

Unit 1

Target Language

Grammar: present simple and present continuous / stative verbs

Lexis: patterns / education vocabulary

Reading skills: scanning for specific information

Listening skills: listening for specific information

Speaking skills: giving personal information

Writing skills: paragraphing / informal letter

Pronunciation skills: /ɪ/ and /i:/ recognition

- Ask students what the unit title is.
- Elicit the meaning of *welcome* and ask them what *back* refers to.
- Elicit any other expressions they know with *back* (eg *come back, give back*).
- Elicit suggestions as to what the unit is about (school and education).

Get warmed up!

Aim: to introduce the topic of the unit through personal responses

- Ask students to write down all the subjects they do at school. You may wish to set a time limit of one or two minutes for this.
- Ask them to number them in the order in which they enjoy them most ('1' for their favourite, '2' for their next favourite, etc).
- Give students a short time to discuss the questions in pairs or in small groups.
- Ask two or three students to tell you their three favourite subjects.
- Elicit from them why they like one or two of these subjects.
- Write some of their answers on the board.

► On the Board

Students' answers, eg *Science is fun., History is interesting.*

- Ask two or three students to tell you their least favourite subjects.
- Elicit from them why they don't like them.
- Write some of their answers on the board.

► On the Board

Students' answers, eg *English is difficult., Maths is boring.*

Additional Task

- Tell the class you are going to do a survey to see which subjects are the most and least popular.
- Write a vertical list of about six subjects that have been mentioned by students on the board, then two more columns, one with a smiley face at the top, another with a non-smiley face at the top.

► On the Board

(subjects should be ones that have come up in the lesson – see example table)

Welcome Back!



maths		
English		
PE		
history		
geography		
science		

- Ask *Whose favourite subject is* (eg *maths*?)
- Count the number of students who raise their hands and write this number next to *maths* in the table on the board, in the column with the smiley face.
- Do the same for the other subjects.
- Now go through the subjects in the same way, this time asking *Whose least favourite subject is* (eg *maths*?) and write the scores under the non-smiley face in the table.
- Elicit an interpretation of the results from students, asking *Which is the class's favourite subject?* and *Which is the class's least favourite subject?*

Background Information

- *PE* is the abbreviation used to refer to physical education lessons in British schools.

Reading

Aim: to give practice in scanning a text for specific information

- 1 • Briefly revise countries and nationalities by asking students where they are from and what nationality they are.

► On the Board

(countries and nationalities of students in class) eg

France – French
Greece – Greek
Sweden – Swedish

- Ask students to look at the photos of the four children they are going to read about and guess where they might be from.
- Go through the table with students and explain that the missing information is to be found in the text they are going to read.
- Give students about two or three minutes to scan the text for the information they need to complete the table. Tell them not to read everything in detail, but just to focus on the specific information they need.
- Elicit answers orally and write them on the board if you wish.

Name	Age	Nationality	Does he/she enjoy learning English?
Katerina	13	Greek	yes
Pedro	14	Spanish	no
Dana	12	Polish	yes
Oko	15	Ghanaian	yes

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- 2 • Tell students to look at the six statements and then read the article again, this time focusing on finding whether the information in the statements is correct or incorrect. Point out that the statements are not necessarily in the order they appear in the article.
- Give them three or four minutes to do the exercise.
 - Go over the answers orally, asking students to read out the sentence containing the relevant information.

- 1 A: 'We're always talking to each other, so sometimes the teachers have to tell us to be quiet!' (paragraph 4)
 2 A: 'But I want to be a doctor when I'm older and these days doctors have to be able to speak English.' (paragraph 3)
 3 B: 'I go to a language school several times a week, usually in the afternoons and evenings.' (paragraph 2)
 4 A: 'You have to do a lot of the work yourself.' (paragraph 5)
 5 B: 'Both my parents speak English quite well, so they help me with my homework when I get stuck.' (paragraph 4)
 6 B: 'I'm in D class now, so we're starting a new book and beginning to prepare for the Cambridge First Certificate Exam, which we'll take in a couple of years or so.' (paragraph 2)

- 3 • Tell students to read through the questions and then scan the article for the answers. They should be quite familiar with the text by now, so they should only need a couple of minutes for this.
- Go over the answers orally.

1 D	2 K	3 K, O
4 K	5 O	6 P

Additional Task

- Write the following answers on the board and tell students to write the questions for them, referring back to the article if necessary:

► On the Board

- | | |
|-----------------------|--------------------------|
| 1 Fifteen years old. | 4 A bit boring. |
| 2 Greece. | 5 Because there are lots |
| 3 An English teacher. | of kids in the class. |

- If the students are finding it difficult to come up with the correct question forms, write the following question words on the board to help them:

► On the Board

How
Where
What
How
Why

Homework

- Assign the Reading exercise on page 4 of the Workbook.

Dictionary Corner

Aim: to develop an awareness of patterns

- Write this sentence on the board:

► On the Board

My mum made me to apologise to my brother.

- Ask a student to come up to the board and circle the mistake in the sentence. (extra word to)
- Now write a second sentence on the board:

► On the Board

She didn't _____ me go to the party.

- Elicit the missing word in the sentence (*let*).
- Explain that this is one pattern verbs can take (verb + object + bare infinitive), but there are others.
- Explain that adjectives take different patterns too (eg *able to do*, *capable of doing*).
- Ask students to do the exercise, referring back to the article to find the missing words if necessary.
- Explain that the words in bold show what the pattern is.
- Go over the answers orally.

1 good 2 help 3 able 4 fond 5 forward 6 beginning

Additional Task

- Elicit the general patterns and ask students to write them in their vocabulary book.

be good at doing
help someone with something
be able to do
be fond of doing
look forward to doing
begin to do

Additional Task

- Ask students to write or say their own sentences using these patterns.

Homework

- Assign exercises 1, 2, 3 on page 5 of the Workbook.

Unit 1

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Grammar I

Present simple and present continuous

Aim: to consolidate students' understanding of the functions and usage of the present simple and continuous tenses

- Go through **Grammar database I** on pages 175-176 of the **Grammar database** with students, drawing their attention in particular to the emphatic present simple and the use of the present continuous to describe annoying actions and changing situations.

Additional Task

- Ask students to close their books.
- Write the first two letters of six adverbs on the board and spaces for the remaining letters as follows:

► On the Board

so _ _ _ _ _	al _ _ _ _
of _ _ _	us _ _ _ _ _
ju _ _	ne _ _ _

- Ask for volunteers among students to come up to the board and fill in the missing letters of the words (don't tell them at this stage what the words have in common).
- Elicit from students what the six words have in common (they are all adverbs of frequency).
- Ask students to make some example sentences about themselves using these adverbs.

sometimes, often, just, always, usually, never

- 1**
- Ask students to complete the exercise.
 - Go over the answers orally.

1 usually last	5 is always telling
2 we're revising	6 is getting
3 They're working out	7 does work
4 never shout	

Additional Task

- Write the following sentences on the board and ask students to correct them orally, using the emphatic present simple and beginning *No, actually ...*

► On the Board

1 Most children don't like chocolate.	3 It doesn't rain in England.
2 Britney Spears isn't a good singer.	4 We don't like holidays.
	5 It's time to go home.

1 No, actually most children do like chocolate.
 2 No, actually Britney Spears is a good singer.
 3 No, actually it does rain in England.
 4 No, actually we do like holidays.
 5 No, actually it isn't time to go home.

- 2**
- Ask students to complete the exercise.
 - When checking the answers, you may wish to write them on the board.

1 sometimes forgets	4 always tells
2 'm/am trying	5 are getting
3 have just started	6 often takes

- 3**
- Go through number 1 of the exercise with students, writing the answer on the board.

► On the Board

*Does Katerina want to see her teachers again?
 Katerina doesn't want to see her teachers again.*

- Ask students to do the rest of the exercise on their own.
- Go over the answers orally.

1 Does Katerina want to see her teachers again?
 Katerina does not / doesn't want to see her teachers again.

2 Do Pedro, Dana and Oko have plans for the future?
 Pedro, Dana and Oko do not / don't have plans for the future.

3 Am I the youngest in the class?
 I am / I'm not the youngest in the class.

4 Is Dana sitting next to Alicia?
 Dana is not / isn't sitting next to Alicia.

5 Are you starting a new book this year?
 You are not / aren't starting a new book this year.

6 Are they getting ready to go home?
 They are not / aren't getting ready to go home.

Additional Task

- Ask students to think of a question using the simple present or present continuous tense.
- Ask different pairs of students to ask and answer each other's questions.
- Ask the rest of the class to listen and note down any mistakes in the question forms they hear.
- Elicit any corrections after each pair has spoken.

Homework

- Assign exercises 1, 2, 3,4,5 on pages 5 and 6 of the Workbook.

Listening

Aim: to give practice in listening for specific information

- 1**
- Elicit from students the subject shown in each picture.

a science / chemistry
 b maths
 c geography
 d French
 e PE

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- 2**
- Explain to students that they are going to hear the four children they read about earlier talking about their school life. They must do two things: (1) match each speaker to the subject they talk about and (2) circle how often they do the subject from the choices given.
 - Go over the expressions of frequency in the written part of the exercise (*every day, once a week*, etc) and make sure students understand them.
 - Play the CD. **CD 1, Track 2**
 - Check the answers orally.

1 e: once a week 3 b: every day
2 a: three times a week 4 d: four times a week

- 3**
- Choose different students to read questions 1-4 aloud.
 - Tell students they must listen for the answers to these questions, but that they don't have to write full sentences.
 - Play the CD again. **CD 1, Track 3**
 - Check the answers orally.

1 gymnastics 2 experiments 3 a calculator 4 French grammar

Homework

- Assign the Listening exercise on page 9 of the Workbook.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of education

- 1**
- Ask students to do the exercise in pairs.
 - Check answers orally.

Errors To Watch Out For

- The words *subject* and *lesson* are often confused by students. Make sure they understand that a subject is what a lesson teaches (eg *history, maths*), while a lesson is the actual period in which you have instruction on a subject.

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

- 2**
- Ask students to complete the advertisement in pairs.
 - Point out that although there are different possibilities for some of the gaps, they should find the most suitable word in each case and use each word only once.
 - Check the answers orally.

missing words in the following order:
courses, revision, timetable, lessons, break, report, subject

Additional Task

- Write the following verbs on the board:

► On the Board

to have
to write
to do
to take
to learn
to study

- Elicit from students which nouns from exercise 1 go with which of these verbs.

to have: a break, a lesson
to write: a report
to do: revision, a course, a subject
to take: a course, a break
to learn: a subject
to study: a subject (NOT a lesson)

Homework

- Assign exercises 1, 2 on page 7 of the Workbook.

Grammar 2

Stative verbs

Aim: to introduce stative verbs and familiarise students with their functions and usage

- 1**
- Go through **Grammar database 2** on pages 176 and 177 of the **Grammar database** with students, drawing their attention in particular to verbs that have different stative and non-stative meanings.
 - Ask students to work with their partners to complete the exercise.
 - Go over the answers orally.

1x 2x 3✓ 4x 5✓ 6✓ 7x

Additional Task

- Write the following sentences on the board and ask students to complete them with an appropriate verb in the correct form (either present simple or continuous).

► On the Board

1 I ____ you! Will you marry me?
2 She ____ to work harder if she wants to go to university.
3 He ____ very unhappy most of the time.
4 I ____ of joining a gym.

1 love 2 needs / has 3 's/is / seems / appears / feels
4 'm/am thinking

- 2**
- Explain to students that this exercise is in the form of a school report written by a teacher about a student.
 - Ask students to read the report and complete it with the correct form of the verbs in brackets, paying special attention to the verbs that have different meanings in their stative and non-stative forms.
 - Go over the answers orally.

1 am 2 seems 3 think 4 likes 5 are doing 6 is
7 do want 8 believes 9 does not/doesn't 10 doubt
11 know 12 is thinking 13 wish

Unit 1

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Soundstation

Aim: to give practice in recognising the sounds /ɪ/ and /i:/

- Ask students to look at the cartoon and elicit what the communication problem was.

She had said 'ship' but he had heard 'sheep'.

- Before listening, ask different students to read the pairs of words aloud.
 - Ask students to listen to the recording and pay attention to the difference in pronunciation between the two words in each pair.
 - Play the CD, stopping after the final word in the list of pairs, *cheek*. **CD 1, Track 4**
 - For each pair, elicit which word contains the long vowel sound /i:/ and which the short vowel sound /ɪ/. (Don't, however, introduce them to the phonetic symbols for these sounds.)

words containing the short vowel sound /ɪ/ are: pill, ship, grin, lid, filling, chick

words containing the long vowel sound /i:/ are: peel, sheep, green, lead, feeling, cheek

NB The words 'filling' and 'feeling' both contain the /ɪ/ sound in the second syllable 'ing'.

- Give students a minute to look through the sentences.
 - Explain that they will hear only one of the two words in bold on the CD and that they have to circle the one they hear.
 - Play the second part of the CD **CD 1, Track 5**.
 - When checking the answers, you may wish to write them on the board.

1 peel 2 ship 3 grin 4 lid 5 feeling 6 chicks

Additional Task

- Elicit any more minimal pairs students know containing the sounds /ɪ/ and /i:/ and write them on the board.

► **On the Board**

Students' answers, eg it / eat, sit / seat, fit / feet, lip / leap

- Ask a student (Student A) to pronounce one of the words on the board or from exercise 1.
- Ask a different student (Student B) to spell out the word they hear.
- Student A then confirms whether this was indeed the word they meant to say.
- Repeat with different pairs of students.

Homework

- Assign exercises 1,2,3,4,5 on pages 7 and 8 of the Workbook.

Speaking

Aim: to give practice in asking about and giving personal information

- Elicit from students who Katerina Xentidi is.
 - Tell students they are going to listen to an interview with her, but that they should focus not so much on what she says, but how she says it.
 - Go through questions 1-3 with students.
 - Play the CD. **CD 1, Track 6**
 - When going over the answers, point out that in natural speech people do use one-word answers sometimes, but that it's good to get into the habit of giving fuller answers in preparation for the FCE speaking test.
 - Also point out that words like *well* and *oh* are useful words to use in speech when you are trying to think about what to say next.

1 no 2 no 3 yes

- Go through the list of questions, addressing them to different students.
 - Stop after each question to give all students time to note down their own answers. (They should leave the column for their partner's answers blank for the moment.)
- Ask students to look back at the questions in exercise 2 and use them to interview their partner, noting down his/her answers in the spaces provided.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Remind students that they can use the useful phrases from the box if they wish.
 - Tell them they should avoid giving one-word answers and should try and use fillers like *well* and *oh* in the way that Katerina did on the CD.
 - They should then swap roles and let their partner interview them.
 - Go round the class asking different students questions about their partners (eg *What's Nina's favourite subject? Why?*)
 - Alternatively, you could ask students to copy their notes about their partner onto a separate piece of paper and collect them. You could then read out different sets of interview notes about different members of the class (eg *He or she usually plays football at the weekend. He or she wants to be a singer.*). The rest of the class have to guess who is being described in each case.

Additional Task

- Tell the class they are going to have a chance to interview you!
- Ask them to think of a question (which is not too personal!) that they would like to ask you and write it down.
- Go round the class, responding to each student's question.

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Unit 1

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students if they keep or have ever kept a diary and elicit different reasons why someone might want to do so.
- Ask students to look briefly at the text and say if there's anything unusual about it (the date of the diary entry is 2075 AD!).
- Go through the first couple of sentences of the text with students and elicit the missing words for gaps 1-3.
- Ask students to work in pairs to complete the exercise. Tell them they can refer back to previous exercises if necessary.
- Go over the answers orally.

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

Additional Task

- Elicit spoken answers to the following comprehension questions about the text:

- 1 What is telepathy?
- 2 What do the letters PLS stand for?
- 3 What's the writer's favourite subject?
- 4 What do you think you learn in Efficient and Effective Shopping?
- 5 What's the subject of the writer's geography test the next day?

- 1 communication without words / mind reading
- 2 Practical Living Skills
- 3 Efficient and Effective Shopping
- 4 probably, how to shop sensibly
- 5 tourist resorts on Mars

Additional Task

- Ask students to try and think up another school subject, apart from those mentioned in the text, that might exist in the future and give it a title. Encourage them to be as imaginative as possible.
- Choose different students to write the name of their futuristic subject on the board, while the rest of the class tries to guess what it involves.

Writing

Paragraphing

Aim: to develop an understanding of paragraphing in letters

- 1 • Explain that the paragraphs of the letter are in the wrong order.
 - Ask students to find the introductory part of the letter (*Dear Donna*).
 - Ask them to work in pairs to do the rest of the exercise.
 - Go over the answers orally, getting different students to read out different paragraphs.

1 C 2 F 3 G 4 B 5 D 6 E 7 A

- 2 • Make sure students realise that parts 1,2,3 etc refer to the letter after it's been ordered correctly (eg part 1 is C in exercise 1). They can write their answers from exercise 1 to the left of the numbers to help them.
 - Give students a couple of minutes to match up the parts with their purpose.
 - When checking answers, you may wish to write them on the board.

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

Additional Task

- Ask students to close their books.
- Ask different students to tell you one fact about Penny they can remember from her letter.

Homework

- Assign exercises 1,2,3 on page 9 of the Workbook.

Unit 1

Welcome Back!

Get Ready to Write

Informal letter

Aim: to prepare students to write an informal letter to a penfriend

- 1 • Elicit the meaning of the word *informal* and ask students what the opposite is (*formal*).
- Ask them for examples of informal types of writing (eg a letter to a friend, some magazine articles, some adverts) and formal types of writing (eg a letter applying for a job, a newspaper article).
- Ask them whether the letter they read in exercise 1 was formal or informal (informal).
- Elicit from students what contractions are. Write some examples of uncontracted phrases on the board and elicit the contracted forms:

► On the Board

he does not, they have got, we are not, you are

- Point out that contractions tend to be used more in informal than formal writing.
- Choose different students to read a paragraph each of the letter aloud, while the rest of the class follow in their books.
- Ask students a few comprehension questions (eg *What do we find out about the writer's interests? What is he going to do after writing the letter?*).
- Ask students to work through the exercise in pairs.
- Go over the answers orally.

- 1 Gary
- 2 Adam
- 3 The following should be underlined: How's (line 2), can't (line 6), wasn't (line 8), I'm (line 11), we've (line 13), We're (line 14), we've (line 15), I'd (line 17), I've (line 17)
- 4 Either of the following should be underlined: *Sounds like you had a great time in Switzerland.* (line 3) *Boring!* (line 6)
- 5 The punctuation around the word *unfortunately* (line 18) should be circled (the use of brackets to add a comment and the exclamation mark are very chatty in style).
- 6 a How's it going? b Thanks a lot. c we've got d loads of
- 7 Write soon!, All the best,
- 8 Four

- 2 • Go through the questions that students will have to answer in the letter they write and elicit example answers for each one.

- 1 eg Emma / Juan / Dominic
- 2 eg say you hope their sister is better / thank them for the birthday present they sent you
- 3 eg awful / great / not as bad as I expected
- 4 eg I saw all my friends again / I've got a new teacher
- 5 eg I'm having a party next week / I'm going to a pop concert
- 6 eg Dinner's ready / I've got to take the dog for a walk

- 7 eg (first) Write soon / Take care / Stay in touch (second) All the best / Lots of love
- 8 their own names, eg Kostas / Nancy / Bettina

- 3 • Tell students they should follow the general paragraph layout of the two model letters in their plan.
- Ask students to go to their Composition Planner on page 152 and give them about five minutes to write a brief plan for their letter.
- Check their plans.

Homework

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- Ask students to shut their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:
 - 1 language
 - 2 beginning
 - 3 revision
 - 4 filling
 - 5 usually
 - 6 course
 - 7 sheep
 - 8 uniform
 - 9 friendly
 - 10 unfortunately
- Ask students to swap their answers with their partner and mark them.
- You may wish to write the words on the board for them to check.

The Weird and the Unexplained

Unit 2

Target Language

Grammar:	past simple and past continuous / <i>used to</i> and <i>would</i>
Lexis:	mysteries / collocations
Reading skills:	reading for gist
Listening skills:	listening for location
Speaking skills:	describing photographs
Writing skills:	descriptive language / short story
Pronunciation skills:	/t/ and /i:/ production

- Ask students what the unit title is.
- Ask them to think of something weird (eg aliens, a dream they once had, a type of music).
- Ask them if they've ever had any weird experiences.
- Elicit any synonyms they know for *weird* and write them on the board (give them the first letter or two of the words if they're having difficulties).

► On the Board

strange, unusual, odd, peculiar, mysterious, bizarre

Get warmed up!

Aim: to introduce the topic of strange experiences through personal responses

- Write the key structures for answering the questions on the board:

► On the Board

I'd be ..., I'd ...

- Elicit what *I'd* is a short form of (I would) and why it is used here (because it refers to an unreal event, i.e. the answers are hypothetical).
- Give students a short time to discuss the questions in pairs or in small groups.
- Address the three questions to the class as a whole and elicit answers from different students.

Students' answers.

Reading

Aim: to give practice in reading for gist

- 1 • Ask students to look at the pictures and elicit suggestions as to what the text they are going to read might be about.
 - Read (or ask a student to read) the title and introductory sentence of the text and explain any vocabulary students are unfamiliar with (eg *fearless, investigates*).
 - Ask students to read the text as quickly as possible and match the four stories to the pictures. (Tell them they shouldn't read every single sentence word for word to find the answers. Explain that they will have another chance later on to read the text in more detail.)
 - Check answers orally and/or by writing them on the board.

1c 2d 3a 4b

- 2 • Go through the possible headings for the stories with students, explaining any words they are unfamiliar with (eg *witnesses*).
 - Ask students to read the article in more detail this time and to decide with their partners which heading is the most suitable for each story.
 - Check answers orally and/or by writing them on the board, getting students to justify their choices and give reasons why the other headings are unsuitable.

1b 2a 3c 4c

- 3 • Ask different students to read the sentences aloud, explaining any unfamiliar vocabulary (eg *colleagues, community, vanished*) as you go along.
 - Pause after each sentence to give students time to jot down their answers. (They should refer back to the text if necessary.)
 - Check answers orally and/or by writing them on the board.

1c 2e 3a 4b.

Homework

- Assign the Reading exercise on page 10 of the Workbook.

Additional Task

- Choose one student from each pair in the class and assign him/her the role of one of the people in the stories (eg Jimmy Carter; Christopher Davis, one of the flight attendants, etc).
- Tell the other students in the pairs that they are going to play the role of reporters and interview their partner about their strange experience.
- Give students a few minutes to prepare their roles (i.e. those playing the people in the stories should refamiliarise themselves with the information about 'themselves' and those playing the reporters should note down the questions they want to ask in their interview).
- Ask students to carry out the interviews with books closed, while you monitor them closely.
- Give feedback on students' performances, pointing out general strengths and weaknesses.
- Ask one or two pairs to come to the front of the class to perform their role-play.

Additional Task

- Assign one of the four stories to each pair of students.
- Ask them to come up with a logical explanation for what happened in the story they have been given.
- Taking each story in turn, ask one student from each pair to explain to the rest of the class what 'really' happened.
- When each pair has spoken, take a class vote on which was the most believable explanation for each story.

Unit 2

The Weird and the Unexplained

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of mysteries

- Ask students to do the exercise in pairs.
- Check answers orally and/or by writing them on the board.

- 1 odd
- 2 weird
- 3 bizarre
- 4 vanished
- 5 appeared
- 6 scared
- 7 experience
- 8 incident

Errors To Watch Out For

- Students often use the wrong adjectival form, eg *scared* instead of *scary*, *frightened* instead of *frightening*. If they make this mistake, point out that the *ed* forms are used to describe people's feelings and the other forms to describe things, experiences and situations.

Homework

- Assign exercises 1,2,3 on page 10 of the Workbook.

Grammar I

Past simple and past continuous

Aim: to consolidate students' understanding of the functions and usage of the past simple and continuous tenses

- 1 • Go through **Grammar database 3** on pages 177 and 178 of the **Grammar database** with students, drawing their attention in particular to irregular verbs in the past simple, the emphatic past simple and the different uses of the past simple and past continuous forms.
- Ask students to do this exercise on their own and then compare their answers with their partner's.
- Check answers orally and/or by writing them on the board.

The following should be underlined:

(story 1) three consecutive sentences from: *He was waiting to suddenly disappeared.*

(story 2) one sentence: *In 1988, seventeen-year-old ... across a field.*

(story 3) one sentence: *Pilot Bob Loft ... Florida in 1972.*

(story 4) one sentence: *Cooking pots ... left at all.*

Example of the emphatic past simple: *a fire did break out*
(story 3, final sentence)

Additional Task

- Write the following on the board:

► On the Board

- 1 I was sitting at my desk when ...
- 2 ..., a spaceship landed in the garden.
- 3 As I was eating my lunch ...
- 4 ..., the lights suddenly went off.

- Ask students to complete the missing halves of the sentences as imaginatively as possible, using the correct tenses.
- Ask different students to read out their answers.

- 2** • Elicit the answer to question 1 and write it on the board as an example:

► On the Board

- 1 Did Naomi see a UFO last week?
Naomi did not / didn't see a UFO last week.

- Ask students to complete the exercise on their own.
- Check answers to 2-6 orally and/or by writing them on the board.

- 1 Did Naomi see a UFO last week?
Naomi did not / didn't see a UFO last week.
- 2 Was Bob Loft flying the plane?
Bob Loft was not / wasn't flying the plane.
- 3 Were the people standing there amazed?
The people standing there were not / weren't amazed.
- 4 Did the ghosts suddenly disappear?
The ghosts did not / didn't suddenly disappear.
- 5 Was it the planet Venus?
It was not / wasn't the planet Venus.
- 6 Was he driving his car when he saw the creature?
He was not / wasn't driving his car when he saw the creature.

- 3 • Ask students to look at the picture and say what they think happened.
- Elicit the simple past tenses and present participles of the verbs *sit*, *see*, *feel*, *find*, *run*, *hear* and write them on the board:

► On the Board

sat – sitting
saw – seeing
felt – feeling
found – finding
ran – running
heard – hearing

The Weird and the Unexplained

Unit 2

- Ask them to complete the exercise, working with their partner if necessary.
- Check answers orally and/or by writing them on the board.

- | | |
|---------------|--------------|
| 1 had | 11 closed |
| 2 was sitting | 12 was going |
| 3 was | 13 was |
| 4 turned | 14 opened |
| 5 got | 15 found |
| 6 looked | 16 ran |
| 7 was | 17 heard |
| 8 was walking | 18 was |
| 9 saw | 19 happened |
| 10 felt | |

Homework

- Assign exercises 1,2,3,4 on pages 11 and 12 of the Workbook.

Listening

Aim: to give practice in listening for location

- 1 • Elicit the place each of the pictures shows.

- a a school science lab
b a record shop
c a bedroom
d an office
e a theatre

- 2 • Explain to students that they are going to listen to four people talking and have to match the experience described with the picture (a, b, c, d or e) that shows where it took place.
- Play the CD once. **CD 1, Track 7**
 - Check answers orally and/or by writing them on the board.

Speaker 1: b
Speaker 2: e
Speaker 3: a
Speaker 4: c
(picture d not referred to)

- 3 • Give students a couple of minutes to read through the questions.
- Make sure they understand that only one out of the three answer choices is correct for each question.
 - Play the CD again. **CD 1, Track 8**
 - Check answers orally and/or by writing them on the board, and elicit why the other answer choices are wrong (eg 3c – we don't know that the clock broke because they looked at it. It could have been a coincidence).

1c 2b 3b 4a

Homework

- Assign the Listening exercise on page 15 of the Workbook.

Additional Task

- Write the following words on the board and ask students to match them to the speaker who used them when describing their strange experience:

► On the Board

fireman smashed CDs
storm play hypnotist

fireman: speaker 2
smashed: speaker 3
CDs: speaker 1
storm: speaker 4
play: speaker 2
hypnotist: speaker 2

Dictionary Corner

Aim: to introduce and practise collocations

- 1 • Explain that in English certain words are used together.
- Write the following on the board and ask students to fill in the gaps in the sentences with the appropriate adjectives:

► On the Board

good / fine / lovely
That's a ____ dress.
How are you? ____, thanks.
I wish you all ____ luck in the test!

- Explain that even though the three adjectives have similar meanings, they cannot be used interchangeably to describe these nouns.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board, making sure students understand the meanings of the phrases.

- | | |
|---------------|------------|
| 1 awake | 6 time |
| 2 asleep | 7 cut |
| 3 temperature | 8 motion |
| 4 escape | 9 voice |
| 5 away | 10 trouble |

- 2 • Explain any vocabulary you think students will have a problem with (eg *woods*, *panic*, *clap*).
- Ask students to complete the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.
 - Elicit ideas as to what the meaning of the dream could be.

Unit 2

The Weird and the Unexplained

- Ask students to tell you about any strange dreams they have had and invite interpretations from other members of the class.

- 1 had a high temperature
- 2 was fast asleep
- 3 take a short cut
- 4 for a long time
- 5 be far away
- 6 in slow motion
- 7 in a deep voice
- 8 be in big trouble
- 9 a narrow escape

Additional Task

- Tell students they are going to describe some dreams (real or imaginary) and should try and use some of the phrases from exercise 1 in their descriptions.
- Ask each student to take a piece of paper and write down the first sentence, which should set the scene for the dream.
- They then pass the piece of paper on to the person next to them, who reads what is written and adds the next sentence.
- The pieces of paper get passed around until each student has added something to them all.
- Ask each student to read out the dream they have in front of them.

Homework

- Assign exercise 1 on page 13 of the Workbook.

Grammar 2

Used to and would

Aim: to introduce *used to* and *would* to refer to the past

- 1 Go through **Grammar database 4** on page 178 of the **Grammar database** with students, drawing their attention in particular to the difference in usage between the two and the negative and question forms of *used to*.
 - Ask students to do the exercise in pairs and to underline the mistakes in the incorrect sentences.
 - Check answers orally and/or by writing them on the board, eliciting the mistakes in the incorrect sentences.

The following sentences should be ticked: **1, 4, 5**
The others are incorrect for the following reasons:
2: *would* should be *used to* **3:** *thought* should be *think*

- 2 Make sure students understand that they shouldn't change the form of the word given in any way.
 - Ask students to do the exercise on their own.
 - Check answers orally and/or by writing them on the board.

1 used to say 2 never used to believe 3 would do 4 used to see

Additional Task

- Write the following on the board:

► On the Board

When I was younger, I ...

sleep	eat	carrots	fairy stories
like	be	naughty	worms
		with the light on	

- Ask students to make three sentences about themselves using some of the information on the board and either *used to* or *would*, eg *When I was younger, I used to / didn't use to / would / wouldn't eat worms.*

Homework

- Assign exercises 1,2,3,4,5,6 on pages 13 and 14 of the Workbook.

Soundstation

Aim: to give practice in producing the sounds /t/ and /i:/

- 1 Write the following words from Soundstation in Unit 1 on the board. Elicit the differences in pronunciation between them:

► On the Board

pill, peel	grin, green	filling, feeling
ship, sheep	lid, lead	chick, cheek

- 2 Explain to students that they are going to play a game.
 - Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
 - Then, he/she says a sentence aloud, starting with *What an incredible* and finishing with the word that has been written down. For example, *What an incredible feeling.*
 - The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets 10 points. If one student votes (incorrectly) for, say, 'filling', the student who said the sentence only gets 9 points, etc. Every student who votes for the correct word gets five points.
 - Students keep their own score, and the winner is the person with the most points at the end of the game.

Speaking

Aim: to introduce *used to* and *would* to refer to the past

- 1 Ask one or two students to briefly describe the two pictures.
 - Ask students to read through the phrases for Students 1 and 2 and say whether any of them were used just now by the students who spoke.
 - Tell them they are going to listen to two students describing the pictures and should tick any of the phrases they hear.
 - Play the CD once and again if necessary. **CD 1, Track 9**

Phrases to be ticked:

Student 1: this is a picture of; I don't think

Student 2: I'm not really sure; It seems to be; Perhaps it's a; it could be; it's difficult to tell

The Weird and the Unexplained

Unit 2

- 2** • Ask students to note down what they think pictures c-f show.
• Check answers orally and/or by writing them on the board.

c a UFO
d a spoon moving
e a human monster/beast (the Yeti)
f a rope moving

7 know
8 did
9 went
10 vanished
11 took
12 Did

Background Information

- The Yeti (also known as the Abominable Snowman) is said to be a large, hairy creature that lives in the highest mountains of the Himalayas.

- 3** • Ask students to discuss the pictures in pairs while you monitor them closely. You may wish to have one student describing a picture while the other students listen.
• Give feedback on the performances in general.
- 4** • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
• Refer them to the *Speaking database* on page 174 before they do the task.
• Allocate the roles of Friend A and Friend B for each pair.
• Give them a couple of minutes to think about their roles and write the following phrases on the board:

► On the Board

Guess what? It was really scary No way!
You'll never believe it but ... You're kidding! What did it look like?

- Elicit which phrases might be used by Friend A and which by Friend B.
- Give students about five minutes to do the role-play activity, using some of the phrases on the board if they want, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Elicit what the photo is of (a military ship) and read through the introductory part of the report with students, making sure they understand the words *case*, *experiment* and *location*.
- Ask students to read the text, filling in the gaps with words they have met in the unit so far. (Ask them to try to work out the meanings of any words they don't know as they read rather than ask you.)
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what really happened to the ship.

1 did
2 watching
3 disappeared
4 were
5 stopped
6 felt

Additional Task

- Tell students they are going to recount a weird event (either real or unreal) to the class.
- Give them five minutes to note down a few details of the event.
- Ask different students to recount their weird event.
- When they have finished, other students can ask them some questions about it to try and work out whether or not it was true.
- For each one, take a class vote on whether it was true or false, before the narrator reveals the answer.

Writing

Descriptive language

Aim: to give students practice in using descriptive language

- 1** • Explain to students that it is important to use a variety of words when they write in order to make their writing interesting to read.
• Explain that they are going to find words in the list that have a similar meaning to those in 1-6, and write them in the appropriate box.
• Do number 1 with them as an example, telling them to find any words in the list that involve the action of saying.
• Ask them to complete the rest of the exercise individually or in pairs.
• Check answers orally and/or by writing them on the board.

1 state, answer, whisper, explain, scream, shout, promise, claim, ask, wonder, reply, suggest
2 glimpse, stare, notice, watch, glance, gaze
3 wonderful, great, fantastic, terrific, excellent, brilliant, amazing, marvellous
4 terrible, disastrous, awful, dreadful, horrible, rubbish
5 huge, enormous
6 tiny

Additional Task

- Tell students they will have to describe the things you say in one word without using the words *good*, *bad*, *big* or *small* (i.e. using synonyms of these adjectives from the previous exercise).
- Say the following and choose different students to give you an adjective: *the weather today*; *English homework*; *the last English composition you wrote*; *pizza*; *the Loch Ness Monster*; *a mosquito*.

Unit 2

The Weird and the Unexplained

- 2** • Tell students to choose an appropriate word from exercise 1 to complete each gap. Verbs from boxes 1 or 2 may need to change form.
- Check answers orally and/or by writing them on the board.

A variety of answers is possible.

Homework

- Assign exercises 1,2,3,4 on pages 14 and 15 of the Workbook.

Get Ready to Write

Short story

Aim: to prepare students to write a short story

- 1** • Choose different students to read a paragraph each of the story.
- Elicit the answer to question 1.
 - Ask students to do questions 2-10 either individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- 1 past simple
- 2 either *was travelling* (paragraph 1) or *was telling* (paragraph 3) should be underlined
- 3 *explained, asked, promised* (paragraph 2) *telling* (paragraph 3) *reminding* (paragraph 4) *shouted* (paragraph 4)
- 4 past perfect
- 5 informal
- 6 formal
- 7 four
- 8 two
- 9 great
- 10 yes

- 2** • Make sure students understand that they must include the words given at the end of the composition they are going to write.
- Ask students to spend a few minutes making notes in answer to these questions, which will form the basis of their composition.
 - Go through the questions eliciting ideas from different students.
- 3** • Ask students to go to their Composition Planner on page 153 and give them about five minutes to write a brief plan for their story.

Homework

- Assign the writing of the story students have planned in their Composition Planner; telling them to write between 120 and 150 words.
- Tell students they will write a first version of this story and give it to you. Their story will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their story to you.

Additional Task

- Ask students to shut their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:
1 disappear 2 creature 3 weird 4 ghost 5 deep 6 scientist 7 great 8 horrible 9 scared 10 odd
- Ask students to swap their answers with their partner and mark them.
- Check answers by writing them on the board.

Units 1 - 2 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 1 and 2.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately thirty minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for this test is 49 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 1 and 2 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 1 has been completed and exercises 2, 5, 6 and 7 after Unit 2 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.
- Check answers orally and/or by writing them on the board.

1

- 1 of doing
- 2 to going
- 3 with
- 4 at
- 5 to write
- 6 to understand

2

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

3

- 1 lesson
- 2 report
- 3 subject
- 4 revision
- 5 break
- 6 timetable
- 7 course

4

- 1 My sister **wants** me to help her with her homework.
- 2 correct
- 3 Tony often **forgets** to bring his books to class.
- 4 correct
- 5 Sarah **doesn't** really **like** her geography teacher.
- 6 What **are** you **thinking** about at the moment?
- 7 Where **does** Dana Banach **live**?

5

- 1 jumped, tried
- 2 wrote
- 3 was watching, fell
- 4 Were you, heard
- 5 was not / wasn't driving, had

6

- 1 was
- 2 to
- 3 did
- 4 being
- 5 would
- 6 were

7

- 1 are doing
- 2 are
- 3 were playing
- 4 appeared
- 5 saw
- 6 was
- 7 had
- 8 flew
- 9 do not / don't believe
- 10 do think

Unit 3

Target Language

Grammar: countable and uncountable nouns / articles

Lexis: crime / phrasal verbs (with *off*)

Reading skills: logical cohesion

Listening skills: listening for location

Speaking skills: expressing opinion and giving reasons

Writing skills: discursive words and phrases / essay

Pronunciation skills: stress production in expression of opinion

- Ask students what they understand by the unit's title (*it refers to the idea that there are no two ways about it – you have to abide by the law!*).

Get warmed up!

Aim: to introduce the topic of crime and the law through general discussion

- Ask students in pairs, in small groups or individually to write down as many crimes as they can think of in two minutes.
- After the two minutes are up, elicit as many crimes as possible from students and write them on the board. You might want to distinguish between serious and less serious crimes.

(suggested answers) theft, drug smuggling, kidnapping, terrorism, hijacking, drinking and driving, forgery, fraud, shoplifting, speeding, not wearing a helmet on a motorbike, not wearing a seatbelt, parking on a double yellow line

- Give students a short time to discuss the questions in pairs or in small groups. Then have a class discussion based on the two questions. Encourage quieter students to join in by directing questions at them.

(suggested answers) first question: possible reasons for committing crimes: poverty, boredom, political beliefs, jealousy, selfishness, desire to get rich
second question: students' answers

Reading

Aim: to develop an understanding of cohesion in texts

- Ask students to look at the cartoon and elicit suggestions as to what it is about by asking the following questions: *What is happening? Why has the man been arrested? Is this a normal reason to arrest someone?*
 - Tell them it will all be explained in the text they are going to read.
 - Ask students to read the article as quickly as possible to find the answers to questions 1-3. Point out that the paragraphs are not in the correct order and there are some missing sentences, which they should ignore for the moment.

The Law's the Law

- Check answers orally and/or by writing them on the board.

- on Christmas Day
- in Atlanta (USA)
- a human face

Background Information

- Mince pies are small round pies filled with a mixture of raisins, apple, sugar, etc. They are traditionally eaten at Christmas in Britain.*

- Ask students to read the article more carefully this time and put the paragraphs in the correct order. The first one has been done for them.
 - When they think they have found the correct order, they should check their answers with their partner's.
 - Check answers orally and/or by writing them on the board, eliciting what the links are between the paragraphs.

2E 3D 4C 5B

- Ask students to complete this exercise individually or in pairs, again using the words in bold as a clue to the position of the sentences.
 - Tell them there are two approaches to this exercise: they can either read the sentences first and decide where they go in the text, or they can read the text again from the beginning and then choose the sentence that fits each gap.
 - Make sure they realise that, when trying to work out whether or not a sentence fits in a particular position in the text, they should look both at what comes before and after the gap.
 - Check answers orally and/or by writing them on the board, again eliciting the links between the missing sentences and the surrounding text.

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

Homework

- Assign the Reading exercise on page 17 of the Workbook.

Additional Task

- Write the names of some countries on the board:

► On the Board

France Britain Germany Spain Greece Italy

- Tell students they have to choose a country and make up a strange law that might exist there (eg *In Greece, it's illegal to drive slowly!*) – the sillier, the better!
- Ask different students to read out their laws and, at the end, ask the class to decide which was the silliest.

The Law's the Law

Unit 3

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of crime and the law

- 1 • Ask students to complete the exercise on their own, paying special attention to verb forms.
- Check answers orally and/or by writing them on the board.

1 committing, crime
2 against, law
3 arrested
4 illegal
5 breaking
6 under arrest

- 2 • You may want to use this exercise as an opportunity to give students practice in using an English dictionary (in which case you will need one dictionary per pair of students).
- Ask students to look at the entry for the word *murder* and explain what the different abbreviations and phonetics stand for; then show them how to find the related word *murderer*.
- Ask them to complete the exercise in pairs, using the dictionary if necessary, and go round the class answering any queries they may have.
- Check answers orally and/or by writing them on the board.
- Elicit the differences in meaning between the words burglar, thief and robber (a burglar breaks into a house and steals from it, while a thief or a robber steals from a place or a person).

burglary: burglar
theft / stealing: thief
robbery: robber
shoplifting: shoplifter
smuggling: smuggler
law: lawyer; outlaw
crime: criminal
prison: prisoner
police: policewoman

Additional Task

- Ask students to write down the verbs that describe the crimes in exercise 2.
- Check answers orally and/or by writing them on the board.

to murder
to burgle
to steal
to rob
to shoplift
to smuggle

Homework

- Assign exercises 1,2,3 on page 18 of the Workbook.

Grammar I

Countable and uncountable nouns

Aim: to consolidate students' understanding of countable and uncountable nouns

- 1 • Go through **Grammar database 5** on page 179 of the **Grammar database** with students, drawing their attention in particular to nouns that can be both countable and uncountable.
- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit the different meanings of the countable and uncountable forms of the words in the third column (eg a glass is something you drink out of, while glass is the actual material).

always countable: job, suitcase, person

always uncountable: advice, money, news, information, knowledge, food, furniture, luggage

both countable and uncountable: glass, cake, hair, chicken, chocolate, sheep, crime, law, time, work

Additional Task

- Tell students they are going to play a memory game.
- Write the following nouns on the board, eliciting whether each is countable or uncountable:

► On the Board

money
hat
book
suitcase
chocolate
fruit
umbrella
map
camera
towel
soap
toothpaste

- Tell students they have to imagine they went on holiday and are remembering what they took with them.
- Choose a student to start with the words, *I went on holiday and I took ...* and choose one of the items on the board (eg *some books*) to complete the sentence.
- Choose another student, who will continue, *I went on holiday and I took some books and ...* (s/he will choose another item from the list on the board to add here).
- The game continues in this way, with each student having more and more items to remember (they must also remember them in the correct order).
- The game finishes when all the items on the board have been mentioned – the winner is the student who managed to remember the most items in the correct order.

Unit 3

The Law's the Law

- Encourage students to correct each other if they use the wrong articles before words (eg 'a' toothpaste instead of 'some' toothpaste).

- 2** • Ask students to do this exercise, referring to **Grammar database 5** if necessary.
- Check answers orally and/or by writing them on the board.
 - Elicit the meaning of *works* (eg a work of art, two works of art).

1 was
2 is
3 work
4 much
5 amount
6 Few

- 3** • Ask students to complete this exercise on their own.
- Check answers orally and/or by writing them on the board.

1 *many* should be *much*
2 *luggages* should be *luggage* or *suitcase*
3 *lots* should be *lot* or *Lots of*
4 *an* should be *some*
5 *chocolates* should be *chocolate*
6 *are* should be *is*

Additional Task

- Ask students to make sentences using the words that they underlined in sentences 1, 3, 4, 5 and 6 of exercise 3 correctly ('luggages' in number 2 does not exist as a word).
- Elicit possible answers and write some examples on the board.

Students' answers (five sentences, each using one of the following words correctly: *many*, *lots*, *an*, *chocolates*, *are*)

Homework

- Assign exercises 1,2,3,4,5 on pages 18 and 19 of the Workbook.

Listening

Aim: to give practice in listening for location

- 1** • Elicit what each of the pictures shows.

a a court
b a prison cell
c a living room
d a clothes shop
e a police station

- 2** • Explain to students that they are going to listen to five people talking and have to match the speaker with the picture (a, b, c, d or e) of the place referred to.
- Play the CD once. **CD 1, Track 10**
 - Check answers orally and/or by writing them on the board.

Speaker 1: c
Speaker 2: d
Speaker 3: e
Speaker 4: a
Speaker 5: b

- 3** • Ask students to read through the statements.
- Tell them to be careful when listening because statements may be designed to seem true when they're not.
 - Play the CD again. **CD 1, Track 11**
 - Check answers orally and/or by writing them on the board.
 - You might like to elicit who the other speakers (apart from the prison guard) were (the victim of a burglary, a shop assistant, a policeman, a judge).

Speaker 1: False
Speaker 2: False
Speaker 3: True
Speaker 4: False
Speaker 5: True

Homework

- Assign the Listening exercise on page 22 of the Workbook.

Dictionary Corner

Aim: to give practice in using phrasal verbs with off

- Ask students to shut their books and write down any phrasal verbs they know with *off*.
- Elicit the verbs they have thought of and their meanings.
- Ask students to open their books again and do the exercise, referring to the Phrasal verb database on page 172 if necessary.
- Check answers orally and/or by writing them on the board.
- You might like to elicit one word synonyms for the phrasal verbs in numbers 3, 5 and 7: go off (explode), take off (remove), get off (leave).

1 turned off
2 made off
3 went off
4 let, off
5 took off
6 took off
7 got off

The Law's the Law

Unit 3

Additional Task

- Ask students to choose one of the phrasal verbs from the exercise above and make a sentence using it.
- Ask different students to read out their sentence, substituting the verb with a beep sound (or two if the verb is separated). (eg He beep his clothes and jumped in the shower: beep = took off)
- The rest of the class have to guess what the missing phrasal verb is; whoever shouts out the answer first (and gets the verb tense right) has the next turn at reading out their sentence.

Homework

- Assign exercises 1,2 on page 20 of the Workbook.

Soundstation

Aim: to give practice in correct stress production when giving an opinion

- Give students some oral examples of sentences where there is a definite stress on one word in particular (eg This food is awful! / No, the film is on tomorrow night, not tonight).
 - Ask students to read and listen to the four sentences at the same time, paying attention to where the stress is placed.
 - Play the CD once, and then again, if necessary.

CD 1, Track 12

- Check answers orally and/or by writing them on the board.

The following words should be circled:

1 me 2 I'm 3 my 4 me

- Ask different students to read out the sentences, making sure they are producing the correct stress patterns.
 - Read out the sentences again, sometimes putting the stress obviously on the wrong word.
 - Ask students to listen very carefully and elicit from them whether or not the stress was in the correct place.

Grammar 2

Articles

Aim: to develop students' understanding of the use of articles

- Go through **Grammar database 6** on pages 180 and 181 of the **Grammar database** with students, drawing their attention to the (many) exceptions to the rules about article use.
- Ask students to do the exercise, referring to **Grammar database 6** if necessary.
- Check answers orally and/or by writing them on the board.

1 the
2 The
3 —

4 The
5 a
6 a
7 —
8 —
9 the
10 a
11 a
12 the
13 —
14 a
15 an
16 —
17 a
18 the
19 —
20 The

Additional Task

- Divide students into two teams (A and B) and tell them they are going to play a game that will test their knowledge of articles.
- Draw two columns on the board with the headings 'Team A' and 'Team B'.
- Tell each team to come up with four sentences using one of the articles 'a', 'an', 'the' or no article at all, referring to the examples in **Grammar database 6** to help them.
- Once each team has written their four sentences, they should change two of them to make them incorrect, either substituting one of the articles for a different one, removing it altogether or adding one where there shouldn't be one.
- Check both teams' sentences to make sure they have made two correct and two incorrect ones.
- Ask a member of Team A to read out one of their sentences.
- A member of Team B should write down the sentence and the team as a whole should decide a) whether or not the use of articles is correct, and b) if it is incorrect, what the correct version is. (NB They are not allowed to refer to **Grammar database 6** or their Student's Book at this point.)
- If Team B correctly identifies whether the use of articles is correct or not, they get 2 points; if they correct an incorrect sentence accurately, they get a bonus point; and for either of the parts they get wrong, Team A scores 1 point.
- Keep the score for the two teams on the board.
- The teams take it in turn to test each other until all the sentences have been read out and the winning team is the one with the most points at the end.

Homework

- Assign exercises 1,2,3,4,5,6 on pages 20 and 21 of the Workbook.

Unit 3

The Law's the Law

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Go through question 1 with the class and elicit the answer, writing it on the board as an example:

► On the Board

*The thief escaped on a motorbike.
off
The thief made off on a motorbike.*

- Ask students to complete the rest of the exercise.
- Check answers orally and/or by writing them on the board.

- 1 off
- 2 you off
- 3 the law
- 4 a crime
- 5 lot of
- 6 off
- 7 a few

Speaking

Aim: to give practice in expressing opinion and giving reasons

- Have a class discussion based on the first two questions, telling students to try and use some of the phrases. (Let students refer to the list of punishments for question two only after they have come up with some ideas of their own).
 - Tell students to pay special attention to word stress when giving their opinion.
 - Give students a couple of minutes to jot down some ideas in pairs in answer to question 3.
 - Check answers to question 3 orally.

1 and 2: students' answers
3 (suggested answers) Other possible rules the school should introduce: No being rude to teachers, No fighting in the playground, No dyed hair

- Ask students to turn to page 168 and assign each pair of students their roles (teacher and student).
 - Elicit from students which of the two roles will require more use of language to express an opinion (the teacher's) and which more use of language to give reasons and results (the student's).
 - Give students about five minutes to do the role-play
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Choose one or two pairs of students to act out the role-play in front of the class.

Writing

An essay: useful words and phrases

Aim: to introduce students to some useful language for an essay

- Elicit what kind of composition an essay is (a composition which discusses / gives different points of view on a subject).
 - Go through the list of purposes (a-i) with students, explaining that these are the different things one might want to do when writing an essay.
 - Ask students to complete the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- | | |
|---|---|
| a | 7 |
| b | 5 |
| c | 9 |
| d | 8 |
| e | 2 |
| f | 4 |
| g | 3 |
| h | 6 |
| i | 1 |

Homework

- Assign exercises 1,2,3 on page 22 of the Workbook.

Get Ready to Write

Essay

Aim: to prepare students to write an essay

- Ask students to read the model essay and complete the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

- the following should be underlined:
paragraph 1: such as, However
paragraph 2: On the one hand, Firstly, Secondly,
In addition, As a result
paragraph 3: On the other hand, Moreover
paragraph 4: In conclusion, I believe
- To introduce the subject of the essay.
- To say what the advantages of prisons are.
- To say what the disadvantages of prisons are.
- To draw a conclusion.
- Yes, but only one – 'crime doesn't pay'. (Point out to students that this is an expression. The rest of the essay does not contain contractions.)
- formal
- 3
- 3
- community service, a fine

The Law's the Law

Unit 3

- 2**
- Go through questions 1-8 with students, inviting comments and writing some ideas on the board after each one.
 - Give students time to take notes as you go through the questions.
 - Ask students to write the answer to question 9 on their own.
 - Elicit some answers to question 9 orally.

1 It means that a person caught stealing at school has to immediately leave the school forever.

2-9: Students' answers.

- 3**
- Ask students to go to their Composition Planner on page 154 and give them about five minutes to write a brief plan for their essay.

Homework

- Assign the writing of the essay students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this essay and give it to you. Their essay will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their essay to you.

Additional Task

- Ask students to find a word from the unit that is more than a syllable long and write it down on a piece of paper, not showing it to anyone else.
- Ask them to shut their books.
- Go round the class, asking each student to read out their word.
- The rest of the class have to write it down, paying particular attention to spelling.
- When each member of the class has read out their word, check the answers by spelling all the words out on the board.

Unit 4

Meet the Stars

Target Language

Grammar: present perfect simple and continuous / comparatives and superlatives

Lexis: the media / word formation (prefixes)

Reading skills: reading for specific information

Listening skills: listening for specific information

Speaking skills: giving examples

Writing skills: interpreting notes / informal email

Pronunciation skills: /ə/ recognition and production

- Ask students if they've ever met a star and, if so, who.
- Elicit as many different types of star as possible (film star, TV star, etc) and write them on the board.

► On the Board

film star TV star / personality pop star
rock star sports personality comedian

Get warmed up!

Aim: to introduce the topic of stars through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

Reading

Aim: to give practice in reading for specific information

- 1 • Tell students they have one minute to find the names of the people in the photographs – the first to find them all should raise their hand.
• Check answers orally.

- a Tom Hanks (paragraphs 2 and 4)
- b Madonna (paragraphs 3 and 5)
- c Kylie Minogue (paragraph 2)
- d Tom Cruise (paragraph 3)
- e Robbie Williams (paragraph 2 and 4)

- 2 • Go through the five statements with students and elicit what the letters *CT* stand for (can't tell – i.e. it's impossible to tell whether the statement is true or not).
• Ask students to read the text in more detail this time to find the answers.
• Check answers orally and/or by writing them on the board, eliciting where the relevant information for each answer is to be found in the text.

- 1 T: paragraph 1: Hundreds!
- 2 CT: paragraph 2: the only comment he makes about her is that 'she's very short in real life'.
- 3 F: paragraph 3: 'Sometimes I do the interview and sometimes I get another journalist to do it.'
- 4 CT: paragraph 3: we are only told that he sells the interviews to newspapers and magazines round the world, not how much he sells them for.
- 5 F: paragraph 6: 'Actually it's the first time I've ever given an interview.'

- 3 • Show students how to work out the answers to multiple choice questions, using question 1 as an example.
• Ask students to ignore the question for the moment and read through the four multiple choice options.
• Point out that each option contains an element of truth (Lee does specialise in doing celebrity interviews, he does run his own company in London, etc), but that only one of them correctly answers the question – hence the importance of reading the question very carefully.
• Ask students to focus on the question now and find which is the best answer to it – i.e. which of the four choices gives a logical reason for why Lee knows a lot of people in the media.
• Ask them to look back at the text to check the answer they've chosen is correct, and elicit the sentence which contains the answer (paragraph 4: '... I've been working in the media for about twelve years, so I've got lots of contacts in the industry'.)
• Ask students to complete the exercise individually or in pairs, underlining the information in the text that gives them the answer for each question.
• Check answers orally and/or by writing them on the board.

- 1c: paragraph 3: '... I've been working in the media for about twelve years, so I've got lots of contacts in the industry.'
- 2b: paragraph 3: 'When a new movie or CD comes out, the film or record company contacts me ...'
- 3a: paragraph 3: 'Sometimes I do the interview and sometimes I get another journalist to do it.'
- 4d: paragraph 4: 'I've ended up having several arguments with stars.'

Homework

- Assign the Reading exercise on page 23 of the Workbook.

Meet the Stars

Unit 4

Additional Task

- Tell students they are going to play 'Hangman' with film titles.
- Explain that you are going to write the initial letter of a film title on the board and they will take it in turns to guess what the missing letters are.
- Write the following on the board (the title is *Braveheart*):

► On the Board

B _ _ _ _ _

- Ask students to raise their hands if they want to try and guess a letter.
- Choose a student, who should say a letter. If it is correct, write it in the appropriate place in the word; if not, draw the first part of the hanged man (i.e. a vertical line).
- Draw one part of the hanged man each time a letter that isn't in the word is suggested.
- Students should carry on guessing letters either until the hanged man is complete (in which case, you have won and should start again with a new title) or until someone thinks they know the answer (in which case, they should guess and, if correct, take over your role at the board).
- You might like to have some film titles written down for students to use in case they can't think of one of their own (eg *Matrix*, *Mission Impossible*, *Chicago*, *Star Wars*).

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of the media

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

- 1 journalist
- 2 celebrities
- 3 media
- 4 comes
- 5 interview

Homework

- Assign exercises 1,2 on page 24 of the Workbook.

Grammar I

Present perfect simple and present perfect continuous

Aim: to consolidate students' understanding of the functions and usage of the present perfect simple and continuous tenses

- 1 • Go through **Grammar database 7** on pages 181 and 182 of the **Grammar database** with students.
 - Ask students to look back at the interview and underline all incidences of the present perfect simple and continuous tenses, then count them up.
 - Check answers orally.

- a) present perfect simple: 15 incidences
- b) present perfect continuous: 2 incidences

- 2 • Ask students to complete the exercise, referring to **Grammar database 7** if necessary.
 - Check answers orally and/or by writing them on the board.

The following should be circled:

- 1 He's interviewed
- 2 I've been writing
- 3 since
- 4 yet
- 5 been
- 6 has just sold
- 7 still

- 3 • Explain to students that they have to fill in the gaps with the verbs given in the appropriate tenses and guess who the person described is.
 - Check answers orally and/or by writing them on the board.

- 1 I've worked / I've been working
- 2 I've only been
- 3 was
- 4 it came out
- 5 I've starred
- 6 I've won
- 7 I haven't won
- 8 I married
- 9 came
- 10 Have you worked out

(Don't give the identity of the mystery person away yet.)

- 4 • Ask students to match the text in exercise 3 with the photo of the person who was describing themselves.
 - Check answer orally.

Photo **c** of Bruce Willis should be ticked.
For your information, photo **a** is of Harrison Ford and photo **b** of Mel Gibson.

Additional Task

- Tell students they are going to play the game 'Who am I?'
- Ask them to each think of a famous person (they can be male or female, but must be alive) and write down five sentences about them, using the text in exercise 3 as a guide.
- Choose a student to read out their information (eg *I've made four albums, I live in London, My first name begins with ...*), pausing after each sentence for students to guess who is being described.
- If they get to the end of their description without anyone having guessed who they are, they get five points.

Unit 4

Meet the Stars

- If a member of the class guesses the identity of the mystery person after just one sentence, they get five points, if they guess it after two sentences, they get four points, etc (until a guess after five sentences have been read out earns just one point).
- Keep the score on the board.
- The winning student is the one with the most points after everyone has had a turn at being the mystery person.

Homework

- Assign exercises 1,2,3,4 on pages 24 and 25 of the Workbook.

Dictionary Corner

Aim: to familiarise students with negative prefixes and give them practice in word formation

- 1 • Write the following words on the board:

► On the Board

untrue
impolite
unfriendly
misunderstand

- Elicit from students what the words have in common (they all contain a prefix – i.e. a particle added to the beginning of a word – which makes their meaning negative).
- Elicit any other words students know containing negative prefixes.
- Go through the adjectives in exercise 1, making sure students understand their meanings.
- Ask students to complete the exercise in pairs or individually.
- Check answers orally and/or by writing them on the board.

un – uncertain, uncomfortable, unemployed, unhappy, unhelpful, unpopular, untidy
dis – dishonest
il – illegal
im – impatient, impossible

- 2 • Ask students to complete the exercise.
• Check answers orally and/or by writing them on the board.

1 impossible
2 unemployed
3 impatient
4 dishonest
5 illegal

Homework

- Assign exercises 1,2 on page 26 of the Workbook.

Listening

Aim: to give practice in listening for specific information

- 1 • Explain to students that they are going to listen to a song.
- Give students a couple of minutes to read through the lyrics and complete any of the gaps they can (encourage them to guess at what the missing words could be, using the rhyming scheme to help them).
 - Ask different students to read a few lines of the song each, inserting possible words in the gaps (but don't give the answers at this point).
- 2 • Play the CD once for them to check whether their guesses were correct and listen for the rest of the missing words.

CD 1, Track 13

- If necessary, play the CD a second time.
- Check answers orally and/or by writing them on the board.
- After checking the answers, you might like to give students a chance to listen to the song again and to sing along with it.

1 TV
2 magazine
3 movie
4 star
5 car
6 best
7 care
8 opinion
9 famous
10 autograph
11 newsflash

Homework

- Assign the Listening exercise on page 28 of the Workbook.

Grammar 2

Comparatives and superlatives

Aim: to consolidate students' understanding of comparative and superlative forms and usage

- 1 • Go through **Grammar database 8** on pages 182 and 183 of the **Grammar database** with students, drawing their attention in particular to comparative and superlative forms of irregular adjectives and adverbs.
- Elicit suggestions as to what kind of magazines *Hi!*, *Yes!* and *Now!* are (the type containing gossip about the stars) and ask students if they ever read magazines like this.
 - Go through the information about the magazines with students and ask them to complete the exercise, referring to **Grammar database 8** if necessary.
 - Check answers orally and/or by writing them on the board.

1 the most expensive
2 cheaper than
3 not as cheap as
4 the biggest
5 smaller than, bigger than

Meet the Stars

Unit 4

- 6 the most popular
- 7 the least popular
- 8 less popular than
- 9 more often than
- 10 as often as

Additional Task

- Write the following on the board:

► On the Board

Celine Dion	Kylie Minogue	Madonna
David Beckham	Ronaldo	Pele
Tom Cruise	Brad Pitt	Sean Connery

- Elicit what each group of famous people are (singers, footballers and actors).
- Ask students to make comparisons between the members of each group using the comparative and superlative forms of *good* and *bad* and the nouns *singer*, *footballer* and *actor* (eg *Celine Dion is a better singer than Kylie Minogue, Tom Cruise is the best actor of them all, etc.*).

Homework

- Assign exercises 1,2,3,4,5 on pages 26 and 27 of the Workbook.

Soundstation

Aim: to give practice in recognising and producing the sound /ə/

- Tell students to listen to the three sentences and focus on the pronunciation of the vowel sound in the highlighted words to see if it's the same in all three.
 - Play the CD once, and then again, if necessary.
CD 1, Track 14
 - Check answer orally.
 - Ask different students to read out the three sentences, paying special attention to their pronunciation of the vowel sound /ə/.

The highlighted words in the first two sentences contain the same vowel sound, /ə/, while the third one contains the vowel sound /i:/ (which was focused on in unit 1, Soundstation, page 12).

- Point out to students that often the spelling of a word does not reflect its pronunciation – eg in the word *famous*, the 'ou' in the second syllable is pronounced /ə/.
 - For this exercise, tell students to focus on the sounds they hear, not on the spellings.
 - Play the CD and ask students to look at where the /ə/ sound is highlighted in the sentence. **CD 1, Track 15**
 - Play the six sentences once, and then again, if necessary. Ask students to underline all the /ə/ sounds.
 - Check answers by writing them on the board, underlining the parts of the words where the /ə/ sound occurs.

- Explain that the sound /ə/ is a very common one in English, especially in unstressed words. Note: this sound is called the schwa.

(The sound /ə/ is underlined in the sentences.)

- Have you ever met a famous person?
- The magazine costs about a pound.
- I felt uncomfortable interviewing Madonna.
- He's a well-known writer.
- Could you pass me the newspaper?
- This video is better than that one.

- Ask different students to read the sentences from exercise 2 aloud, reproducing the stress patterns and pronunciation (of vowel sounds in particular) that they heard in the CD.
 - If they are having difficulties, read out the sentences yourself and ask them to repeat them after you.

Speaking

Aim: to introduce students to different ways of giving examples to support opinion

- Play the CD once, asking students to fill in the missing words in the questions. **CD 1, Track 16**
 - Play the CD again, this time asking students to listen out for words and phrases used by the speakers to introduce the examples they give.
 - Check answers orally and/or by writing them on the board.

Student 1

missing words in question: TV programmes
words / phrases used to give examples: like

Student 2

missing word in question: music
words / phrases used to give examples: such as, like

Student 3

missing words in question: film stars / actors
words / phrases used to give examples: for example

- Ask students to interview each other, noting down their partner's replies.
 - Remind students that they can use the useful phrases from exercise 2 if they wish.
 - Choose different students and ask them to sum up their partner's tastes, using words and phrases from exercise 1 to give some examples of their favourite films, books, etc.
- Ask students to discuss these questions in pairs for a few minutes.
 - Choose a student in the class, address question 1 to them and, when they have answered, ask them to choose another student and ask them the next question.
 - Continue like this until all the questions have been asked and answered.

Unit 4

Meet the Stars

- 4 • Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Refer students to the *Speaking database* on page 174 before they do the task.
 - Allocate the roles of journalist and celebrity for each pair.
 - Give them a couple of minutes to think about their roles, making sure the student playing the role of the celebrity has decided who exactly he/she is going to be.
 - Give students about five minutes to do the role-play activity, while you go round the class monitoring.

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that, in this task, they are given some words (on the right in capitals) which they must change in some way to make them fit the gaps in the sentences.
- Point out that they will often have to change the given word into a different part of speech (eg a noun might have to become an adjective).
- Point out that they might also have to make a positive word negative (eg by adding a prefix).
- Read through the text with students and elicit suggestions as to what part of speech is needed in each gap (without asking what the actual missing word is).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1 famous
- 2 celebrity
- 3 unhappy
- 4 uncomfortable
- 5 unable
- 6 impossible
- 7 unpopular
- 8 uncertain
- 9 unemployed
- 10 harder

Additional Task

- Write the following words on the board:

► On the Board

- 1 *interest: adjective*
- 2 *visit: noun (person)*
- 3 *appear: verb (negative)*
- 4 *actual: adverb*
- 5 *burglary: verb*

- Ask students to form a new word from each of the words on the board, using the guidelines given.
- Check answers orally and/or by writing them on the board.

- 1 interesting / interested
- 2 visitor

- 3 disappear
- 4 actually
- 5 burgle

Writing

Interpreting notes

Aim: to give students practice in expanding notes into full sentences

- 1 • Ask a student to read the email aloud.
- Check students know who Jim Carrey is (he's a comic actor who has starred in films such as *Dumb and Dumber*, *The Mask*, *The Truman Show* and *Man in the Moon*).
- Ask students to study the notes and elicit possible ways of making them into full sentences to answer the questions in the letter (eg *Why do you like him? I like him because he's so funny*).
- Check answers orally.

(suggested answers)

Yes! Yes, of course you can ask me some questions.

He's so funny!: *I like him because he's so funny.*

about 2 years: *I've been a fan (of his) for about two years.*

all of them: *I've seen all his films.*

The Truman Show: clever and funny at the same time:

My favourite is 'The Truman Show' because it's clever and funny at the same time.

- 2 • Ask students to imagine that they are going to write an informal email in reply to the one in exercise 1, based on the notes at the bottom of the letter.
- Point out that, in their email, they will have to write full sentences, giving as much detail as possible in reply to the penfriend's questions.
- Ask them to read through the sentences in exercise 2 and decide which, in each pair, would be preferable for their email.
- Check answers orally and/or by writing them on the board, asking students to justify their choices.

1a 2b 3b 4a

Homework

- Assign exercises 1,2,3,4 on page 28 of the Workbook.

Get Ready to Write

Informal email

Aim: to prepare students to write an informal email

- 1 • Explain what an informal email is (an email which communicates specific information – as opposed to one which is just a general communication).
- Ask students to read through the model email and answer the four questions that follow.
- Check answers orally and/or by writing them on the board.

Meet the Stars

Unit 4

- 1 informal
- 2 yes
- 3 yes
- 4 four

- 2 • Give students a few minutes to read through the writing task, email and notes, pointing out that they should approach this task in the same way as the one in exercise 1.
- Elicit suggestions as to how the notes could be expanded into full sentences (eg I like her because she has a great voice and her songs and videos are brilliant too).
- Ask students to go to their Composition Planner on page 155 and give them about five minutes to write a brief plan for their email.

Additional Task

- Ask students to shut their books.
- Write the following words that have come up in the unit on the board with three alternative spellings (one correct, two incorrect):

► On the Board

1 a medea	b media	c meddia
2 a journalist	b jurnalist	c journlist
3 a selebrity	b celebrity	c celebraty
4 a sucessful	b succesful	c successful
5 a popular	b populer	c popula
6 a faverite	b favourite	c favorit
7 a interview	b intervue	c interviewe

- Ask students to choose the correct spelling for each word.
- Check answers by circling them on the board.

1b 2a 3b 4c 5a 6b 7a

Homework

- Assign the writing of the email students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this email and give it to you. Their email will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their email to you.

Units 3 - 4 Revision

You may wish to use this section in any of the following ways with your class:

As a test

- Warn students a few days in advance that they should revise the language from units 3 and 4.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 45 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

As homework

- Assign all of the exercises after Units 3 and 4 have been completed.
- Alternatively, you may want to assign exercises 1, 3, 4 and 5 after Unit 3 has been completed and exercises 2 and 6 after Unit 4 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1

1 BURGLAR	5 PRISONER
2 THIEF	6 MURDERER
3 SMUGGLER	7 ROBBER
4 POLICEWOMAN	8 LAWYER

2

1 went off
2 made off
3 let me off
4 took off
5 get off

3

1 lots
2 much
3 How much
4 many
5 a few
6 the
7 was
8 an
9 the

4

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

5

1 older than 2 the oldest 3 the greatest number of crimes 4 more ... than 5 less ... than 6 the most 7 the least

6

1 illegal 2 unpopular 3 dishonest 4 unable 5 untidy 6 unemployed

The Space Race

Unit 5

Target Language

Grammar: *will* and *be going to* / present simple and present continuous (to refer to the future)

Lexis: patterns / technology

Reading skills: summarising points

Listening skills: listening for specific information

Speaking skills: expressing opinion and giving reasons

Writing skills: using set phrases / formal letter

Pronunciation skills: /æ/, /ɑ:/ and /ʌ/ recognition

- *The Space Race* was a term used during the Cold War when the West and the USSR were racing to be the first in space, on the Moon, etc. Here, it is being used more generally to describe hurrying to do things in space, like get to Mars, destroy asteroids, etc.
- Ask students to look at the title.
- Elicit suggestions as to what the unit is about.
- Explain the meaning of the phrase *The Space Race*.

Get warmed up!

Aim: to introduce the topic of space through personal responses

- Ask students in pairs, in small groups or individually to write down as many words and phrases connected with space as they can. You may wish to give them a time limit of one minute and/or close their books for this task.
- Bring the class together and elicit the words and phrases they came up with. Write them on the board.

(suggested answers) star, black hole, universe, Moon, Sun, Mars, Jupiter, rocket, spaceship, meteor, astronomy

- Give students a short time to discuss the final two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

Reading

Aim: to give practice in summarising points in a text

- 1 • Ask students to read the article as quickly as possible to find the answers to questions 1-5.
 - Check students' understanding of the title of the article (the word *invaders* refers to the asteroids described in the article, which might *invade* Earth at some point in the future).
 - Check answers orally and/or by writing them on the board.

1b 2c 3e 4d 5a

- 2 • Ask students to read the text again, this time in more depth, before looking at the questions.
 - Ask them to complete the matching exercise individually or in pairs, underlining the sentences/phrases that gave them the answers.
 - Check answers orally and/or by writing them on the board.

Paragraph 1: *don't think*

'Probably not, according to scientists, but it's going to be close.'

Paragraph 2: *probably*

'... it's quite likely that it will hit us at some point in the future.'

Paragraph 3: *We'll*

'... we'll have plenty of time to prepare for the collision and prevent it from happening.'

Paragraph 4: *prepared*

'Next time it happens, we'll be ready for it.'

- 3 • Ask students to read the statements and explain any words the students are unfamiliar with.
 - Ask them to do the exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board and ask students to read from the text the sentences which helped them decide whether the sentences were correct or incorrect.

1B 2B 3B 4A 5B

Homework

- Assign the Reading exercise on page 30 of the Workbook.

Dictionary Corner

Aim: to develop an awareness of patterns

- Remind students that verbs and adjectives have different patterns (eg some are followed by the infinitive, others by a preposition plus '-ing', etc).
- Ask students to make sentences using the following and another verb:

► On the Board

be able
look forward
like

- Check students' sentences orally and write an example sentence for each one on the board (or use some of students' examples instead):

► On the Board

Are you able to come to my party?
I'm looking forward to going on holiday.
He likes learning English.

- Ask students to complete the exercise, referring back to the article if necessary.

Unit 5

The Space Race

- Check answers orally and/or by writing them on the board.

- 1 prevent
- 2 time
- 3 involve
- 4 responsible
- 5 prepare
- 6 likely
- 7 ready

Additional Task

- Write the following on the board:

► On the Board

verb + **ing**
 verb + **for** + **ing**
 verb + **to** + **infinitive**
 be arrested, promise, love,
 be allowed, begin

- Ask students to copy down the information and write the five verb phrases next to the pattern(s) they take (some can take more than one pattern).
- Check answers orally and/or by writing them on the board.
- Elicit any other verbs they know that follow any of these patterns.

be arrested + **for** + **ing**
 promise + **to** + **infinitive**
 love + **ing** OR + **to** + **infinitive**
 be allowed + **to** + **infinitive**
 begin + **ing** OR + **to** + **infinitive**

Homework

- Assign exercises 1,2 on page 31 of the Workbook.

Grammar I

Will and be going to

Aim: to consolidate students' understanding of the uses of *will* and *be going to* to refer to the future

- 1 Go through **Grammar database 9** on page 184 of the **Grammar database** with students, drawing their attention in particular to the differences in usage between *will* and *be going to*.
- Ask students to complete the exercise, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 Will the solar sail destroy the asteroid?
The solar sail won't destroy the asteroid.
- 2 Will we be able to have holidays in space soon?
We won't be able to have holidays in space soon.
- 3 Are they going to send a manned spaceship to Mars?
They aren't / They're not going to send a manned spaceship to Mars.

- 4 Is Mark going to be an astronomer?
Mark isn't going to be an astronomer.
- 5 Will you have to wear a spacesuit?
You won't have to wear a spacesuit.

- 2 Ask students to complete the exercise, thinking about why one form is more appropriate than the other in each sentence.
- Check answers orally and/or by writing them on the board.
- Don't elicit why answers are right or wrong at this point – in exercise 3, students must think about this for themselves.

- 1 We're going to
- 2 is going to
- 3 I'll
- 4 I'm going to
- 5 Shall

- 3 Explain to students that they must choose the reason for each of the answers to the previous exercise (eg why the verb needed is *will* and not *going to* in item 3).
- Ask them to complete the exercise individually or in pairs, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.

- 1 before
- 2 based on
- 3 an offer
- 4 before
- 5 suggestion

Additional Task

- Tell students you will make a statement and they must make an offer or suggestion based on it using *Shall I?* or *Shall we?* (eg statement: *I'm cold*; offer: *Shall I shut the window?*)
- Make the following statements and choose different students to respond to them:
 - 1 I'm hungry.
 - 2 Jerry's thirsty.
 - 3 I can't do this exercise.
 - 4 It's too hot.
 - 5 I've got a test tomorrow.

- (suggested answers)
- 1 Shall I make you a sandwich?
 - 2 Shall we get him a drink?
 - 3 Shall I help you?
 - 4 Shall I open a window?
 - 5 Shall I help you revise?

Homework

- Assign exercises 1,2,3,4,5 on pages 31 and 32 of the Workbook.

The Space Race

Unit 5

Listening

Aim: to give practice in listening for specific information

- 1 • Elicit the names of the things in the pictures.
• Check answers orally and/or by writing them on the board.

1 A (digital) clock
1 B television
1 C laptop
2 A trainers
2 C headphones
3 B watch
3 B camera
3 B mobile phone

- 2 • Ask students to read through questions 1-5 and see if they can predict what any of the answers might be.
• Play the CD once and ask students to choose the correct picture. **CD 1, Track 17**
• Check answers orally and/or by writing them on the board.

1A 2B 3C 4B 5B

- 3 • Read out the statements, pausing after each one for students to mark it 'true' or 'false'.
• Don't go over the answers at this point – students will check them themselves in exercise 4.

- 4 • Play the CD again for students to check their answers.
CD 1, Track 18
• Check answers orally and/or by writing them on the board.

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

Homework

- Assign the Listening exercise on page 35 of the Workbook.

Additional Task

- Write the following topics on the board:

► On the Board

travel
home
work
entertainment

- Ask students to write a question about life in 50 years' time for each of the four areas using *will* or *won't* (eg *Will we still use cars to go to work?*).
- In pairs, students ask and answer each other's questions, while you go round monitoring the conversations.

Dictionary Corner

Aim: to introduce and practise vocabulary on the topic of technology

- Explain to students that the words that are grouped together

in this exercise have similar meanings; they have to use the context given in the sentences to decide which fits where.

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

1 discover 6 machine
2 develop 7 battery
3 invent 8 electricity
4 equipment 9 investigation
5 engine 10 research

Additional Task

- Write the nouns from the previous exercise on the board:

► On the Board

equipment
machine
engine
battery
electricity
research
investigation

- Elicit from students which nouns can be preceded by *a* or *an*.
- Elicit what type of noun the others are.
- Check answers orally and/or by writing them on the board.

a machine, an engine, a battery, an investigation
The other nouns: *equipment*, *electricity* and *research* are uncountable.

Homework

- Assign exercises 1,2 on page 33 of the Workbook.

Grammar 2

Present simple and present continuous to talk about the future

Aim: to consolidate students' understanding of the uses of the present simple and the present continuous tenses to talk about the future

- 1 • Go through **Grammar database 10** on page 185 of the **Grammar database** with students.
• Write the following on the board:

► On the Board

I'll phone him when ...
We'll go for a walk when ...
I'll do my homework as soon as ...

- Ask students to complete the sentences orally, making sure they use the present simple tense.
- Ask students to complete the exercise, referring to **Grammar database 10** if necessary.

Unit 5

The Space Race

- Check answers orally and/or by writing them on the board.

- 1 we're
- 2 plane lands
- 3 we're staying
- 4 mother's coming
- 5 you aren't / you're not
- 6 It starts
- 7 it's
- 8 we get
- 9 We're stopping

- 4 pan
- 5 fun
- 6 ladder
- 7 bat
- 8 duck

Homework

- Assign exercises 1,2,3,4 on pages 33 and 34 of the Workbook.

Soundstation

Aim: to give practice in recognising the sounds /æ/, /ɑ:/ and /ʌ/

- 1
 - You might want to ask students to read the three words aloud before they listen to them.
 - Play the CD, stopping after the three words. Elicit the differences in vowel sounds between the words and draw students' attention to the fact that the 'r' in 'heart' is not pronounced. **CD 1, Track 19**
 - Check answers orally.
 - Ask different students to read out the caption that goes with the cartoon.
 - If you want to give students more practice in recognising the differences between these three sounds, tell them to shut their books, then you read out the three words in random order.
 - Tell students to write down what they hear (eg I heart, 2 hut, etc).
 - Check answers by writing the three words on the board in the order you said them.

The phonetic transcriptions of the words (for your benefit) are as follows:

hat: /hæt/ or /hæʔ/ (depending on which phonetic system is being used)
heart: /hɑ:t/
hut: /hʌt/

- 2
 - Tell students they are going to hear one of the words in each pair and they have to identify the word they hear.
 - Play the CD once, and then again if necessary. **CD 1, Track 20**
 - Check answers by writing them on the board.

- 1 cut
- 2 cart
- 3 hard

Speaking

Aim: to give practice in expressing opinion and giving reasons

- 1
 - Elicit the names of objects shown.
 - Go through the words and phrases for expressing opinion and giving reasons/results, giving examples of how they are used.

top row: laptop computer, mobile phone, space suit, camcorder, pen, Walkman
bottom row: diary, sunglasses, exercise bike, gun, telescope, surf board

- Ask students to discuss the question of what they would take with them on the trip in pairs, using some of the words and phrases in the lists.
 - Go round the class eliciting ideas as to what they would take with them and why.
- 2
 - Tell students they should imagine that they can take three more things (not pictured here) with them on the trip.
 - Refer students to the *Speaking database* on page 174 before they do the task.
 - Give them a short time to come up with some ideas as to what they would choose to take.
 - Select different students to give you their answers and encourage the rest of the class to join in with their own ideas. Remind them that they can use the useful phrases from the boxes in exercise 1 if they wish.
- 3
 - Explain to students that they are going to have a conversation with their partner based on the information on page 168.
 - Ask each pair to decide between themselves which role (teenager or parent) they will play.
 - Give them a short time to think about their roles.
 - Give students about five minutes to do the role-play activity, using some of the words/phrases from exercise 1, while you go round the class monitoring.
 - Ask a couple of pairs of students to re-enact their role-play in front of the class and ask other members of the class to make notes on any positive or negative points (eg accuracy of grammar, range of vocabulary, etc).
 - Elicit feedback from the rest of the class at the end of the 'performances'.

The Space Race

Unit 5

Use your English!

Aim: to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that they are going to read a text which has some words removed from it. They must read the text first, ignoring the gaps and then complete it with one word in each gap.
- Remind students to read through the text when they have completed it to make sure that it makes logical and grammatical sense.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 in	7 that
2 is	8 finding / locating / getting
3 from	9 will
4 be	10 long
5 have	11 take / last / be
6 for	12 be

Additional Task

- Ask students to write their own sentence using vocabulary and/or grammatical structures from this unit.
- Once they have written their sentence, they should delete one of the words (in the style of the previous exercise), preferably one which it will be possible for other students to work out, but which isn't too obvious.
- Ask students to come up and write their sentences on the board for the rest of the class to write down which is the missing word for each one.
- Check answers by writing the word in the sentences on the board.

Writing

Using set phrases

Aim: to give students practice in using set phrases in formal letters

- 1 • Ask a student to read the letter aloud.
 - Address the following comprehension questions to the class:

Who has the letter been written to?
(a company selling land on the Moon)

What does the writer of it want?
(information about the cost of the pieces of land, transportation to the Moon and whether she would be able to build a swimming pool on the land)
 - Elicit some examples of informal language in the letter (contracted verb forms, inappropriate salutations, etc)
- 2 • Ask students to do the matching exercise individually or in pairs.
 - Check answers orally and/or by writing them on the board.

1h 2d 3n 4k 5a 6b 7f 8c 9o 10i 11l 12g 13e 14j 15m

- 3 • Give students about ten minutes to do the rewriting exercise.
 - If time is short, you could write the formal version of the letter on the board, eliciting each sentence from a different student, or assign the writing of the letter for homework.
 - Check answers by writing them on the board.

(formal words/phrases in bold)

Dear **Sir / Madam**,

I am writing with regard to your **advertisement** for pieces of land on the Moon, which I saw in 'Planet Monthly' last Tuesday. **I am interested** in buying one. **However**, I **would like** some more information first.

I would be grateful if you could tell me how much they cost.

Secondly, I **wonder if you could** send me further information **regarding** transportation to the Moon.

Could you also let me know **whether I will** be able to build a swimming pool on the land?

I look forward to hearing from you.

Yours faithfully,
Annabel Davis

Homework

- Assign exercises 1,2,3,4 on page 35 of the Workbook.

Get Ready to Write

Formal letter

Aim: to prepare students to write a formal letter

- 1 • Ask students to read through the letter on their own and then check their comprehension of it with the following questions:

Why has Steve Knight written the letter?
(to ask about a weekend break to Mars)

What three pieces of information does he want?
(the cost of the trip, more details about hotel facilities and confirmation of whether injections or passports are necessary for the trip)

NB Do not deal specifically with vocabulary queries at this stage because the exercise which follows requires students to deduce the meanings of words on their own.

 - Ask them to do questions 1-3 individually or in pairs.
 - Check answers orally and/or by writing them on the board.

Unit 5

The Space Race

- 1 formal
- 2 a accommodation d available
b further e confirm
c facilities f require
- 3 a and b (explain that these are indirect questions)

- 2** • Read through the advertisement with students and ask them to look at the notes on their own.
- Elicit what the first sentence of the letter would be and write it on the board.

► On the Board

I am writing with regard to your advertisement for trips round the world on the Space Bus, which I saw in 'The Daily News' on 2nd February.

- Ask students to go to their Composition Planner on page 156 and give them a short time to write a brief plan for their letter, reminding them that they already have the first sentence.

Homework

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

Additional Task

- You might like to set this extra task for homework.
- Ask students to design an advertisement for a futuristic product or service (eg a robot, a flying car, etc), telling them to be as imaginative as they like.
- Tell them that, in their adverts, they should include colour visuals and some written details about the product/service on offer in the normal style of an advertisement.
- When you have given students feedback on their work, display the adverts on the classroom walls.