, sure. Would you like some peas?

Brian: No, thank you. I'd like some spinach, please.

School cook: I'm sorry. We don't have it. How about some tomatoes?

Brian: Yes, please.

2

Simon: Celia, I have a present for you. Here you are. Open it!

Celia: A present? But it's not my birthday. What is it?

Simon: It's a Rats' CD!

Celia: Thanks, Simon. Thank you very much.

Simon: Not at all, Celia. I know you like the Rats.

Celia: Actually, they're not my favourite band.

3

Jill: Yuck. The peas and the chicken are terrible. I can't eat this.

Celia: It means you're not hungry, Jill.

Jill: You're so clever, Celia!

Celia: You are getting angry, Jill. Remember what the cards said! You won't like your lunch and you'll be angry.

Jill: How about you? You already got a present. Now you'll get dirty!

4

Brian: Is anybody sitting here? Can I sit here?

Celia: Of course you can. Nobody's sitting here.

Brian: Thanks. Oops! I'm so clumsy! How terrible! There's pasta all over your jeans. Sorry, Celia, I'm terribly sorry.

Celia: It doesn't matter, Brian. It's all right. I'll go to the bathroom and wash. But you need a new lunch.

Task C, p. 113

- Pupils remember what the cards said. The cards were right: Celia got a present, she got dirty, Jill didn't enjoy her lunch and she got angry.

Task E, p. 113

- Pupils work in pairs. They read the dialogues aloud assuming a different role in each dialogue. Ask 8 good readers (there are 8 roles) to read the dialogues for the whole class. Insist on good, expressive intonation.

Task D, p. 113

- The task introduces the functional language of offering, accepting, refusing etc. Explain vocabulary. Do function analysis. Explain lexis: [what is a "lexis"?] to ask (for), politely, to offer, to refuse, to accept, to thank (for), to apologise (for) (to).

Answer key: 1) asks, 2) vegetables, 3) the chicken and peas, 4) tomatoes, 5) Simon, 6) Celia.

EVERYDAY ENGLISH, p. 113

- Go through the functions in the *Everyday English Box*.

Task F, p. 113

- Pupils work in pairs and role-play various situations. Allow as many pairs as possible to perform the role-play in front of the class. Applaud each pair before they start and applaud again when they finish. After each role-play ask "the audience" to explain what has happened in the role-play they have seen. If they understand correctly, the role-play has been successful.

Resource Bank, Activity 22

- There are some ideas in the Resource Bank if pupils can't think of any.

HOMEWORK

Workbook, Tasks D, E, p. 101


LESSON 4 *School Lunch and Some Resolutions*

A It's lunchtime at Brian's school. Look at the pictures. What's happening?

- 1 What is Brian having for lunch?
- 2 Who is sitting together?
- 3 Does Jill like the food on her plate?
- 4 Where does Brian want to sit?
- 5 What happens?


1

Brian: Can I have some pasta, please?
Cook: Here you are.
Brian: a) [?] [?]
Cook: Yes, sure. Would you like some peas?
Brian: No, thank you. I'd like some spinach, please.
Cook: I'm sorry. We don't have it. b) [?] [?]
Brian: Yes, please.




2

Simon: c) [?] [?] Here you are. Open it!
Celia: A present? But it's not my birthday. What is it?
Simon: It's a Rats' CD!
Celia: Thanks, Simon. Thank you very much.
Simon: Not at all, Celia. I know you like the Rats.
Celia: d) [?] [?]




3

Jill: Yuck! The peas and the chicken are terrible. e) [?] [?]
Celia: It means you're not hungry, Jill.
Jill: You're so clever, Celia!
Celia: f) [?] [?] Remember what the cards said! You won't like your lunch and you'll be angry.
Jill: How about you? You already got a present. Now you'll get dirty!



4

Brian: Is anybody sitting here? Can I sit here?
Celia: Of course you can. Nobody's sitting here.
Brian: Thanks. g) [?] [?] How terrible! There's pasta all over your jeans. Sorry, Celia. I'm terribly sorry.
Celia: It doesn't matter, Brian. It's all right. h) [?] [?]
But you need a new lunch.



112/

READING & LISTENING



TRACK 44

B Read the four dialogues next to the pictures. Some sentences are missing. Say where the sentences below go. Listen and check.

- | | |
|--|--|
| 1 Oops! I'm so clumsy! | 5 Could I have some more cheese, please? |
| 2 How about some tomatoes? | 6 I'll go to the bathroom and wash. |
| 3 Celia, I have a present for you. | 7 You are getting angry, Jill. |
| 4 Actually, they're not my favourite band. | 8 I can't eat this. |

C Remember what the cards said in Lesson 1 of this Unit. Were they right?

D Check the meaning of the words in colour. Then choose the right words to make true statements.

WORDSPOT

- Brian asks / doesn't ask for the food **politely**.
- The school cook **offers** him some fruit / vegetables.
- Jill **refuses** to eat the tomatoes / the chicken and peas.
- Brian **accepts** the tomatoes / peas and carrots.
- Celia **thinks** Brian / Simon.
- Brian **apologises** to Celia / Jill.

EVERYDAY ENGLISH

ASKING FOR SOMETHING

Can I have some pasta, please?
Could I have some more cheese, please?
I'd like some spinach.

ANSWERS

Yes, of course.
 Here you are.
 Yes, sure.
 I'm sorry,...

OFFERING

Would you like some peas?
How about some tomatoes?

ACCEPTING

Yes, please.

REFUSING

No, thank you.

THANKING SOMEBODY

Thanks.
 Thank you very much.

ANSWERS

Not at all.
 You're welcome.

APOLOGISING

Sorry.
 I'm terribly sorry.

ANSWERS

It's all right.
 It doesn't matter.

E In pairs, practise reading the dialogues aloud. Then choose one and role-play it.



SPEAKING



F Work in pairs. Think of a situation in which you **ask somebody for something**, **offer something**, **thank somebody** or **apologise for something**. Act it out in front of the class. Whose sketch was the best?



/113

LESSON 2

INTRODUCTION

- Check homework.
- Since the authors of this textbook have tried to write about (and show understanding for) the usual problems of adolescents (love, peer pressure, being popular, looks, parents, school problems etc.) it seems natural to offer yet another book to read. It is, of course, a book about adolescents, "The Secret Diary of Adrian Mole, aged 13 and $\frac{3}{4}$ ". We hope that they will enjoy it and find it funny.

BACKGROUND INFORMATION FOR THE TEACHER

Susan Townsend (born in 1946 and died in 2014) was a famous English writer. She wrote novels, plays and stories. She is most famous for her Adrian Mole novels. She wrote 9 books about him. The first book, "The Secret Diary of Adrian Mole" came out in 1985 and was a bestseller. Her books have been translated into 34 languages and they have been popular with young and old readers. She left school at fifteen and started writing immediately. She worked in a factory, she was a shop assistant, a receptionist etc. She lived her whole life in Leicester, England.

Task G, p. 114

- Tell pupils to predict what the book is about. It shouldn't be too difficult.

Answer key: Students' answers.

Task H, p. 114

- Tell them that Adrian writes about his problems. They have to guess what his problems are.

Answer key: Students' answers.

Task I, p. 114

- Pupils read the extract on p. 115 and decide if they were right or wrong.

Task J, p. 114

- Pupils in pairs match the words and the meanings.

Answer key: 4, 6, 8, 7, 5, 2, 3, 1.

Task K, p. 114

- Pupils answer the questions in pairs.

Answer key: Students' answers.

Task L, p. 114

- Ask them which parts they find funny and why. Ask them if they would like to read the book.

Answer key: Students' answers.

Task M, p. 114

- Pupils fill in Jill's resolutions. It's a revision of will.

Answer key: 1) will, 2) won't, 3) will, 4) won't, 5) will, 6) will.



Workbook Task K, p. 103

- Pupils work in pairs and read their resolutions to each other. They can read some to the whole class.

HOMEWORK

Workbook, Tasks G, J, 102

+ SCHOOL LUNCH AND SOME RESOLUTIONS

THE SECRET DIARY OF ADRIAN MOLE Aged 13 $\frac{3}{4}$

THURSDAY JANUARY 1st

These are my New Year's resolutions:

- 1 I will help the blind across the road.
- 2 I will hang my trousers up.
- 3 I will not start smoking and I will never drink alcohol.
- 4 I will stop squeezing my spots.
- 5 I will be kind to the dog.
- 6 I will help the poor and ignorant.

Just my luck, I've got a spot on my chin for the first day of the New Year.

FRIDAY JANUARY 2nd

The spot on my chin is getting bigger. It's my mother's fault for not knowing about vitamins. The dog jumped up and knocked down my father's model ship.

SATURDAY JANUARY 3rd

I shall go mad through lack of sleep. My father has banned the dog from the house so it barked outside my window all night. Just my luck!

SUNDAY JANUARY 4th

My father has got the flu. I'm not surprised with the diet we get. My mother went out in the rain to get him a vitamin C drink, but as I told her, "It's too late now." My mother says she can't see anything on my chin, but this is guilt because of the diet. The dog has run off because my mother didn't lock the gate.

MONDAY JANUARY 5th

The dog hasn't come back yet. It's peaceful without it. Nigel came round today. He has got a tan from his Christmas holiday. I think Nigel will be ill soon from the shock of the cold in England. I think Nigel's parents were wrong to take him abroad. He hasn't got a single spot yet.

TUESDAY JANUARY 6th

The dog is in trouble! A policeman said we must keep the dog under control.

WEDNESDAY JANUARY 7th

Nigel came round on his new bike this morning.

THURSDAY JANUARY 8th

Now my mother has got the flu. This means that I have to look after them both. Just my luck! It was half-past eleven before I got to bed. No wonder I'm short for my age.

WEDNESDAY JANUARY 14th

None of the teachers at school have noticed that I am an intellectual. They will be sorry when I am famous. There is a new girl in our class. She sits next to me in Geography. She is all right. Her name is Pandora, but she likes being called 'Box'. Don't ask me why. I might fall in love with her. After all I am 13 $\frac{3}{4}$ years old.

SATURDAY JANUARY 24th

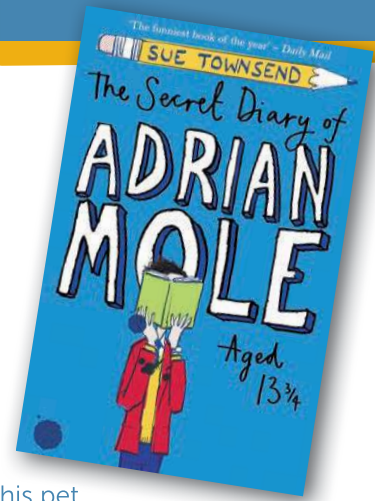
Today was the most terrible day of my life. ... Pandora is going out with Nigel!!!! I think I will never get over this shock.

SUNDAY JANUARY 25th

10 a.m. I am ill with all the worry, too weak to write much. Nobody has noticed I haven't eaten any breakfast.
2 p.m. Perhaps when I am famous and my diary is discovered people will understand how I suffer as a 13 $\frac{3}{4}$ -year-old undiscovered intellectual.

(Selected and adapted from *The Secret Diary of Adrian Mole Aged 13 $\frac{3}{4}$* , by Sue Townsend)

115



G That evening at home Jill is not in the best of moods. She feels nobody understands her. She takes a book. What does the book cover tell you?

H Adrian Mole has problems many kids his age have. Can you guess which of these worry Adrian Mole?

- his marks at school his parents his looks his best friend
money love his brother / sister his bike the food he eats his pet



READING

I Read parts from the beginning of the book on the opposite page. Were your guesses correct?

J Match the words and the meaning in your notebook.



- | | |
|----------------------------------|---|
| 1 a resolution | a) not enough (of) |
| 2 spots | b) out of the country |
| 3 ignorant | c) to feel better |
| 4 lack (of) | d) to press |
| 5 a tan | e) the darker colour you get when you stay out in the sun |
| 6 abroad | f) a skin problem teenagers often have |
| 7 to squeeze | g) you are this if you don't know anything |
| 8 to get over (a bad experience) | h) a decision |

K Read once again. What do we learn about Adrian Mole, his parents, his dog, Nigel and Pandora?

L Which parts do you find funny?

M Although it is not the beginning of the year, Jill decides to write some resolutions of her own. Complete the sentences with **will** or **will not** and read them out.. Use: **will** or **will not**.

- 1 I ... read more books. They're fun.
- 2 I ... scream at my kid brother any more.
- 3 I ... do everything I can to help our planet survive.
- 4 I ... eat chicken and peas at school ever again.
- 5 I ... be kind to all my friends at school, especially Celia and Sarah.
- 6 I ... keep my room tidy. Mum will be happy.



WRITING

N Think about what you would like to do in the future, how you would like to change. Write your own top 5 resolutions. Then try and stick to them.

Task I, p. 114

- Pupils read the extract on p. 115 and decide if they were right or wrong.

Task J, p. 114

- Pupils in pairs match the words and the meanings.

Answer key: 4, 6, 8, 7, 5, 2, 3, 1.

Task K, p. 114

- Pupils answer the questions in pairs.

Answer key: Students' answers.

Task L, p. 114

- Ask them which parts they find funny and why. Ask them if they would like to read the book.

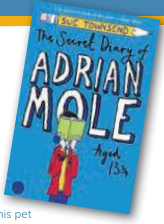
Answer key: Students' answers.

Task M, p. 114

- Pupils fill in Jill's resolutions. It's a revision of will.

Answer key: 1) will, 2) won't, 3) will, 4) won't, 5) will, 6) will.

LESSON 4



G That evening at home Jill is not in the best of moods. She feels nobody understands her. She takes a book. What does the book cover tell you?

H Adrian Mole has problems many kids his age have. Can you guess which of these worry Adrian Mole?

his marks at school his parents his looks his best friend
money love his brother / sister his bike the food he eats his pet

I **READING** Read parts from the beginning of the book on the opposite page. Were your guesses correct?

J Match the words and the meaning in your notebook.

WORDSPOT


1 a resolution	a) not enough (of)
2 spots	b) out of the country
3 ignorant	c) to feel better
4 lack (of)	d) to press
5 a tan	e) the darker colour you get when you stay out in the sun
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8 to get over (a bad experience)	h) a decision

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114/

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(Selected and adapted from *The Secret Diary of Adrian Mole Aged 13 $\frac{3}{4}$* , by Sue Townsend)

FROM BRIAN'S BOOKSHELF: MAKING A DIFFERENCE

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES

- FUNCTIONS • discussing
VOCABULARY • world problems

SKILLS

- READING • about the Tree Lady
SPEAKING • speaking about the environment
WRITING • writing about the environment

CULTURE and CLIL

- Geography
- Biology

LESSON 1

INTRODUCTION

- Check homework.
- Tell pupils that they are going to get to know another person who has made a difference.

Task A, p. 116

- Bring an atlas to the classroom and ask the pupils to find Kenya. You can find information in the *Background Information for the Teacher Box*.

Answer key: Students' answers.

Task B, p. 116

- Tell pupils to describe the pictures and try to speculate about the person in them.

Answer key: Students' answers.

Task C, p. 116

- The task pre-teaches vocabulary. Pupils match the word combinations.

Answer key: 6, 3, 5, 7, 2, 8, 1, 4.

Task D, p. 116

- Pupils read the quotes and conclude what Wangari Maathai cared about. She planted forests to prevent droughts and thus contributed to the better life of people so that they can live better, have food, medicines and education.

Task E, p. 116

- Pupils now read the whole text and find the information related to the listed years.

Answer key: 1) She was born in 1940; 2) She started the Green Belt in 1977; 3) She prevented building a skyscraper; 4) She was attacked in 1999; 5) She was put in jail for fighting for forests in 2002; 6) She won Nobel Prize for peace in 2004; 7) She died in 2011.

Task F, p. 116

- Pupils discuss the topic. They can work in groups and answer the questions.

Answer key: 1 Because she planted trees. 2 Because she believed everyone can make a difference. 3 Students' answers.

HOMEWORK

Workbook, Task A, p. 104

Wangari Maathai – the Tree Lady

"I just have something inside me that tells me that there is a problem, and I have got to do something about it."

Wangari Maathai was born in a village in Kenya on 1 April 1940. She fought for a green world, women and peace, often risking her life. She became an African and a world heroine, and in 2004 she won the Nobel Peace Prize. She died on 25 September 2011.

"We need water and we need these forests."

Wangari saw that the people in her country were poor, that life was hard, especially for women, and that at the same time the land was changing. Streams were drying up and it was more difficult to find clean water. Trees and forests were disappearing. She put all these things together. She had a simple but a brilliant idea – women should plant trees.

"It makes me so angry because everyone is cutting and no one is planting."

Wangari started the Green Belt in 1977. She asked the women of Kenya to go to the forests near their homes and find the seeds of trees that grow there and then plant them. She paid the women a little money for every young tree plant. The Green Belt planted 45 million trees around Kenya and it also gave women jobs.

"The people need food, they need medicine, they need education. They do not need a skyscraper."

In 1989 there was a plan to build a skyscraper in Uhuru Park, the only park in the centre of Nairobi. Wangari organised protests. The police beat her. Some people called her "a crazy woman". She should be a good African woman and keep quiet, they said. She did not keep quiet and she won. They did not build the skyscraper in Uhuru Park.

"We must not tire, we must not give up."

In 1999 Wangari fought for the Karura Forest, just outside Nairobi. A group of men attacked her. She was injured but she saved the forest. In 2001 she again fought to save forest land. This time the police arrested her and put her in jail. The people were so angry that they had to let her go.

"It's the little things people do. That's what will make the difference. My little thing is planting trees."

How can we help the world? We ask ourselves: "What difference can one person make?" Wangari Maathai showed us that one person can make all the difference in the world. You can make a difference, too. Plant a tree.

Making a Difference

- A** Find Kenya in your atlas. What does the map show you? Do you know anything about this country?
- B** Look at the photographs of Wangari Maathai. What does she look like? What do the photos tell you about her life?



- C** Match words in the two columns to get common word combinations and write them in your notebook.



- | | |
|------------------|--------------------|
| 1 to risk your | a) a protest |
| 2 to fight | b) the Nobel Prize |
| 3 to win | c) a skyscraper |
| 4 to plant | d) quiet |
| 5 to build | e) for peace |
| 6 to organise | f) in jail |
| 7 to keep | g) life |
| 8 to put someone | h) a tree |



READING

- D** Read the lines in big letters first. These are the things that Wangari Maathai said. What did she care about?
- E** Read the text on the opposite page. What happened in these years?
 1940 1977 1989 1999 2001 2004 2011
- F** Answer the questions.
- 1 Why did people call Wangari Maathai the Tree Lady?
 - 2 Why is Wangari Maathai an inspiration to many young people?
 - 3 Can one person make a difference?

Task D, p. 116

- Pupils read the quotes and conclude what Wangari Maathai cared about. She planted forests to prevent droughts and thus contributed to the better life of people so that they can live better, have food, medicines and education.

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Answer key: 1 Because she planted trees. 2 Because she believed everyone can make a difference. 3 Students' answers.

BACKGROUND INFORMATION FOR THE TEACHER**KENYA**

The country takes its name after Mount Kenya. Situated on the equator on Africa's east coast, Kenya has been described as "the cradle of humanity". In the Great Rift Valley palaeontologists have discovered some of the earliest evidence of Man's ancestors. Kenya is a multi-ethnic state in the Great Lakes region of Southeast Africa. It is primarily inhabited by Bantu and Nilotic populations, with some Cushitic ethnic minorities in the north. Its total population is estimated at 41 million inhabitants as of 2011. In the present day, Kenya's ethnic diversity has produced a vibrant culture but is also a source of conflict.

After independence from Britain in 1963, politics was dominated by the charismatic Jomo Kenyatta. He was succeeded in 1978 by Daniel arap Moi, who remained in power for 24 years. The ruling Kenya African National Union, Kanu, was the only legal political party for much of the 1980s. Violent unrest - and international pressure - led to the restoration of multi-party politics in the early 1990s. But it was to be another decade before opposition candidate Mwai Kibaki ended nearly 40 years of Kanu rule with his landslide victory in 2002's general election. Presidential elections in 2007 led to widespread unrest, which resulted in the formation of a power-sharing government. Polls in 2013 were largely peaceful. The economy has been recovering over recent years.

Despite President Kibaki's pledge to tackle corruption, some donors estimated that up to \$1bn had been lost to graft between 2002 and 2005. Other pressing challenges include high unemployment, crime and poverty. Droughts frequently put millions of people at risk.

With its scenic beauty and abundant wildlife, Kenya is one of Africa's major safari destinations.

WANGARI MUTA MAATHAI

(1 April 1940 – 25 September 2011) was a Kenyan environmental and political activist. She was educated in the United States, and in Kenya. In the 1970s, Maathai founded the Green Belt Movement, an environmental non-governmental organization focused on the planting of trees, environmental conservation, and women's rights. In 2004, she became the first African woman to receive the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace". Maathai was an elected member of Parliament and served as assistant minister for Environment and Natural Resources in the government of President Mwai Kibaki between January 2003 and November 2005. Furthermore she was an Honorary Councillor of the World Future Council. In 2011, Maathai died of complications from ovarian cancer.

Wangari Maathai – the Tree Lady

“I just have something inside me that tells me that there is a problem, and I have got to do something about it.”

Wangari Maathai was born in a village in Kenya on 1 April 1940. She fought for a green world, women and peace, often risking her life. She became an African and a world heroine, and in 2004 she won the Nobel Peace Prize. She died on 25 September 2011.

“We need water and we need these forests.”

Wangari saw that the people in her country were poor, that life was hard, especially for women, and that at the same time the land was changing. Streams were drying up and it was more difficult to find clean water. Trees and forests were disappearing. She put all these things together. She had a simple but a brilliant idea – women should plant trees.

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Wangari started the Green Belt in 1977. She asked the women of Kenya to go to the forests near their homes and find the seeds of trees that grow there and then plant them. She paid the women a little money for every young tree plant. The Green Belt planted 45 million trees around Kenya and it also gave women jobs.

“The people need food, they need medicine, they need education. They do not need a skyscraper.”

In 1989 there was a plan to build a skyscraper in Uhuru Park, the only park in the centre of Nairobi. Wangari organised protests. The police beat her. Some people called her “a crazy woman”. She should be a good African woman and keep quiet, they said. She did not keep quiet and she won. They did not build the skyscraper in Uhuru Park.

“We must not tire, we must not give up.”

In 1999 Wangari fought for the Karura Forest, just outside Nairobi. A group of men attacked her. She was injured but she saved the forest. In 2001 she again fought to save forest land. This time the police arrested her and put her in jail. The people were so angry that they had to let her go.

“It’s the little things people do. That’s what will make the difference. My little thing is planting trees.”

How can we help the world? We ask ourselves: “What difference can one person make?” Wangari Maathai showed us that one person can make all the difference in the world. You can make a difference, too. Plant a tree.

UNIT 7 TIME FOR SUMMER HOLIDAYS

7.1 A HOLIDAY CAMP

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES	
GRAMMAR	<ul style="list-style-type: none"> the gerund like / would like
FUNCTIONS	<ul style="list-style-type: none"> asking, offering, accepting, refusing, thanking, apologising
VOCABULARY	<ul style="list-style-type: none"> hobbies and free time activities
SKILLS	
READING	<ul style="list-style-type: none"> reading a camp brochure
LISTENING	<ul style="list-style-type: none"> listening about holidays
SPEAKING	<ul style="list-style-type: none"> speaking about holidays
WRITING	<ul style="list-style-type: none"> writing about a dream holiday
CULTURE and CLIL	
<ul style="list-style-type: none"> Georgian language 	

LESSON 1

INTRODUCTION

- Check homework.
- This is the last unit in the book and it is about holidays and different holiday destinations. Pupils will have a lot of opportunities to talk about their likes and dislikes concerning different topics connected to spending holidays. This unit rounds off the story about Brian – Archibald and his friends.

TEACHING TIPS

Extra activities

- Play a **MIMING GAME**. If you can't find pictures with different free time activities, write the name of each activity on a slip of paper. Volunteers take turns to come to the front of the class, take a slip of paper and mime the activity. When the class guesses the activity, write it on the board or stick up a picture. If you don't do this during this lesson, you can do it next lesson when revising vocabulary.
- At this point you should have a board full of either pictures or names of free time activities. Ask pupils to sort out the activities into the table. The following table is only an example. The activities you have depends on what your pupils come up with. Get feedback.

GO TO	GO + -ING	DO	PLAY	OTHER VERBS
the cinema the theatre	swimming walking fishing	aerobics exercises	video games the piano cards football	rent a video / DVD surf the Internet listen to the radio

- Talk briefly about which activities are most popular among their peers. Put them into pairs. Write on the board: *Do you like...?* In pairs, pupils talk to each other about what they both like and come up with a list of five to six activities they both do. They present the results to the class and talk about the differences.

Task A, p. 120

- Ask pupils to look at the pictures in Task A and to tell you which of the activities from the board they can see. (*listening to music, skateboarding, reading, watching TV, surfing the Internet, playing football, fishing*) They talk about which of the activities they (don't) enjoy doing in their free time. They talk about some other activities they like doing / they do in their free time. (*going to the cinema, playing video games, walking, playing an instrument, aerobics, watching DVDs, playing cards...*) This task introduces the gerund which will be dealt with in this lesson.
- Pupils match the pictures to the activities.

Answer key: 1) rollerblading, 2) fishing, 3) swimming in the pool, 4) listening to music, 5) taking photos, 6) watching TV, 7) playing football, 8) visiting a museum, 9) watching a film in the culture, [not sure what this means. Should it be "...in the cinema"?] 10) watching a play at the theatre, 11) watching TV, 12) reading a book.

A Look at the pictures and say what the people in the pictures are doing. Choose from the following activities:

- fishing
- swimming in the pool
- reading a book
- visiting a museum
- playing football
- skateboarding
- watching a play at the theatre
- rollerblading
- watching a film at the cinema
- watching TV
- listening to music
- taking photos
- surfing the Internet / playing computer games
- playing cards



Task B, p. 121

- Pupils listen to the conversation and fill in the sentences. After they have finished ask for comments.
- This task introduces the gerund. Pupils answer the questions and in their answers they use the gerund. Make some notes on the board and point out the form of the gerund, what it is and when we use it.

Answer key: good at, dream of, like, bad at, enjoy, don't mind, look forward, love, can't stand, interested in.

TAPESCRIPT 45

Task B, p. 121

Brian: I'm good at playing water polo. I dream of becoming a famous water polo player. I also like reading books about superheroes.

Sarah: I'm bad at doing sports. In my free time I enjoy doing things on my computer, like writing a blog.

Simon: I don't mind visiting museums at weekends, but I look forward to playing basketball this weekend.

Celia and Jill: We love listening to music and dancing.

Adrian: I can't stand fishing. It's so boring. But I'm interested in taking photographs.

REMEMBER, p. 121

- Go through the *Remember Box* and explain any difficulties.

Task C, p. 121

- Pupils make true sentences about themselves using the gerund. They can use the expressions in the task but it is not a must.

Answer key: Students' answers.

Task D, p. 121

- Pupils get into pairs and compare their answers. Write this question on the board: *What do you think about...?* They tell the rest of the class about what they have found out. If you don't have time you can do it at the beginning of the next lesson.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks D, I, p. 108, 110

LISTENING



TRACK 45

- B** Listen to the children talking about what they like doing in their free time and complete the sentences, reading them out.

Brian: I'm ... playing water polo. I ... becoming a famous water polo player. I also ... reading books about superheroes.

Sarah: I'm ... doing sports. In my free time I ... doing things on my computer, like writing a blog.

Simon: I ... visiting museums at weekends, but I ... playing basketball this weekend.

Celia and Jill: We ... listening to music and dancing.

Adrian: I ... fishing. It's so boring. But I'm ... taking photographs.

REMEMBER

THE GERUND

When we use the **-ing** form as a noun, we call it a **gerund**. Look at the examples below.

love			
enjoy			
like	reading.		don't mind
dislike	dancing.		can't stand
hate			visiting museums.
don't like			fishing.

Brian is **good at** swimmi**ng**.

He **dreams of** becomi**ng** famous.

Simon is **looking forward to** playi**ng** basketball.

We use the gerund:

- after some verbs, such as **love, enjoy, like, dislike and hate**.
- after some expressions, such as **don't mind and can't stand**.
- after prepositions in expressions like **tired of, good / bad at, interested in, famous for, dream of and look forward to**.

- C** What do you like doing in your free time? Look at the activities in Task A. Finish the sentences about yourself, while reading them out.

YOUR TURN!

1 I love ...

2 I don't mind ...

3 I can't stand ...

4 I enjoy ...

5 I'm tired of ...

6 I'm good / bad at ...

7 I look forward to ...

8 I'm interested in ...

SPEAKING



- D** Talk to your partner. How different are your answers in Task C? Tell the rest of the class about your and your partner's answers.

Person A

We both enjoy...

Neither of us likes...

Person B

I like..., but... doesn't.

... hates..., but I don't mind it.

/121

INTRODUCTION

- Check homework.

TEACHING TIPS

Extra activities

- This activity revises the gerund. Play a **TRANSLATION GAME**. Translate some sentences that use the gerund into Georgian and number them from 1 – 10. (You can use those from Task I in the Workbook.) Write numbers from 1 to 10 on the board. Divide your class into three or four groups and let each group choose a representative (depending on the number of pupils). In turns, groups choose a number, you read the sentence in Georgian and the representative translates the sentence back into English. They can consult with the group. Insist on using the gerund. If she / he does it well, they win a point and you cross out the number.
- Write the word HOLIDAYS on the board and ask them to think about what they like / don't like doing during the holidays and why. Talk about how they usually spend their holidays. *Do you always go to the same place? What are the advantages / disadvantages of going to the same place every summer? Do you know what a holiday camp is? Have you ever been to one? Where did you sleep? How was your day organized? What did you do? Did you like it? Why (not)? Would you like to go there again?*

Task E, p. 122

- Pre-teach vocabulary before your pupils read the text in the task that follows.

Task F, p. 122

- Pupils work in pairs. Tell them to find the programmes (they are in a different colour) and say what each programme offers.

Answer key: Net Workshop, Film Studio, Dance Studio, Language School, Arts and Fashion Studio, A sports Academy, Explorers' Club.

Task G, p. 122

- Now pupils read the text in more detail and answer the questions.

Answer key: 1) You can learn, have fun, meet people; 2) Net Workshop; 3) You will learn to write a script, direct a film or act in one; 4) Classical and Latin American dances; 5) You can make souvenirs, jewellery and clothes; 6) Football, basketball, handball, volleyball, horse riding, swimming; 7) English, German, Spanish, French, Italian; 8) How to put up a tent, catch a fish, row a boat, orienteering.

E What do these words and expressions mean? Check their meaning in the wordlist at the end of the book.

WORDSPOT

- to take part in to be into to brush up (on)
 a catwalk to put up a tent sense of rhythm well-equipped

READING

F Read a camp brochure. Which different programmes can you choose from at the International Youth Summer Camp in Ireland?

If you love learning new things and having fun at the same time, come to the International Youth Summer Camp! You will make lots of new friends from different parts of the world. You should be able to communicate with all of them because English is the official language in the camp. Read more about the programmes you can take part in.

- If you are interested in learning how to design a simple web page, join the **Net Workshop** in our well-equipped computer classroom. Your final task will be to design the camp's new web page.
- Are you more into films? If you are dreaming of writing a film script or becoming an actor or actress, then the **Film Studio** is the ideal place for you. There you can also learn about film direction and film photography. You will make a short film for the final presentation.
- Those of you with a natural sense of rhythm will find their place in our **Dance Studio**. There you can learn how to dance ballroom and Latin American dances. You will prepare your own show for the closing ceremony.
- If you want to learn a new language or brush up on the language you already know, choose one of the language courses at the **Language School**. There are English, German, Spanish, French and



Italian to choose from. A Certificate is waiting for you at the end of the course.

- Discover your hidden artistic talents in our **Arts and Fashion Studio**. Use your imagination and make souvenirs, jewellery and clothes from materials such as paper, plastic and ropes. You will present all your work at the final "catwalk".
- If you're not tired of doing sports at school, there's the **Sports Academy** where you can choose between football, basketball, volleyball and handball, or you can even try horse riding. If you are good at swimming, join the camp's water polo team.
- And for those of you who enjoy hiking and exploring nature, we suggest the **Young Explorers Club**. You will learn how to put up a tent, how to catch a fish and row a boat, how to use the sun as your guide and many other things you need to survive in nature.



We look forward to meeting you this summer!

G Read the text once again and answer the questions.

- 1 What makes the International Youth Summer Camp special?
- 2 In which programme can you learn how to design a web page?
- 3 What can you learn if you join the Film Studio?
- 4 Which dances can you learn if you take part in the Dance Studio?
- 5 What can you do if you join the Arts and Fashion Studio?
- 6 Which sports can you do in the Sports Academy?
- 7 Which language courses are available?
- 8 What do they teach you in the Young Explorers Club?

Tasks H, I, p. 123

- Pupils work in pairs and talk about their preferences. They can report to the class.

Answer key: Students' answers.

Task J, p. 123

- Introduce Task C by saying that Brian and his family go to the same place for their holidays every year and that Brian is tired of it. His wish is to go somewhere else. Of course, it's a holiday camp.
- Draw pupils' attention to the picture of Brian who is thinking about his holidays. Let them look at the picture and tell you which things Brian would like to do.
- Write on the board:

- Brian likes playing water polo.
- He would like to play as much water polo as he can.

- Point out the difference between *like* and *would like*.

Answer key: Students' answers.

REMEMBER, p. 123

- Go through the *Remember Box* and explain any difficulties.

Task K, p. 123

- Pupils fill in the sentences. Get feedback. They have to guess whose sentences they are.

Answer key: 1) like, would like, Brian; 2) would like, Brian; 3) like, would like, Jill, Celia; 4) would like, Brian; 5) like, would like, Simon.

HOMEWORK

Student's Book, Task L, p. 123

TEACHING TIPS

Extra activities

Resource Bank, Activity 23

- If you have time, play **DOMINOES** from the Resource Bank. Not all the words from the game appear in this lesson but are familiar to pupils. Pre-teach new vocabulary if you think it's necessary. The words that do not appear in the lesson are: *guidebook, sightseeing, sun bathing, seaside resort, last minute, five-star hotel, ice cream, sailing boat, postcard, bathing suit. Beach volleyball, wind surfing, scuba diving* appear later in Lesson 5 of this Unit. To check, ask questions so that the words from the game are the answers to the questions. E.g. Where can you find information about a particular tourist destination?
- Procedure: 1 This activity is based on the game dominoes. Pupils work in pairs or groups. Twenty word combinations that have to do with holidays can be formed by combining the word on the right of each domino with the word on the left. The dominoes in the table are arranged in the correct order. 2 Copy, cut out and shuffle the dominoes. Give each pair / group a set of dominoes. Tell them to choose one domino to start with and to place it in front of them. The rest of the dominoes should be equally divided among the group members. 3 Say they have to combine the right-hand word of one domino with the left-hand word of the one next to it to get a word combination that has to do with holidays. 4 If you want you can set a time limit.

SPEAKING

**H** Answer the questions.

- 1 Have you ever been to a holiday camp?
- 2 Would you like to spend your holiday in a camp such as the International Youth Summer Camp? Why? Why not?

YOUR TURN!

I In pairs, ask and answer the questions.

- 1 Which programme(s) at the Camp would you like to **take part in**?
- 2 **Are** you more **into** sports or languages?
- 3 What do you think is the best way to **brush up on** your English?
- 4 Have you ever **put up a tent**?
- 5 Do you think everyone has a **hidden talent** for something? What is yours?
- 6 Can you tell when someone has a **natural sense of rhythm**? Do you have it?
- 7 Do you sometimes watch **catwalk** shows on TV?
- 8 What is there in a **well-equipped** computer classroom?

**J** Brian is reading the brochure and thinking. Which three things would Brian like to do?

I've never been to a holiday camp and I would really like to visit this one. I would like to learn more about nature and I'd like to try horse riding. But most of all I'd like to play as much water polo as I can. I just love playing water polo!

REMEMBER**WOULD LIKE TO**

I like playing water polo. I **would (I'd) like to** play it as much as possible.

I **would like to (I'd like to)** = I wish, I want

QUESTIONS

Would you like to go to the Youth Summer Camp?

SHORT ANSWERS

Yes, I **would**. / Yes, I **'d like to**. / Yes, I **'d love to**.

No, I **wouldn't**. / No, I **wouldn't like to**.

K Complete the sentences in your notebook. Use: **like**, **'d like** or **would like**. Then guess who says it.

- 1 I ... playing water polo. I ... to become a famous water polo player one day.
- 2 I ... to go to that Camp.
- 3 We ... dancing. We ... to learn Latin American dances.
- 4 I ... to go out with Celia.
- 5 I really ... working on a computer. I ... to learn how to design web pages.

L Write about your dream holiday. This plan can help you.

- 1 Would you go to a town, a mountain, a lake or somewhere else? Describe the place.
- 2 When would you go there, in the summer or in the winter?
- 3 How would you get there?
- 4 Who would you like to spend this holiday with?
- 5 How would you spend your days there and what would you like to do there?

WRITING



/123

7. 2 I'M GOING TO HAVE FUN!

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • "going to" future
- FUNCTIONS • talking about future plans
- VOCABULARY • holiday plans

SKILLS

- READING • reading about Ireland
- LISTENING • listening about holidays
- SPEAKING • speaking about holidays
- WRITING • writing about holiday plans

CULTURE and CLIL

- Georgian language
- Geography

LESSON 1

INTRODUCTION

- Check homework. Ask as many pupils to read about their dream holiday as you can. You can ask them to read their homework in pairs and then report to the class. If the pupils have done the writing task on a piece of paper, display their work on the pin board.

Task A, p. 124

- Remind your pupils about Brian's holiday wishes. Introduce the situation. The friends are together and Brian is talking about his holiday plans. The friends ask him a lot of questions.
- Pupils cover the cartoon strip, listen to the CD and put the questions into the order in which they hear them. Get feedback. Ask pupils if they remember Brian's answers, but do not insist.

Answer key: 1, 6, 2, 3, 5, 4.

TAPESCRIP 46

Tasks A, B, p. 124

Celia: Where are you going to spend your summer holidays?

Brian: I'm going to spend my holidays in Ireland.

Adrian: Are you going to stay with a family?

Brian: No, I'm not. I'm going to stay in a camp.

Sarah: What are you going to do there?

Brian: I'm going to have fun. We're going to play water polo, and go horse riding.

Jill: How are you going to get there?

Brian: I'm going to fly to Dublin and from there I'm going to take a bus.

Celia: Are you going to travel alone?

Brian: Yes, I am. My parents are going to visit Croatia for their holidays.

Simon: How long are you going to stay there?

Brian: I'm going to stay there for two weeks.

Sarah: I've got a book about Ireland. I'll give it to you.

Celia: We're going to miss you!

Task B, p. 124

- Pupils look at the cartoon strip and complete Brian's words. Play the CD again; pupils check.

Answer key: Ireland, camp, horse riding, bus, Croatia, two, book.

Task C, p. 124

- Pupils role-play the dialogue in Task A in groups of six. Ask a few groups to role-play it in front of the class.



LISTENING

A

Brian is talking to his friends about his holiday plans. They ask him a lot of questions. Listen to their conversation. In what order do you hear the questions? Write in your notebook.

TRACK 46

- | | |
|---|--|
| <input type="checkbox"/> ? Where are you going to spend your summer holidays? | <input type="checkbox"/> ? What are you going to do there? |
| <input type="checkbox"/> ? How long are you going to stay there? | <input type="checkbox"/> ? Are you going to travel alone? |
| <input type="checkbox"/> ? Are you going to stay with a family? | <input type="checkbox"/> ? How are you going to get there? |



B

Look at the cartoon. Complete the gaps, then listen to the conversation again and check.

TRACK 46

C

Role-play the dialogue.

Task D, p. 125

- Pupils do the task. Get feedback. Point out the tense used in each sentence, its form and use. The pupils should be familiar with the "going to" future.

Answer key: 1 is going to, 2 isn't going to, 3 isn't going to, 4 isn't going to, 5 is going to, 6 are going to, 7 is going to, 8 aren't going to.

DO YOU REMEMBER, p. 125

- Go through the *Remember Box* and explain any difficulties. Concentrate on affirmative and negative forms at this point.

Task E, p. 125

- Pupils look at the pictures and complete the sentences. Get feedback.
- To introduce questions, ask pupils the following: Is Sarah going to write a blog? What is she going to read?
- Go through the *Remember Box* once again and deal only with questions.

Answer key: 1) She's going to write her blog; 2) She's going to play computer games; 3) She isn't going to play basketball; 4) She isn't going to watch TV; 5) She isn't going to learn; 6) She's going to read books.

Task F, p. 126

- Pupils work in pairs. They report to the class.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks C, D, p. 112

LESSON 2

SPEAKING & WRITING

F Use the following prompts and ask your partner to tell you what he / she is or isn't going to do for the holidays. Tell the class what you have found out. Then write about your holiday plans.

- 1 stay / at home?
- 2 spend / your holidays at the seaside?
- 3 spend / your holidays in a summer camp?
- 4 stay / in a hotel?
- 5 play / computer games?
- 6 listen to music?
- 7 study for school?
- 8 sleep a lot?
- 9 go out a lot / in the evenings?
- 10 read / a lot of books?



CULTURE CORNER

C The words in colour are some of the things Brian has read about in Sarah's book about Ireland. Do you know what they have to do with Ireland? Are these statements true (T) or false (F)? Read the text and check your answers.

- 1 Because of its climate Ireland is often called **Emerald Isle**.
- 2 The **Dubliners** are one of the worldwide-popular Irish rock bands.
- 3 The rock band **U2** is not well-known outside Ireland.
- 4 **Lord of the Dance** is a world-famous singing and dancing show.
- 5 **Oscar Wilde** is a famous person in Irish literature.
- 6 The only official language that the Irish people speak is **Gaelic**.
- 7 People come to **pubs** to meet family and friends.

H Match the pictures to the parts of the text. Sometimes there is more than one picture for each part.

- 1 Ireland is an island with wonderful scenery. The climate there is mostly warm and wet and this makes the land green. This is why it is often called the **Emerald Isle**. **Emerald** is a green precious stone and **isle** is an old word for island.



126/

D Make true statements about the conversation. Complete the sentences in your notebook.
Use: **is going to, isn't going to, are going to or aren't going to.**

- 1 Brian ... spend his holidays in Ireland.
- 2 He ... take a bus to Dublin.
- 3 He ... spend his holidays with his parents.
- 4 Brian ... stay with a family.
- 5 He ... stay in a camp.
- 6 The children ... play water polo at the camp.
- 7 Sarah ... give Brian a book about Ireland.
- 8 Brian's parents ... visit Scotland.

? DO YOU REMEMBER

GOING TO FUTURE

Read the sentences. How do we form **going to** future tense?

AFFIRMATIVE

I'm **going to have** fun.
He's **going to stay** for two weeks.
They're **going to visit** Georgia.

QUESTIONS

Are you **going to travel** alone?
Is Brian **going to miss** his parents?
What **is** Brian **going to do** in Ireland?

NEGATIVE

I'm **not going to stay** at home.
He **isn't going to stay** with a family.
They **aren't going to be** with Brian.

SHORT ANSWERS

Yes, I **am**.
No, he **isn't**.

We use **going to future** to talk about **plans and intentions**.

E Sarah is planning her holidays. Look at the pictures and write about what she **is** or **isn't going to do**.



INTRODUCTION

- Check homework.

TEACHING TIPS

Extra activities

- In order to revise "going to" future you can do the following activities; **MIMING GAME**. Prepare some cards with different activities. Pupils come to the front of the class, ask: *What am I going to do this weekend / tomorrow / this summer....?* Then they mime the activity and the others guess. Pupils can come up with their own ideas. Possible activities: *This weekend I'm going to prepare a party. I'm going to the dentist tomorrow. I'm going to visit my cousin on Wednesday. I'm going to play tennis on Friday. This summer I'm going to learn how to surf.* **PREDICTING**. Bring in some pictures showing people in different situations. (A boy is buying flowers.) Pupils make guesses about what he is going to do. (He is going to give them to his girlfriend.)

Task G, p. 126

- Ask the pupils to first try guessing whether the statements are true or false.
- After reading the text check their answers.

Answer key: 1 T, 2 F, 3 F, 4 T, 5 T, 6 F, 7 T.

Task H, pp. 126, 127

- Remind pupils of Brian's plan to spend the summer in Ireland. Brainstorm what they know about Ireland. Write their ideas on the board.
- Hopefully, some of the words from the box are already on the board. If not, ask pupils to read the words and explain what they stand for.
- Divide pupils into groups of six. Give each group a number from one to six. They have to read and memorise the paragraph according to their numbers. Monitor and help when necessary. When they have finished reading, tell them to form groups with five different numbers. They have to exchange the information. (with the books closed!). Get feedback.
- The groups match the pictures to the text.
- Ask for comments, find out which information has been most interesting.

HOMEWORK

Workbook, Task G, p. 113

I'M GOING TO HAVE FUN!

2 Ireland is well-known for its cultural heritage. The Irish are famous for their traditional folk music as well as rock music. The Dubliners are one of the best, worldwide-popular Irish folk bands. One of the greatest rock bands of all times is U2. The Cranberries and the Pogues are two other popular Irish rock bands.

3 Irish dance is a group of traditional dance forms. Its characteristics are very quick leg movements and foot stepping, while body and arms stay mostly still. Riverdance and Lord of the Dance are world-famous shows that present Irish dancing and singing and tell the story of Irish culture.

4 Ireland is famous for its literature. A lot of well-known and important writers, such as Oscar Wilde, George Bernard Shaw, James Joyce, Samuel Beckett and William Butler Yeats, were Irish.

5 People who have visited Ireland say that Irish people are warm and friendly. Besides English, the Irish language, also called Gaelic, is the official language in Ireland. When you come to Ireland you are most certainly going to receive a warm welcome, or as they say in Gaelic – *failete*.

6 The number one attraction for visitors who come to Ireland is the pub. Pubs in Ireland are quite small. They are places where families and friends meet. People come to pubs to listen to local bands playing music, have a glass of beer or watch a sporting event on TV. James Joyce, Samuel Beckett, Oscar Wilde all wrote stories in which the centre was the pub.

To find out more about Ireland, turn the page and enjoy yourself!

CORNER CULTURE

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SPEAKING & WRITING

F

Use the following prompts and ask your partner to tell you what he / she is or isn't going to do for the holidays. Tell the class what you have found out. Then write about your holiday plans.



- 1 stay / at home?
- 2 spend / your holidays at the seaside?
- 3 spend / your holidays in a summer camp?
- 4 stay / in a hotel?
- 5 play / computer games?
- 6 listen to music?
- 7 study for school?
- 8 sleep a lot?
- 9 go out a lot / in the evenings?
- 10 read / a lot of books?



CULTURE

CORNER

G

The words in colour are some of the things Brian has read about in Sarah's book about Ireland. Do you know what they have to do with Ireland? Are these statements true (T) or false (F)? Read the text and check your answers.

- 1 Because of its climate Ireland is often called **Emerald Isle**.
- 2 **The Dubliners** are one of the worldwide-popular Irish rock bands.
- 3 The rock band **U2** is not well-known outside Ireland.
- 4 **Lord of the Dance** is a world-famous singing and dancing show.
- 5 **Oscar Wilde** is a famous person in Irish literature.
- 6 The only official language that the Irish people speak is **Gaelic**.
- 7 People come to **pubs** to meet family and friends.

H

Match the pictures to the parts of the text. Sometimes there is more than one picture for each part.

1 Ireland is an island with wonderful scenery. The climate there is mostly warm and wet and this makes the land green. This is why it is often called the Emerald Isle. Emerald is a green precious stone and isle is an old word for island.



Task H, pp. 126, 127

- Remind pupils of Brian’s plan to spend the summer in Ireland. Brainstorm what they know about Ireland. Write their ideas on the board.
- Hopefully, some of the words from the box are already on the board. If not, ask pupils to read the words and explain what they stand for.
- Divide pupils into groups of six. Give each group a number from one to six. They have to read and memorise the paragraph according to their numbers. Monitor and help when necessary. When they have finished reading, tell them to form groups with five different numbers. They have to exchange the information. (with the books closed!). Get feedback.
- The groups match the pictures to the text.
- Ask for comments, find out which information has been most interesting.

HOMEWORK

Workbook, Task G, p. 113

LESSON 2

SPEAKING & WRITING

Use the following prompts and ask your partner to tell you what he / she is or isn't going to do for the holidays. Tell the class what you have found out. Then write about your holiday plans.

- 1 stay / at home?
- 2 spend / your holidays at the seaside?
- 3 spend / your holidays in a summer camp?
- 4 stay / in a hotel?
- 5 play / computer games?
- 6 listen to music?
- 7 study for school?
- 8 sleep a lot?
- 9 go out a lot / in the evenings?
- 10 read / a lot of books?





CULTURE CORNER

G The words in colour are some of the things Brian has read about in Sarah's book about Ireland. Do you know what they have to do with Ireland? Are these statements true (T) or false (F)? Read the text and check your answers.

- 1 Because of its climate Ireland is often called **Emerald Isle**.
- 2 **The Dubliners** are one of the worldwide-popular Irish rock bands.
- 3 The rock band **U2** is not well-known outside Ireland.
- 4 **Lord of the Dance** is a world-famous singing and dancing show.
- 5 **Oscar Wilde** is a famous person in Irish literature.
- 6 The only official language that the Irish people speak is **Gaelic**.
- 7 People come to **pubs** to meet family and friends.

H Match the pictures to the parts of the text. Sometimes there is more than one picture for each part.

- 1 Ireland is an island with wonderful scenery. The climate there is mostly warm and wet and this makes the land green. This is why it is often called the Emerald Isle. Emerald is a green precious stone and isle is an old word for island.



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2 Ireland is well-known for its cultural heritage. The Irish are famous for their traditional folk music as well as rock music. The Dubliners are one of the best, worldwide-popular Irish folk bands. One of the greatest rock bands of all times is U2. The Cranberries and the Pogues are two other popular Irish rock bands.



3 Irish dance is a group of traditional dance forms. Its characteristics are very quick leg movements and foot stepping, while body and arms stay mostly still. Riverdance and Lord of the Dance are world-famous shows that present Irish dancing and singing and tell the story of Irish culture.



4 Ireland is famous for its literature. A lot of well-known and important writers, such as Oscar Wilde, George Bernard Shaw, James Joyce, Samuel Beckett and William Butler Yeats, were Irish.

5 People who have visited Ireland say that Irish people are warm and friendly. Besides English, the Irish language, also called Gaelic, is the official language in Ireland. When you come to Ireland you are most certainly going to receive a warm welcome, or as they say in Gaelic – *fáilte*.



6 The number one attraction for visitors who come to Ireland is the pub. Pubs in Ireland are quite small. They are places where families and friends meet. People come to pubs to listen to local bands playing music, have a glass of beer or watch a sporting event on TV. James Joyce, Samuel Beckett, Oscar Wilde all wrote stories in which the centre was the pub.

To find out more about Ireland, turn the page and enjoy yourself!



7.3 EMERALD ISLE

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • use of the articles (2)
- FUNCTIONS • doing a quiz on Ireland
- VOCABULARY • geography

SKILLS

- READING • reading about Ireland
- LISTENING • listening about Ireland
- SPEAKING • speaking about Ireland
- WRITING • writing about Ireland
• writing about legends

CULTURE and CLIL

- Geography
- History

LESSON 1

INTRODUCTION

- Check homework.
- Remind pupils of the previous lesson (Ireland). Check how much they remember. Tell them that they are going to do a quiz on Ireland.

Task A, p. 128

- Pupils try to answer the quiz questions about Ireland. They can compare their results. Don't give them correct answers yet.

Answer key: Students' answers.



A How much do you know about Ireland? Look at the pictures and do the quiz.

1 The Republic of Ireland is situated in ___ of Europe.
 A the north-east B the north-west C the south

2 The colours of the flag of Ireland, from left to right, are _____.
 A blue, white, red B green, white, orange
 C green, white, red

3 The capital of the Republic of Ireland and its biggest city is _____.
 A Cork B Limerick C Dublin

4 The longest river in Ireland is _____.
 A the River Shannon B the Sava
 C the River Liffey

5 Which of these mountains is in Ireland?
 A Carrantuohill B Mont Blanc
 C Mount Everest

6 Which of these lakes is in Ireland?
 A Lake Superior B Loch Ness C Lough Corrib

7 To the west of Ireland is _____.
 A the Atlantic Ocean B the Pacific Ocean C the Arctic Ocean

8 To the east of Ireland is _____.
 A the Adriatic Sea B the Irish Sea
 C the Mediterranean Sea

9 The patron saint of Ireland is _____.
 A St Patrick B St George C St Andrew

10 The symbol of Ireland is _____.
 A a rose B a shamrock C a thistle

11 In old Irish stories we find fairy people called _____.
 A hobbits B dwarves C leprechauns

12 The Republic of Ireland is a member of the European Union. The money used in Ireland is _____.
 A the US dollar B the Irish pound
 C the euro



Task B, p. 129

- Explain the situation. Brian is reading Sarah's book about Ireland. Pupils listen to what he is reading and check their answers. Get feedback. You say just the answer and pupils supply the whole sentence. e.g. T: *St Patrick*. P: *St Patrick is the patron saint of Ireland*.

Answer key: 1) b, 2) b, 3) c, 4) a, 5) a, 6) c, 7) a, 8) b, 9) a, 10) b, 11) c, 12) c.

TAPESCRIPT 47**Task B, p. 129**

Ok, let's see... The flag of Ireland is green, white, orange. Right. Location. It is situated in the north-west part of Europe, to the west there is the Atlantic Ocean and to the east is the Irish Sea. The biggest city with more than 1 million people is Dublin. It is also the capital of Ireland. The Liffey runs through Dublin, but the longest river in Ireland is the Shannon. There are also some large lakes in the inner part, Lake Corrib is the biggest lake. There aren't any high mountains in Ireland – the highest is Carrantuohill. Winters in Ireland are cool and wet, summers are warm and wet. What are people like? They are very charming, fun-loving and friendly. They speak both Irish and English, these two languages are official in Ireland. Every year on 17th March they remember their Patron Saint, St. Patrick, who died on that day in the year 461. The national symbol of Ireland is a shamrock. Ireland is famous for its traditional as well as rock music. There are many old stories in Irish literature with leperchauns. They are old men who are really fairies. Ireland is the member of the European Union, so I'll take euros with me. (yawning) The history of Ireland could be interesting, but I'm too sleepy to read about it now. I'll do it tomorrow.

Task C, p. 129

- In this task pupils look back at the quiz and complete the gaps in front of the place names and points of the compass using the definite article *the* if necessary. Get feedback.

Answer key: 1)-, 2)-, 3) -, 4) the, 5) the, 6) -, 7) -, 8) the, 9) the, 10) the.

Task D, p. 129

- Pupils have to match the names from Task C with what they are. After doing Tasks C and D, they will be able to conclude when we use the definite article with place names and when we don't use it.

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

REMEMBER, p. 129

- Go through the *Remember Box* and discuss the examples in it. Ask pupils to think of some more examples of each.

Task E, p. 129

- Pupils do the task. Get feedback.

Answer key: 1) -, the; 2) the, -; 3) -, -; 4) the, the; 5) -, the; 6) -, -, the; 7) -; 8) the.

Task F, p. 129

- Divide the class into six groups. Two groups make a quiz on England, two on the USA and two on Georgia.

HOMEWORK

Workbook, Tasks F, H, p. 115

LISTENING



TRACK 47

B Brian is reading out from Sarah's book about Ireland. Listen and check your answers to the quiz questions in Task A.

C Look back at the quiz, complete the gaps with the article **the** if necessary while reading it out.

- | | |
|---------------------------|-----------------------|
| 1 ... Ireland | 6 ... Dublin |
| 2 ... Europe | 7 ... Carrantuohill |
| 3 ... Lough Corrib | 8 ... Shannon |
| 4 ... Irish Sea | 9 ... Atlantic Ocean |
| 5 ... Republic of Ireland | 10 ... European Union |

D Match the names from Task C with what they are.

- | | | | | |
|---------------------|------------------|-------------------|--------------------|----------------------|
| a a mountain | c a lake | e a river | g a country | i a continent |
| b a sea | d a union | f an ocean | h a city | j a republic |

REMEMBER

DEFINITE ARTICLE **THE** WITH NAMES OF PLACES (1)

We **don't** use the definite article **the** with:

Towns / cities: Dublin, Tbilisi

Countries: Ireland, Georgia

BUT: the Republic of Ireland, **the** United Kingdom,
the United States of America

Continents: Europe, Africa

Mountains: Carrantuohill, Velebit

BUT: the Alps

Lakes: Lough Corrib, Lake Lisi

BUT: the Javakheti Lakes

We **use** the definite article **the** with:

Rivers: **the** Shannon, **the** Mtkvari

Seas: **the** Irish Sea, **the** Black Sea

Oceans: **the** Atlantic Ocean

Unions: **the** European Union

E Read out the sentences using **the** or **nothing (-)**.

- ... London lies on ... River Thames.
- ... Volga is the longest river in ... Europe.
- The biggest town in ... Georgia is ... Tbilisi.
- ... United Kingdom is not in ... European Union.
- ... Poti is a port on ... Black Sea.
- The ocean between ... Europe and ... America is ... Atlantic Ocean.
- There are many protected animal and plant species in ... Caucasus.
- Many tourists visit ... Javakheti Lakes every year.



WRITING



F Look back at the quiz about Ireland. Make a similar quiz about England, the USA or Georgia. The questions in the quiz can help you.

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LESSON 2

INTRODUCTION

- Check homework.
- Tell pupils that you are going to talk about Irish history.

Task G, p. 130

- Explain vocabulary. Write the words on the board. Give the definitions of the words and wipe them off when pupils guess the correct word. Give pupils two minutes to memorise the vocabulary.

Task H, p. 130

- Tell pupils that you are going to read the story of Irish history. Divide the class into groups of four to five. They have to listen very carefully and shout out when they hear a word from the previous task. Their books are shut. The fastest group gets a point. They can collect thirteen points.
- Read the text. After you have finished check how much they remember by asking questions.

Answer key: bishop, Christianity, the Pope, despite, rebel, suffer, rule, hunger, starve, independent, rebellion, fail, join.

TEACHING TIPS

Extra activities

- **DISCUSSION.** This text can be exploited for a discussion. Some possible discussion points: similarities in Georgian and Irish history, the problems in Northern Ireland, the importance of religious tolerance. If your pupils are interested and if you think they are mature enough, bring in U2's "Sunday, Bloody Sunday" or the Cranberries' "Zombie". The lyrics can be found on the Internet. Be careful when dealing with this sensitive topic.
- **VOCABULARY REVISION.** You can practise the relevant vocabulary in the text by doing different activities:
 - read the text and instead of some words snap your fingers; pupils read the word;
 - read the text so that you read some of the words in Georgian instead of English; pupils read the words in English.
 - read the texts but make mistakes; pupils correct you.
 - You can use a different activity with each different paragraph. You can also do this activity at the beginning of the next lesson.
- Tell them to open the books, read the text silently and match the headlines.

Answer key: 3, 2, 5, 4, 1.

G What do these names, words and expressions mean? Check their meaning in the wordlist at the end of the book.

WORDSPOT

hunger rule the Pope a bishop a rebellion to rebel to suffer
 Christianity to starve to join to fail independent despite

READING

H Read the text quickly and match the headings to the paragraphs orally.

- ? The Great Hunger
- ? English Rule
- ? Ireland today
- ? The Republic of Ireland
- ? The arrival of St Patrick



A VERY SHORT HISTORY OF IRELAND

- 1 One of the most important years in Irish history is 432 when, as tradition says, St Patrick arrived in Ireland as a bishop. He brought Christianity to Ireland. One of the legends about the saint says that he drove away all the snakes from the island using only a wooden stick. On 17 March all the Irish, wherever they are, celebrate St Patrick's Day, the day when he died.
- 2 For centuries, Ireland lived in the shadow of England, its big and powerful neighbour to the east. In the 16th century the English king, Henry VIII, couldn't get on with the Pope and decided to make England a Protestant country. He also made himself King of Ireland. Despite that, the Irish remained Catholic. The English kings sent Scottish and English Protestants to Ireland and gave them Irish lands. They controlled the country. The Irish rebelled but they were not able to get their freedom back.
- 3 The Irish suffered under English rule. The Protestants were rich. They had a lot of the land and all the power. The Irish Catholics were poor. They had little land and didn't have many rights. Irish children had to speak English at school and the Irish language began to disappear. The worst time was the period between 1845 and 1852, called the Great Hunger, when a disease destroyed the potatoes, the main food for the majority of the Irish people. People starved, and the British government didn't want to help. One million Irish people died and another million left Ireland and went to live in other countries, mostly America.
- 4 The Irish always wanted to be free from the British, to have their own, independent state. Because of that there were many rebellions. One was the famous Easter Rebellion in Dublin in 1916. The rebellion failed. Finally, in 1922, the largest part of the island of Ireland became independent. In 1949 this part got the name the Republic of Ireland. At that time in the northern part of the island there were more Protestants than Catholics and Northern Ireland stayed part of the United Kingdom.
- 5 There were a lot of fights between the Protestants and the Catholics in Northern Ireland, but it has been peaceful there since the peace agreement in 2007. In 1973, the Republic of Ireland joined the European Union. Today millions of tourists come to see Ireland's natural beauty and to visit its historic towns and quiet villages, and maybe drink some Irish beer in a typical Irish pub.



Task I, p. 131

- The task checks comprehension. You can give a time limit and pupils can work in pairs.

Answer key: 1) St Patrick arrived in Ireland; 2) Henry VIII made himself King of Ireland; 3) there was the Great Hunger; 4) there was the Easter Rebellion; 5) a large part of Ireland became independent; 6) this part got the name the Republic of Ireland; 7) The Republic of Ireland joined the European Union; 8) there was the peace agreement.

Task J, p. 131

- This task also checks comprehension. Pupils work in pairs and match the sentences.

Answer key: 6, 4, 2, 3, 1, 7, 5.

Task K, p. 131

- Pupils work in pairs and ask each other questions.
- Ask them which facts they find most interesting.

Answer key: Students' answers.

**Workbook****Task K, p. 116**

- If you have time left you can do this legend.
- Ask pupils to put the story into the correct order before they read the legend. Let them read the legend and check. Get feedback.

Task L, p. 131

- Ask the pupils to first group up and then finish the sentences. Groups then check each other's sentences (peer correction).

HOMEWORK

Workbook, Tasks G, H, p. 115

TEACHING TIPS**Extra activity**

Ask pupils to imagine what some of the characters look like. They can write the description and later illustrate it. Put their descriptions and drawings up around the classroom. Invite pupils to tell a Georgian legend to the class if they know any.

I Read the text again and find out why these years and periods are important in the history of Ireland.

- | | |
|--------------------------------------|--------------|
| 1 In 432... | 5 In 1922... |
| 2 In the 16 th century... | 6 In 1949... |
| 3 Between 1845 and 1852... | 7 In 1973... |
| 4 In 1916... | 8 In 2007... |

J Match the names on the left and the sentences on the right orally.

- | | |
|------------------------|--|
| 1 St Patrick | a) Great Britain (England, Scotland and Wales) and Northern Ireland. |
| 2 The Pope | b) Between 1845 and 1852 the Irish starved and suffered from diseases. One million people died. Another million left Ireland. |
| 3 Henry VIII | c) He is the head of the Catholic Church. |
| 4 The Great Hunger | d) He was the English King in the 16 th century. He had six wives. He had two of them killed! Under his rule England became Protestant. |
| 5 The Easter Rebellion | e) He was a bishop who brought Christianity to Ireland. |
| 6 The United Kingdom | f) Ireland joined this political and economic union in 1973. |
| 7 The European Union | g) In 1916 in Dublin the Irish rebelled. They wanted an independent Ireland. The rebellion failed. |

..... **SPEAKING**



K In pairs, ask and answer the questions.

- 1 Why is St Patrick celebrated as the patron saint of Ireland?
- 2 What did King Henry VIII do to control the Irish?
- 3 Did the Irish become Protestants?
- 4 Why did the Great Hunger happen?
- 5 What happened because of the Great Hunger?
- 6 Why did the Irish rebel against the British?
- 7 Why is the island of Ireland politically divided?
- 8 Why do tourists visit Ireland?



..... **WRITING**



L Finish the sentences.

- 1 St Patrick is the patron saint of Ireland because...
- 2 A legend says that he...
- 3 On 17 March,...
- 4 King Henry VIII...
- 5 The Irish suffered under English rule because...
- 6 Finally, in 1922,...
- 7 Ireland is a divided island because...
- 8 Millions of tourists come to Ireland to...



7.4 ARCHIBALD GOES FOR A PIZZA WITH HIS FRIENDS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES

- GRAMMAR • use of the articles (3)
 FUNCTIONS • asking for and giving directions
 VOCABULARY • places in town

SKILLS

- READING • reading about London
 LISTENING • listening about London
 SPEAKING • speaking about places in town
 WRITING • writing about a London attraction

CULTURE and CLIL

- Geography
- History

LESSON 1

INTRODUCTION

- Check homework.
- In this lesson Celia finally finds out who Archibald is.

Task A, p. 132

- Revise places in a town. You can use picture cards from BB4. Alternatively, you can write the words for places on pieces of paper. Play a **GUESSING GAME**. Ask volunteers to come to the front of the class and let them choose a picture card. They then give a definition of the place; the other pupils guess which place it is. Make sure you have pictures of the following:
 It's a place where you borrow books. *A library.*
 It's a place where you can eat something. *A restaurant.*
 It's a place where they serve fast food, especially pizza. *A pizza place.*
 It's a place where you can see sculptures and paintings. *A gallery.*
 It's a place where you can buy fruit and vegetables. It's open. *A market.*
 It's a place where you can watch plays. *A theatre.*
 It's a place where you can watch films. *A cinema.*
 It's a place where you learn. *A school.*
 It's a place where you pray. *A church / a cathedral.*
 It's a place where you go shopping for clothes. There are different shops there. *A shopping mall.*
 It's a place where kings and queens lived. *A castle.*
- Pupils look at the city map, look for the places listed in the task and say where they are. As you do this, you can revise the prepositions of place and introduce phrases for giving directions (straight on, towards, past).

Task B, p. 132

- Explain that Celia, Sarah and Jill have decided to celebrate the end of the school year at a new pizza restaurant called Super Pizza. Celia and Sarah invite Brian and Adrian, and Jill invites Simon.
- Pupils listen to the girls explaining to Brian and Adrian how to get to Super Pizza and follow the girls' directions on the map. If they follow them correctly, they will get to Super Pizza. It is not especially marked on the map, but the building is at the corner of Old Street and Bridge Road. At the end of the listening activity just ask if they know where Super Pizza is.
- You can invite pupils to make some comments on the fact that Celia finally finds out who Archibald is. Ask: *Did Adrian say who Archibald is by mistake? How does Brian feel now? How does Celia feel now when she knows who Archibald is? What is going to happen next?*

TAPESCRIPT 49

Task B, p. 132

Celia: Hi Brian, hi Adrian. Do you want to come to Super Pizza tomorrow?

Brian: Sure! Where is Super Pizza? How do we get there?

Celia: It's a new place. Go out of school, turn left into East Road, then go straight on and go past the National Gallery and cross the bridge. Old Street is the second on your left and Super Pizza is at the corner of Old Street and Bridge Road, it's opposite the ABC Cinema.

Adrian: Great! Super pizza for Super Archibald!

Celia: Archibald?

Sarah: Who is Archibald?

Adrian: It's Brian's secret name. Oops!

Celia: That's interesting!

A Look at the city map and find these places. Explain where they are.

- the ABC Cinema the school Bell Park the National Gallery the Gate Theatre
 St Mary's Cathedral Market Square the library the shopping mall



LISTENING

TRACK 49

B It's the end of the school year. The girls want to celebrate at a new pizza restaurant called Super Pizza. Celia and Sarah invite Brian and Adrian. Look at the map. Listen and follow the girls' directions. Where is Super Pizza?

Task C, p. 133

- Explain that Jill invites Simon and tells him how to get to Super Pizza. Their task is to read and follow Jill's directions. Ask: *Do you notice anything unusual in her directions? Which of the boys will get to the restaurant last? Why does Jill give such unusual directions?*

Answer key: Simon.

EVERYDAY ENGLISH, p. 133

- Ask pupils to have a look at Task C, and to find all the expressions the girls use when giving directions. Go through the *Everyday English Box*.

Task D, p. 133

- Pupils match the expressions from the *Remember Box* with the pictures.

Answer key: 1) go straight; 2) cross the bridge; 3) turn left; 4) it's the second on your left; 5) turn right; 6) it is at the corner.

Task E, p. 133

- Ask the pupils to discuss the questions and report back to the class.

Answer key: Students' answers.

HOMEWORK

Workbook, Tasks A, B, p. 118

- C** Jill invites Simon and tells him how to get to Super Pizza. Read Jill's directions. Which of the boys will get to the restaurant last?

When you come out of school, **turn right into** Henry Street. / **Go past** the Gate Theatre. / **Cross the bridge**. / Bell Park is **on your right**. / **Go straight on** until you get to Market Square. / **Turn right into** North Street. / Bridge Road is **the second on your right**. / There is the library **at the corner of** North Street and Bridge Road. / **Turn right into** Bridge Road. / Super Pizza is just **opposite** the shopping mall.

EVERYDAY ENGLISH

GIVING DIRECTIONS

Go down / Walk down Old Street.
Go straight on.
Go past the park.
Turn left. / Turn right.
Cross the bridge / the street.

It's **the first / the second / the third on your left / right.**
 The gallery is **on your left / on your right / opposite ... / at the corner of ...**

- D** Look at the pictures and complete the phrases below them while reading them out.



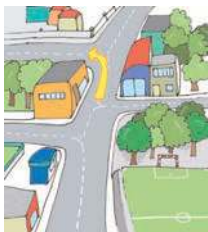
1 Go ... on.



2 ... the bridge.



3 Turn ...



4 It's the ... on your left.



5 Turn ...



6 It's at the ...

EVERYDAY ENGLISH

ASKING FOR DIRECTIONS

Here are some useful phrases for asking for directions. Complete them with: **get, help, know** and **looking** in your notebook.

- 1 Can you ... me?
 2 Do you ... where Bell Park is?
 3 I'm ... for South Street.
 4 Excuse me, how can I ... to the Gate Theatre?

- E** Discuss.

- 1 Is it difficult to give directions?
 2 Who is the best person to ask for directions?

..... **SPEAKING**



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LESSON 2

INTRODUCTION

- Check homework.

Task F, p. 134

- Before the pupils do the task introduce phrases for asking for directions by asking pupils to translate the following into English: შეგიძლიათ დამეხმაროთ? აბაშიძის ქუჩას ვეძებ. ხომ არ იცით, ვაკის პარკი სად არის? უკაცრავად, როგორ მივიდე ხელოვნების მუზეუმში? Ask them what these phrases have in common? They are phrases for asking for directions.

REMEMBER, p. 134

- Tell pupils to look at the city map on p. 132. Ask them to find some places on the map: a gallery, a cinema, a theatre, a street and tell you their names and where they are. Draw their attention to the use of the definite article the. E.g. *What is the name of the gallery? The National gallery. Where is it? In East Road.*
- Refer pupils to the *Remember Box* and the usage of the definite article for proper names.

Task G, p. 134

- Ask the pupils to fill in the text about the sights of London with the definite article when necessary.
- They can first do the task in pairs and then you can check the answers in class.

Answer key: 1) the, -, 2) -, the, 3) -, 4) -, the, 5) the, 6) the, 7) -.


Task H, p. 134

- Pupils do this in pairs and then report back. Ask as many pupils as you can.

LESSON 4 Archibald Goes for a Pizza with His Friends

A Look at the city map and find these places. Explain where they are.

the ABC Cinema the school Bell Park the National Gallery the Gate Theatre
St Mary's Cathedral Market Square the library the shopping mall



B LISTENING
It's the end of the school year. The girls want to celebrate at a new pizza restaurant called Super Pizza. Celia and Sarah invite Brian and Adrian. Look at the map. Listen and follow the girls' directions. Where is Super Pizza?

TRACK 49

132/



SPEAKING

F

Work in pairs. Look at the map on page 132. Role-play asking for and giving directions. Decide where you are and where you want to get to. Ask your partner the way. He / she explains how to get there. Then switch roles.



REMEMBER

DEFINITE ARTICLE *THE* WITH NAMES OF PLACES (2)

We use the definite article **the** with:

Theatres / Cinemas: **the** Gate Theatre, **the** ABC Cinema

Galleries / Museums: **the** National Gallery, **the** Town Museum

We **don't** use the definite article **the** with:

Streets / Roads / Squares: Henry Street, Bridge Road, Market Square

Parks: Bell Park

Churches: St Mary's Cathedral

G

Read out the text using **the** or **nothing** (-).

SIGHTS OF LONDON

- 1 If you want to see what Sherlock Holmes's apartment looked like, visit ... Sherlock Holmes Museum in ... Baker Street.
- 2 In the middle of ... Hyde Park there is ... Serpentine Gallery, a famous art gallery where you can see the works of international contemporary artists.
- 3 ... Piccadilly Circus is a busy square in the heart of London.
- 4 At ... Leicester Square there are a lot of cinemas. ... Odeon Cinema is one of them.
- 5 ... Globe Theatre looks almost the same as the old theatre where Shakespeare acted back in the 17th century.
- 6 In ... British Museum you can see probably the largest collections from ancient Egypt and Greece in the world.
- 7 You must visit the Whispering Gallery in ... St Paul's Cathedral; a whisper on one side can be heard clearly on the other side of the room.

H

Answer the questions.

YOUR TURN!

- 1 What is the name of your street?
- 2 What is the address of your school?
- 3 Are there any museums / galleries / theatres / cinemas near where you live? What are their names?
- 4 Is there a park in your town? What is it called?
- 5 What is the name of the nearest church / the biggest church where you live?

CULTURE CORNER

Task I, p. 134

- Tell pupils that you are going to talk about London. Brainstorm information about London. Ask if anyone has been there. Ask them why they would like to go there.
- Draw their attention to the pictures. They recognise and describe the sights. Then they scan the texts and match them to the pictures. Give them a time limit of three minutes.

Answer key: 7, 2, 1, 4, 3, 5, 6, 8.

Task J, p. 134

- Pupils complete the sentences. Then they listen and check. Get feedback.

Answer key: 2, 5, 7, 3, 8, 6, 4, 1.

Task K, p. 134

- You can prepare this task as a project or you can use the information below and do it in the same lesson. Pupils work in groups.

HOMEWORK

Workbook, Tasks E, F, p. 119

BACKGROUND INFORMATION FOR THE TEACHER

BRITISH MUSEUM

The world-famous British Museum exhibits the works of Man from prehistoric to modern times, from around the world. Highlights include the Rosetta Stone, the Parthenon sculptures and the mummies in the Ancient Egypt collection. Entry is free but special exhibitions require tickets.

SCIENCE MUSEUM

From the future of space travel to asking that difficult question: "who am I?", the Science Museum makes your brain perform Olympic-standard mental gymnastics. See, touch and experience the major scientific advances of the last 300 years; and don't forget the awesome Imax cinema. Entry is free but some exhibitions require tickets.

MADAME TUSSAUDS

At Madame Tussauds, you'll come face-to-face with some of the world's most famous faces. From Shakespeare to Lady Gaga, you'll meet influential figures from showbiz, sport, politics and even royalty. Strike a pose with Usain Bolt, get close to One Direction or receive a once-in-a-lifetime audience with Her Majesty the Queen.

BUCKINGHAM PALACE

There's no icon more British than the Queen, so no wonder we're all so interested in visiting her home. Buckingham Palace is more than 300 years old and has 775 rooms, and although only 19 of these are available for the public to explore there's always a photo (or three) to be taken in front of its impressive facade and stony-faced guards. Tickets start at £19, including an audio tour and access to this year's exhibition and it's best to book in advance. If you'd like to explore the palace's greenery too, you can add a Garden Highlights Tour to your trip (tickets from £27.75).

CHANGING OF THE GUARD

Kids and adults alike will be delighted by the drama and silly hats of the Changing of the Guard. The process takes just over half an hour, and starts at 11am every day except Sunday, when they switch an hour earlier. Drums, horses and the smartest of uniforms should charm younger family members, while the military precision and straight faces are plenty enough to impress elders.

LONDON ZOO

London Zoo is home to almost 200 years of history. It was here, just a year after he returned from his world-changing voyage on HMS Beagle, that Charles Darwin became a Fellow in 1837. Some 77 years later, a Canadian infantry brigade en route to the Western Front gave the zoo their mascot, Winnie the Bear for safekeeping.

These days, the zoo is home to nearly 20,000 animals from more than 800 species. The Zoo has more than 1.5 million visitors every year. Most visit to wander through the site's 17 distinct areas, but a packed programme of events ensures the zoo stays busy, and evolving, all year round.

CULTURE CORNER

I Look at the pictures. Which places do you recognise? Scan the texts and match them with the pictures.



READING

- Trafalgar Square** is the largest square in London and is often considered the heart of London. It is famous for the tall Nelson's Column, four lions ... , two fountains and plenty of pigeons. It is also a well-known meeting point.
- The Houses of Parliament** are only a short walk from Trafalgar Square. It is where the British Government meets. The famous clock tower which is a part of the Houses of Parliament is called the Elizabeth Tower. Big Ben is not the name of the clock ... in this clock tower. It chimes every 15 minutes.
- The London Eye** is a giant wheel with 32 capsules. It is not far from the Houses of Parliament. The ride on the wheel is ... long. It is a fantastic way of getting a bird's-eye view of the whole city.
- Westminster Abbey** is where the coronation ... takes place. It's also the place where many kings and queens, politicians and artists are buried.
- English kings and queens used to live in **the Tower of London**. Then it was a prison, and today it is a kind of museum ... the Crown Jewels. You can also see a lot of ravens there. Legend has it that if the ravens leave, the kingdom will fall.
- In **the Natural History Museum** you can see a collection of the biggest, tallest and rarest There is a T-Rex, a life-sized Blue Whale and a 40-million-year-old spider.
- The London Dungeon** is an underground museum where you can experience the exciting, dark and scary history of London. There you will meet Jack the Ripper and ... from London's past.
- Covent Garden** is a colourful part of the city, full of cafés, restaurants and street performers. Attractive little shops and market stalls can make shopping ... in a shopping mall.

LISTENING

J Now complete the texts with the missing parts of the sentences. Listen and check.

- | | |
|-----------------------------------|----------------------------|
| 1 more interesting than it is | 5 but the name of the bell |
| 2 at the bottom of the column | 6 animals in the world |
| 3 of every English King and Queen | 7 about 30 minutes |
| 4 some other evil characters | 8 where you can see |

SPEAKING & WRITING

K Choose another London attraction and find some information about it. Find some pictures, too. Write a short text about it or prepare a one-minute presentation.

FROM BRIAN'S BOOKSHELF: TWO NATIONAL PARKS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES

FUNCTIONS • collecting information

VOCABULARY • natural beauties

SKILLS

READING • reading about national parks

SPEAKING • speaking about natural parks[should this be "national parks"?

WRITING • writing about a national park

CULTURE and CLIL

- Geography
- Biology

LESSON 1

INTRODUCTION

- Check homework.
- Introduce the topic of national parks. Ask pupils if they know what a national park is. Ask them if they know any national parks in Georgia or anywhere else. Ask what people do there. Ask if they have ever visited any national parks.

Task A, p. 136

- Pupils read the text and fill in the sentences.

Answer key: land, government, beauty, animals, value, recreation.

Task B, p. 136

- Tell pupils that you are going to talk about two national parks, one in England and one in the USA.
- Pupils work in pairs. One reads about the Lake District and the other about Yellowstone. After they finish reading they exchange information and answer the questions.

Answer key: 1) The names of parks are the Lake District and Yellowstone, 2) You can walk, cycle, hike, ride a horse, go rowing, fishing, wind surfing, rock climbing, tree tracking, 3) The Lake District – high mountains, deep lakes, sandy beaches, valleys; Yellowstone - high mountains, deep canyons, rivers, Lakes, big forests, hundreds of spectacular waterfalls, the largest collection of geysers in the world; 4) The Lake District – stone circles, Yellowstone – geysers.


YELLOWSTONE

Did you know that Yellowstone was the first national park in the world? It is located in the western part of the USA, in the state of Wyoming. The Park got its name from the Yellowstone River, which runs through it.

You can find high mountains, deep canyons, rivers, lakes and big forests there. There are also hundreds of spectacular waterfalls in the Park, but Yellowstone is mostly famous for the largest collection of geysers in the world. One of the most popular is Old Faithful Geysir, which erupts approximately every hour.

Hiking is a great way to see and enjoy the Park. There are a lot of hiking trails throughout the Park. You can ride a horse or a llama in the Park, or use a boat on Yellowstone Lake.

If you want to camp in the Park, you have to get a permit and make a reservation for the campsite. Take care! Sometimes wild animals, especially grizzly bears, visit campsites. Stay away from them and don't feed them. Many other large interesting animals live in the Park as well, such as the bison, elk, grey wolf and puma.



C Do you know what these words mean? Check their meaning in the wordlist and complete the sentences in your notebook. Use:

tour attractions geysers permit trails waterfalls

- 1 In every country, national parks are one of the great tourist ...
- 2 You can walk along many hiking ... and enjoy the nature.
- 3 A series of ... connects sixteen lakes at Plitvice Lakes National Park.
- 4 If you want to fly on your own, you need to get a special ...
- 5 There are more ... in Yellowstone than anywhere else on earth.
- 6 One of the best ways to see the Park is to go on a sightseeing ... by boat.

D Say why you would like to visit the Lake District or Yellowstone.

1 I'm interested in... 3 I love... 5 I enjoy...

2 I would like to... 4 I am good at... 6 I like...

WORDSPOT

SPEAKING

Young Think

/137

Two National Parks

A What is a national park? Read out the text inserting the words below in proper places:

animals beauty future land protection wildlife

A national park is a large area of ... with special characteristics. It is under the ... of the government. A national park is created to protect for ... generations the natural ... of the area, its historical importance, and its ..., the plants and the ... that live there.



READING

B Read about two famous national parks, one in the UK and one in the USA, and answer the questions.

- 1 What are the names of the two parks?
- 2 What is the landscape like in each of the parks?
- 3 What can you do in these parks?
- 4 What special attractions does each park have?



THE LAKE DISTRICT

The Lake District is the largest national park in England. It is situated in North West England. People visit the Park to enjoy the largest and deepest lakes in England, high mountains, green valleys and the sandy coastline.

What can you do there? You can walk, cycle or ride a horse. You can go on a sightseeing bus tour. You can go on lake cruises or hire a boat. It is a great place for rock climbers and mountain bikers. If you like water sports, you can go rowing, canoeing, sailing, windsurfing, kayaking or fishing. If you like adventure, you can try tree trekking, which is swinging, climbing and balancing through the tree tops using rope bridges and zip lines, just like a squirrel.

One of the Park's attractions are its stone circles. They are ancient monuments of stones standing in a circle. It is still a mystery why people constructed them.

The beauty of the lakes inspired some famous English Romantic poets, such as William Wordsworth and Samuel T. Coleridge. They all lived there and were called the Lake Poets.

People live, work and farm the land in the Lake District. There are roads, houses, shops and businesses. New building is controlled to make sure that the natural beauty, the wildlife and the cultural heritage of the area are protected.



Task C, p. 137

- Pupils do the task individually. Get feedback.

Answer key: 1) attractions, 2) trails, 3) waterfalls, 4) permit, 5) geysers, 6) tour.

Task D, p. 137

- Pupils work in pairs and discuss the national parks. Get feedback.

Answer key: Students' answers.

HOMEWORK

Workbook, Task A, p. 120

From Brian's Bookshelf! **Two National Parks**

A What is a national park? Read out the text inserting the words below in proper places:
animals beauty future land protection wildlife

A national park is a large area of ... with special characteristics. It is under the ... of the government. A national park is created to protect for ... generations the natural ... of the area, its historical importance, and its ... the plants and the ... that live there.



B **READING** Read about two famous national parks, one in the UK and one in the USA, and answer the questions.

1. What are the names of the two parks?
2. What is the landscape like in each of the parks?
3. What can you do in these parks?
4. What special attractions does each park have?

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The beauty of the lakes inspired some famous English Romantic poets, such as William Wordsworth and Samuel T. Coleridge. They all lived there and were called the Lake Poets.

People live, work and farm the land in the Lake District. There are roads, houses, shops and businesses. New building is controlled to make sure that the natural beauty, the wildlife and the cultural heritage of the area are protected.

What can you do there? You can walk, cycle or ride a horse. You can go on a sightseeing bus tour. You can go on lake cruises or hire a boat. It is a great place for rock climbers and mountain bikers. If you like water sports, you can go rowing, canoeing, sailing, windsurfing, kayaking or fishing. If you like adventure, you can try tree trekking, which is swinging, climbing and balancing through the tree tops using rope bridges and zip lines, just like a squirrel.



136/

YELLOWSTONE

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- 4 If you want to fly on your own, you need to get a special ...
- 5 There are more ... in Yellowstone than anywhere else on earth.
- 6 One of the best ways to see the Park is to go on a sightseeing ... by boat.

WORDSPOT

D Say why you would like to visit the Lake District or Yellowstone.

- | | | |
|------------------------|-------------------|--------------|
| 1 I'm interested in... | 3 I love... | 5 I enjoy... |
| 2 I would like to... | 4 I am good at... | 6 I like... |

SPEAKING



YOUR TURN!

/137

APPENDIX

HALLOWEEN

SUGGESTED TEACHING TIME: 1 lesson
LEARNING OUTCOMES
VOCABULARY • Halloween vocabulary • Clothes
SKILLS
READING • Halloween
SPEAKING • Talking about Halloween
WRITING • Writing about Halloween traditions
CULTURE and CLIL
• History

INTRODUCTION

Introduction

- This lesson is about the origins and some traditions of Halloween. In Georgia Halloween and St. Valentine's are not important holidays, but in a global world we are beginning to celebrate global holidays. In America and Britain, of course, Halloween is a traditional festival. As the success of Harry Potter proves, the world of the supernatural will always be popular.
- Make your lesson a little different. Bring a little Halloween into the classroom. Put up some pictures, bring (wear) a witch's hat or vampire teeth, put a small pumpkin on your desk, play some spooky music.

Task A, p. 140

- Ask questions: *When is Halloween? Is it an old holiday? What is trick or treat? Is Halloween a traditional Georgian holiday? What's on TV on Halloween? What do people dress up as on Halloween?* In this way you will pre-teach vocabulary.
- Ask the final questions: *What are the origins of Halloween? How did Halloween come to America? Do you know any Georgian holiday that has something in common with Halloween? (ჭიკაჟოკონობა).* Let pupils guess.
- Do the reading. It can be done aloud, silently, aloud in pairs, etc. The lexis includes: *All Saints' Day, All Hallows' Day, pre-Christian, the Celts, dress up, treat, to play a trick.*

Answer key: Students' answers.

Task B, p. 140

- Pupils are required to look at the text more closely and underline the answers to the questions from Task A.

Answer key: 1 Halloween is on 31 October. 2 Yes, it's a pre-Christian tradition. 3 They dressed up to frighten the evil things that walked the earth at night and they made big fires to keep them away. 4 It came with the Irish in the 19th century. 5 It's a tradition when children dress up and go from house to house asking for treats. If they don't get a treat, they play a trick. 6 No, it isn't. 7 Horror films. 8 Witches, vampires and ghosts.

Halloween



READING

A Try to answer the questions below, then read the text to check your answers.

- 1 When is Halloween?
- 2 Is it an old holiday?
- 3 Why did people dress up and make fires?
- 4 How did Halloween come to America?
- 5 What is trick or treat?
- 6 Is Halloween a traditional Georgian holiday?
- 7 What is usually on TV on Halloween?
- 8 What do people dress up as on Halloween?



Halloween is the night of 31 October. It is the evening before 1 November, All Saints' Day. In the past this day was called All Hallows' Day. That is how Halloween got its name.

Halloween is a pre-Christian tradition. It started in Ireland. The Celts celebrated the end of the first half of the year, the golden summer, and prepared for the beginning of the cold, dark winter. They believed that on that night the dead visited our world, and that ghosts mixed with living people. To keep the dead happy they left them food – fruit and nuts. People were also afraid of the dark and evil things that they believed walked the earth at night. To keep them away they made big fires. They also dressed up and put masks on their faces to frighten them off.

When in the 19th century lots of Irish people left their country and went to live in the USA, they took their old traditions with them. In North America, Halloween is a very happy celebration. Children dress up and go from house to house asking for treats. If they don't get a treat, they play a trick. This tradition is called trick-or-treating.

Today Halloween is becoming popular all over the world, even in those countries where it is not a traditional holiday, like Georgia. People watch horror films on TV, some decorate their homes with pumpkins and some go to Halloween parties, dressed up in spooky costumes. The most popular characters are witches, vampires and ghosts.

Halloween is just another day to celebrate and have fun. And spend money, of course.

B Find the answers to the questions in Task A in the text and underline them.

Task C, p. 141

- Pupils will revise vocabulary for clothes and categorise the vocabulary.
- You can write the words on the board and ask the pupils to copy them in their notebooks.

Answer key:

A witch: a false nose, a tall pointed hat, a broom, black gloves, a black cat, striped tights, boots, a black wig, a black dress.

A vampire: black make-up for the eyes, a black cape, red on the inside, red lipstick for blood, black trousers, a white shirt, black socks, false teeth, black shoes.

A ghost: a white sheet, a white cap, white tights, a black jacket, a chain, white gloves, white make-up for the face, white slippers.

Task D, p. 141

- Pre-teach the vocabulary and write it on the board:

plump
to scoop
to carve
jagged

- Read the rhyme and ask the pupils do some research online about the origins of jack-o'-lanterns.

HOMEWORK

Workbook, Task B, p. 124

OPTIONAL: Ask pupils to work in groups. Each group can choose what to do. Here are some ideas. They can make up a story involving a witch, a ghost and a vampire, write "A Day in a Life of a Witch", have a TV interview with a ghost, draw the groundplan of a vampire's house, plan a Halloween party, say why Halloween is a controversial holiday. Get feedback. The best work wins.



**Workbook
Task A, p. 124**

- Do the Halloween crossword puzzle in the Workbook in class.

Answer key:

C Which of these do you need to dress up as a witch, a vampire or a ghost?

a false nose black make-up for the eyes a white sheet a tall pointed hat
a black cape, red on the inside a white cap a broom white tights
black gloves red lipstick for blood a black cat a black jacket
striped tights a chain boots a black wig white gloves
white make-up for the face black trousers a white shirt black socks
white slippers a black dress false teeth black shoes



D Have you heard of a jack-o'-lantern? Read the rhyme about it, then close the book and try to repeat how it's done.

PUMPKIN

We bought a fat orange pumpkin
The plumpest sort they sell.
We neatly scooped the inside out
And only left the shell.
We carved a funny, funny face
Of silly shape and size,
A pointy nose, a jagged mouth
And two enormous eyes.
We set it in a window
And we put a candle in,
Then lit it up for all to see
Our jack-o'-lantern grin.



APPENDIX

CHRISTMAS

SUGGESTED TEACHING TIME: 1-2 lessons
LEARNING OUTCOMES
VOCABULARY • text-related • Christmas
SKILLS
READING • reading a Christmas story SPEAKING • talking about Christmas
CULTURE and CLIL
• History

INTRODUCTION

- This year there is no talk about Father Christmas and his reindeer in the Christmas lesson. Instead there is Charles Dickens's *A Christmas Carol*, which is, according to many, the ultimate Christmas story. Its main character Scrooge has become a part of our collective heritage and pupils might have encountered him in films, in a cartoon, etc. We speak of Charles Dickens, one of the greatest storytellers of all times in Unit 3 of this book.

Task A, p. 142

- You can tell the story in your own words, you can read it, making stops, adding explanations, descriptions, details and atmosphere, or you can play the recording (Track 54).
- Complete the names of the characters after reading/ listening to the story.

Answer key: 1 Scrooge 2 Past 2 Present 4 Future 5 Bob, Tim

OPTIONAL: The Activity Sheet in the Resource Bank (**Resource Bank, Activity 24**) has the story in strips. Cut them up. Pupils arrange them into the correct order in groups after hearing the story, either from you or from the tape.

Christmas

READING

A

Listen to and read the story *A Christmas Carol* by Charles Dickens. Complete the names of the characters orally.

TRACK 51

- 1 The main character: Ebenezer ...
- 2 The first ghost: The Ghost of Christmas ...
- 3 The second ghost: The Ghost of Christmas ...
- 4 The third ghost: The Ghost of Christmas ...
- 5 Other characters: ... Cratchit, Tiny ...



It is the day before Christmas and Ebenezer Scrooge is at work. Bob Cratchit is also there in his small, cold office. He works for Scrooge, but Scrooge pays him very little. Life is difficult for Bob and his family. He thinks about Christmas at home. There won't be much food but they will be happy. He thinks about his youngest child, Tiny Tim, who is very ill.

Scrooge does not believe in Christmas. He thinks it is a day when people are lazy and spend too much money. Scrooge is rich but he hates spending money. His dead sister's son asks him to Christmas dinner but Scrooge says no. Two men ask him for money for the poor but Scrooge gives them nothing. That night Scrooge goes to bed, but he doesn't sleep well.

At midnight Scrooge wakes up and sees a ghost. It is very strange – half child, half old man. "I'm the Ghost of Christmas Past", it says. The ghost takes Scrooge back to when he was young. He sees the girl he loved. She didn't marry him because she saw that he loved money more than he loved her. Scrooge is sad, but he falls asleep again.

The second ghost that wakes him is big and dressed in green. "I'm the Ghost of Christmas Present", it says. It takes Scrooge out into the city streets. People everywhere, rich and poor, are celebrating Christmas. Scrooge sees Bob Cratchit's family. They are having Christmas dinner. There isn't much food but they are all happy, even Tiny Tim.

The last visitor is the worst of all. It is the Ghost of Christmas Future. It is black and it doesn't speak. It shows Scrooge what will happen when he dies. Nobody will cry for him. Nobody will be sad. Tiny Tim will die. Scrooge is terrified. He promises to change.

When Scrooge wakes up on Christmas morning, he is a different man. He buys a big turkey and sends it to Bob Cratchit's house. He decides to give Bob more money and a fire in his office. He will also find a doctor who can help Tiny Tim. He will give money to the poor. He puts on his best clothes and he has Christmas dinner with his sister's son.

So Scrooge changes the future. Tiny Tim does not die, and Scrooge becomes a second father to him. Scrooge becomes a man who knows how to keep Christmas well.



Task B, p. 143

- This is a follow-up activity to check comprehension and repeat the story.

Answer key: 1 Ebenezer Scrooge 2 Bob Cratchit 3 Tiny Tim 4 Bob Cratchit 5 The Ghost of Christmas Past 6 The Ghost of Christmas Present 7 The Ghost of Christmas Future 8 The Cratchits

Task C, p. 143

- Ask the pupils to first discuss the questions in groups and then report to the class.

Answer key: Students' answers.

Task D, p. 143

- In this task pupils have to be analytical. *Why is this a good Christmas story?*

Answer key: Students' answers.

Task E, p. 143

- Use this task as a speaking activity before doing Task E and for brainstorming the vocabulary. Ask questions: *Why is Christmas a special time of the year? What do you do with your family? Which traditions are there in Georgia? Do you know of any traditions in the USA or the UK?*

Answer key: Students' answers.

Task F, p. 143

- This task concentrates on what we experience through our senses at Christmas time. Ask pupils to write the table with columns for I SEE, I HEAR, I TOUCH, I SMELL and I TASTE down into their notebooks and to complete it with the words provided.
- Initially, ask them to put every word into only one column – the channel through which they perceive the "concept" strongest. Say that different people will probably place the same "thing" in different columns. Give an example, e.g. some people will basically see snow (beautiful, white, clean), some will feel it or touch it (soft, cold, wet), some will taste it (children lick or eat snow), some will smell it (It smells like it's going to snow today.) or even hear it (the silence when it falls or the sound we hear when we walk through it).
- After they have completed their tables, ask pupils to compare them in groups. Get feedback. Ask pupils for the reasons for their choices.

Answer key: Students' answers.



Workbook, Tasks A, B, C

Task A, p. 125

- In the Workbook pupils look at the two faces of Christmas. On the one hand, Christmas is a joyful family celebration, a Christian holiday, on the other hand, it has become a celebration of shopping and excess, a time when many people become stressed or depressed. Or even get injured. Write the following title up on the board: THE TWO FACES OF CHRISTMAS and get reactions from your pupils.

Task B, p. 125

- Pair up the sentences.

Answer key: Pairs: 1 and 5, 2 and 10, 3 and 7, 4 and 8, 6 and 9.

Task C, p. 125

- Ask pupils to tick what they think is nicer and then encourage discussion in class.

Answer key: Students' answers.

HOMEWORK

Workbook, Task D, p. 125

- Do the writing task for homework and display the best compositions on the class pinboard. Encourage pupils to decorate the compositions with Christmas drawings or pictures.

B Which of the characters do these sentences describe?

- 1 He doesn't like people; he loves his money.
- 2 He is worried about his family.
- 3 He is very ill and weak.
- 4 He invites his uncle to dinner.
- 5 It shows Scrooge what he was like as a boy.
- 6 It shows Scrooge how people celebrate Christmas.
- 7 It is dressed in black.
- 8 They don't have a lot of money but they love each other.

C Answer the questions.

- 1 What does Scrooge think about Christmas?
- 2 Is he a good boss to Bob Cratchit?
- 3 Why didn't Scrooge get married?
- 4 What is Christmas like in Bob Cratchit's home?
- 5 What does the Ghost of Christmas Future show Scrooge?
- 6 How does Scrooge change?



D Why is this a good Christmas story?

..... **SPEAKING**



E Talk in groups. Why is Christmas a special time of the year?

F Think about how you experience the following and put them into the appropriate column in your notebook. You can put the same thing into more than one column.

- snow cakes Christmas tree roast turkey Christmas decorations
 midnight mass warm clothes Christmas shopping church bells
 candles presents Christmas dinner Christmas songs

I SEE	I HEAR	I TOUCH	I SMELL	I TASTE



APPENDIX

ST VALENTINE'S DAY

SUGGESTED TEACHING TIME: 1 lesson	
LEARNING OUTCOMES	
VOCABULARY	<ul style="list-style-type: none">loveSt Valentine's Day
SKILLS	
READING	<ul style="list-style-type: none">valentines
SPEAKING	<ul style="list-style-type: none">talking about love and St Valentine's Day
WRITING	<ul style="list-style-type: none">a valentine

INTRODUCTION

- It's St Valentine's. Play a CD with love songs as the musical backdrop to the whole lesson. The lesson has several different activities. You can choose to do only one or two and you can do them in any order you wish. Alternatively, you can let pupils choose what they want to do and have different groups in the class doing different activities at the same time.

Task A, p. 144

- There are seven photographs all showing love. Love is all around us, as the song goes. There is a young family with a baby, there are friends, there are teenagers in love, there is a little girl hugging her dog, there is a middle-aged couple and there is Gustav Klimt's most famous painting *The Kiss*. Pupils can work in groups. They describe the pictures and answer the questions. The pictures are similar in that they show love. They are different because they show different kinds of love. Get feedback. A small discussion may come out of this.

Answer key: Students' answers.

Task B, p. 144

- In Task B there are 10 proverbs about love. Get pupils to work in groups. They can translate them into Georgian and discuss them, say if any are similar or opposite in meaning, say which ones they agree or disagree with. Walk around and help with vocabulary. Get feedback from all the groups.

Answer key: Students' answers.

St Valentine's Day

A Look at the pictures and describe them. In what ways are they similar to each other and in what ways are they different from each other? Which one do you like most? Give your reasons.



B Work in groups. Look at these sayings about love. Translate them into Georgian. What do they really mean? Which of them have similar and which opposite meanings? Which of them do you agree with and which do you disagree with?

Love speaks even when the lips are closed.

Love is free.

Love conquers all.

Where there is no trust, there is no love.

Love will go through stone walls.

The new love drives out the old love.

True love is forever.

Love is blind.

Love makes the world go round.

Of soup and love, the first is the best.

Task C, p. 145

- This is a sweet and easy activity, a kind of questionnaire in which pupils choose 6 (out of the offered 20) most important characteristics in an ideal girlfriend / boyfriend. They work alone first and then compare their answers in groups. Each group can then try to reach a consensus about their top 6 priorities. Get feedback from different groups.

Answer key: Students' answers.

Task D, p. 145

- You may alternatively start with something sweet. The first activity on the St Valentine's Day menu could be Task D, completing Valentine rhymes.
- Pupils can then write a rhyming valentine of their own. Bring some pink or red paper to class and cut it up into cards. Distribute them to pupils to write their valentines on. Ask them to decorate the cards. Stick all of them on the notice board, make a poster or attach them to a string which you will hang up so that pupils can read each other's valentines. They can vote for the best one.

Answer key: 1 sad 2 send 3 too 4 Day 5 lot 6 lonely 7 valentine 8 are 9 kind 10 you 11 fly 12 ring

TEACHING TIPS

- Alternatively, you can bring a St Valentine's mailbox (a wrapped cardboard box with a ribbon and a slit). Pupils put their unsigned and unaddressed valentines into the box. At the end of the lesson they can take one valentine out of the box (not their own) and keep it.



Workbook, Tasks A, B

Task A, p. 126

- Pupils can do the gap-fill, Task A in the Workbook and use the text in the Student's Book to check.

Task B, p. 126

- In Task B pupils can learn about one of the legends concerning St Valentine.

HOMEWORK

Workbook, Task C, p. 126

- Ask pupils to write a valentine rhyme. You may want to put some of their work on the pinboard.

BACKGROUND INFORMATION FOR THE TEACHER

The origin of St Valentine's is probably both Roman and Christian. Who St Valentine was is a mystery. There are at least three saints of this name. In one legend Valentine was a priest in the 3rd cent. AD. He secretly married Roman soldiers, who by law were forbidden to marry, and was beheaded on 14th Feb. In another a Valentine helped Christians, especially children, (he sent them letters) in cruel Roman prisons. He also helped them escape. Another legend is about a Valentine who was in prison and befriended (or fell in love with) a blind girl (possibly the jailor's daughter). Before he was put to death (on 14th Feb.), he wrote her a letter, the first valentine. According to one version he prayed for the jailor's daughter and she regained sight.

C Choose six most important things in your ideal girlfriend / boyfriend.

She / He should...

- be cute.
- have blonde / blond hair.
- have blue eyes.
- be honest.
- have good marks at school.
- be good at sports.
- be funny and make me laugh.
- have the best mobile phone.
- speak well.
- read a lot.
- be tall.
- have dark hair.
- have brown eyes.
- be intelligent.
- wear nice clothes.
- be kind to everybody.
- be adventurous.
- be quiet.
- love music.
- love animals.

D In each of these valentines the last word is missing. Complete the valentines while reading, using one of the words below. Be careful – all the valentines rhyme!

are Day lonely kind lot sad send too fly ring valentine you

<p>1 When I see you I'm glad, When I don't, I'm</p>	<p>7 I'm writing just one line: Will you be my ... ?</p>
<p>2 You are always a good friend, So this card to you I</p>	<p>8 When you are near and when you're far, I always know how nice you</p>
<p>3 I want to say that I love you, And I do hope you love me</p>	<p>9 You are often on my mind, So beautiful and so</p>
<p>4 I think of you and the sky isn't grey, Today is St Valentine's</p>	<p>10 I have two valentines, a red and a blue, One is for my mum, and one is for</p>
<p>5 When it's cold and when it's hot, It doesn't matter, I like you a</p>	<p>11 You are like a blue, blue sky, And all I want to do is</p>
<p>6 You are the one and only, With you I'm never</p>	<p>12 When I see you, birds sing, When I see you, bells</p>



APPENDIX

EASTER

SUGGESTED TEACHING TIME: 1 lesson
LEARNING OUTCOMES
VOCABULARY • Easter
SKILLS
LISTENING • Easter quiz
SPEAKING • talking about Easter traditions in Britain and Georgia
CULTURE and CLIL
• History

INTRODUCTION

- Before doing the Easter quiz, ask your pupils to tell you what they know about Easter traditions in Georgia.
- Elicit vocabulary and write it on the board.

Task A, p. 146

- Pupils can do The Easter Quiz in groups. They circle the answers they believe to be correct and then exchange books. Go through the correct answers. Proclaim the winning group.
- After you have finished the quiz ask about Easter traditions and customs in Georgia.

Answer key:

THE EASTER QUIZ

- 1 The oldest and most important Christian holiday is ... *b Easter.*
- 2 Easter always falls on the same day of the week. It is a ... *a Sunday.*
- 3 The date of Easter ... *c is different every year.*
- 4 The week before Easter is called ... *a The Holy Week.*
- 5 It begins on a Sunday which celebrates the day when Jesus came to Jerusalem and when people came to greet him. This day is called ... *c Palm Sunday.*
- 6 On the Friday before Easter Christians remember the day when Jesus died on the cross. This day is called Holy Friday or ... *a Good Friday.*
- 7 On this Friday people eat ... *b fish.*
- 8 In Britain they also make special sweet bread called ... *c hot cross buns.*
- 9 For Easter Sunday breakfast in Britain people usually eat ... *b boiled eggs.*
- 10 Eggs are an important part of Easter celebrations. They are a symbol of ... *c new life.*
- 11 Traditional Easter gifts are coloured eggs or chocolate eggs. Chocolate eggs are usually in bright shiny silver paper. Some of them are very big, as big as ... *a ostrich eggs.*
- 12 For Easter Sunday dinner in Britain people usually have ... *c lamb.*
- 13 In this Easter game children look for eggs. The game is called ... *a an Easter egg hunt.*
- 14 In this Easter game children roll eggs to see whose egg rolls farthest. The game is called ... *c Easter egg roll.*
- 15 The last day of Easter celebrations is ... *a Easter Monday.*

- A** How much do you know about Easter and British Easter traditions. Do the Easter Quiz. Then listen and check your answers.



TRACK 52

THE EASTER QUIZ

- The oldest and most important Christian holiday is
A Christmas. B Easter. C All Saints' Day.
- Easter always falls on the same day of the week. It is a
A Sunday. B Monday. C Friday.
- The date of Easter is
A 9 April. B 30 March. C different every year.
- The week before Easter is called
A Holy Week. B Big Week. C Great Week.
- Easter begins on a Sunday which celebrates the day when Jesus came to Jerusalem and when people came to greet him. This day is called
A Flower Sunday. B Olive Sunday. C Palm Sunday.
- On the Friday before Easter, Christians remember the day when Jesus died on the cross. This day is called Holy Friday or
A Good Friday. B Great Friday. C Big Friday.
- On this Friday people eat
A chicken. B fish. C cakes.
- In Britain they also make special sweet bread called
A hot cross bread. B hot cross cakes. C hot cross buns.
- For breakfast on Easter Sunday people in Britain usually eat
A fruit. B boiled eggs. C pancakes.
- Eggs are an important part of Easter celebrations. They are a symbol of
A the Easter Bunny. B chickens. C new life.
- Traditional Easter gifts are coloured eggs or chocolate eggs. Chocolate eggs are usually in bright shiny silver paper. Some of them are very big, as big as
A ostrich eggs. B duck eggs. C penguin eggs.
- For Easter Sunday dinner people in Britain usually have
A chicken. B beef. C lamb.
- In this Easter game children look for eggs. The game is called
A an Easter egg hunt. B Humpty Dumpty. C Easter egg tapping.
- In this Easter game children roll eggs to see whose egg rolls farthest. The game is called
A an Egg race. B Egg bowling. C an Easter egg roll.
- The last day of Easter celebrations is
A Easter Monday. B Easter Tuesday. C Easter Wednesday.



CULTURE CORNER, p. 147

- Go through the *Culture Corner* section. It is about the pagan roots of Easter. Explain vocabulary. Ask some questions to encourage discussion. *Why did ancient people celebrate the coming of spring? Why are eggs a symbol of life?*

FOOD FOR THOUGHT

- The word EASTER comes from *Eostre*, the name of the Anglo-Saxon goddess of the dawn whose festival was celebrated in April.
- The word LENT comes from an old word for spring, *lencten*



Workbook

Task B, p. 127

- Pupils can also do the Workbook activity in groups, crossing out words until only a single word is left.

Answer key: *spring*

OPTIONAL: Write the word CELEBRATION on the board in big letters. Get groups of pupils to find as many English words as they can using the letters in this word. All parts of speech are acceptable. There are many words: C cat, car, corn ... E eat, ear, enter ... L late, lion, learn ... B bat, bear, born ... R ran, race, real ... A a, an, are, art ... T ten, tear, tore ... I in, it, ice ... O oil, on, or ... N nail, net, no...

HOMEWORK

Workbook, Task A, p. 127

SCORE:

You have scored 13 – 15 points.

You are an expert on Easter and especially Easter traditions in Britain. Congratulations!

You have scored 8 – 12 points.

You know quite a lot about Easter.

You have scored under 7 points.

This quiz will help you learn more about Easter and British Easter traditions.



CULTURE CORNER



Like many other Christian holidays, Easter has pre-Christian roots. Ancient people believed that the sun died in the winter and was born again in the spring. With the sun came new life for people, plants and animals. Ancient people celebrated the coming of spring. The tradition of colouring eggs is also very old. Some of the first coloured eggs found in Africa are 60,000 years old.

CORNER
CULTURE



/147

ENGLISH 7

1 DICTATION

2 ADDITIONAL WRITING TASKS

3 RESOURCE BANK

ENGLISH 7

DICTATION

Dictation writing instructions:

1. Read the entire dictation at normal speed so that the students grasp the meaning of the text. The students don't write anything down at this point.
2. Read the text sentence by sentence at a slower speed. Or if the sentences are longer, read meaningful chunks. Adapt the reading speed to the students.
3. Read the entire dictation once again to allow students a final check. Give the students some time to correct mistakes or fill in missing bits.
4. If the same word appears in the text twice and is misspelled, it is marked as a single mistake.
5. The dictation should be announced ahead of time and students should be advised what to revise before the dictation.

**Suggested dictation writing for the Special Educational Needs students.*

The student is given a dictation worksheet and only writes a selection of words or copies those words where indicated in a sentence.

Before writing the dictation the students should receive clear and precise instructions in Georgian.

Depending on the student's abilities the number of words which need to be filled in can be decreased.

UNIT 1

Dictation 1

Children have a lot of problems they can't solve themselves. For example, girls are sometimes obsessed with how they look and they think only about their hair and clothes. They miss out on fun, sport and friends. There are children who are sick and tired of defending themselves from some arrogant bullies who pick on them. There are children who feel bad because their parents put too much pressure on them to have all As at school. All those kids are not happy and only their parents and teachers can help them.

1-3 mistake(s) = **10-9**; 4-6 mistakes = **8-7**; 7-9 mistakes = **6-5**; 10-12 mistakes = **4-3**;
17 or more mistakes = **2-1**

Dictation 1

Listen carefully and fill in the gaps.

Children _____ a lot of problems they can't solve themselves. For example, _____ are sometimes obsessed with how they look and they think only about their hair and _____. They miss out on fun, sport and _____. There _____ children who are sick and tired of defending themselves from some arrogant bullies _____ pick on them. There are children who feel bad because their _____ put too much pressure on them to have all As at _____. All those kids are not _____ and only their parents and teachers _____ help them.

Dictation 1

Listen carefully and fill in the gaps with the correct word.

happy friends have who parents girls can school are clothes

Children _____ a lot of problems they can't solve themselves. For example, _____ are sometimes obsessed with how they look and they think only about their hair and _____. They miss out on fun, sport and _____. There _____ children who are sick and tired of defending themselves from some arrogant bullies _____ pick on them. There are children who feel bad because their _____ put too much pressure on them to have all As at _____. All those kids are not _____ and only their parents and teachers _____ help them.

UNIT 4

Dictation 2

The weather was beautiful and Brian decided to go to school on his bike. He was riding slowly and carefully. He even stopped at the zebra crossing to let an old lady cross the street. But he didn't see a dog that was running across the street. They hit each other and Brian fell off his bike. Luckily, he was wearing a helmet and he just hurt his knee. And the dog? It got up and ran away.

1-3 mistake(s) = **10-9**; 4-6 mistakes = **8-7**; 7-9 mistakes = **6-5**; 10-12 mistakes = **4-3**;
17 or more mistakes = **2-1**

Dictation 2

Listen carefully and fill in the gaps.

The weather _____, beautiful and Brian decided to go to school on his _____.

He was _____, slowly and carefully. He even stopped at the _____, crossing to let an old lady cross the _____.

But he didn't see a _____, that was running across the street. They hit each other and Brian fell off _____, bike.

Luckily, he was wearing a _____, and he just hurt his _____.

And the dog? It _____, up and ran away.

Dictation 2

Listen carefully and fill in the gaps with the correct word.

got his was street dog knee zebra riding bike helmet

The weather _____, beautiful and Brian decided to go to school on his _____.

He was _____, slowly and carefully. He even stopped at the _____, crossing to let an old lady cross the _____.

But he didn't see a _____, that was running across the street. They hit each other and Brian fell off _____, bike.

Luckily, he was wearing a _____, and he just hurt his _____.

And the dog? It _____, up and ran away.

UNIT 6

Dictation 3

To stay healthy you should have at least three meals a day, breakfast, lunch and dinner. It is not only important how much you eat but what you eat. You should eat a lot of fruit and vegetables, some meat and brown bread. Don't forget to have fish and olive oil as often as possible. Eat fruit and nuts instead of sweets and drink water instead of fizzy drinks. If your mum is busy and can't prepare fresh food every day, help her and take up cooking. If your grandma has a garden, help her to grow some organic food.

1-3 mistake(s) = **10-9**; 4-6 mistakes = **8-7**; 7-9 mistakes = **6-5**; 10-12 mistakes = **4-3**;
17 or more mistakes = **2-1**

Dictation 3

Listen carefully and fill in the gaps.

To stay healthy you should have at least three meals a day, _____,
lunch and _____. It is not only important how much you
_____ but what you eat. You should eat a lot of fruit and _____,
some meat and brown _____. Don't _____ to have fish and olive
oil as often as possible. Eat fruit and nuts instead of sweets _____ drink water
instead of fizzy drinks. If your mum is busy and _____ prepare fresh food
every day, help her and take up cooking. If your grandma has a _____, help
her to grow _____ organic food.

Dictation 3

Listen carefully and fill in the gaps with the correct word.

**some dinner can't garden forget and
breakfast eat bread vegetables**

To stay healthy you should have at least three meals a day, _____,
lunch and _____. It is not only important how much you
_____ but what you eat. You should eat a lot of fruit and
_____, some meat and brown _____. Don't
_____ to have fish and olive oil as often as possible. Eat fruit and
nuts instead of sweets _____ drink water instead of fizzy drinks. If
your mum is busy and _____ prepare fresh food every day, help her
and take up cooking. If your grandma has a _____, help her to grow
_____ organic food.

ENGLISH 7

ADDITIONAL WRITING TASKS

UNIT 2

Sign up for Facebook.

- give a few details about yourself (name, date of birth, hometown and your education)
- write about your interests (favourite music, TV shows, movies, books, etc.)
- say what makes you a person someone would like to be a friend to
- say what sort of friend you are looking for

Write your own blog for a typical day in your life.

1 Make notes about:

- what you do with your family
- how much time you spend together
- how you feel and why

- what you do at school
- whether you work hard or not
- how you feel and why

- what you do with your friends
- where you usually go together
- how you feel and why

- what makes you sad in everyday life
- what makes you proud and happy
- what you would like to change in your life

1 Use the notes to write your blog.

2 Don't forget to write an introductory sentence first.

UNIT 6

ADDITIONAL WRITING TASKS

Imagine your ideal / dream school.

Choose a title.

Write an introductory sentence / a few introductory sentences.

Write about:

Will it be different from the school you go to now and how?

Will the students have to go to school every day?

When will the students have to be at school?

Will they have to wear school uniforms?

What school rules will the students have to follow?

What will they be able to do in class / during breaks?

What subjects will they have to study?

What subjects will they be able to choose?

Will they have to do homework?

What rules will the teachers have to follow?

Finish with a conclusion (a sentence or two).

ENGLISH 7

RESOURCE BANK

Activity 1 – (Unit 1, Lesson 1)

HOLIDAY CLASS SURVEY

How many people travelled to another place for their holidays?
How many people travelled by train?
How many people went swimming (in the sea, a river, lake or swimming pool)?
How many people made new friends during the summer?
How many people read more than one book during their holiday?
How many people visited their family (grandparents, uncles, aunts, ...)?
How many people spoke English during the summer?
How many people went to a museum or a gallery?
How many people were bored during the summer?
How many people had a great summer?
How many people spent some time in nature (in the woods, near a lake, ...)?
How many people celebrated their birthday during the summer holidays?
How many people got a present during the summer holidays?
How many people helped their parents (at home, in the garden, on a farm, ...)?
How many people missed school during the summer?

Activity 2 – (Unit 1, Lesson 1)

CLASS CONTRACT

I, _____, promise

that:

1 I will learn a lot English this year.

2 I will use English as much as possible in class.

3 I will help my classmates with their English.

4 I will respect and be polite to my teacher and my classmates.

5 i will listen when my teacher or one of my classmates is speaking.

6 I will do my homework.

7 _____

Date: _____ Signature: _____

Activity 3 – (Unit 1, Lesson 2)

HERCULES

Hercules is a mythical Greek hero. He is the son of the greatest Greek god Zeus and a beautiful Greek woman called Alcmena.

Zeus has a wife, goddess Hera. She is so jealous that she sends two snakes to kill baby Hercules. But Hercules is a strong baby and he kills the snakes with his hands.

Hercules must do 12 great tasks. His first task is to kill a dangerous lion. He kills it with his strong arms and returns with the lion's skin round his shoulders.

Hercules' second task is to kill a monster called Hydra. Hydra is a giant snake with nine heads. He cuts the heads off one by one.

Finally Hercules becomes a god and goes to live on Mount Olympus with other Greek gods.

ROBIN HOOD

Robin Hood is a hero from English stories. It is a difficult time for the people of England. Good King Richard is away from the country and his bad brother, Prince John, is the ruler.

Robin Hood lives in Sherwood Forest with his friends. They wear green clothes.

Robin and his friends fight for justice. They steal from the rich and give money to the poor. Robin is very brave. He fights with his bow and arrows.

Robin's greatest enemy is the Sheriff of Nottingham. He wants to catch Robin Hood but he can't. Robin is too clever for him.

Robin's best friend is Little John. His name is really a joke because he's a very big and strong man. Robin is in love with Maid Marian.

SAMSON

Samson is a hero from the Bible. God gives him great strength. He kills a lion with his hands.

Samson's greatest victory is when he fights with and kills 1,000 enemies with an animal bone.

Samson makes a great mistake and falls in love with a beautiful woman called Delilah. She often asks him for the secret of his strength but Samson doesn't tell her.

Finally Samson tells Delilah his great secret. His strength is in his hair. She tells his enemies and they cut off his hair while he is sleeping. Without his hair Samson isn't strong.

His enemies make Samson blind and put him in prison. But in prison his hair grows and his strength returns. He pulls down a big building and destroys his enemies inside.

THE CONDOR, is an American vulture which lives in California and in the Andes. Condors are among the world's largest flying birds. The Andean condor has a wingspan of almost 3m, is about 127cm long, and can weigh up to 14kg. It has a dark grey, bare head. Around the neck is a collar of white feathers. Condors feed on mice, rats and dead animals. The female lays one egg every other year. The Californian condor is in danger of becoming extinct. Fortunately, there is a recovery plan for these condors. They breed them in animal centres in California and Idaho. The plan is to take them back to nature.

THE EURASIAN GRIFFON is a vulture. Its food is dead animals. It is a large bird that can weigh up to 15 kilos. It is an endangered species. Croatia is one of the few countries in Europe where these birds still nest. A colony of Griffon Vultures can be found near the town of Beli on the island of Cres. There they breed at lower heights, with some nests just 10m above sea level, so they often have contact with people.

THE EMU (/i:mju:/, is the largest bird living in Australia. It is the second-tallest bird in the world, after its relative, the ostrich. The soft-feathered, brown, bird which does not fly, reaches up to 2 metres in height. Emus can travel great distances very fast, and, if necessary, can sprint at 50km/h. They travel long distances to find food; they feed on plants and insects, but can go without food for weeks. They are curious birds who follow and watch other animals and humans. Emus do not sleep the whole night, but in short periods sitting down. Emus use their strong claws as a weapon or tool. Their legs are among the strongest of any animal; they can rip metal wire fences.

THE OSTRICH is a large bird living in Africa. It doesn't fly. The ostrich eats plants, but sometimes also insects. It lives in groups of 5 to 50 birds which travel to find food. When in danger, the ostrich will either hide itself by lying flat against the ground, or run away. Strong males fight for a harem of two to seven females. The ostrich is farmed around the world, particularly for its feathers, which are decorative and are also used as feather dusters. Its skin is used for leather products and its meat is popular in some countries.

THE KIWI is a bird that lives in New Zealand. They are around the size of a domestic chicken and lay the largest egg in relation to their body size of any species of bird in the world. There are now fewer birds because the forests are disappearing, but some forests are protected. The kiwi is the national symbol of New Zealand, and sometimes people from New Zealand are called *Kiwi*. Kiwi are shy and usually are active at night. Once bonded, a male and female kiwi tend to live their entire lives as a monogamous couple. These relationships may last for up to 20 years

CROWS are birds which live everywhere. Loud and very intelligent, crows often cause fear. Many people fear them simply because of their black feathers, which remind them of death. But crows are actually very social and caring creatures, and also among the smartest creatures on the planet. They eat anything; insects, frogs, snakes, mice, corn, human fast food, even eggs of other birds. Crows live in close families. They also use 250 different calls. In danger they call other crows who help them. Crows mate for life. A group of crows is called a "murder." There are several different explanations for the origin of this term, mostly based on old folk tales and superstitions. For instance, there is a folktale that says crows will gather and decide to kill another crow.

PIGEONS (OR DOVES) are strong birds with short necks. They feed on seeds, fruits, and plants. They live everywhere on Earth. When used as carrier pigeons, a message is written on thin light paper and rolled into a small tube attached to the bird's leg. Pigeons can only go back to one „mentally marked“ point that they have identified as their home. So „pigeon mail“ can only work when the sender is actually holding the receiver's pigeons[this isn't very clear]. White pigeons are used in ceremonies at weddings, funerals, and some sporting events. Birds were used extensively during World War I. One pigeon, Cher Ami, was given the French medal for her heroic service in delivering 12 important messages, despite having been very badly injured.

OWLS are mostly solitary birds that hunt at night. They sit upright, they have a large, broad head, sharp sight and hearing, and feathers for silent flight. Owls mostly hunt small animals, insects, and other birds, although a few species specialize in hunting fish. They are found in all regions of the Earth except Antarctica and some remote islands. They hunt at night because of their sharp sight. Owls have disproportionately large eyes in comparison to their head. Owls also have specially shaped ears so that they can hear very well.

Activity 5 – (Unit 2, Lesson 2)

ADRIAN AND CELIA	ARE
WATCHING	A WATER POLO MATCH
A HANDBALL MATCH	THEY
ARE	CHEERING
BRIAN	IS
PLAYING	WELL
WHY	WHERE
WHO	WHAT

Activity 6 – (Unit 2, Lesson 1)

The beginning of summer	21 June
Christmas	25 December
Halloween	31 October
The beginning of spring	21 March
All fools' Day	1 April
New Year's Day	1 January
The beginning of winter	21 December
St. Valentine's Day	14 February
The beginning of autumn	23 September
New Year's Eve	31 December

Activity 7 – (Unit 3, Lesson 1)

TIRED	AT HOME
HUNGRY	HAPPY
AT SCHOOL	AT THE CINEMA
FINE	SLEEPY
SAD	AFRAID
ALONE AT HOME	AT WORK
IN THE KITCHEN	SHOPPING
IN THE SWIMMING POOL	AT THE SEASIDE
IN THE OFFICE	IN THE LIVING ROOM
EMBARRASSED	SHOCKED
NERVOUS	THIRSTY
IN THE STREET	IN THE PARK
INTERESTING	IN ENGLAND
LATE	COLD
NOISY	FUNNY

Activity 8 – (Unit 3, Lesson 2)

COME	CAME	LEAVE	LEFT
FEEL	FELT	SEE	SAW
HAVE	HAD	GET	GOT
GO	WENT	READ	READ
FIND	FOUND	MAKE	MADE
RUN	RAN	WRITE	WROTE
MEET	MET	TAKE	TOOK

Activity 9 – (Unit 3, Lesson 2)

PUPIL A WORKSHEET

This is a story about Mr Brown and Peter. Mr Brown had a big 1) _____ and Peter worked there as a night watchman. Once Mr Brown had to fly London. Peter came to him and told him that 2) _____. the night before. In his dream Mr Brown's plane crashed, Mr Brown decided 3) _____. The following day his plane crashed. Mr Brown was very grateful to Peter. He gave him 4) _____. And then he fired him.

PUPIL B WORKSHEET

This is a story about Mr Brown and Peter. Mr Brown had a big factory and Peter worked there as a night watchman. Once Mr Brown had a) _____ Peter came to him and told him that he had a dream the night before. In his dream Mr Brown's b) _____ Mr Brown decided not to travel. The following day his plane c) _____ Mr Brown was very grateful to Peter. He gave him a lot of money. And then he d) _____.

TEACHER'S WORKSHEET – FULL STORY

This is a story about Mr Brown and Peter. Mr Brown had a big factory and Peter worked there as a night watchman. Once Mr Brown had to fly to London. Peter came to him and told him that he had a dream the night before. In his dream Mr Brown's plane crashed. Mr Brown decided not to travel. The following day his plane crashed. Mr Brown was very grateful to Peter. He gave him a lot of money. And then he fired him.

Puzzle: Why did Mr Brown fire Peter?

Activity 10 – (Unit 3, Lesson 3)

<p>CARD 1 A</p> <ol style="list-style-type: none"> 1 listened 2 begin 3 die 4 win 	<p>CARD 1 B</p> <ol style="list-style-type: none"> 1 listened 2 began 3 died 4 won
<p>CARD 2 A</p> <ol style="list-style-type: none"> 1 buy 2 started 3 felt 4 go 	<p>CARD 2 B</p> <ol style="list-style-type: none"> 1 bought 2 start 3 feel 4 went
<p>CARD 3 A</p> <ol style="list-style-type: none"> 1 meet 2 become 3 see 4 dance 	<p>CARD 3 B</p> <ol style="list-style-type: none"> 1 met 2 became 3 saw 4 danced
<p>CARD 4 A</p> <ol style="list-style-type: none"> 1 live 2 invented 3 keep 4 dance 	<p>CARD 4 B</p> <ol style="list-style-type: none"> 1 lived 2 invent 3 kept 4 danced
<p>CARD 5 A</p> <ol style="list-style-type: none"> 1 fall 2 study 3 work 4 marry 	<p>CARD 5 B</p> <ol style="list-style-type: none"> 1 fell 2 studied 3 worked 4 married
<p>CARD 6 A</p> <ol style="list-style-type: none"> 1 win 2 sent 3 paint 4 survive 	<p>CARD 6 B</p> <ol style="list-style-type: none"> 1 won 2 send 3 painted 4 survived

Activity 11 – (Unit 4, Lesson 1)

PAST CONTINUOUS DOMINOES

I was listening to music...	...when we entered the classroom
Many people were walking...	...while I was going to school.
A woman was sitting in a café...	...and carrying bags.
A man was drinking tea...	...and drinking coffee.
I was crossing the street...	...and reading a newspaper.
Mary was running...	...when I met Mary.
While we were walking to school...	...when I saw her.
Jim came...	...we were talking about Jim.
He was walking his dog...	...while we were talking about him.
Mary and I asked him...	...and listening to music.
He answered...	...why he wasn't going to school.
He had pains in his legs....	...that he was going to the doctor's.
We were laughing....	...while he was walking.
The bell was ringing...	...because we didn't believe him.
Our friends were sitting...	...when we came to school.

Activity 12 – (Unit 4, Lesson 3)

THINGS TO COMPARE

1 a pencil, a ball, a book
2 an elephant, a snake, a crocodile
3 an emperor, a farmer, a teacher
4 a television, a lamp, a chair
5 a rock, a mountain, a river
6 a car, an aeroplane, a bicycle
7 a book, a mobile phone, a newspaper
8 a girl, a boy, an old lady

Activity 13 – (Unit 4, Lesson 3)

CLASS SURVEY – QUESTIONS

Which is the most popular school subject in your class?
Who is the oldest pupil in the class?
Which is the most attractive computer game?
Whose home is the nearest to the school?
What is the most popular food in the class?
Which is the most popular sport?
Who is the youngest pupil in the class?
Which subject is not popular?
Who has the heaviest schoolbag?
Which singer do most pupils like?
Who has the oldest sister/brother?
Who has the smallest size of shoes?
Who has the largest size of shoes?
Which is the most popular book?
Who lives farthest from the school?

ROBINSON CRUSOE – GAPPED TEXT

CHAPTER 3

The _____ morning the sun was shining and I could see the _____. I _____ there to take some _____ things from it. For _____ days I was taking things from the ship to the _____ on a raft. I _____ some tools and _____ and gunpowder. On the shore I found a _____ which I covered with a tent and _____ a kind of fortress for myself. It was my _____. I also saved two _____, a dog and a parrot from the _____. For a long _____ they were my _____ company.

CHAPTER 4

I caught some wild goats _____ gave me enough _____ for food. I used their skins for _____. I also made an _____ to protect myself from the sun and _____. I made a canoe and _____ to sail from the island, but a terrible _____ started and I was _____ when I came back to the shore. I never _____ to sail again.

Activity 15 – (Unit 5, Lesson 1)

PRESENT PERFECT CARDS

A	LOSE	B	THE MATCH
A	PACK	B	THE BAG
A	DO	B	HOMEWORK
A	WRITE	B	AN E-MAIL
A	FALL	B	ASLEEP
A	STUDY	B	ENGLISH
A	MAKE	B	THE BED
A	FORGET	B	HER NAME
A	TAKE	B	A BUS
A	GO	B	TO THE CINEMA
A	EAT	B	A HAMBURGER
A	DRINK	B	SOME WATER
A	SEE	B	A FILM
A	GIVE	B	A GIFT
A	HAVE	B	BREAKFAST

Activity 16 – (Unit 5, Lesson 2)

ANSWER SHEET – HOUSEWORK

	WHO?	IF YOU – HOW OFTEN?	THIS WEEK?	HOW POPULAR?
to wash up				
to make the bed				
to tidy up				
to vacuum				
to clean the windows				
to throw out the rubbish				
to do the laundry				
to shop for food				
to make dinner				
to iron				

Activity 17 – (Unit 5, Lesson 4)

MEMORY – THE PRESENT PERFECT WITH **FOR / SINCE**

How long have you had your mobile?	I've had it for a year.	Since when has Celia been sick?	She's been sick since Monday.
How long have we learnt English?	We've learnt it for seven years.	Since when have you been friends?	We've been friends since 2012.
How long have the Bates lived here?	They've lived here for two years.	Since when has Adrian known Brian?	He's known him since September.
How long have we been in love?	We've been in love for a month.	Since when have they been here?	They've been here since two.
How long has she been on a business trip?	She's been on a business trip for two days.	Since when has Celia had Muffy?	She's had him since she was ten.
How long have you known your best friend?	I've known her my whole life.	Since when has Celia lived here?	She's lived here since last year.
How long has it rained?	It's rained for hours.	Since when has it rained?	It's rained since noon.

Activity 18 – (Unit 5, Lesson 4)

IRREGULAR VERBS TENNIS

come	came	come
break	broke	broken
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
give	gave	given
go	went	gone
lose	lost	lost
see	saw	seen
speak	spoke	spoken
take	took	taken

HISTORY OF POTATOES

The potato is the world's fourth largest food crop, following rice, wheat, and maize. The Inca Indians in Peru were the first to cultivate potatoes around 8,000 BC to 5,000 BC.

In 1536 Spanish Conquistadors conquered Peru, discovered the flavors of the potato, and carried them to Europe. Before the end of the sixteenth century, families of Basque sailors began to cultivate potatoes along the Biscay coast of northern Spain. It took nearly four decades for the potato to spread to the rest of Europe.

Eventually, farmers in Europe found potatoes easier to grow and cultivate than other important crops, such as wheat and oats. Most importantly, it became known that potatoes contained most of the vitamins needed for nutrition, and they could be provided to nearly 10 people for each acre

The Incas had many uses for potatoes other than dinner:

- Placed raw slices on broken bones to promote healing
- Carried them to prevent rheumatism
- Measured time: by correlating units of time by how long it took for potatoes to cook.
- Helped a toothache by carrying a potato in your pocket.
- Eased a sore throat by putting a slice of baked potato in a stocking and tying it around your throat.
- Eased aches and pains by rubbing the affected area with the water potatoes have been boiled in.

HISTORY OF CHOCOLATE

Chocolate comes from a tree called the Cocoa tree, or in Spanish, Cacao. The cocoa tree or chocolate tree, is found in the Upper Amazon Basin, where it can reach over fifteen metres in height. The fruit is thick and oval shaped, usually yellow or red, and can sometimes grow as big as a football. The inside of the fruit is full of between twenty and sixty seeds. The seeds are surrounded by a sweet pulp that you can eat for a tasty treat. Children in the rainforest love to suck on the seeds from the Cacao tree as you might suck on candy where you live.

Cacao is an important crop in the Amazon region because it is sold to countries all over the world, so that children just like you can eat all forms of chocolate: as a liquid in your hot cocoa, and as a solid in your candy bar.

Cacao has been used for hundreds of years by Peruvian Indian groups such as the Maya, Aztec, and Zapotecs. To use the seeds, they remove them from the pod, roast them, shell them, and grind them to produce chocolate powder. That powder is then used in all sorts of sweet desserts and drinks. Additionally, cocoa butter, the oil from the seed, is used in lotions and oils. The Latin name, the *obroma cacao*, translates to "food of the gods."

HISTORY OF BEANS

Beans are one of the longest-cultivated plants. Broad beans (*bob, mahune*), in their wild state the size of a small fingernail, were gathered in Afghanistan and the Himalayan foothills. They were deposited with the dead in ancient Egypt. Not until the second millennium BC did cultivated, large-seeded broad beans appear in Europe. In the *Iliad* (late-8th century BC) there is a mention of beans on the floor.

Most of the kinds commonly eaten fresh or dried, came originally from the Americas, being first seen by a European when Christopher Columbus, during his exploration of the Bahamas, found them growing in fields.

Dry beans come from both Old World varieties of broad beans and New World varieties.

Beans are a heliotropic plant, meaning that the leaves tilt throughout the day to face the sun. At night, they go into a folded "sleep" position.

Activity 20 – (Unit 6, Lesson 2)

<p>YOU ARE THE PANDA KEEPER. You need some bamboo, some apples and some branches for pandas to climb.</p>	<p>YOU ARE THE PENGUIN KEEPER. You need some fish, some stones (for penguins to play with) and some ice.</p>
<p>YOU ARE THE ELEPHANT KEEPER. You need some fresh leaves, some watermelons and some sand (elephants roll in it).</p>	<p>YOU ARE THE SNAKE KEEPER. You need some live mice, some baskets and some boxes (your snakes love to hide).</p>
<p>YOU ARE THE TORTOISE KEEPER. You need some salad, some broccoli and some carrots.</p>	<p>YOU ARE THE LION KEEPER. You need some red meat, some chicken and some lamb.</p>
<p>YOU ARE THE CHIMP KEEPER. You need some bananas, some yoghurt (chimps love it) and some toys.</p>	<p>YOU ARE THE BEAR KEEPER. You need some strawberries (bears love them), some pears and some honey.</p>
<p>YOU ARE THE DUCK KEEPER. You need some corn, some dry bread and some live worms.</p>	<p>YOU ARE THE PARROT KEEPER. You need some sunflower seeds, some tropical flowers and some sticks.</p>

apples	watermelons	cherries	bananas
lemons	strawberries	pears	oranges
spinach	salad	broccoli	carrots
cheese	dry bread	honey	milk
sunflower seeds	pumpkin seeds	nuts	chocolate
fresh leaves	bamboo	yoghurt	rice
sticks	balls	baskets	boxes
mirrors	toys	tropical flowers	plants
branches	stones	sand	plastic bags
fish	live mice	live worms	corn
ice	tomatoes	cabbage	grass
red meat	chicken	lamb	bacon

Activity 21 – (Unit 6, Lesson 3)

1 The world population is growing. Every day 200,000 people are born on our planet. That's a lot of babies! In the future there will be many more people and they will need more food, water, houses and energy. Most children are born in poor countries. Many of them don't have enough food and don't go to school. In some countries in Europe there are not many children and families are becoming smaller. Do you know anybody who has many brothers and sisters?

2 Something is happening to our climate. It is getting warmer. Our springs and summers are very hot and there isn't so much snow in winter. The Arctic ice is melting. Earth's climate has changed many times. There have been ice ages and warmer periods but now change is happening fast. Are we responsible for this? Most scientists (but not all) say yes. We will have to stop global warming.

3 Nobody can live without water. Everybody needs it for drinking, cooking and washing. But for one in five people in the world it is difficult to get clean water. I hope you are somebody who turns off the water in the bathroom and in the kitchen and doesn't leave it running for nothing. We must be careful with water. We have to save it. Pessimists say that we won't have enough water in the future. We will be thirsty!

4 Our cars and our factories pollute the air. Many rivers and lakes are also polluted. And on land there is rubbish everywhere. It is ugly to see and dangerous for wild animals. Do we want a world like that? We go shopping and bring home plastic bags. We want new things all the time. We buy a new mobile phone and throw away the old one. When you throw something away, it doesn't just disappear. Can we do anything about it?

5 Many plants and animals are in danger. We are destroying the places where they live. The best way to save them is to protect these places. Forest and jungle animals and plants are in danger because we are cutting down trees. It is difficult for animals in the sea because the sea is becoming polluted and there is too much fishing. Polar bears can only hunt on ice, but every year more ice disappears. Plants and animals are able to change. This is called evolution. But evolution is very slow and we are changing our world quickly. Some species will be able to adapt to the changes. For example, foxes now often come to town to look for rubbish. But many species will disappear.

Activity 22 – (Unit 6, Lesson 4)

<p>You ask for a pizza. You want extra tomato and a glass of mineral water. Your partner is a waiter.</p>	<p>You are thirsty. Ask your friend's mother / father for a glass of water. She / He brings it to you.</p>	<p>Ask your friend to borrow his / her bike. Say why you need it. He / She can agree or refuse.</p>
<p>Your friend has a cold. Offer him / her a tissue. He / She thanks you</p>	<p>Your friend is at your home. Offer him something to eat and drink. He / She can accept or refuse.</p>	<p>You've read an interesting book. Offer it to a friend. He / She can accept or refuse.</p>
<p>Give your friend a present for his / her birthday. Think of what the present is. He / She thanks you.</p>	<p>You are ill at home. Your friend visits you and brings notes from school. Thank him / her.</p>	<p>Your friend has helped you with some homework that you didn't understand. Thank him / her.</p>
<p>Your friend is waiting for you. He / She is upset. You are late. Apologise. Explain why you are late.</p>	<p>You lost your friend's pen. It was nice and new. Apologise.</p>	<p>You were running and you bumped into an old woman / man. Apologise</p>

Activity 23 – (Unit 7, Lesson 1)

DOMINOES

SUIT	GUIDE	BOOK	HORSE
RIDING	SIGHT	SEEING	DAY
TRIP	HOLIDAY	CAMP	TREASURE
HUNT	SUN	BATHING	DESERT
ISLAND	SANDY	BEACH	LAST
MINUTE	DREAM	HOLIDAY	SWIMMING
POOL	FIVE-STAR	HOTEL	ICE
CREAM	BEACH	VOLLEYBALL	WIND
SURFING	SCUBA	DIVING	SAILING
BOAT	POST	CARD	BATHING

Activity 24 – (Appendix: Christmas)

<p>It is the day before Christmas and Ebenezer Scrooge is at work. Bob Cratchit is also there in his small, cold office. Bob works for Scrooge but Scrooge gives him very little money. Life is difficult for Bob and his family.</p>
<p>Bob Cratchit thinks about Christmas at home. There won't be much food but they will be happy. He thinks about his youngest child, Tiny Tim who is very ill.</p>
<p>Scrooge does not believe in Christmas. He thinks it is a day when people are lazy and spend too much money. Scrooge is rich but he hates spending money.</p>
<p>Scrooge's dead sister's son asks him to Christmas dinner but Scrooge says no. Two men ask Scrooge for money for the poor but Scrooge gives them nothing.</p>
<p>That night Scrooge goes to bed, but something strange happens. At midnight Scrooge wakes up and sees a ghost. It is very strange, half child, half old man. "I'm the Ghost of Christmas Past," it says.</p>
<p>The Ghost of Christmas Past takes Scrooge back to when he was young. Scrooge sees the girl he loved. She didn't marry him because she saw that he loved money more than he loved her.</p>
<p>The second ghost that wakes Scrooge is big and dressed in green. "I'm the Ghost of Christmas Present," it says. The ghost takes Scrooge out into the city streets. People everywhere, rich and poor, are celebrating Christmas.</p>
<p>The Ghost of Christmas Present takes Scrooge to Bob Cratchit's house. Bob's family are having Christmas dinner. There isn't much food but they are all happy, even Tiny Tim.</p>
<p>The last visitor is the worst of all. It is the Ghost of Christmas Future. It is black and it doesn't speak. It shows Scrooge what will happen when he dies. Nobody will cry for him. Nobody will be sad. Tiny Tim will die. Scrooge is terrified. He promises to change.</p>
<p>When Scrooge wakes up on Christmas morning, he is a different man. He buys a big turkey and sends it to Bob Cratchit's house. He decides to give Bob more money and a fire in his office.</p>
<p>Scrooge will also find a doctor who can help Tiny Tim. He will give money to the poor. He puts on his best clothes and he has Christmas dinner with his sister's son.</p>
<p>So Scrooge changes the future. Tiny Tim does not die and Scrooge becomes a second father to him. Scrooge becomes a man who knows how to keep Christmas well.</p>

TAPESCRIPT

UNIT 1 BRIAN'S WORLD

LESSON 1

Task I Track 1

Adrian: I know one girl from your school. Her name's Celia. Do you know her?

Brian: Yes, I do. She's in my class.

Adrian: Her mum works with my mum. They work in a hospital.

Brian: Do you like your new house?

Adrian: It's great. But my cat doesn't like it. Cats don't like moving house. Do you have a cat?

Brian: No, I don't. I have a parrot. His name is James.

Adrian: Does he speak?

Brian: No, he doesn't speak, but he's very smart. How about your cat?

Adrian: She eats, sleeps and watches birds from the window. She's old, fat and lazy. What do you do outside school?

Brian: I'm in a water polo team.

Adrian: Can I come and watch you?

LESSON 2

ARCHIBALD AND OTHER SUPERHEROES

Tasks C and D - PART 1 Track 2

I.: Welcome to the programme, everybody. Today we're talking about superheroes. Our guest is Jess Allen, the author of the book SUPERHERO SUPERSTARS. Good morning, Mr Allen.

J.A.: Good morning.

I.: Who are superheroes?

J.A.: Superheroes come from comic books. They are comic book characters like Superman or Spider-Man.

I.: So superheroes come from comic books.

J.A.: Yes, that's right. Of course, today most people meet superheroes in films. Superhero films are very popular.

I.: Why do we love superheroes?

J.A.: For one, because they are good guys. They want to make the world a better place. They help and protect the people. They fight against bad guys, criminals and monsters who want to destroy the world.

I.: How do they do it?

J.A.: Well, they have super powers, special powers that normal people don't have. They can do things that you or I cannot do. So, for example, Superman can fly. You or I cannot fly.

I.: What super powers do superheroes usually have?

J.A.: They are usually super strong and super fast. They are stronger and faster than any living person. Super strength and super speed are the two most common super powers. Superheroes are also usually super clever and they have super senses. They can see, hear, smell, feel better than normal people.

I.: They also have cool costumes and super weapons.

J.A.: That's right.

I.: Who was the first superhero?

J.A.: Superman. He appeared in 1938.

I.: Who are the most popular superheroes today?

J.A.: That's not an easy question. It changes all the time you know. The big three are still Superman, Spider-Man and Batman but there are many others. There is the Hulk. There is Iron-Man. Superhero teams are also very popular, for example X-Men. One member of X-Men is especially popular. He's called Wolverine. Wolverine is a big hit now. He's a mutant and is a member of X-Men.

I.: Are there any women superheroes?

J.A.: Yes, of course, many. They are called superheroines. Wonder Woman is the best known superheroine.

LESSON 2

ARCHIBALD AND OTHER SUPERHEROES

Tasks E and F - PART II Track 3

I: My two favourite superheroes are Batman and Spider-Man. Can you tell us something about them?

J.A.: Batman is different from Spider-Man. He's not a real superhero because he doesn't have any super powers.

I: What are their stories?

J.A.: Like many other superheroes Batman and Spider-Man have double lives, they live two lives. Behind the superhero there's a man. Behind Batman there's Bruce Wayne. Bruce Wayne is a super-rich American businessman. He lives in Gotham City.

I: Gotham City doesn't really exist, does it?

J.A.: No it doesn't. The story goes like this. When Bruce is a young boy, a criminal kills his parents. So, when he grows up he decides to fight criminals. He knows some people are afraid of bats, so he chooses to become Batman. As I said, Batman does not have any superpowers. He cannot fly or lift a building or other things superheroes can do.

I: So how can he do all the incredible things he does?

J.A.: Well, he trains his body. He is also a genius. He uses science and computers and he has lots and lots of money. He wears a bat mask, a cape and a bat suit. It's a special suit. Bullets cannot pass through it. He also builds special weapons. He keeps them in his famous bat belt.

I: And he has his famous black car, the batmobile.

J.A.: That's right. So, Bruce Wayne lives two lives. In one he is a rich, young man who lives a good life and likes parties. In his other life, at night, he is Batman and he fights criminals.

I: Now, what can you tell us about Spider-Man?

J.A.: Spider-Man is a real superhero, with real super powers. The story starts when a radioactive spider bites Peter Parker. Peter Parker is a teenager from New York City, a shy and lonely kid. His parents are dead, so he lives with his aunt and uncle.

I: What happens then?

J.A.: When the spider bites him, Peter gets spider powers-super strength, super speed and super balance. Like a spider he can run up and down a wall, he can hang from a ceiling or a building. He also gets a "spider-sense", a kind of instinct. He can feel that a danger is near. Peter makes a red and blue spider costume. He becomes Spider-Man.

I: Why does he decide to fight criminals?

J.A.: Because a criminal kills his uncle. Peter is a science whiz. He makes a special weapon - something like a spider web which he shoots. Later Peter becomes a newspaper photographer. He has superpowers, but he still has everyday problems, problems with friends, love, money.

I: He is more like other people.

J.A.: Exactly.

I: One last question. Who is your favourite superhero?

J.A.: My favourite is Superman.

LESSON 2

ARCHIBALD AND OTHER SUPERHEROES

Task I Track 4

Superman's real name is Kal-El. He is from a planet called Krypton. His father Jor-El, a scientist, and his mother Lara put a matrix with their **unborn** son in a **rocket** and send it to Earth just before Krypton is destroyed. So they are able to save their son. A farmer, Jonathan Kent, and his wife Martha find the rocket near a small town, Smallville in Kansas, USA. Inside there is a baby. They have no children and they **adopt** the baby boy. They call him Clark. Clark thinks they are his real parents and he loves them.

Clark is a good-looking boy with black hair and blue eyes. But soon Jonathan and Martha notice that Clark isn't like other children. He has **superhuman** powers. When he is eight a bull attacks him but can't hurt him. He can **lift** a car. He starts to fly. His parents cannot hide the **truth** anymore. They show him the rocket in which they found him. When he is eighteen, he leaves his home town.

Clark travels around the world. He learns more and more about his special powers and decides to use them to help people and the world. After four years of travelling, Clark comes to Metropolis to study. He becomes a journalist and works for the Metropolis newspaper, *The Daily Planet*. There he meets and falls in love with Lois Lane, a young reporter. Clark is tall and strong but also gentle and shy. He wears glasses. Lois likes him a lot.

But nobody knows that Clark has a secret. When there is trouble, he flies off to help. He wears a blue suit with a red S in front, a red cape and boots. Even Lois isn't able to recognise him. He has superhuman **strength** and speed. He can move a mountain. He is able to stop a **meteorite** from hitting the Earth. He is able to fly to the Moon in a few minutes. He has superhuman senses. He can see through things, he can see at night. He is able to hear sounds that normal people aren't able to hear. Bullets can't hurt him. He even survives a nuclear **explosion**. He has enemies but they aren't able to stop him. He is Superman!

LESSON 3

JAMES AND OTHER BIRDS

Task B Track 5

BIRD CHAMPIONS

The African Grey Parrot is the Einstein of the bird world. How do we know? First there was Alex, a parrot who worked with an American scientist. They say that when he died at the age of 30, he was as intelligent as a five-year-old child. Now there is N'kisi. He also lives in America. He not only repeats words, he understands them. He makes original sentences and asks questions. You can have a real conversation with him. They say he has a sense of humour.

The girls are nothing special, but the boys are gorgeous. They are dressed up in beautiful colourful feathers. No wonder they are called birds-of-paradise. Different species (about forty of them) have different colours. They love to show off. Some of them are great dancers, too. When they want to attract a girl they hit the dance floor. Birds-of-paradise live in the tropical forests of the large island of New Guinea. A bird-of-paradise is on the flag of Papua New Guinea.

The strong and independent Bald Eagles don't look romantic. They have powerful beaks, sharp eyes, dangerous claws and huge wings but they have faithful hearts. They stay with the same mate until one of them dies. These beautiful big birds with a white head feed mostly on fish and live near the ocean or big lakes. They make big nests in tall trees. The Bald Eagle is the national bird of the United States of America.

The title of super dads goes to Emperor Penguins. At the start of Antarctic winter, the penguin mum leaves her egg to the penguin dad and goes to sea to feed. For sixty-four dark, cold days he keeps the egg warm in a kind of feather jacket of his skin. He stands still on the ice and snow and in freezing winds, with the egg on his feet. All this time he doesn't eat. Finally, when the chick comes out of the shell, the mum returns.

LESSON 3 JAMES AND OTHER BIRDS

Task I Track 6

12 QUESTIONS ABOUT BIRDS

Question 1 What helps birds fly? B They have light bones.

Question 2 What do penguins and ostriches have in common? B They don't fly.

Question 3 How long can some parrots live? B Over 100 years.

Question 4 Which of these birds use tools? A Crows.

Question 5 Where does the Griffon Vulture nest in Croatia? B On the island of Cres.

Question 6 What does the Griffon Vulture feed on? C Dead sheep.

Question 7 How fast can a racing pigeon fly? C 85 kilometres per hour.

Question 8 Which birds have the best sense of hearing? A Owls.

Question 9 How high can a bird fly? The record is from 1973 when a griffon crashed into a plane. A at 11,278 metres

Question 10 Where does the Condor live? B In the Americas.

Question 11 Which of these birds lives in Australia? C The Emu.

Question 12 Who says that birds are related to dinosaurs? C Scientists say birds are related to theropod dinosaurs (which also included T-Rex).

LESSON 3 JAMES AND OTHER BIRDS

Task J Track 7

BIRD NUMBERS

There are around 10,000 species of birds in the world today. The ostrich is the biggest of all birds. It can weigh over 130 kilos. Ostriches don't fly but they are great runners. They can run over 70 kilometres per hour. Most birds have eight toes, four on each foot, but an ostrich has only 2 toes on each foot. An ostrich egg is like 24 chicken eggs. A scrambled ostrich egg is breakfast for 12 people! The largest penguin colony has 2,000,000 birds. An Emperor Penguin can dive 565 metres under the sea!

LESSON 4 WHAT DO YOU THINK, BRIAN?

Tasks G and H Track 8

1

Celia: I like it when people take care of themselves. Not like some people who forget to take a shower or wash their hair.

Sarah: I agree with you. But this is too much. This girl only thinks about herself and how she looks!

Jill: Where's the problem? The girl likes clothes? So what?

Sarah: Not only clothes, make-up, too. Maybe she wants to look older.

Celia: You are right, that's stupid.

2

Brian: Poor kid. He really has a hard time. He needs help.

Simon: I think so, too. I think he has to speak to his parents. He can't solve this problem himself.

Celia: In my opinion somebody has to tell the teacher.

Brian: You're right. I think they also have to speak to this stupid bully.

Simon: Of course, but I'm not sure he wants to listen.

3

Sarah: I agree. We study for ourselves.

Jill: My parents should read this. They always say I don't study enough. They're so boring.

Simon: I don't agree. I believe parents are right to push their children. Kids are lazy.

Jill: Speak for yourself!

4

Brian: There are people who can't live without a mobile phone for a second, and you, Simon, are one of them.

Simon: I don't think so. I don't text during lessons. I wait for the break.

Jill: That's true, but then you text all the time, even when we talk.

Simon: I can't help myself.

Jill: Exactly.

UNIT 2

MUSIC, MOVIES, SPORT

LESSON 1 ADVERTISEMENTS

Task E Track 9

HERE THEY COME AGAIN

They are called commercials or TV advertisements (adverts or ads for short). We see them on TV every day, over and over again. They normally play them between programmes, but sometimes they interrupt a programme, usually at the most interesting point. Commercials sell everything, from toys to cars, from bank loans to medicines, from pots and pans to perfumes.

Most of the time, they annoy us. They tell us that we will feel happy if we have a certain fizzy drink, we will be cool if we buy a certain mobile phone, we will be beautiful if we wear certain make-up, we will run super fast if we get a certain brand of trainers, we will save money if we go shopping in a certain store where they have the best prices. But is it really true? Or do they just make us spend more money than we have on things we don't need?

Also, they show life prettier than it is: in ads, everyone is happy, beautiful and healthy. It's good that we have the remote control! We can always switch channels or turn off the sound when commercials come on.

But some people like commercials. Commercials inform us by telling us about new products. It is also true that some commercials entertain us and make us laugh. Some have beautiful photography and music, and are more like short films. There are songs or catchy slogans that stay in our minds for a long time or forever. People usually have their favourite commercial. What is yours?

LESSON 1 ADVERTISEMENTS

Tasks GT 10

Brian: Okay Adrian, I'll turn off the sound and you turn around. Are you ready?

Adrian: Shoot!

Brian: What are the children doing in the school yard? A girl is running. We see her feet.

Adrian: I know! It's a commercial for (BEEP) trainers

Brian: No! Who is sitting on the bench? The girl's friend. A dog is lying next to her. The friend is opening her bag. She's taking something out. It's something red. It's a bag of crisps.

Adrian: It's for a new brand of (BEEP) crisps, of course.

Brian: No, Adrian! They are not eating, they are just laughing. A boy is coming towards them. He's making big bubbles!

Adrian: That's easy, it's for a (BEEP) chewing gum !

Brian: No, wrong again. Sorry! Now we see the boy's face. He has beautiful white teeth. Hmm, why is he smiling?

Adrian: I know now! It's for a (BEEP) toothpaste.

Brian: No, no, Adrian! He's holding something in his hands and he's looking at it.

Adrian: Why are you making it so difficult for me, Brian? Is he reading a text message? It's for a (BEEP) mobile phone!

Brian: No, he's not holding a mobile phone! It's something else, something a bit bigger! Okay, I'll make it really easy now. He's taking a picture.

Adrian: Now I know. It's a new type of (BEEP) camera!

Brian: Finally Adrian!

LESSON 2 A WATER POLO MATCH

Task C Track 11

Adrian: Okay Celia, these are the main rules. Water polo is a team sport like football or handball. The two teams play it in a swimming pool, not in a field. The game has four parts. In each team there are six players and a goalkeeper. There are seven all together. Water polo is a very difficult sport to play. Players have to swim a lot, so if you want to play it you must be a very good swimmer. Players have to hold the ball with only one hand. The aim of the game is to score a goal. The goalkeeper is the only player who can touch the ball with both hands. He doesn't have to stay in the middle of the goal all the time, but he mustn't cross his half of the pool. Players mustn't push the ball underwater to keep it from an opponent. To move the ball players have to throw it to another player or swim with it in front of them. The referees are also very important for the game. They take care that players follow the rules. They must watch the game closely. If a referee sees a player fouling another player he blows a whistle and sends him out. The player has to stay out for twenty seconds. If the foul is very bad, one of the players shoots at the goal from five metres.

LESSON 2 A WATER POLO MATCH

Task E Track 12

Celia: Why are Brian's team wearing dark caps?

Adrian: Because these are the rules. The home team always wear dark caps. The visiting team wear white caps.

Celia: What do you think? Is Brian a good player?

Adrian: He's brilliant. He's the best.

Celia: Why is the referee blowing the whistle?

Adrian: The referee always blows the whistle at the beginning of the game.

Celia: Look at Brian! What is he doing?

Adrian: He's trying to get the ball for his team. **Adrian and Celia:** Go, Brian, go!!! You have it!!!

Adrian: The score is 2-2! It's still a draw and it's nearly the end of the game.

Celia: Cheer up! Brian's team have the ball.

Adrian: Oh, no! That's a foul!!

Celia: What is Brian doing?

Adrian: He's getting ready to take a penalty.

Celia: Why is Brian taking the penalty?

Adrian: After a bad foul the other team shoot a penalty from five metres. And stop asking so many questions and watch the match! You're making me nervous. **Adrian and Celia:** GOAL! Way to go Brian! 3-2! We have won!

LESSON 3 THE SOUND OF MUSIC

Task E Track 13

This genre of music started in the United States. The group of musicians who play this music is called a band. In most bands there are four musicians - an electric guitarist, a singer, a bass guitarist and a drummer. The lyrics often talk about love, but also about various social and political themes. For the most part, it is energetic and loud music.

Loud guitars, a strong beat and the high, energetic sound of the singer are the characteristics of this kind of rock music. Songs often speak about serious things, such as social injustice.

Musicians usually wear boots and black leather jackets and sometimes shake their long hair while playing music.

This kind of music combines simple melodies with an aggressive beat and a loud guitar. The lyrics express anger and are often rude. The singer does not sing the words of the song, but shouts them. This music began in London and New York City in the mid-1970s. Musicians and their fans often have spiked hair and wear ripped clothes.

MC-ing and DJ-ing are important for this style of music. MC-ing is when the artist speaks lyrics to a strong beat which can be from another song. DJ-ing is audio mixing and producing sounds by moving a vinyl record back and forth on a record player; this is called scratching. This style of music began in the 1970s in the Afro-American community of the Bronx in New York City. Now it is popular all over the world. In their songs, artists often criticise society and speak about street life.

This is light music with melody and rhythm. Singers usually sing it to orchestra music or a band. The songs are short and have catchy tunes which are easy to remember. The lyrics often talk about love and romantic relationships. This music is popular with people of all generations.

LESSON 3 THE SOUND OF MUSIC

Task H Track 14

Presenter: ...and here we have The Rats! Jack Dirty, Bill Ugly, Toby Smelly and Pete Bad are back with their new album Trouble. I know you're all excited about The Rats' concert tonight. Hello everybody, it's good to have you back!

The Rats: Hi, hello! It's good to be back!

Presenter: Are you preparing anything special for tonight's concert?

Jack Dirty: We are preparing a real show. Be ready for some surprises! It starts at 9.30, so don't be late.

Toby Smelly: One of the surprises is that it's Pete's girlfriend's twenty-first birthday today and Pete is playing a special song for her.

Presenter: And the song you're playing is...

Pete Bad: That's a secret. Come and find out.

Presenter: Of course I'm coming! What are you going to wear at the concert?

Billy Ugly: Black, as usual. No surprises there.

Jack Dirty: I've got some new tattoos to show.

Billy Ugly: And I've got a great new leather jacket with a skull on the back.

Presenter: Where are you staying this time?

Pete Bad: We are staying in a hotel but we can't tell you the name. We don't want any trouble.

Presenter: That's funny! The name of your album is Trouble.

Pete Bad: Ha, ha.

Toby Smelly: There is another reason why this concert is special to us. You see, I'm writing an autobiography and this is my parents' home town so it was my idea to start here!

Presenter: Okay guys, that's all, thank you for coming! I wish you a great concert.

The Rats: Thank you for inviting us. See you tonight.

LESSON 4 GOING OUT

Task D Track 15

Simon: Celia, what are you doing on Sunday?

Celia: Nothing special. Why?

Simon: **Would you like to go** to the cinema with me?

Celia: Well, I don't know. Jill, what do you think?

Jill: Which film?

Simon: *Star Wars Episode III* is on at the Moviespot Cinema.

Jill: That's an old film... **No, thanks.**

Simon: Yes, but now it's in 3D. **How about** going to a museum, then?

Celia: Which museum?

Simon: Madam Tussauds.

Celia: **Why don't we** all go together?

Brian: **I'd love to but I can't.** I'm going to my cousin's fancy dress party.

Simon: **Let's do something** on Saturday then.

Celia: **I'm sorry, Simon, I can't.** Jill and I are practising dancing at my place.

Simon: Nobody wants to go out with me...

Celia: Don't feel sorry for yourself, Simon. **Would you like to** come to the park with Muffy and me?

Simon: **That's a great idea!**

FROM BRIAN'S BOOKSHELF

FILMS

Task D Track 16

- 1 thriller
- 2 romance
- 3 western
- 4 horror

Task E Track 17

- 1 Pirates are fighting with their swords.
- 2 The castle door is opening slowly. A woman is screaming.
- 3 Aliens are getting into the spaceship. The spaceship is taking off.
- 4 Cowboys are riding their horses and shooting.
- 5 There is a helicopter in the air. They are saving people from the fire.
- 6 A detective and a dog are running. They are chasing a criminal.
- 7 There is a strong wind and it is raining. A ship is sailing in the storm.

UNIT 3

WHAT HAPPENED

LESSON 1

TWO MORE BLOGS

Task D Track 18

Sarah's mother: Hello, Celia! It's Sarah's mum. It's 10 pm and Sarah still isn't home. Is she with you?

Celia: No. But, she wasn't at school today. I thought she was sick!

Sarah's mother: Oh, no! Where is she? She isn't sick. She was perfectly fine this morning.

Celia: We weren't together today or yesterday. Was she sad today before school?

Sarah's mother: Yes, she was. But I thought she was worried about the test.

Celia: There wasn't a test today! Maybe she was unhappy because I didn't invite her to my place yesterday. I'm so sorry, I was with some other girls.

Sarah's mother: It's all right, Celia. I have to hang up now. I must call the police and report that she's missing. Bye!

LESSON 2

A RUNAWAY

Task B Track 19

Every year about 100,000 British children under 16 run away from home for at least one night. Many run away from problems at home or at school. Some sleep on the streets. They don't have any money. Some kids start begging, stealing, selling drugs or even selling themselves just to survive. These children face danger because they are alone. So, if you have a problem and can't talk to someone, contact ChildLine, 0800 1111. Contacting us can help you talk about what is wrong and find a way of solving it, before it gets so bad that you run away. We are here for you 24 hours a day, seven days a week and it's free to call, even from a mobile. We will not judge you or tell you what to do, but we will work with you to try and keep you safe. If you don't get through to us the first time, don't give up. Try again another time until you get through. It may be hard to talk about what's wrong, but it will really help. Remember: 0800 1111!

LESSON 2

A RUNAWAY

Task D/E Track 20

Police officer: Don't worry....Children often run away, but we usually find them or they come home themselves. Can I ask you some questions now?

Father: Of course....

Police officer: What is Sarah like?

Father: She's funny, likes reading and hates sport. She's a good pupil.

Police officer: Has she got any friends?

Father: Of course she has. But not many. Celia, Jill....

Police officer: Did you have a fight with her yesterday?

Father: No, we didn't! We had breakfast and she went to school.

Police officer: What did she take to school?

Father: She took the usual things. Her bag, her jacket...

Police officer: Did she take her mobile phone?

Father: No, she didn't. She left it in her room.

Police officer: Did she take any money?

Father: Yes, I remember now! She took more money than usual. And also, she took a sweater, and that's a bit strange – taking a jacket and a sweater in fine weather.

Police officer: Did she take any food?

Father: Yes, she did. She took some biscuits.

Police officer: Did she have any problems at school?

Father: As far as I know she didn't.

Mother: Well, I remember, a couple of days ago she came home from school crying. I asked her what happened and she didn't want to talk, but she shouted something like: "All I do is study, study, study. Not because I like it, I only study because nobody wants to hang out with me. They didn't let me dance!" Oh, my poor child....

Police officer: Does she have a computer?

Mother: Yes. I think she writes a blog.

Police officer: That's interesting.

LESSON 2 A RUNAWAY

Task K Track 21

Police officer: Okay, let's repeat what happened! Your daughter disappeared yesterday. Maybe she ran away. You saw her in the morning. You made her breakfast. She had breakfast and then she went to school. She took her jacket and sweater and some money. She left her mobile phone. You found it in her room. The problem is she never got to school. You say she felt sad about some friends at school. She wrote a blog but you never read it. Don't worry, I'm sure we'll find her.

LESSON 3 PICTURES FROM THE PAST

Task C Track 22

LIFE IN VICTORIAN ENGLAND

Families were very important to Victorians. They were usually large, with 6 to 7 children. The father was the head of the family. He was often strict. Children never answered back to him and they called him "Sir". Parents taught children about the difference between right and wrong and spanked them when they did something wrong. In Victorian times children saw very little of their parents. In rich families nannies took care of children, and in poor families parents often worked long hours. Many poor Victorian children never went to school.

In this photograph we see children who are working in a factory. In the early part of the 19th century, life in England was very hard. There were a lot of poor people who couldn't feed their families so some sent their children to work. Children worked there for 15 hours a day for very little money. They did hard, dirty and dangerous jobs. Many worked in coal mines. They were little and could move in tight spaces. They often hurt themselves and became ill. Children began working early. Some chimney sweeps were only 3 years old! Little chimney sweeps often had accidents, they fell down chimneys or got stuck in them. Some died. There were factory owners who employed orphans. They bought them and took them to factories in the country where they kept them as workers until they were 21.

Most Victorian children played in the street or in the fields and woods. Not many families had gardens big enough to play in, and there were no children's playgrounds. Rich families had playrooms, but poorer children played wherever they could. In street games, children shared toys, such as hoops, marbles and skipping ropes, with friends in the street. They played chasing games and played catch with a ball. If they didn't have a proper ball, they made one from old rags. They also played hopscotch. They were able to play out in the street as there was less traffic than today. There were no cars until the 1880s.

LESSON 3 PICTURES FROM THE PAST

Task G Track 23

Victoria was born in 1819. She was an only child. She usually played alone with her dolls and her dog. Victoria became queen when her uncle, William IV died. She was only 18 years old. A year later, in 1838, she was crowned Queen of the United Kingdom of Great Britain and Ireland. Victoria first met Prince Albert when she was seventeen. Albert was Victoria's first cousin. His father was her mother's brother. Albert was German. It was the parents who wanted the match, but Victoria liked Albert. Queen Victoria and Prince Albert got married in 1840. They were very happy together. They had nine children. Their children and grandchildren married into all European royal families. Prince Albert died in 1861. After her husband died, Queen Victoria always wore black. In 1876 Queen Victoria also became Empress of India. In 1887 Victoria celebrated her 50 years as queen. There was another big celebration in 1897. Queen Victoria died in 1901 at the age of 81 after more than 63 years as queen. She was buried near her husband.

LESSON 3 PICTURES FROM THE PAST

Task H Track 24

- 1 In 1838 William Henry Fox-Talbot took the first photograph in Britain.
- 2 In 1840 the first stamps appeared on letters.
- 3 In 1843 John Callcott Horsely designed the first Christmas card.
- 4 In 1854 Henry Bessemer found a way to make steel from iron.
- 5 In 1878 London got its first electric street lights.
- 6 In 1885 John Kemp Starley invented the modern bicycle.

LESSON 4 A HAPPY ENDING

Task D Track 25

1

Sarah hit the boy with her bag.

Questions: Who hit the boy?

Sarah.

Who did Sarah hit?

The boy.

2

Sarah hugged her parents at the door.

Questions: Who did Sarah hug?

Her parents.

Who hugged her parents?

Sarah.

3

Her parents called the police.

Questions: Who did Sarah's parents call?

The police.

Who called the police?

Sarah's parents.

4

Sarah's book fell from her bag. She picked it up.

Questions: What did Sarah pick up?

The book.

What fell from Sarah's bag?

The book.

5

Jill saw Sarah and Celia yesterday.

Questions: Who saw Sarah and Celia yesterday?

Jill.

Who did Jill see?

Sarah and Celia.

6

All the kids welcomed Sarah.

Questions: Who welcomed Sarah?

All the kids.

Who did all the kids welcome?

Sarah.

LESSON 4 A HAPPY ENDING

Tasks G and H Track 26

1

Man: Can I help you?

Sarah: When is the first train?

Man: It leaves in 20 minutes.

Sarah: Where to?

Man: To Reading.

Sarah: How long is the journey?

Man: Half an hour.

Sarah: Thanks, bye.

2

Woman: Can I help you?

Sarah: A single ticket to Reading, please.

Woman: Here you are.

Sarah: How much is it?

Woman: £7.

Sarah: Here you are. Which platform?

Woman: Platform 15. Over there.

Sarah: Thank you, bye.

3

Woman: Yes, please?

Sarah: A sandwich and a bottle of water, please.

Woman: Here you are. Anything else?

Sarah: No, thanks. How much is it?

Woman: It's £2.

Sarah: Here you are

Woman: Thanks, bye.

Sarah: Bye.

LESSON 4 A HAPPY ENDING

Task J Track 27

1 "The next train at platform 1 is the 12:24 to Gloucester"

2 "The next train at platform 2 is the 14:13 to Hull, calling at Filey, Hunmanby, Bempton, Brudlington, Driffield, Hutton Cranswick, Arram and Hull."

3 "Platform 2 for the 12.00 train to Scarborough."

4 "We are sorry that 22.57 from London will be delayed by 20 minutes due to heavy snow."

5 "The next train to depart from platform 8 will be at 19.03 for Reading."

FROM BRIAN'S BOOKSHELF

THE FIRSTS

Task A Track 28

1. People first flew in 1903

2. People first ate hamburgers in 1905.

3. The first European wore glasses in 1310.

4. People first used mobile phones in 1984.

5. People first printed books in 1448.

6. People first watched TV in 1935.

7. People first travelled by train in 1825.

8. People watched the first movie in 1895.

9. People ate the first pizza in 1889.

10. People used the first computer in 1941.

UNIT 4

STORIES

LESSON 2 GOSSIP

Task B Track 29

Simon: You know why Jill failed the test? She was cheating! She was copying the test from Celia and the teacher saw her and took the test.

Jill: You know what? I saw Brian and Celia yesterday. They were talking and holding hands. Celia was smiling. They were in the school yard.

Simon: You know why Sarah ran from home? Her parents didn't let her dance with Celia and Jill. She was asking them for days but they said that dancing is not for good students.

LESSON 2 GOSSIP

Tasks D and E Track 30

1

Celia: Hi Simon, what's new?

Simon: Don't you know? Brian had an accident yesterday! He's in hospital now. He has a broken leg.

Celia: Oh, no! What happened?

Simon: He was riding his bike to school when a car hit him. He didn't hear the car. Guess why?

Celia: Was he listening to music?

Simon: Yes, he was.

Celia: Was he going very fast?

Simon: Yes, he was. People in the street called the police. They all said Brian wasn't careful. The ambulance took him to hospital. I heard he was crying all the time while he was in the ambulance. Such a baby.

Celia: We should visit him in hospital. Which hospital is it?

Simon: Er...I don't know.

2

Jill: Have you heard? Brian had an accident yesterday.

Adrian: Oh no? What happened?

Jill: He was going to school on his bike. A car was turning to the right while he was coming to the crossroads. The driver didn't see him.

Adrian: What was he doing?

Jill: He was talking on the phone. But luckily, Brian was fast, so he turned to the left and the car just hit the back of his bike. He fell off his bike but, luckily, he wasn't injured.

Adrian: Was he wearing a helmet?

Jill: Yes, he was.

Adrian: And his bike?

Jill: Nothing happened to it. His parents don't know anything about it, so don't tell them.

LESSON 4 TELLING STORIES

Task B Track 31

KING MIDAS

Midas was a king who lived a long time ago, in ancient Greece. He was good to the god Dionysus. The god was grateful and promised to give him what he wanted. Midas wished that all the things he touched turned to gold. He put his finger on a bowl of fruit, then a chair and then a horse – they all turned to gold. He was very happy! But he wasn't so happy when he couldn't eat the food which he touched! And when he killed his daughter with his touch, he was completely shocked. He knew then that his wish was silly. So Midas ran back to Dionysus and asked him to stop the magic. The god was good and let him wash away his magic touch in a river that was flowing nearby.

THE ANTS AND THE GRASSHOPPER

The Ants were spending a fine winter's day eating the food that they had collected in the summer. A Grasshopper, very hungry, passed by and asked for a little food. The Ants asked him, "Why did you not collect food during the summer?" He replied, "I didn't have time. I was singing all the summer." Then they told him, "If you were silly enough to sing all the summer, you must go to bed without supper in the winter."

LEPRECHAUNS

Once upon a time, a king of Ulster fell asleep on the beach. While he was sleeping, three leprechauns drew him into the sea. He woke up and captured them, and they granted him three wishes in exchange for their release. This was the first mention of a leprechaun, a type of fairy that has been in Irish folk tradition since ancient times. Traditionally, a leprechaun is tall and often appears to humans as an old man – much different from the modern view of a small, childlike fairy in a green suit. Leprechauns love to collect gold. They then put it in a pot that they hide at the end of a rainbow. If a human catches a leprechaun, the fairy must grant the human three wishes before he can be free.

THE VANISHING HITCHHIKER

This is easily one of the oldest stories of this kind. The story tells of a driver who collects a female hitchhiker on a lonely road. He then drives her home only to find that she vanished from his car. After knocking on her door, he is told the girl died in a car accident years ago, in the very same spot where he picked her up.

LESSON 4 TELLING STORIES

Task G Track 32

THE STORY OF DAEDALUS AND ICARUS

Once upon a time there was a king called Minos who lived on the island of Crete. He caught a dangerous monster, the Minotaur. Daedalus, a great inventor, built a labyrinth where the king kept the monster so that he could not run away. King Minos did not want Daedalus to tell the secret of the labyrinth to anybody else, **so** he put Daedalus and his young son Icarus in prison. They hated being in prison and so they decided to run away. They needed wings and Daedalus was able to make wings for himself and his son using bird feathers and wax. **One day** they flew to freedom. **But** they had to fly carefully; if they flew too high in the sky, the heat of the sun could melt the wax on their wings and they could fall into the sea.

At first everything went well, but **then** Icarus began to behave stupidly. His father told him he had to fly in the middle of the sky, but Icarus was having too much fun and he didn't listen to him. He flew up, higher and higher, closer to the sun. Suddenly he saw his wings were melting! He fell down into the sea and drowned. **When** Daedalus turned around, his son was nowhere to be seen. He looked for him everywhere. He **finally** found him, but it was too late – Icarus was already dead.

FROM BRIAN'S BOOKSHELF ROBINSON CRUSOE

Task B Track 33

CHAPTER 1

I was born in the city of York, in England, in the year 1632. My father was rich and he sent me to school to become a lawyer. But I wanted to go to sea. So I went on a voyage. My father was not happy. I wasn't lucky and the ship sank. I went on foot to London where I went on board another ship.

CHAPTER 2

A great storm came up again, and the ship was lost on the seas. Suddenly we hit a rock and the ship broke up so we put a boat into the sea. The waves were so big that the boat sank and I swam to land. I was looking for my friends for a long time, but they were all dead.

Task C Track 34

CHAPTER 3

The next morning the sun was shining and I could see the ship. I swam to the ship and took some useful things. For twelve days I was taking things from the ship to the shore on a raft. I found some tools and guns and gunpowder. On the shore I found a cave which I covered with a tent and made a kind of fortress for myself. I also saved two cats, a dog and a parrot from the ship. For a long time they were my only company.

CHAPTER 4

I caught some wild goats that gave me enough meat for food. I used their skins for clothes. I also made an umbrella to protect myself from the sun and rain. I made a canoe and tried to sail from the island, but a terrible storm started and I was happy when I came back to the shore. I never tried to sail away again.

Task E Track 35

CHAPTER 5

Years passed. I sometimes felt very lonely, so I often went to the top of the island, hoping to see a ship. One day while I was walking, I saw a footprint on the beach. Then one morning I saw a fire from the top of the island. Naked natives were dancing around the fire. They brought two men to the fire, killed one of them and started to cut him up – they were cannibals! The second man started to run. I saved him and he became my slave. Now, I had company. I named him Friday because I saved his life on that day. I taught him English.

CHAPTER 6

After some time we saw a ship. A boat came to shore and some sailors wanted to kill the captain. Friday and I saved the captain's life and he was very grateful. He promised to take me back to England. So I left the island after twenty-eight years, two months and nineteen days. Friday came with me but some natives killed him. I was very sad that my good, kind servant was dead. I arrived safely in England. I was glad to be back in my old home, and only wanted to spend the rest of my days there.

UNIT 5

SCHOOL FOR LIFE

LESSON 2 LIES AND SECRETS

Task B Track 36

Mum: Hello, Celia! It's mum. I've arrived at the hotel. Is everything all right at home?

Celia: Yes, of course. I'm not a baby! I can take care of myself. You've been away many times...

Mum: OK, don't get so upset... I just want to be sure, you know. Have you had dinner?

Celia: Yes, I have.

Mum: What have you eaten?

Celia: Umm... Well...

Mum: You've had fast food again, haven't you?

Celia: No, I haven't!

Mum: Have you washed up?

Celia: Yes, I have.

Mum: All right, all right... Have you walked Muffy?

Celia: Yes, I have.

Mum: Have you done your homework?

Celia: Yes, I have... Mum, stop it! I've had enough of your questions! Why don't you trust me?

Mum: All right, everything seems fine. I know you're a good girl! Go to bed now. See you tomorrow! Bye.

Celia: Bye, mum.

LESSON 2 LIES AND SECRETS

Task H Track 37

1

Celia: Look! I've received a message. Oh, ...

Sarah: Let me see it!

Celia: No, it's for me... well, all right, but don't tell anyone!

Sarah: Have I ever? You are beautiful. I love you forever. See you at school. So romantic! Who's Archibald? It must be Simon...

Celia: I don't know... maybe... (*sound of incoming text-message*) Look, there's another one!

2

Celia: Oh, no! Look at this!

Sarah: (*reading a message*) For you before it's too late. Seen Simon now in playground kissing Jill.

Celia: It can't be true. Sarah, let's go there and see! I have to walk Muffy anyway.

Sarah: Well, I don't...

Celia: Please, be a friend!

Sarah: Oh, OK, let's go.

Celia: Look, there are some people! It's not Simon, thank God...

Sarah: And it's not Jill. They've lied in the message. Who's done it?

LESSON 3 HOW IMPORTANT IS SUCCESS

Task C Track 38

CHEATING IN SCHOOL AND LIFE – WHAT TO DO?

Have you ever cheated in school? Who can answer: "No, I have never done it."? Most students have cheated for a good mark. Cheating has become very common today. Students use mobile phones, calculators and the Internet. Almost 80% of students say they have cheated. 67% have copied another student's homework, 40% have cheated in a test, 25% have used book summaries to avoid reading books. Why do they do it? Is it because they are lazy? Is it because tests and homework are difficult or not interesting? Sometimes. But boys, girls, clever kids – they have all done it. Many students cheat because success is very important, they need good marks to go to college, they are too busy with school and out-of-school activities, their parents will be happy with them, and in the future they will get a well-paid job. Adults are often a bad example, too. Sportspeople have taken drugs to win, business people have lied about their businesses, journalists have invented stories. Everybody's doing it to achieve success. And if they don't – they feel stupid. So what can we do about it?

LESSON 3 HOW IMPORTANT IS SUCCESS

Task H Track 39

- 1 Mark Hogg has eaten 62 live worms in 30 seconds .
- 2 Tim Berners-Lee invented the Internet.
- 3 Ruth Lawrence is the youngest child who has studied at Oxford University. She started studying at the age of 11.
- 4 Leontina Albina from Chile has had 55 children.
- 5 The American billionaire Warren Buffet has given 43 billion US dollars to poor and sick people.
- 6 Stipe Božić, the Croatian alpinist, has climbed 7 peaks on all the continents. He has made 70 documentaries.
- 7 The most successful rock group ever is the Beatles. They have sold more than a billion rock albums.
- 8 J. K. Rowling has written the most popular children's books of all time, the "Harry Potter" series. It has sold 100 million copies.

LESSON 4 SCHOOL LOVE

Task G Track 40

Celia: Hi, Sarah.

Sarah: What's up? You seem worried. How is it going with Simon?

Celia: Err, it's not Simon any more....

Sarah: Oh, so you've written that blog! Everyone's talking about it. Yes, Brian's nice, I like him better than Simon. You know we've been friends for ages....

Celia: Yes, he's so nice and caring. He's helped me find Muffy. I enjoyed painting the mural with him, he's so funny.

Sarah: Well, well, seems you've been hanging out a lot lately. Good for you!

Celia: What should I do about it? Should I tell him?

Sarah: Well, he's crazy about you and you should....

Amy: Who? Archibald? No way!

Sarah: Did you say Archibald?

Amy: Yes, I did. Why?

Sarah: Oh, boy! That must be Brian! It's his secret code name!

Amy: You must be kidding, Sarah!

Sarah: I'll explain everything later. Hurry up, Amy, you'll be late.

LESSON 2 WORLD FOOD

Task B/C Track 41

Brian: Mum, I have a question here which I don't understand.

Mum: What question?

Brian: What is the connection between Christopher Columbus and the food we eat? I don't see any connection. Is this a joke?

Mum: Of course there's a connection. You know that Christopher Columbus discovered the New World.

Brian: Of course I know that. So what?

Mum: A lot of new food came from the Americas.

Brian: What new food?

Mum: Well, first of all, maize.

Brian: Maize?

Mum: Yes, it's an American plant. In the US they call it corn. You eat cornflakes for breakfast and we eat popcorn at the cinema. Old American civilizations, the Incas, the Mayas, and the Aztecs grew maize. Now people all over the world grow maize.

Brian: And?

Mum: The second plant that came from the New World is the potato. Potatoes are an important world food. You love potatoes.

Brian: Anything else?

Mum: Yes. Lots of food that we eat all the time, for example: tomatoes. Can you imagine a pizza without tomatoes?

Brian: No, I can't.

Mum: Two other important vegetables came from across the Atlantic Ocean: peppers and beans. Peppers are my favourite vegetable and your dad loves beans.

Brian: Do they really all come from America?

Mum: Yes, they do. And pumpkins, too.

Brian: You mean the Halloween pumpkins.

Mum: Yes. And, of course, turkey.

Brian: I knew about turkey. It's a bird from North America.

Mum: I forgot peanuts. Peanuts are also from North America.

Brian: Is that all?

Mum: No there's one other very important thing.

Brian: What?

Mum: Cocoa. There would be no chocolate without cocoa.

Brian: Thank you for chocolate, America.

LESSON 2 WORLD FOOD

Task H/I Track 42

I: I have a few questions about some American food, For example, the apple pie. They say as American as apple pie. Is apple pie completely American? Is it something that was first made in America?

A: No. When the first English settlers came to America there were no apples which they could put in a pie. The apples and the pie came from England, with the English settlers. Pies were very popular in England. They still are. So the apple pie is not American. It came to America.

I: How about hamburgers?

A: The name "hamburger" says that it is from the city of Hamburg. Hamburg is in Germany, so hamburgers are from Germany. German immigrants brought hamburgers to America. Americans are practical and always in a hurry. So somebody put the meat in a bun.

American hamburgers became fast food. Now, of course they are popular all over the world.

I: Why are fried potatoes in America called french fries? French with a small f.

A: Because it seems that this way of cooking potatoes came from France. They are called french fries because they are from France.

I: And hot dogs? Are they all American?

A: No, they, too, are from Germany. Sausages are popular street food in Germany. So, the sausages are German. The buns, again, are from America.

I: What about America's favourite tomato sauce, ketchup?

A: The story of ketchup is also very interesting. The word ketchup is from China. Can you imagine? From China. It was the name of an old Chinese fish sauce. The word then came to England and then to America. But the first ketchup with tomatoes was made by the English settlers in America. So ketchup as we know it today is American food.

LESSON 3 THE WORLD TODAY AND THE WORLD TOMORROW

Task C Track 43

1

Is the population growing in all parts of the world?

The world population has reached 7 billion. 200,000 babies are born on our planet every day. In the future there will be more people and they will need more food, water, houses and energy. Most children are born in poor countries. Many of them don't have enough food. Do you know that every year 15 million children die of hunger? In some countries in Europe there are not many children and families are becoming smaller. Do you know anybody who has many brothers and sisters? Would you like to have a big family?

2

Are people responsible for the climate change that is happening?

Something is happening to our climate. It is getting warmer. Our summers are hotter. Sometimes there is too much rain and snow. Sometimes there isn't enough. The Arctic ice is melting. Earth's climate has changed many times. There have been ice ages and warmer periods but now change is happening fast. Are we responsible for this? Most scientists (but not all) say yes.

3

Why do we need clean water?

Nobody can live without water. Everybody needs it for drinking, cooking and washing. But for one in five people in the world it is difficult to get clean water. I hope you are somebody who turns off water and doesn't leave it running for nothing. We must be careful with water. We have to save it. Pessimists say that we won't have enough water in the future, we will be thirsty.

4

Why do we produce so much rubbish?

Our cars and our factories pollute the air. Many rivers and lakes are also polluted. And on land there is rubbish everywhere. It is ugly to see and dangerous for wild animals. Do we want a world like that? We go shopping and bring home plastic bags. We want new things all the time. We buy a new mobile phone and throw away the old one. When you throw something away, it doesn't just disappear. Can we do anything about it?

5

What is the best way to protect animals and plants that are in danger?

Many plants and animals are in danger. We are destroying the places where they live. The best way to save them is to protect these places. Forest and jungle animals and plants are in danger because we are cutting down trees. It is difficult for animals in the sea because seas and oceans are becoming polluted and there is too much fishing. Polar bears can only hunt on ice, but every year more ice melts. Many species will disappear.

LESSON 4

SCHOOL LUNCH AND SOME RESOLUTIONS

Task B Track 44

1

Brian: Can I have some pasta, please?

School cook: Here you are.

Brian: Could I have some more cheese, please?

School cook: Yes, sure. Would you like some peas?

Brian: No, thank you. I'd like some spinach, please.

School cook: I'm sorry. We don't have it. How about some tomatoes?

Brian: Yes, please.

2

Simon: Celia, I have a present for you. Here you are. Open it!

Celia: A present? But it's not my birthday. What is it?

Simon: It's a Rats' CD!

Celia: Thanks, Simon. Thank you very much.

Simon: Not at all, Celia. I know you like the Rats.

Celia: Actually, they're not my favourite band.

3

Jill: Yuck. The peas and the chicken are terrible. I can't eat this.

Celia: It means you're not hungry, Jill.

Jill: You're so clever, Celia!

Celia: You are getting angry, Jill. Remember what the cards said! You won't like your lunch and you'll be angry.

Jill: How about you? You already got a present. Now you'll get dirty!

4

Brian: Is anybody sitting here? Can I sit here?

Celia: Of course you can. Nobody's sitting here.

Brian: Thanks. Oops! I'm so clumsy! How terrible! There's pasta all over your jeans. Sorry, Celia, I'm terribly sorry.

Celia: It doesn't matter, Brian. It's all right. I'll go to the bathroom and wash. But you need new lunch.

UNIT 7

TIME FOR SUMMER HOLIDAYS

LESSON 1 A HOLIDAY CAMP

Task B Track 45

Brian: I'm good at playing water polo. I dream of becoming a famous water polo player. I also like reading books about superheroes.

Sarah: I'm bad at doing sports. In my free time I enjoy doing things on my computer, like writing a blog.

Simon: I don't mind visiting museums at weekends, but I look forward to playing basketball this weekend.

Celia and Jill: We love listening to music and dancing.

Adrian: I can't stand fishing. It's so boring. But I'm interested in taking photographs.

LESSON 2 I'M GOING TO HAVE FUN!

Task A/B Track 46

Celia: Where are you going to spend your summer holidays?

Brian: I'm going to spend my holidays in Ireland.

Adrian: Are you going to stay with a family?

Brian: No, I'm not. I'm going to stay in a camp.

Sarah: What are you going to do there?

Brian: I'm going to have fun. We're going to play water polo, and go horse riding.

Jill: How are you going to get there?

Brian: I'm going to fly to Dublin and from there I'm going to take a bus.

Celia: Are you going to travel alone?

Brian: Yes, I am. My parents are going to visit Croatia for their holidays.

Simon: How long are you going to stay there?

Brian: I'm going to stay there for two weeks.

Sarah: I've got a book about Ireland. I'll give it to you.

Celia: We're going to miss you!

LESSON 3 EMERALD ISLE

Task B Track 47

Ok, let's see... The flag of Ireland is green, white, orange. Right. Location. It is situated in the north-west part of Europe, to the west there is the Atlantic Ocean and to the east is the Irish Sea. The biggest city with more than 1 million people is Dublin. It is also the capital of Ireland. The Liffey runs through Dublin, but the longest river in Ireland is the Shannon. There are also some large lakes in the inner part, Lake Corrib is the biggest lake. There aren't any high mountains in Ireland – the highest is Carrantuohill. Winters in Ireland are cool and wet, summers are warm and wet. What are people like? They are very charming, fun-loving and friendly. They speak both Irish and English, these two languages are official in Ireland. Every year on 17th March they remember their Patron Saint, St. Patrick, who died on that day in the year 461. The national symbol of Ireland is a shamrock. Ireland is famous for its traditional as well as rock music. There are many old stories in Irish literature with leperchauns. They are old men who are really fairies. Ireland is the member of the European Union, so I'll take euros with me. (yawning) The history of Ireland could be interesting, but I'm too sleepy to read about it now. I'll do it tomorrow.

A VERY SHORT HISTORY OF IRELAND

Task H Track 48

The arrival of St. Patrick

One of the most important years in Irish history is 432 when, as tradition says, St Patrick arrived in Ireland as a bishop. He brought Christianity to Ireland. One of the legends about the saint says that he drove away all the snakes from the island using only a wooden stick. On 17th March all the Irish, wherever they are, celebrate St Patrick's Day, the day when he died.

English Rule

For centuries, Ireland lived in the shadow of England, its big and powerful neighbour to the east. In the 16th century the English king, King Henry VIII, couldn't get on with the Pope and decided to make England a Protestant country. He also made himself King of Ireland. Despite that, the Irish remained Catholic. The English kings sent Scottish and English Protestants to Ireland and gave them Irish lands. They controlled the country. The Irish rebelled but they were not able to get their freedom back.

The Great Hunger

The Irish suffered under English rule. The Protestants were rich. They had a lot of the land and all the power. The Irish Catholics were poor. They had little land and didn't have many rights. Irish children had to speak English at school and the Irish language began to disappear. The worst time was the period between 1845 and 1852, called the Great Hunger, when a disease destroyed the potatoes, the main food for the majority of the Irish people. People starved, and the British government didn't want to help. One million Irish people died and another million left Ireland and went to live in other countries, mostly America.

The Republic of Ireland

The Irish always wanted to be free from the British, to have their own, independent state. Because of that there were many rebellions. One was the famous Easter Rebellion in Dublin in 1916. The rebellion failed. Finally, in 1922, the largest part of the island of Ireland became independent. In 1949 this part got the name the Republic of Ireland. At that time in the northern part of the island there were more Protestants than Catholics and Northern Ireland stayed part of the United Kingdom.

Ireland today

There were a lot of fights between the Protestants and the Catholics in Northern Ireland, but it has been peaceful there since the peace agreement in 2007. In 1973, the Republic of Ireland joined the European Union. Today millions of tourists come to see Ireland's natural beauty and to visit its historic towns and quiet villages, and maybe drink some Irish beer in a typical Irish pub.

LESSON 4

ARCHIBALD GOES FOR A PIZZA WITH HIS FRIENDS

Task B Track 49

Celia: Hi Brian, hi Adrian. Do you want to come to Super Pizza tomorrow?

Brian: Sure! Where is Super Pizza? How do we get there?

Celia: It's a new place. Go out of school, turn left into East Road, then go straight on and go past the National Gallery and cross the bridge. Old Street is the second on your left and Super Pizza is at the corner of Old Street and Bridge Road, it's opposite the ABC Cinema.

Adrian: Great! Super pizza for Super Archibald!

Celia: Archibald?

Sarah: Who is Archibald?

Adrian: It's Brian's secret name. Oops!

Celia: That's interesting!

LESSON 4

ARCHIBALD GOES FOR A PIZZA WITH HIS FRIENDS

Task J Track 50

1

Trafalgar Square is the largest square in London and is often considered the heart of London. It is famous for the tall Nelson's Column, four lions at the bottom of the column, two fountains and plenty of pigeons. It is also a well-known meeting point.

2

The Houses of Parliament are only a short walk from Trafalgar Square. It is where the British Government meets. The famous clock tower which is a part of the Houses of Parliament is called St Stephen's Tower. Big Ben is not the name of the clock but the name of the bell in this clock tower. It chimes every 15 minutes.

3

The London Eye is a giant wheel with 32 capsules. It is not far from the Houses of Parliament. The ride on the wheel is about 30 minutes long. It is a fantastic way of getting a bird's-eye view of the whole city.

4

Westminster Abbey is where the coronation of every English King and Queen takes place. It's also the final resting place of many sovereigns, politicians and artists.

5

English kings and queens used to live in **the Tower of London**. Then it was a prison, and today it is a kind of museum where you can see the Crown Jewels. You can also see a lot of ravens there. Legend has it that if the ravens leave, the kingdom will fall.

6

In **the Natural History Museum** you can see a collection of the biggest, tallest and rarest animals in the world. There is a roaring T-Rex, a life-sized Blue Whale and a 40-million-year-old spider.

7

The London Dungeon is an underground museum where you can experience the exciting, dark and scary history of London. There you will meet Jack the Ripper and some other evil characters from London's past.

8

Covent Garden is a colourful part of the city, full of cafés, restaurants and street performers. Attractive little shops and market stalls can make shopping more interesting than it is in a shopping mall.

APPENDIX

CHRISTMAS

Task A Track 51

It is the day before Christmas and Ebenezer Scrooge is at work. Bob Cratchit is also there in his small, cold office. He works for Scrooge, but Scrooge pays him very little. Life is difficult for Bob and his family. He thinks about Christmas at home. There won't be much food but they will be happy. He thinks about his youngest child, Tiny Tim, who is very ill. Scrooge does not believe in Christmas. He thinks it is a day when people are lazy and spend too much money. Scrooge is rich but he hates spending money. His dead sister's son asks him to Christmas dinner but Scrooge says no. Two men ask him for money for the poor but Scrooge gives them nothing. That night Scrooge goes to bed, but he doesn't sleep well. At midnight Scrooge wakes up and sees a ghost. It is very strange – half child, half old man. "I'm the Ghost of Christmas Past", it says. The ghost takes Scrooge back to when he was young. He sees the girl he loved. She didn't marry him because she saw that he loved money more than he loved her. Scrooge is sad, but he falls asleep again. The second ghost that wakes him is big and dressed in green. "I'm the Ghost of Christmas Present", it says. It takes Scrooge out into the city streets. People everywhere, rich and poor, are celebrating Christmas. Scrooge sees Bob Cratchit's family. They are having Christmas dinner. There isn't much food but they are all happy, even Tiny Tim. The last visitor is the worst of all. It is the Ghost of Christmas Future. It is black and it doesn't speak. It shows Scrooge what will happen when he dies. Nobody will cry for him. Nobody will be sad. Tiny Tim will die. Scrooge is terrified. He promises to change. When Scrooge wakes up on Christmas morning, he is a different man. He buys a big turkey and sends it to Bob Cratchit's house. He decides to give Bob more money and a fire in his office. He will also find a doctor who can help Tiny Tim. He will give money to the poor. He puts on his best clothes and he has Christmas dinner with his sister's son. So Scrooge changes the future. Tiny Tim does not die, and Scrooge becomes a second father to him. Scrooge becomes a man who knows how to keep Christmas well.

APPENDIX

EASTER

Task A Track 52

- 1 The oldest and most important Christian holiday is Easter.
- 2 Easter always falls on the same day of the week. It is a Sunday.
- 3 The date of Easter is different every year.
- 4 The week before Easter is called Holy Week.
- 5 Easter begins on a Sunday which celebrates the day when Jesus came to Jerusalem and when people came to greet him. This day is called Palm Sunday.
- 6 On the Friday before Easter, Christians remember the day when Jesus died on the cross. This day is called Holy Friday or Good Friday.
- 7 On this Friday people eat fish.
- 8 In Britain they also make special sweet bread called hot cross buns.
- 9 For breakfast on Easter Sunday people in Britain usually eat boiled eggs.
- 10 Eggs are an important part of Easter celebrations. They are a symbol of new life.
- 11 Traditional Easter gifts are coloured eggs or chocolate eggs. Chocolate eggs are usually in bright shiny silver paper. Some of them are very big, as big as ostrich eggs.
- 12 For Easter Sunday dinner people in Britain usually have lamb.
- 13 In this Easter game children look for eggs. The game is called an Easter egg hunt.
- 14 In this Easter game children roll eggs to see whose egg rolls farthest. The game is called an Easter egg roll.
- 15 The last day of Easter celebrations is Easter Monday.

ENGLISH 7

ANSWER KEY

LESSON 1 *Meet Brian*

A

water polo; cap; towel; atlas; wastepaper basket; camera; birdcage; crash helmet; mobile phone.

B

1 There is; 2 there isn't; 3 there isn't; 4 There are; 5 There are; 6 here aren't.

C

Bates; mother and father; parrot James; photography; Geography; water polo; Books about superheroes, birds, nature; Greek myths; Superman; The Rats; fruit; T-shirt, jeans, cap, trainers.

D

Students' answers.

E

Students' answers.

F

1 sense of humour; 2 good manners; 3 injustice; 4 get on; 5 embarrassed; 6 come round; 7 serious; 8 make up.

G

3, 4, 1, 2.

H

Students' answers.

I

1 Hasn't got; 2 has got, hasn't got; 3 have got, haven't got; 4 have got, hasn't got.

J

3, 1, 4, 2.

K

1 Does, have; 2 doesn't have; 3 Do, have; 4 don't have.

L

1 listens; listen; 2 like; likes; 3 spends; sleeps; 4 goes; go.

M

- 1 Ana and Rita don't speak French. They speak English.
- 2 Ana doesn't speak Spanish. She speaks German.
- 3 Ana and Rita don't play tennis. They play badminton.
- 4 Rita doesn't play chess. She plays volleyball.
- 5 Rita doesn't love reading. She loves going out with friends.
- 6 Rita doesn't hate parties. She hates cleaning her room.

N

- 1 Do Ana and Rita go to the same school?
- 2 When do they play badminton?
- 3 Do they learn Spanish at school?
- 4 Why does Ana hate parties?
- 5 What kind of books does Ana read?
- 6 Does Rita clean her room?

O

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

P

- 1 How old are you?
- 2 Where do you live?
- 3 Do you have any brothers or sisters?
- 4 What does your mother do?
- 5 Do you get on with your parents?
- 6 Who is your best friend?
- 7 Does she live near you?
- 8 What do you do in your free time?

Q

- 1 I am 13. (years old)
- 2 My father is a bus driver.
- 3 My mother works in a hotel.
- 4 I am interested in sports.
- 5 I play football.
- 6 I want to learn English.
- 7 I always do my homework.
- 8 My best friend doesn't go to my school.

LESSON 2 *Archibald and Other Superheroes*

A

1 senses; 2 criminals; 3 super heroine; 4 costume; 5 good guys; 6 comic books.

B

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

C

come; meet; love; protect; fight; destroy.

D

real; dead; and; school; an; his; balance; blue; becomes; to; uses; photographer.

E

1 Both; 2 Neither; 3 Neither; 4 Both.

F

1 a hero; 2 a rocket; 3 a whale; 4 a lasso; 5 to adopt; 6 to fall in love.

G

1 are able to; 2 is able to; 3 is able to; 4 aren't able to; 5 isn't able to; 6 are able to; 7 is able to; 8 aren't able to.

H

Students' answers.

LESSON 3 *James and Other Birds*

A

A Antarctic; B beak; C claws; D dance; E egg; F feathers; G gorgeous; H huge; I island; J jacket; K kilos; L love; M mate; N nests; O original; P Parrots; Q questions; R returns; S species; T tropical; U United; V very; W wind; Y young.

B

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

C

1 one hundred and fourteen; 2 thirty-three; 3 one hundred and eleven; 4 four hundred; 5 six hundred and fifty-nine; 6 one thousand; 7 one thousand three hundred and twelve; 8 one million.

D

1 metre; 2 kilometre; 3 kilo.

E

Student A

- 1 They are between 70 and 102 centimetres long.
- 2 Between 3 and 6 kilos.
- 3 Between 7000 and 7200 feathers.
- 4 1 or 2.

Student B

- 1 120 kilometres an hour.
- 2 Over 4500 metres high.
- 3 They can be 250 centimetres wide.
- 4 Up to 1000 kilos.

F

- 1 How much do African Grey Parrots weigh? From 400 to 650 g.
- 2 How long do African Grey Parrots live? Over 70 years.
- 3 How many words can N'kisi say? 950 words.

G

Students' answers.

LESSON 4 *What Do You Think, Brian?*

A

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

B

1 with; 2 on; 3 from; 4 with; 5 of; 6 on; 7 off; 8 of.

C

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

D**SUBJECT PRONOUNS:** you; it; we**OBJECT PRONOUNS:** her; them**REFLEXIVE PRONOUNS:** myself; himself; yourselves**E**

1 me; 2 us; 3 you; 4 him; 5 her; 6 them; 7 it.

F

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

G

Students' answers.

H

Students' answers.

I

Students' answers.

J

Students' answers.

K

Students' answers.

L

opinion; agree; think; don't think; Adrian; Brian; don't; In my; so.

LESSON 5 *From Brian's Bookshelf: Photography*

A**Sight:** 1 and 7; **Hearing:** 3 and 5; **Smell:** 4 and 8; **Taste:** 6 and 2; **Touch:** 9 and 10.**B**

1 The falcon hunts with his incredible sharp sight.

2 Ears, because it makes very high sound which helps it locate an insect.

3 They can find people buried under snow or under walls in an earthquake.

4 It tastes things with its legs and mouth.

5 They feel everything with hairs on their legs.

C

1 bow; 2 coat; 3 drop; 4 storm; 5 forest.

D

Students' answers.

E

3, 1, 2.

Revision: Unit 1

A

Blue: a crow, a condor, pigeon; an ostrich; eagle.

Yellow: a kilometre, a centimetre, a metre, a kilo, a gram.

Orange: two hundred, a million, eighty-three, a thousand, fifty-nine.

Grey: carry, catch, hit, push, move.

Red: a cape, a crash helmet, a suit, a mask, a costume.

Green: a beak, a nest, chicks, wings, feathers.

B

1 show off; 2 get on; 3 come round; 4 try on; 5 make up; 6 pick on.

C

1 gorgeous; 2 faithful; 3 sharp; 4 colourful; 5 independent; 6 embarrassed.

D

1 two hundred and thirty five; 2 six hundred and seventy four; 3 one thousand five hundred; 4 a million.

E

is; am; live; are; fight; make; runs; watches; tries; have; has; misses.

F

1 Do you have any brothers or sisters?

2 What does your mother do?

3 Who is your best friend?

4 What do you do in your free time?

G

1 yourself; 2 yourselves; 3 herself; 4 myself; 5 himself; 6 themselves.

H

1 are able to; 2 am not able to.

I

think; right; with; opinion.

H

Students' answers.

I

+ -ing: crying, eating, learning, playing, doing.

e + -ing: having, driving, making, phoning, writing.

Double consonant + -ing: stopping, sitting, planning, running, cutting.

J

1 are playing; **2** am sitting; is lying; am taking; **3** are not eating; are laughing; **4** is smiling; is holding; **5** am not reading; **6** are taking.

K

1 Brian and his friends are playing water polo.

2 James is not sitting in his cage. He is flying around the room,

3 Sarah is reading a novel.

4 Simon is talking on his mobile phone.

5 Celia and Jill are dancing in Celia's room.

6 Adrian is riding a bike in the woods.

L

1 Where is Adrian riding his bike? **6**

2 What is Sarah reading? **3**

3 What game are Brian and his friends playing? **1**

4 What are Celia and Jill doing? **5**

5 Is James sitting in his cage? **2**

6 What is Simon doing? **4**

M

1 Are; **2** Are; **3** Is; **4** Are; **5** Is; **6** Is.

Students' answers.

LESSON 2 *A Water Polo Match*

A

volleyball; tennis; football; golf; water polo; handball; badminton; boxing; ice hockey; skiing; cricket; baseball.

B

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

C

1 to foul; 2 to blow; 3 to play; 4 to send; 5 to score; 6 to shoot.

D

team sport; visiting team; sport... play; score... goals; defenders; referees; blows... whistle; fouls... player; send... player out; shoots... penalty.

E

Students' answers.

F

1 F; 2 T; 3 T; 4 F; 5 F; 6 T.

G

1 cricket; 2 baseball; 3 American football.

H

have to; mustn't; mustn't; have to.

I

don't have to; mustn't; mustn't; don't have to.

J

1 has to; 2 doesn't have to; 3 mustn't; 4 don't have to; 5 must; 6 have to.

K

- 1 My sister has to wear glasses.
- 2 I don't have to get up early on Saturday.
- 3 We mustn't be late for school.
- 4 You mustn't tell this to anyone.
- 5 I don't have to study hard this weekend.
- 6 I must take my sister to the kindergarten tomorrow.

L

1 don't have to; 2 must; 3 must; 4 mustn't; 5 doesn't have to; 6 have to.

M

Students' answers.

N

are talking; are you doing; am listening; am watching; is shopping; is jogging; is raining; jogs; is taking; takes; is training; plays; does he have; has.

O

1 am wearing, wear; 2 puts; 3 visit; are helping; 4 are watching; watch.

LESSON 3 *The Sound of Music*

A

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

B

1 genre, genre; 2 tune; 3 mood; 4 picky; 5 lyrics; 6 composer; 7 record player; 8 vinyl.

C

1 trumpet; 2 saxophone; 3 cello; 4 flute; 5 clarinet; 6 keyboards; 7 drums; 8 piano; 9 violin; 10 double bass.

D

4, 2, 3, 1, 5.

E

- 1 The percussion instruments: drums
- 2 The brass instruments: trumpet, saxophone
- 3 The woodwind instruments: flute, clarinet
- 4 The string instruments: cello, violin, double bass
- 5 The keyboard instruments:; keyboards, piano

F

	where and when it started	the characteristics of the genre	what the lyrics are about	looks and clothes of the musicians	instruments
ROCK	the USA	energetic loud music	love, social and political themes		electric guitar, drums, bass guitar
HEAVY METAL	London and New York City	loud guitar, strong beat, energetic sound of the singer	social injustice	boots, black leather jacket, long hair	guitar
PUNK	mid 1970s	aggressive beat, loud guitar, simple melodies	lyric express anger and are often rude	spiked hair, ripped clothes	guitar
HIP HOP	1970s Bronx NYC	MC-ing DJ-ing	society and street life		
POP MUSIC		light music with melody and rhythm; short, catchy tunes	love, romantic relationships		orchestra instruments

G

excited; concert; home town; autobiography; show; girlfriend; leather; scull; tattoos; hotel; fans; trouble.

H

1 doing; 2 going; 3 doing; 4 revising; 5 having; 6 travelling; 7 seeing; 8 cleaning.

I

Students' answers.

J

1 Celia's; 2 Sarah's; 3 the Rats'; 4 Brian's; 5 Jack's; 6 Bill's.

K

1 dad's; 2 band's; 3 Robert's; 4 neighbours'.

L

1 my boyfriend's birthday; 2 the children's toys; 3 Jack and Jill's dog; 4 Petra's book; 5 my parents' car; 6 tomorrow's concert; 7 my father's birthday; 8 the musician's guitar.

M

- 1 My girlfriend's name is Ann.
- 2 This is Ms Carter's biography.
- 3 What colour is Billy's leather jacket?
- 4 What's the name of the Rats' new album?

N

- 1 a; the; The; The; a; the.
- 2 a; The; a; The.
- 3 a; The; an; The.
- 4 a; an; The; The.

LESSON 4 *Going Out*

A

1 wax museum; book; save; 2 theme walk; spooky; ghost stories; 3 adults; 4 fancy dress party; recognize.

B

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

Vertical top-bottom: June, May

Vertical bottom-top: February

Horizontal L-R: November, January, July, April, September, October, December

Horizontal R-L: March, August

C

Students' answers.

D

1 in, in; 2 on; 3 in; 4 at, from, to, at.

E

 1 I was born in July, on Thursday, at 3.30 a. m.

 2 I live at 13 Great Street.

 3 My friend always gets up at noon on Sunday.

 4 My little brother's birthday is on Saturday, early in the afternoon.

F

1 Would you like to come to my birthday party?

2 How about visiting the wax museum?

3 Why don't we go to the cinema on Sunday?

4 Let's go to the theatre tonight!

G

2, 4, 3, 1.

H

Students' answers.

I

1 Saturday; 2 Monday; 3 Friday; 4 Sunday; 5 Wednesday; 6 Tuesday; 7 Thursday.

LESSON 5 *From Brian's Bookshelf: Films*

A

1 stunt artists; 2 Oscars (Academy Awards); 3 a film director; 4 things real; 5 music; 6 Hollywood; 7 the screenplay; 8 a screen writer; 9 costumes; 10 a costume designer.

B

1 adventure; 2 thrillers; 3 westerns; 4 horrors; 5 historical; 6 romances; 7 comedies; 8 crime; 9 science fiction.

C

1 jumping; exploding; examining; SCIENCE FICTION.

2 opening; singing; hissing; eating; DOCUMENTARY.

3 running; bumping; climbing; falling; COMEDY.

D

Students' answers.

E

Students' answers.

Revision: Unit 2

A

1 a bridge; 2 radio stations; 3 the mood; 4 music; 5 a song; 6 a channel.

B

1 team; 2 goal; 3 film; 4 music; 5 whistle; 6 instrument.

C

MUSIC: clarinet, composer, drums, guitar, genre, lyrics, oboe, rhythm, tune.

SPORT: attacker, court, defender, draw, home team, opponent, pitch, referee,

TV & FILMS: channels, commercials, director, genre, programmes, remote control, screen writer, slogan, special effects, stunt artists.

D

is, is; are; is; are; is; is, is; is, is; is, is; am.

E

- 1 What are you wearing?
- 2 What is your friend wearing?
- 3 Who is sitting next to you?
- 4 Where are you doing this exercise?
- 5 What is your teacher doing?
- 6 What are your parents doing?

F

Students' answers.

G

1 are you wearing; 2 do you normally wear; 3 are you wearing; 4 do you usually wear; 5 do you ever wear; 6 are the girls in your class wearing.

H

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

I

1 my brother's birthday; 2 the Rats' concert; 3 Billy's guitar; 4 tomorrow's concert.

J

a; The; The; a, a; The; an; an; The; The; The; The.

K

Students' answers.

WHAT HAPPENED?

UNIT 3

LESSON 1 *Two More Blogs*

A

1 clumsy; 2 ashamed; 3 tease; 4 popular; 5 strange; 6 cruel.

B

1 clumsy; 2 tease; 3 popular; 4 ashamed; 5 strange; 6 cruel.

C

1 were; 2 was; 3 was; 4 was; 5 were; 6 was.

D

1 weren't; 2 wasn't; 3 wasn't; 4 was; 5 were; 6 wasn't.

E

1 Were Jill and Celia dancing?

2 Who was on a train?

3 Was Simon at school?

4 Where was Brian?

5 Where were Sarah's parents?

6 Where was the geography teacher?

F

Students' answers.

G

2, 3, 4, 1.

H

1 stopped; 2 laughed; 3 phoned; 4 cried; 5 listened; 6 lied; 7 danced; 8 walked.

I

T: helped, watched, liked, worked, talked, stopped, laughed, walked, looked

D: lied, teased, lived, danced, opened, changed, phoned, cried, listened.

ID: wanted, invited

J

1 helped; 2 talked; 3 watched; 4 changed; 5 invited; 6 opened.

K

1 didn't look; 2 didn't help; 3 didn't dance; 4 didn't try; 5 didn't copy.

L

1 I didn't cry all day yesterday.

2 I didn't lie to my friends.

3 Whe didn't phone her parents.

4 We didn't want to go out.

M

1 dance, loud, mother, off; 2 was, lasted, bus, home; 3 about, showed, games, a; 4 room, were, wanted, her.

N

1 wasn't; 2 didn't phone; 3 didn't watch; 4 didn't return; 5 didn't want; 6 didn't talk; 7 didn't play; 8 asked; 9 talked; 10 were.

LESSON 2 *A Runaway*

A

DOWN: 1 beg; 2 steal; 3 interview; 4 shout.

ACROSS: 2 survive; 5 alone; 6 fight; 7 run away.

B

1 beg; 2 survive; 3 run away; 4 alone; 5 shout; 6 fight.

C

INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE
go	went	make	made
have	had	read	read
come	came	run	ran
feel	felt	take	took
leave	left	write	wrote

D

2 She took her book.

3 She made a sandwich.

4 She didn't leave a note.

5 She didn't write a text message.

6 She took money.

7 She made the bed.

8 She took a hairbrush.

E

1 yes, she did; 2 no, she didn't; 3 no, she didn't; 4 no, they didn't; 5 no, they didn't; 6 no, he didn't.

F

Students' answers.

G

1 P, 2 F, 3 T, 4 P, 5 F, 6 P, 7 F, 8 T.

H

1 Why did Sarah write a blog?

2 Where did Celia go after school?

3 How did Sarah do in the test?

4 When did Celia see her friends?

5 What did Brian say to his parents?

6 How much did Brian pay for his bike?

I

1 Why did Sarah Run away?

2 When did Celia come home?

3 Where did you go on Saturday?

4 How much money did Simon take to school?

5 What did Jill write?

6 How did Brian come to school?

J

Students' answers.

K

3, 2, 4, 1, 5.

L

1 1858 in Croatia; 2 Argentina; 3 the fingerprints; 4 two sons; 5 door; 6 1925.

M

Students' answers.

LESSON 3 *Pictures from the Past*

A

factory; rag; nanny; spank; playground; feed; owner; orphan; marble.

B

1 spank; 2 factory; 3 orphan; 4 owner; 5 nanny; 6 feed; 7 rag; 8 playground.

C

REGULAR: die, dance, work, live, look, start, play, invent, survive, marry.

IRREGULAR: wear, meet, fall, steal, send, buy, begin, have, lose, see, teach, take, go, become, write, spend, hurt, make, keep, be.

D

1 made, 2 looked, 3 sent, 4 worked, 5 wore, 6 worked, 7 played, 8 were, 9 wrote, 10 was.

E

Students' answers.

F

1 in; 2 in; 3 on; 4 in; 5 in; 6 in; 7 on; 8 on.

G

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

LESSON 4 *A Happy Ending*

A

1 funny; 2 to advise; 3 to keep; 4 a weekend.

B

1 ashamed; 2 advise; 3 grabbed; 4 catches; 5 keep; 6 adventure.

C

find – found; hit – hit; keep – kept; leave – left; put – put; run – ran; see – saw; think – thought

D

1 Celia; 2 Sarah; 3 Celia; 4 the police; 5 a boy; 6 one of the boys.

E

1 Who helped Brian yesterday?

2 What did Addrian see yesterday?

3 Who did Celia and Jill meet last week?

4 What caused this mess?

5 Who likes Celia?

6 Who does Celia like?

F

1 T; 2 F; 3 F; 4 T.

G

Students' answers.

LESSON 5 *From Brian's Bookshelf: The Firsts*

A

glasses, coin, ball, balloon, steam ship, railway, airplane, kite, computer, pencil.

B

1 flew; 2 travelled; 3 see; 4 decide; 5 century; 6 afraid.

C

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

D

Students' answers.

E

Students' answers.

F

Students' answers.

Revision: Unit 3

A

1 a tree; 2 your bike; 3 books; 4 the sun; 5 flowers; 6 a building.

B

ADJECTIVES: clumsy, to be worried, miserable, cruel, to be ashamed, strange, cool.

VERBS: to tease, to hate, to shout, to spank, to feed, to grab, to run away, to hang out, to scream, to advise, to beg.

NOUNS: a light bulb, a nanny, a sweater, a message, a sleeping bag, a telephone, a sandwich, an adventure, advice.

C

was; went; worked; became, started; did; wrote; married; had; became; died.

D

- 1 He didn't work in a hospital, he worked in a factory.
- 2 He didn't marry Agatha Christie, he married Catherine Hogarth.
- 3 He didn't have 7 children, he had 10 children.
- 4 He didn't write *The Adventures of Huckleberry Finn*, he wrote *Oliver Twist*.
- 5 He didn't die in 1880, he died in 1870.

E

- 1 When did your parents get married?
- 2 Where was your mother born?
- 3 When did you move to your present address?
- 4 When did you last see your grandparents?
- 5 What did you do yesterday?
- 6 When did you go to sleep last night?

F

- 1 Before; 2 three days ago; 3 before; 4 before; 5 4 years ago.

G

- 1 on; 2 in; 3 on; 4 on; 5 in; 6 in.

H

- 1 Who lied to me?
- 2 Who did you lie to?
- 3 What happened?
- 4 What did you see?
- 5 Who did my mum phone?
- 6 Who phoned my mum?
- 7 What broke?
- 8 What did you break?

I

train; single; change; platform.

LESSON 1 *I Was Going to School When...*

A

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

B

Students' answers.

C

1 smiling; 2 laughing; 3 swimming; 4 reading; 5 dancing; 6 running; 7 crying; 8 walking; 9 sleeping; 10 writing; 11 travelling; 12 looking.

D

1 wasn't walking; 2 were standing; 3 wasn't crying; 4 wasn't riding; 5 wasn't watching; 6 wasn't reading; 7 wasn't running.

E

1 was cleaning; 2 were having; 3 were listening; 4 were singing; 5 were watching; 6 was playing; 7 was reading; 8 were sitting.

F

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

G

Students' answers.

H

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

I

1 while; 2 all morning; 3 it was raining; 4 when.

J

1 **Driver:** was driving; turned, came; wasn't looking, crashed.

2 **Brian:** was riding; stopped; was crossing, came.

3 **A witness:** was waiting; saw, started; was riding, came.

K

1 saw, ran away; 2 arrived, was talking; 3 entered, stopped; 4 arrived, was standing; 5 asked, was watching; 6 got, was having; 7 screamed, saw; 8 was sleeping, were studying.

L

1 I was reading a book yesterday.

2 I read a book yesterday.

3 He laughed.

4 He was laughing.

5 When we came, they sat.

6 When we came, they were sitting.

M

1 The children were making a mess when the teacher entered the classroom.

2 A bike almost hit him while he was crossing the street.

3 The children were watching the TV when he opened the door.

4 The police caught the robbers while they were robbing the bank.

LESSON 2 *Gossip*

A

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

B

1 ambulance, 2 scream, 3 gossip, 4 bond, 5 nurse, 6 hospital.

C

1 Was, 2 Were, 3 Was, 4 Were.

Students' answers.

D

1 Were driving, happened; 2 Were you listening, had; 3 were you standing, heard; 4 was the boy doing, saw; 5 was the car going, saw; 6 were they saying, came.

E

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

F

Gossip No. 1: was playing; ordered; murdered; was burning; described; wrote; opened.

Gossip No. 2: were starving; said; put.

LESSON 3 *Facts and Fiction*

A

POSITIVE	COMPARATIVE	SUPERLATIVE
HOT	HOTTER	THE HOTTEST
INTERESTING	MORE INTERESTING	THE MOST INTERESTING
LAZY	LAZIER	THE LAZIEST
GOOD	BETTER	THE BEST
STRONG	STRONGER	THE STRONGEST
ANGRY	ANGRIER	THE ANGRiest
BAD	WORSE	THE WORST
DANGEROUS	MORE DANGEROUS	THE MOST DANGEROUS
FAR	FURTHER/FARTHER	THE FURTHEST/ FARTHEST
NICE	NICER	THE NICEST

B

1 more popular; 2 the highest; the most expensive; 3 the most popular; 4 the fastest, hardest-working; 5 the shortest; 6 the longest; shorter; 7 more popular; the most popular; 8 the biggest; longer; 9 the best; the largest.

C

1 violent; 2 lazy; 3 slow; 4 serious; 5 unhappy; 6 weak; 7 skilful; 8 short; 9 powerless; 10 impatient; 11 cheerful; 12 stupid.

D

Students' answers.

E

Suggested answers: 1 Brian, Harry Potter; 2 Sarah; 3 Superman; 4 Celia.

LESSON 4 *Telling Stories*

A

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

Vertical top-bottom: flow, wing, monster

Vertical bottom-top: fable

Horizontal L-R: freedom, bowl, labyrinth, myth, ants, god

Horizontal R-L: melt, release, feather

Vertical R-L: wax

B

1 which, 2 which, 3 that, 4 who, 5 that, 6 that.

C

1 who, 2 who, 3 who, 4 which, 5 that, 6 who.

D

Students' answers.

E

great; monster; couldn't; prison; made; able; had; high; flew; wasn't.

F

Students' answers.

G

- 1 Can you swim?
- 2 correct
- 3 Adrian had to go home because he was sick.
- 4 They couldn't go home because it was raining hard.
- 5 Was Brian able to ride a bike after the accident?
- 6 correct

H

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

I

- 4, 1, 5, 3, 6, 2
- 1 Hercules was born to Zeus who was the King of gods.
- 2 Hercules had magical powers that made him the strongest man on earth.
- 3 Hera sent 2 snakes which Hercules killed.
- 4 Hercules's wife gave him a cloak which was covered in poison.
- 5 Hercules had a friend who lit a fire.
- 6 Hercules went to the king who gave him 12 impossible tasks.

LESSON 5 *Robinson Crusoe*

A

DOWN: 1 sink, 2 fortress, 3 castle, 5 naked, 6 tent, 7 sail, 10 raft.

ACROSS: 4 captain, 8 cave, 9 sailor, 11 shore, 12 tools.

B

17th; rich; two; well, all his friends; 28; cave; cannibals; Friday; happy.

Revision: Unit 4

A

1 ride a car; 2 a nose; 3 gossip; 4 a rainbow; 5 a nurse; 6 a prison.

B

1 vanish; 2 release; 3 appear; 4 safe; 5 touch; 6 collect.

C

1 released, 2 vanished, 3 appeared, 4 touched, 5 collects, 6 safe.

D

- 1 Were you talking to me?
- 2 What were you drinking?
- 3 You were not listening in school.
- 4 Where were you going yesterday?
- 5 I was not sleeping at 1 a.m.
- 6 He was skateboarding the whole morning.

E

- 1 was playing; 2 was studying; 3 were watching; 4 was sleeping.

F

entered, were shouting; saw, stopped, sat; started; was walking, was talking; were listening; fell.

G

- 1 older; 2 the tallest; 3 the nicest; 4 more expensive; 5 faster; 6 more interesting.

H

- 1 Can she make a cake?
- 2 correct
- 3 correct
- 4 I had to stay at home because I was sick.
- 5 We couldn't go to the ZOO because it was closed.
- 6 correct
- 7 Were you able to eat ice cream when you had a cold?
- 8 correct

I

- 1 who; 2 that; 3 that; 4 who; 5 who; 6 that.

J

Once there was a girl who lived in a big town. The high school that she went to was far from her home so she took a bus every day. One day the bus was full and the only empty seat was beside one boy. He seemed nice and familiar. At first they both were silent. Then they started talking. They discovered they went to the same school – he moved to the city not long ago. They went to school together every day. After some time, they became best friends. Suddenly she knew she was in love with him. He felt the same. Later they went to the same university. Finally, ten years later, they got married.

K

Students' answers.

LESSON 1 *This Week at School*

A

1 grass, 2 tree, 3 fence, 4 cut, 5 repair, 6 Paint.

B

has; has; have; has; have; have; has; haven't.

C

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

D

VERB	PAST SIMPLE	PAST PARTICIPLE
be	was / were	been
break	broke	broken
buy	bought	bought
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
find	found	found
forget	forgot	forgotten
have	had	had
lose	lost	lost
make	made	made
read	read	read
see	saw	seen
take	took	taken
write	wrote	written

E

been; taken; made; drunk; eaten; opened; broken; been; found.

F

1 has bought; 2 have forgotten; 3 have eaten; 4 have read; 5 has seen; 6 has lost.

LESSON 2 *Lies and Secrets*

A

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

B

Students' answers.

C

Students' answers.

D

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

E

- 1 Have you finished your homework?
- 2 Who has opened the window?
- 3 Have you told him?
- 4 How many times have you seen the film?
- 5 How much money have you spent?
- 6 Have you ever been to London?

F

Have; had; haven't; Have; have; done; have; brushed.

G

She hasn't had dinner. She hasn't washed up. She hasn't walked Muffy. She hasn't done her homework.

H

Students' answers.

LESSON 3 *How Important Is Success?*

A

1 cheat; 2 success; 3 summary; 4 worm; 5 adult; 6 peak.

B

1 success; 2 adult; 3 cheat; 4 worm; 5 peak; 6 summary.

C

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
become	became	become
come	came	come
do	did	done
get	got	got
give	gave	given
go	went	gone
meet	met	met
say	said	said
sell	sold	sold
send	sent	sent
speak	spoke	spoken
throw	threw	thrown

D

1 have sent; 2 have spoken; 3 have thrown; 4 have sold; 5 have I done; 6 has gone.

E

Students' answers.

F

- 1 has invented software
- 2 has walked on the Moon
- 3 has interviewed people
- 4 has directed films
- 5 has written music
- 6 has written books

G

- 1 An old cat.
- 2 All her life.
- 3 No, she wasn't.
- 4 That it kept the mice away.

H

has worked; hasn't finished; was born; became; began; went; developed; set up; believed; started; wrote; has been married, have given.

I

1 a new version of the programming language BASIC; 2 software for PCs; 3 books; 4 more than 21 billion dollars to help the world.

J

- 1 When were you born?
- 2 Where did you live as a child?
- 3 When did you become interested in computers?
- 4 Where did you go to university?
- 5 When did you set up Microsoft?
- 6 How many books have you written?
- 7 How much money have you and your wife given to others?

K

- 1 I got up at 7.
- 2 I haven't eaten yet today.
- 3 When did you come back home?
- 4 Have you come back home yet?
- 5 I have never been to the USA.
- 6 I've lost my keys again.

LESSON 4 *School Love***A**

- 1 like/fancy; 2 fancy/like; 3 fell; 4 crush; 5 crazy; 6 sight.

B

FOR: 2 weeks, 4 months, 6 years, a week, 5 days, a long time.

SINCE: 2010, Wednesday; June, 8 o'clock, last year, I was 10.

C

- 1 since; 2 for; 3 for; 4 for; 5 since; 6 for; 7 for; 8 for; 9 for; 10 since.

D

- 1 I have had it since 2010.
- 2 I have known her for 2 years.
- 3 She has had it for two weeks.
- 4 I have been at school for 5 hours.
- 5 Paul has played tennis since he was little.

E

Students' answers.

F

- 1 ... should go home; 2 ... should go to university; 3 I think she should see a doctor; 4 I think you should have a snack; 5 they should go to the gym; 6 ... I think he should study more.

G

1 She shouldn't eat; 2 He shouldn't play computer games; 3 You shouldn't talk;
4 We shouldn't watch TV; 5 My mother shouldn't work; 6 My brother shouldn't sleep.

LESSON 5 *From Brian's Bookshelf: Buzz*

A

Students' answers.

B

Students' answers.

C

Students' answers.

D

1 The first man.
2 He said "I'll run after it!"
3 He said "I'll pick it up!"
4 He said "I'll put it in my pocket!"
5 They said "Eh!! That's a lie!"

Revision: Unit 5

A

1 a pot; 2 success; 3 forests; 4 good friends; 5 the floor; 6 your home.

B

1 crush; 2 cheated; 3 adults; 4 summary; 5 broke; 6 avoid; 7 planted; 8 peak.

C

1 broken; 2 eaten; 3 fallen; 4 felt; 5 found; 6 given; 7 lost; 8 seen; 9 taken; 10 tried.

D

Tom has tidied his room.; Mandy has walked the dog.; Mum hasn't done the ironing.; Mum has made lunch.; Dad has thrown out the rubbish.; Dad hasn't cleaned the windows.

E

1 lived; 2 has had; 3 did it happen; 4 ran; came; 5 have never had; 6 have you ever been.

F

Students' answers.

UNIT 6

THE WORLD UNDER THE MAGNIFYING GLASS

LESSON 1 *An Apple a Day Keeps the Doctor Away*

A

1 future; 2 messages; 3 finger-nails; 4 hair; 5 bumps; 6 tongue; 7 ankles; 8 clots.

B

1 know; 2 parts; 3 dots; 4 salt; 5 lines; 6 signals; 7 tongue.

C

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

D

Student's answers

E

1 about; 2 to; 3 on; 4 of; 5 in; 6 for; 7 in; 8 in.

F

2, 1, 5, 3, 4.

G

Students' answers.

H

Students' answers.

I

- 1 Will you see your best friend tomorrow?
- 2 Will your parents be at home tomorrow morning?
- 3 Will your grandmother give you a present for your birthday?
- 4 Will you talk to your cousin today?

J

the day after tomorrow, next week, in 2 weeks, next year.

K

Students' answers.

L

Students' answers.

LESSON 2 *World Food*
A

S	S	A	C	P	E	P	P	E	R	S
T	O	M	A	T	O	E	S	C	A	A
R	R	P	B	A	N	A	N	A	S	S
A	A	E	B	A	T	C	G	R	P	G
W	N	A	A	A	P	H	R	R	I	C
B	G	S	G	T	A	E	A	O	N	H
E	E	B	E	A	N	S	P	T	A	E
R	S	P	A	P	P	L	E	S	C	R
R	R	E	P	L	U	M	S	U	H	R
I	N	A	B	R	O	C	C	O	L	I
E	C	R	S	U	P	A	E	O	E	E
S	C	S	P	O	T	A	T	O	E	S

FRUIT: apples, bananas, cherries, grapes, oranges, pears, peaches, plums, strawberries

VEGETABLES: beans, broccoli, cabbage, carrots, peppers, peas, potatoes, spinach, tomatoes

B

wild, spread, World, Columbus, continents, cereal, cornflakes, farm, produce, toothpaste.

C

men; women; children; feet; teeth; fish; fishes; ships; sheep; houses; mice; bushes; flowers; trees; leaves; fairies; stories.

D

1, 2, 8, 12

E

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

F

Students' answers.

G

any; some; any; any; some, some; some; any; no, some.

H

Mineral: metal, glass, salt, plastic.

Vegetable: paper, sugar, tea, cotton

Animal: leather, wool

I

COUNTABLE: a bag, a T-shirt, a glass

UNCOUNTABLE: wool, paper, metal

J

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

LESSON 3 *The World Today and the World Tomorrow*

A

1 population; 2 growing, 3 energy; 4 poor; 5 hunger; 6 climate, 7 warming; 8 responsible; 9 melting; 10 rubbish; 11 pollute; 12 polluted; 13 thirsty; 14 fishing; 15 species.

B

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

C

1 7 billion.; 2 200 000.; 3 Africa.; 4 It is getting warmer.; 5 The Arctic ice is melting.; 6 Most of them.; 7 We can't live without water.; 8 No.; 9 Yes.; 10 Cars and factories.; 11 We buy new things and throw old things.; 12 Plastic bags.; 13 They are in danger.; 14 They will disappear.; 15 They are becoming polluted.

D

1 something; 2 everywhere; 3 anybody; 4 nobody; 5 anything; nothing; 6 somewhere; 7 everybody; 8 everything.

E

1 anything; 2 somewhere; 3 everywhere; 4 nobody; 5 everybody; 6 everything; 7 anybody; 8 nothing; 9 something.

F

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

G

1 will be able to, 2 will have to, 3 won't be able to, 4 won't have to.

H

Students' answers.

I

1... turn off water; 2... use public transport; 3... stop using too many plastic bags and use things longer; 4... stop cutting down trees; 5... stop too much fishing; 6... protect nature.

LESSON 4 *School Lunch and Some Resolutions*

A

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

B

Can, please; Sure; can; you are; Thank you; How; No.

C

1 offering; 2 accepting; 3 refusing; 4 asking; 5 apologising.

D

1 Sorry, mistake.

2 terribly, clumsy, feel.

3 hope, could.

E

Students' answers.

F

Students' answers.

G

1 resolutions; 2 to squeeze; 3 chin; 4 his mother's; 5 vitamins; 6 knocked down; 7 banned the dog from the house; 8 barked; 9 the flu; 10 ran off; 11 peaceful; 12 abroad; 13 a nice tan; 14 going out; 15 an intellectual.

H

chin, diet, fault, intellectual, lack, spot, tan.

I

ban, bark, knock down, run off, squeeze.

J

1 to, 2 across, 3 with, 4 under, 5 after, 6 at, 7 in, 8 over.

K

Students' answers.

L

1 He is 13. He lives with his parents. He worries about his spots. He thinks he will be famous.

2 Because she doesn't know much about vitamins.

3 He makes model ships. He is not kind to the dog.

4 He is Adrian's friend. Adrian is jealous because Nigel is going out with Pandora.

5 She is a new girl in his class. He likes her. He thinks he might fall in love with her.

6 The dog knocked down his father's model ship. Adrian's father banned the dog from the house.

LESSON 5 *Making a Difference*

A

1 peace; 2 risk; 3 seeds; 4 dry up; 5 jail; 6 quiet; 7 belt; 8 skyscraper; 9 make; 10 give up.

B

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
beat	beat	beaten / beat
become	became	become
cut	cut	cut
fight	fought	fought
give	gave	given
pay	paid	paid
put	put	put
see	saw	seen
win	won	won

Revision: Unit 6

A

1 A 2 C 3 A 4 C 5 B 6 B 7 C 8 C 9 A 10 B 11 C 12 B

B

1 look after; 2 throw away; 3 run off; 4 get over; 5 cut down; 6 find out.

C

1 children; 2 women; 3 men; 4 feet; 5 teeth; 6 mice; 7 sheep; 8 fish.

D

How many; some; How much; some; some; no; How many; any; How much; some; some; some; any.

E

anywhere; anything; anybody; Nothing; Nobody; everybody; everywhere; everything.

F

1 will study; 2 will have; 3 won't arrive; 4 won't tell.

G

1 ...will be able to see...; 2 ...won't be able to come...; 3 ...will have to get up...; 4 ...will have to ask...; 5 ...won't have to bring...

H

1 B 2 C 3 A 4 C

I

1 most important food plants in the world (wheat, corn, rice and potatoes)

2 century

3 people (died of hunger)

4 people (in the world)

5 children (die of hunger every day)

UNIT 7

TIME FOR SUMMER HOLIDAYS

LESSON 1 *A Holiday Camp*

A

1 skateboarding; 2 kayaking; 3 photography; 4 the guitar; 5 gymnastics; 6 cards;
7 Monopoly; 8 rock climbing; 9 athletics; 10 aerobics; 11 tennis; 12 hiking; 13 yoga;
14 horse riding; 15 computer games.

B

GO: skateboarding; kayaking; rock climbing; hiking; horse riding.

DO: gymnastics; athletics; aerobics; photography; yoga.

PLAY: the guitar; cards; Monopoly; tennis; computer games.

C

1 skateboarding; kayaking; (photography); rock climbing; athletics; tennis; hiking; horse riding.

2 gymnastics; rock climbing; athletics; hiking; horse riding; aerobics; tennis;

3 skateboarding; kayaking; photography; the guitar; gymnastics; rock climbing; athletics;
hiking; yoga; horse riding; computer games.

4 Monopoly.

5 kayaking.

6 gymnastics; aerobics; yoga.

D

1 go; 2 runs/walks; 3 reads; 4 go; 5 ride; 6 go; 7 listen; 8 visit.

E

1 A 2 B 3 B 4 B 5 A 6 A 7 A 8 A

F

Students' answers.

G

Students' answers.

H

1 F, 2 T, 3 F, 4 T, 5 T, 6 T, 7 F, 8 T.

I

1 tired of; 2 dreaming of; 3 hates; 4 enjoys; 5 loves; 6 good at; 7 bad at; prefers; 8 looking forward.

J

a) 1 helping, 2 going, 3 getting, 4 travelling, 5 cleaning, 6 watching, 7 telling, 8 doing, 9 playing, 10 taking.

b) Students' answers.

K

- 1 Would you like to learn Latin American dances?
- 2 Would you like to become famous one day?
- 3 Which other language apart from English would you like to learn?
- 4 Which countries would you like to visit?
- 5 Which famous person would you like to meet?
- 6 Which new sport would you like to try?

L

- 1 I would like to go to a fish restaurant. I love eating fish.
- 2 I would like to try horse riding.
- 3 My brother doesn't like reading books. I don't understand that.
- 4 "Will you go swimming with me?" "Yes, I would like that. I love swimming."
- 5 She really likes dancing. She would like to become a professional dancer.

LESSON 2 *I'm Going to Have Fun!*

A

1 spend, 2 take, 3 fly, 4 have, 5 play, 6 go, 7 stay, 8 read, 9 visit.

B

spend his holidays; visit Croatia; fly to Dublin; take a bus; stay in a camp; have a lot of fun; play water polo; go horse riding; read a book.

C

1 are going to listen; 2 isn't going to play; 3 are going to fly; 4 is going to play; 5 isn't going to write; 6 isn't going to read.

D

- 1 It **IS** going to rain.
- 2 Are you going **TO** watch it?
- 3 I am not **GOING** to eat it.
- 4 He **IS** going to study for it this weekend.
- 5 My grandparents **ARE** going to the theatre tomorrow.
- 6 We are going **TO** have a party on Sunday.

E

Students' answers.

F

Students' answers.

G

1 Druids; 2 the Dubliners; 3 Gaelic; 4 Irish stew; 5 Molly Malone; 6 The Nobel Prize for Literature; 7 hurling; 8 U2.

LESSON 3 *Emerald Isle*

A

green, white, orange.

B

1 from; to; 2 in; 3 to; 4 to; 5 through.

C

1 river; 2 Patrick; 3 lake; 4 Leprechauns; 5 shamrock; 6 north-west; 7 Dublin;
Word in blue boxes: IRELAND

D

sea, mountain, lake, river, country, continent, ocean, city, union.

E

the Mediterranean; Velebit; Lake Jarun; the Drava River; Croatia; Europe; the Atlantic Ocean; Dublin; the United Kingdom.

F

1 nothing, nothing; yes; 2 nothing, nothing; yes; 3 nothing; yes; 4 the; yes; 5 the; Europe, Asia and Africa 6 the; the; no; 7 the; 50 + 1 8 nothing, no; 9 nothing; no; 10 the; 4.

G

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

H

1 patron saint; 2 drive away; 3 the Pope; 4 suffer; 5 starve; 6 rebellion; 7 independent; 8 join.

I

Students' answers.

J

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

K

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

L

5, 3, 1, 2, 4.

M

Students' answers.

LESSON 4 *Archibald Goes for a Pizza with His Friends*

A

cinema, theatre, hotel, park, gallery, school, museum, cathedral, library, shopping mall, church, pizza place.

B

1 at a / from a library; 2 at a hotel; 3 in a park; 4 to church; 5 at the cinema; 6 in a shopping mall.

C

nothing; nothing; the; nothing; nothing; the; the; nothing; nothing.

D

1 Can you help me?

2 I am looking for Spencer Street.

3 Do you know where Market Square is?

4 How can I get to the National Gallery?

E

1 into; 2 past; 3 cross; 4 Straight; 5 second; 6 corner.

F

1 at the corner; 2 behind; 3 opposite; 4 on the left; 5 on the right; 6 in front of; 7 next to; 8 between.

G

A: Can you help me? I am looking for the Globe Theatre.

B: Turn right and go straight down until you get to the Westminster Abbey.

Cross the street to the Parliament Building, cross the bridge, turn left, go past the "London Eye". Go straight and you will see the Globe on the right side.

LESSON 5 *Two National Parks*

A

The Lake District is the largest national park in England.

One of the Lake District's main attractions are stone circles.

What can you do there? You can go rock climbing or hiking, you can go horse riding or you can do different water sports – rowing, canoeing, sailing, windsurfing, kayaking or fishing. You can go on a sightseeing bus tour. You can go on lake cruises.

If you like adventure, you can try tree trekking.

The beauty of the lakes inspired some famous English Romantic poets, who were called the Lake Poets.

Yellowstone was the first national park in the world.

It is famous for the largest collection of geysers.

Hiking is a great way to see the Park. You can ride a horse or a llama or use a boat to see the Park.

If you want to camp in the Park, you have to get a permit.

You have to be careful when you camp there, grizzly bears sometimes visit the campsites.

B

The Peak District: national; symbol; landscape; trails; riding; fish; climbing.

Grand Canyon: park; situated; attraction; River; ways; foot; tour.

C

Students' answers.

Revision: Unit 7

A

1 swimming; 2 swimming; 3 gymnastics; 4 a blog.

B

a) 1 sightseeing; 2 treasure hunt; 3 holiday camp; 4 waterfall; 5 put up a tent.

b) 1 national park; 2 patron saint; 3 brush up on; 4 attractions; 5 hiking trails.

c) 1 catwalk; 2 capital; 3 mountain cycling; 4 starve; 5 cave.

C

1 fishing; 2 visiting, going; 3 talking, 4 listening.

D

1 likes; 2 likes, would like; 3 likes, would like; 4 like, would like.

E

1 am going to buy; 2 am going to give; 3 are going to study this afternoon; 4 am going to run away.

F

1 nothing, the; nothing, the, the; nothing, nothing; the, nothing; nothing, the, nothing, nothing.

2 nothing.

3 nothing, nothing, the.

4 the, nothing.

5 the, nothing, nothing.

G

A: help; get.

B: straight; cross; right; second; corner; next to.



APPENDIX

Halloween

(A)

DOWN: 1 broom, 2 cape, 3 trick, 5 October, 8 pumpkin, 9 Saints', 10 fires, 11 slippers, 12 tradition, 13 dead, 16 tights.

ACROSS: 3 teeth, 4 horror, 6 evil, 7 costume, 9 spooky, 14 Ireland, 15 America, 17 chain, 18 celebrate, 19 parties, 20 blood.

(B)

Students' answers.

Christmas

(A)

😊 1, 4, 6, 7, 10

😞 2, 3, 5, 8, 9

(B)

1 and 5; 4 and 8; 2 and 10; 3 and 7.

(C)

Students' answers.

(D)

Students' answers.

St Valentine's Day

(A)

Day, February, celebrate, send, person, flowers, gifts, teachers.

(B)

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

C

Students' answers.

Easter

A

1 Palm Sunday (Jesus came to Jerusalem); 2 Good Friday (Jesus died on the cross);
3 Easter Sunday (Jesus rose from the dead).

B

1 buy, price, money

2 poem, novel

3 cheetah, tiger

4 million, hundred, thousand

5 neck, feet, shoulders

6 ostrich, penguin, blackbird

7 ham, lamb

8 swim, walk, run, jump

9 headmaster, architect, cook

10 gallery, artist, painting

11 rabbit, egg

12 north, east, south, west

13 handball, athletics

14 sea, ocean

15 socks, slippers, boots

16 patient, kind, quiet

17 pink, orange, violet

18 laugh, sing

The word that is left is **SPRING**.

The Big Revision

A

Students' answers.

B

Students' answers.

C

a) **1** a brand – other words refer to birds **2** a referee – other words refer to watching TV; **3** a nanny – other are things children play with; **4** an injury – other words are connected with writing; **5** to predict the future – other words are connected with love, **6** fast food – other words have to do with dangers of today's world; **6** cheating – other words are activities.

b) **1** A sense of humour; **2** jokes; **3** a resolution; **4** a catchy slogan; **5** love at first sight; **6** stories; **7** marks at school.

D

QUESTIONS: **1** Do; **2** Is; **3** Can; **4** Has; **5** Do; **6** Are; **7** Can; **8** Can; **9** Do; **10** Does.

ANSWERS: **1** No.; **2** Yes.; **3** No.; **4** Yes.; **5** No.; **6** Yes.; **7** No.; **8** Yes.; **9** No.; **10** No.

E

2 Celia's; **3** He's **5** Brian's; **6** Brian's.

F

1 Simon always shows off.

2 I am never late for school.

3 My parents often work long hours.

4 Small children rarely stay up late.

G

are watching; are you looking; is doing; doesn't live; is visiting; start; take; is going; is carrying; is putting; are you doing.

H

1 How much; **2** how much; **3** how many; **4** how much; **5** how many; **6** how many.

Students' answers.

I

1 shouldn't, should; **2** should; **3** shouldn't, should; **4** should.

J

Students' answers.

K

1 interesting-interested; 2 anything-something; 3 him-himself; 4 before 2 days-2 days ago; 5 must to get up-have to get up/must get up; 6 who-that; 7 best-the best; 8 is-are, a strawberries-strawberries; 9 I like-I would like; 10 difficult-more difficult.

L

mice; teeth; men sheep; feet; children; women; fish.

M

1 in, on, at; 2 at; 3 to, on, by; 4 for; 5 since; 6 in.

N

1 My brother doesn't mind getting up early.

2 I can't stand doing housework.

3 My dad is bad at dancing.

4 My granny is tired of cooking.

O

1 Why were you late for school this morning?

2 Was your test difficult?

3 Where were Adrian and Celia last week?

4 How much were your new trainers?

5 Was the weather bad last week?

P

wasn't, was (2); weren't, were (4); was (1); were (3).

Q

1 Brian didn't fall in love with Jill.

2 Sarah didn't sleep well last night.

3 Simon didn't give Adrian a present.

4 James didn't fly away.

5 The children didn't go to the cinema.

6 Brian didn't get a new camera.

R

1 Who fell in love with Jill?

2 How did Sarah sleep last night?

3 Who gave Adrian a present?

4 Where did James fly?

5 Where did the children go?

6 What did Brian get?

S

was walking, saw; was wearing, was just standing; was crossing, heard; turned, saw.

T

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

INFINITIVE: be, buy, come, drink, fall, go, have, lose, meet, put, read, run, see, set, sit, speak, take, throw, win, write

PAST SIMPLE: was/were, bought, came, drank, fell, went, had, lost, met, put, read, ran, saw, set, sat, spoke, took, threw, won, wrote

PAST PARTICIPLE: been, bought, come, drunk, fallen, gone, had, lost, met, put, read, run, seen, set, sat, spoken, taken, thrown, won, written

U

1 have never eaten; 2 have seen; 3 have drunk; 4 have had; 5 have not sent; 6 have bought.

Students' answers.

V

A: have you been;

A: did you decide;

B: was;

A: have you ever had;

B: have;

A: happened;

B: jumped, broke.

W

1 is going to wash it; 2 am going to call her; 3 is going to order; 4 am going to read it; 5 are going to bake; 6 are going to study.

X

- 1 From the top of the gill you will be able to see the lake.
- 2 I won't be able to see you on Friday.
- 3 We will have to stop producing too much rubbish.
- 4 We will have to protect our nature.

Y

nothing, the, nothing, the, the, a, nothing, the, nothing, nothing.

Z

3, 1, 5, 4, 2.