

A1 - A2

TIMESAVER

PHOTOCOPIABLE

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40 Combined Skills Lessons for the Common European Framework







SCHOLASTIC



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INTRODUCTION

1 What is the Common European Framework?

The Common European Framework (CEF) seeks to standardise the description and assessment of levels achieved in different languages across Europe.

A1: This is the first level described by the CEF and it refers to students in their first year or two of studying English. This can otherwise be referred to as Elementary.

A2: This is the second level which is usually reached by students who have been studying English for up to three years. This can otherwise be referred to as Pre-Intermediate

'Can-do' checklist

The Can-do checklist at the end of each unit tells the teacher and students what particular aspects of language the unit has practised. They are called 'can-do statements', as they concentrate on the language learners can successfully use in English, and are directly linked to the CEF descriptors for these levels. The contents page of this book summarises the functional language practised.

2 Why should I use this book?

It is a rich resource of lively, photocopiable materials for use with secondary-school students who have been studying English for one to three years.

This book is perfect for teachers looking for interesting skills work to complement a course book.

- The topics are fun and engaging for teenagers.
- Each unit is carefully staged to be both entertaining and achievable.
- Each unit presents and practises a wide range of new vocabulary.
- Each unit provides REAL language practice, linked to the CEF descriptors.
- Each unit provides practice in writing and speaking, and reading or listening.
- Each unit takes between 45-60 minutes of class time.

3 How do I use this book?

 This shows that the unit is reading based.

 This shows that the unit is listening based. This example indicates that the listening is the second in unit 12.

The book is divided into two sections. Units 1-20 are suitable for students at A1 level and units 21-40 are for students at A2 level. The first ten units in each section have a reading input and the second ten have a listening input.

Within the sections, the units gradually become more difficult. (The grading of the units is a guide.) You may wish to use the more difficult units to stretch your students or easier units for less advanced classes.

The Teachers' Notes, at the end of the book, give ideas on how to stage the lessons. There are also some suggestions for extra activities, keys to the exercises and transcripts for the listening items.

Select activities to give extra practice for language presented in your course book or simply for fun! Choose the appropriate units for your class from the contents page where you can find information about level, topic and language items practised.

Writing activities can be used for homework, or done in class, at your discretion.

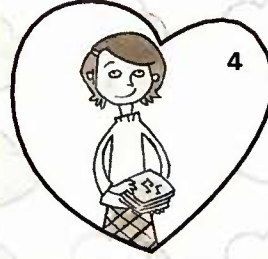
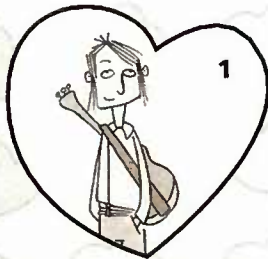
1 LOVE AT FIRST SIGHT

1 Read this poem. Do you like it?

'L' is for your Lips
 'O' is for Only you
 'V' is for Very special
 'E' is for Everyday I think of you.



2 There is a new website called Findlove.com. Read about these people and match them to the pictures.



A. Hi! I'm Rachel. I'm thirteen years old and I'm blonde with blue eyes. I live in London. I'm not very tall but I'm quite slim. I'm a student and I study English. I want to be an English teacher. I love Italian food and films. My favourite actor is Johnny Depp! I don't like boy bands.

B. I'm Mandy. I'm sixteen and a half and I have red hair and green eyes. I live with my parents in Birmingham. I work in a clothes shop on Saturdays. In the evening I like going dancing. I really love music. I have a lot of CDs and sometimes I sing with my friends! I hate going to the gym!

C. Bonjour! My name's Jacques and I'm French. I'm sixteen and I play the guitar in a band with my friends. I go to Arles Music Academy! I have long dark hair and green eyes. I'm into music and dancing and of course I love fashion! I really don't like football.

D. My name's Mike. I'm fourteen and I'm in third year at secondary school. I have dark hair and blue eyes. I live very near Dublin. I'm tall and slim. I like skateboarding and the cinema. I'm learning French and Italian. I don't like other sports very much.

This site is fictional.

3 Choose A, B, C or D.

- 1 Who has dark hair?
- 2 Who has green eyes?
- 3 Who likes music a lot?
- 4 Who likes Johnny Depp?
- 5 Who likes languages?
- 6 Who is the oldest?
- 7 Who is the youngest?
- 8 Who doesn't like the gym?
- 9 Who wants to be a teacher?
- 10 Who isn't English?

4 Which people do you think make good pairs?

..... and

..... and

Why

.....

5 Unjumble these words from the text. Then match them with their meanings.

- | | | |
|-----------------------------|--------------------------|---------------------|
| 1 He's <i>tequi</i> slim. | <i>quite</i> | a) school. |
| 2 I'm not <i>toni</i> it. | ..... | b) not very fat |
| 3 I <i>layreal</i> love it. | ..... | c) I don't like it. |
| 4 Music <i>dacayem</i> | ..... | d) I like a lot. |

6 What are you into? Write three sentences.

What are you not into? Write three sentences.

.....

.....

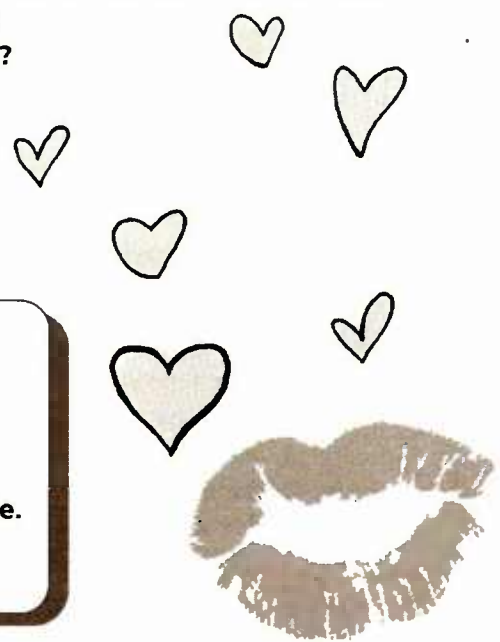
7 Speaking. Look at this information about two more people. You and your partner are Jenny and Mark. Ask your partner questions.

<p>Jenny Age: 13 Home: London Hair: Brown Eyes: Brown Body shape: Plump, short Studies: Second year secondary Likes: Sport, reading, horror stories, friendly people, dogs Dislikes: Television</p>	<p>Mark Age: 14 Home: Manchester Hair: Blond Eyes: Blue Body shape: Short, slim Studies: Sports Academy Likes: Football, David Beckham, ice cream Dislikes: Computer games, animals</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8 Writing. Work with a partner and write a website entry for a new person: funny or serious!

Then read out your entries to the class.
 Who makes the best pairs?
 OR
 Write an entry for someone in your class.
 Don't put the name on it.
 The class must guess who it is.

9 Silent dictation: Now, choose a website entry from exercise 1 and dictate it to your partner BUT you must not speak! Your partner must not look at the exercise! You can only use your lips!
 Can you do it?



Can-do checklist

- I can understand simple information.
- I can understand simple descriptions of people.
- I can ask and answer questions about myself and other people.
- I can write simple phrases about myself and other people.

2 LET'S PARTY!

1 Talk about these questions.

- 1 Do you like parties?
- 2 What sort of parties do you like?
- 3 When do your friends have parties?

2 Here are invitations to three different parties. Read and match them to the pictures.



A
 To:
 From: Tom.
 I'm having a BarBQ on Saturday, 16th May, at 5.00 pm at my house. Would you like to come?
 There will be good food.
 My dad's cooking!
 Please let me know ASAP on 0472 777652.

B
 To:
 From: Sue
 Maria and I are having an English party after school in Room 15 on Friday. Everything will be English - English food, English clothes, English music!
 Please come. Let us know ASAP on 1566 892537.

C
 To:
 From: Helen
 I'm having a video party on Saturday for my birthday.
 We will watch some good films and eat and drink junk food! Mum and Dad are going out so we can be noisy too! Let me know if you can come.
 e-mail: helen76@hilltown.com

3 Read the invitations again and circle the correct answers.

- 1 The English party is at school / at Mandy's house.
- 2 Tom's mother / father is cooking.
- 3 Tom's party will be inside / outside.
- 4 Helen's parents will be in / out.
- 5 Helen's party is for her birthday / her sister's birthday.
- 6 They will / won't speak English at Sue and Mary's party.



4 Where will you see these things? Put a tick (✓), a cross (x) or write 'probably' in the boxes.

	party A	party B	party C
CD player	✓	probably	x
video player			
sun umbrella			
sausages and beef burgers			
coke and crisps			
fish and chips			
smart clothes			
casual clothes			
a British flag			

5 Ask your partner about each party.

- 1 What food will they eat at Tom's / Sue's / Helen's party?
- 2 What clothes will they wear?
- 3 What things will they do?

6 Complete these sentences with words from the invitations.

- 1 I'm a party Wednesday.
- 2 It will be 9 o'clock my house.
- 3 you like to come?
- 4 Please me know ASAP.
- 5 Phone me 0972 561324.

7 Speaking. Look at these answers:

- a) Thanks. I'd love to come.
b) Sorry. I can't make it.

Invite your partner to the parties below. Use the expressions in exercise 6. Your partner can accept or refuse. How quickly you can do ALL the invitations – correctly? Now change over!

8 Writing. Work with a partner and think of your own special party. Write the invitation and decorate it.



Can-do checklist

- I can understand dates, numbers and times.
- I can make basic invitations.
- I can accept and/or refuse invitations politely.
- I can write simple invitations.

3 LOST: ONE BIG, FAT SPIDER

1 How many animals can you find?

O	C	T	L	F	A
R	A	B	B	I	T
I	T	H	A	S	H
M	O	D	P	H	N
F	M	O	U	S	E
S	O	G	L	U	R

- Do you like animals?
- Do you have any pets?

2 Read the notice. Whose pet is lost?

LOST

A big, fat spider called "Mitsy".

Mitsy is a female tarantula and she is very dangerous. She is brown and hairy and is 12 cm long. She is six months old and likes eating small mice and sleeping in beds. She is very friendly. We last saw Mitsy sunbathing in the garden on Tuesday.

If you find her, please contact Nick on 1566 333461.

3 Unjumble these words from the text. Then match them to the pictures.

- | | | | | |
|----------|------------|---------|--------------|-------------|
| 1 elamef | 2 lindfery | 3 riyah | 4 snaghinbut | 5 reganosud |
| f..... | f..... | h..... | s..... | d..... |



4 Read the notice again and complete the information.

- | | | |
|-------------------------|------------------------|------------------------|
| 1 Animal's name: | 5 Colour: | 9 Owner:..... |
| 2 Type of animal: | 6 Food: | 10 Phone number: |
| 3 Age: | 7 Likes: | |
| 4 Length: | 8 I last saw it: | |

5 Complete the questions on ONE card only, A or B. Then ask about your partner's lost pet and complete the form.

What's the animal's? (Jeff)
 type of is it? (Snake - python)
 How is it? (1 year)
 How is ? (2 metres)
 is it? (Black and blue)
 What kind of food it? (Mice)
 does it like? (People)
 Where did you it last? (In a tree last Monday)
 is its owner's? (Kate)
 What is your: (20792 445638)

Animal's name

Type of animal

Age

Length

Colour

Food

Likes

Saw it last

Owner

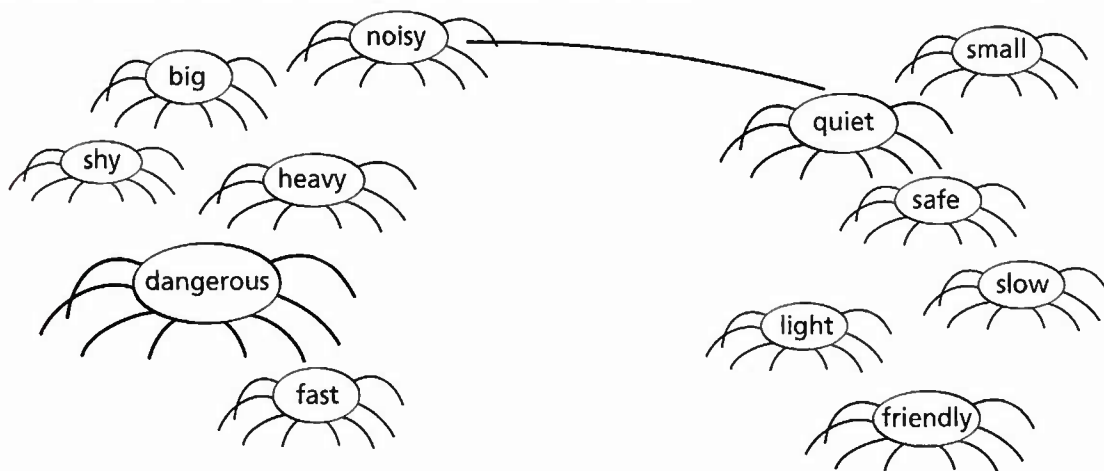
Phone number

What's the animal's? (Terry)
 type of is it? (Tortoise)
 How is it? (80 years old)
 How is ? (28 cm)
 is it? (Black and brown)
 What kind of food it? (Cabbage and flowers)
 does it like? (Sleeping)
 Where did you it last? (In a box in the kitchen)
 is its owner's? (Jack)
 What is your : (20792 900978)



Animal's name
 Type of animal
 Age
 Length
 Colour
 Food
 Likes
 Saw it last
 Owner
 Phone number

6 Here are some words we can use to talk about animals. Draw lines to connect opposites.



7 Write adjectives from exercise 6 with these animals.

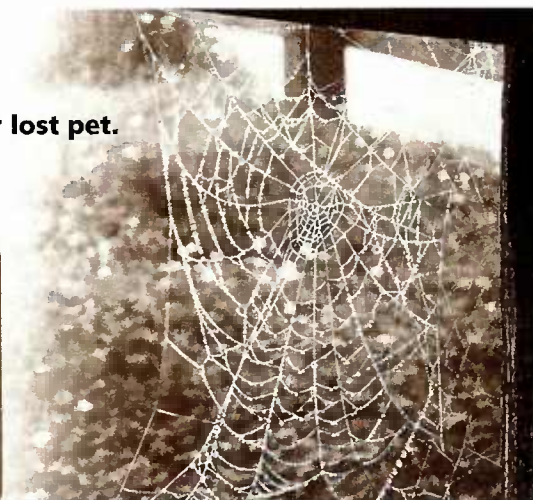
..... parrot cat chicken iguana
 rabbit elephant horse dog

8 These words from this unit are not spelled correctly. Can you correct them? DON'T look back!

hairi Tiusday tortose dangerus queit parot frendly

9 Writing. Write a 'LOST' notice. You can choose any animal!

10 Speaking. Work with a partner. Ask and answer about your lost pet.



Can-do checklist

- I can understand short, simple descriptions.
- I can ask and answer questions about other people.
- I can write personal details.
- I can write simple notes and complete forms.

4 MY CLUB

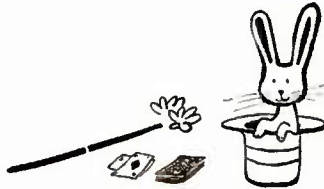
1 Talk about these questions.

- 1 Are there any clubs at your school? What are they?
- 2 Are you a member?

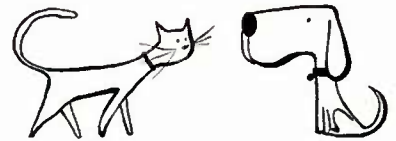
2 Look at these pictures and think of names for these clubs.



1



2



3



4



5



6

3 Here is the name of a new club, The Lord of the Rings Club. Tick the things you think they do in this club.

- read books
- watch films
- play games
- write stories
- do homework
- do quizzes

4 Read the notice. Were you right in exercise 3?



The Lord of the Rings Club

There is a new club after school on Mondays in Room 10. Would you like to be a member? There are ten members and we all love Tolkien. In our club you can talk about the Lord of the Rings books and films. You can play Lord of the Rings games and learn Lord of the Rings magic! We have Lord of the Rings quizzes and competitions and eat Lord of the Rings food! It's cool. If you want to be a member of our club, please sign your name below.

The club secretary: Kathy Barnes

5 Read the notice again and answer these questions.

- 1 When is the club?
- 2 Where is the club?.....
- 3 How many members are there?
.....

4 What can you do in the club?
.....

5 How can you be a member?
.....

6 Who is the club secretary?
.....

6 Are these words positive or negative? Write P or N.

- a) fun b) boring c) brilliant d) cool e) rubbish f) exciting
.....

7 Which of the clubs in exercise 2 would you like to go to? Tell your partner why.

I'd like to go to the Magic Club. I think it sounds brilliant.

8 In pairs, invent a club. Complete the information in column 1.

	1	2
Name of club		
Secretary's name		
When		
Where		
How many members		
Activities		
Opinion		

9 Speaking. Change pairs, ask about your partner's club.

Write down the information in column 2.

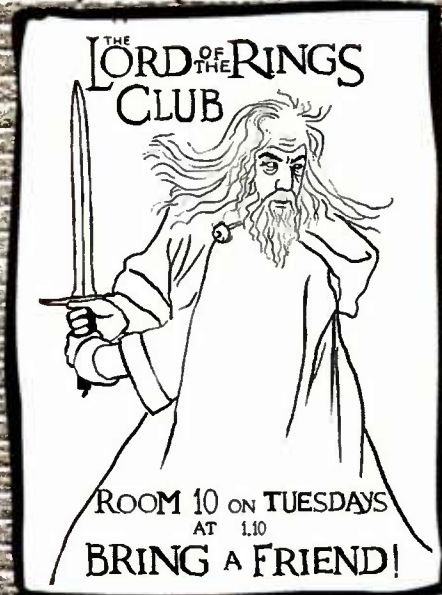
Begin like this: *What is the name of your club?*

10 Writing. Write a notice for the club you like best.

Use the ideas in exercise 8.

Can-do checklist

- I can understand notices.
- I can ask for and give information.
- I can give a short description of something.
- I can write a simple notice.



5 GOT THE T-SHIRT!

1 Use these words and label the T-shirts.

funny fancy designer baggy plain tight



1 2 3 4 5 6

2 Questionnaire. Complete the questionnaire about T-shirts for you. Write a, b or c.

	Me	A	B
1 How often do you wear T-shirts? a) very often b) sometimes c) not often			
2 How many T-shirts do you have? a) a lot b) a few c) not many			
3 Do you like plain T-shirts? a) yes b) it depends c) no			
4 Do you prefer T-shirts with a) words b) pictures c) both?			
5 Do you like designer T-shirts? a) yes b) it depends c) no			
6 Do you like your T-shirts a) baggy b) tight c) normal?			
7 What's your favourite colour for T-shirts?			
8 What's your favourite T-shirt?			

3 Ask a partner and complete the questionnaire. Find another partner and ask again.

4 What is a 'slogan'?
 a) something you eat
 b) a special message or words
 c) a picture or logo

5 Read this website advert and answer true or false.

- 1 You can't buy T-shirts on the internet. T / F
- 2 T-shirts are not popular today. T / F
- 3 Some people put words on their T-shirts. T / F
- 4 There are not many slogans. T / F
- 5 You can have words in different languages. T / F
- 6 Sometimes it takes a long time to get your T-shirt. T / F
- 7 A lot of people buy plain T-shirts. T / F

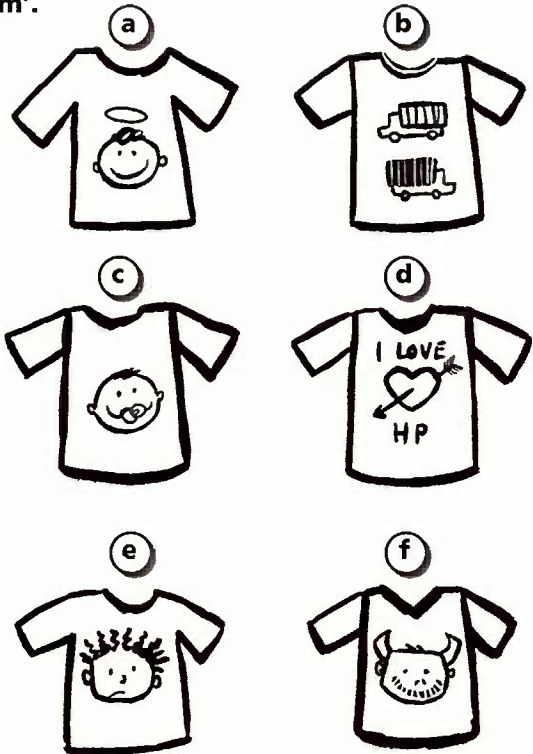
gottheTshirt.com

◀ ▶ ✕ 🌀 🏠 📄 ✉
⊞ ⊞

Do you want to be different from your friends? Are you looking for a special T-shirt? Thousands of people visit our website every day. You can choose a T-shirt just for you! You can have any slogan or picture you want. It can be funny, pretty, unusual or fancy! You can have words on the front or the back or both. They can be in another language too. It's easy! Choose your design, size and colour. Make your order and your special T-shirt will arrive in just 3 days! What do you want on yours?

6 Here are some T-shirts you can buy on 'gottheT-shirt.com'. Match the slogans to the pictures.

- 1 I'm cute!
- 2 I love Harry Potter.
- 3 I'm an angel.
- 4 Red lorry, yellow lorry.
- 5 Bad Hair Day!
- 6 I'm a little devil!



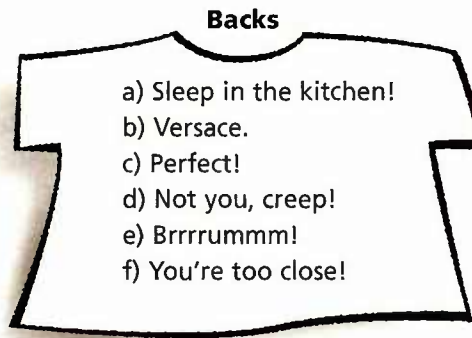
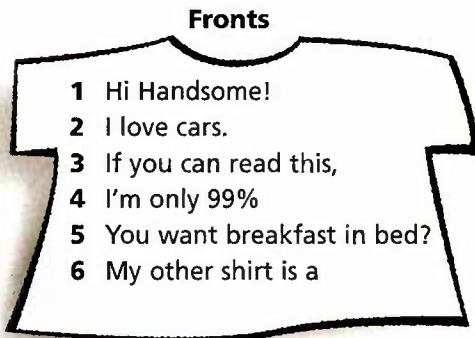
Which one is difficult to repeat quickly?

.....

Do you know more slogans to put on a T-shirt? Write them here:

.....

7 Here are some slogans for fronts and backs of T-shirts. Match the fronts with the backs.



8 Writing. Write about your favourite T-shirt. Describe it and say why you like it.

9 Speaking. Design a T-shirt for someone in the class. In groups, present your design. Can your friends guess who it is for?



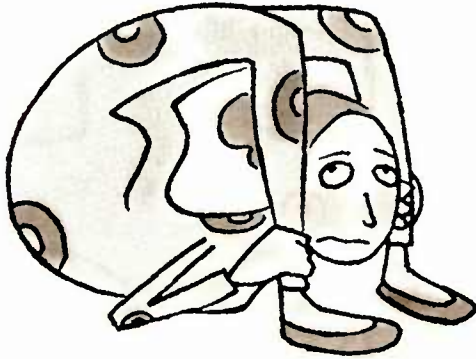
Can-do checklist

- I can ask and answer questions about myself and others.
- I can understand simple information.
- I can write simple messages.



6 CAN YOU...?

1 Some people can do strange things with their bodies! Like this! Can you do this?



2 In A there are seven verbs and in B there are 10 parts of the body. Complete them with the letters.

A.

P W T S M R

Move _ut _rite _ead _tand _ouch

B.

B T W Th M E T N E H

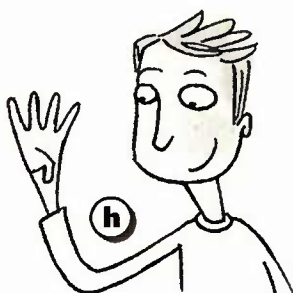
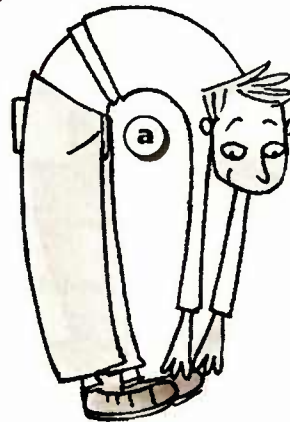
_ongue _ead _oes _outh _umb

_rist _ose _ars _ands _eybrows

3 Match these questions to the pictures.

- 1 Can you touch your nose with your tongue?
- 2 Can you move one eyebrow?
- 3 Can you touch your wrist with your thumb?
- 4 Can you put your toe in your mouth?
- 5 Can you touch your toes?
- 6 Can you move your ears?
- 7 Can you stand on your head?
- 8 Can you write with both hands?
- 9 Can you read upside down?

Now ask your partner to show you.



4 Read this short article. What can Martina do really well?



The Ugly Competition

Every year, in Marston village, there is an important competition. Today is the day of 'The Ugly Competition'. People come from all over the world and try to make the ugliest face. The winner last year was Martina Bates and she made a really horrible face! Martina says that she practises a lot. Sometimes people think she's rude but she's only practising! Martina learned to make faces when she was five years old. She wanted to frighten her sister! In England they say, 'If the wind changes and you are making a face, your face will stay the same for ever.' I hope it's not windy this afternoon!

5 Now correct the underlined words.

- 1 The competition is in a different place each year.
- 2 People make beautiful faces.
- 3 Martina learned to make faces when she was ten.
- 4 Martina doesn't practise much.
- 5 If the wind stops, your face will stay the same.

6 Find words in the text that mean:

- | | |
|-----------------------|--------------------------------------------|
| 1 a small town | 4 to scare |
| 2 not beautiful | 5 kind of weather when the air moves a lot |
| 3 not polite ..... | ..... |

7 Can you make ugly faces? Have a 'Ugly Competition' in your class.

8 Writing. Here is another strange competition: 'Can you eat six burgers in two minutes?' With a partner, think of 4 more 'Can you' competitions!

9 Speaking. Here are some more 'Can You' questions. Ask your partner.

- | | |
|-------------------------------------------|--------------------------------------------------|
| 1 Can you say 'Hello' in four languages? | 4 Can you touch your nose with your foot? |
| 2 Can you make the noise of a police car? | 5 Can you name three famous English footballers? |
| 3 Can you sing a song in English? | 6 Can you say English words for one minute? |

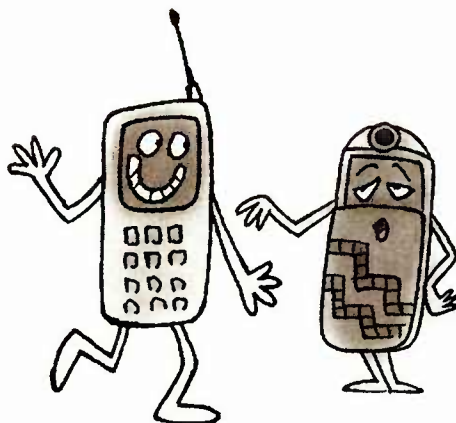
Can-do checklist

- I can ask and answer questions about ability.
- I can understand a short, simple article.
- I know the parts of the body.

7 FAB PHONES

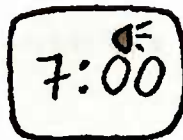
1 How many words can you make from the letters in 'MOBILE PHONES'?

.....



2 Match these words to the pictures.

e-mail photos games ringtones video alarm



1 2 3 4 5 6

e-mail in-box

◀ ▶ ✕ 🎯 🏠 📄 ✉

Hi Ben!
 I've got a brilliant new mobile! I got it for my birthday from Mum and Dad. It's wicked! It's the new Nokia and I can take photos and videos with it. It's got quick texting so I can text you really fast now. It's also got a lot of games and I can e-mail from it too. I want a funky ringtone. Any suggestions?

Love Penny xxx

e-mail out-box

◀ ▶ ✕ 🎯 🏠 📄 ✉

Dear Penny,
 Lucky you! My phone is really old. It hasn't got video, photos or quick texting. It takes so long to send messages. My ringtone is boring too. I'd love a new Nokia. Why don't you get a ringtone from the net? You can get pop, R&B, classics, etc. and you can change your ringtone every day! How about a photo of me on your screen?! You can take a photo with your phone this evening! CUL8R.
 Ben.

3 Read these e-mails and circle the right answer.

- | | | | |
|------------------------------------------|----------------|-----------------|------------------|
| 1 Penny asks Ben about | a) videos. | b) alarms. | c) ringtones. |
| 2 Ben tells Penny to get a ringtone from | a) a friend. | b) a magazine. | c) the internet. |
| 3 Penny got the phone from | a) her sister. | b) her parents. | c) a friend. |

4 In the e-mails, find words which mean:

- | | |
|-------------------|-----------------------|
| 1 wonderful | 4 also |
| 2 lots of | 5 See you later |
| 3 cool | 6 I'd like |

5 Talk about these questions with your partner.

- 1 What is your favourite ringtone?
- 2 What is your favourite game?
- 3 What is your favourite colour for a phone?
- 4 Which is most useful for you?
 - a) quick texting b) video c) photos d) e-mail

6 Look at the e-mails again and complete.

Penny asks Ben for suggestions.

She says:

Ben gives suggestions like this:

Why you...? How..... a photo...?

7 Your Mum wants to buy a new mobile. Use the ideas in boxes A and B to complete the sentences.

A.
 silver
 a new Nokia
 a contract
 the new Eminem song

B.
 It's a cool colour.
 It's funky.
 It's a wicked phone.
 It's much cheaper.

- 1 I'm going to buy a new mobile. Any suggestions?
 How about
- 2 I don't know which colour to have. Any suggestions?
 Why don't you
- 3 Shall I get a contract or a card? Any suggestions?
 Why don't you
- 4 I don't know which ringtone to get. Any suggestions?
 How about



8 Writing. Write an e-mail about your mum's new mobile. This is the information.

Eriksson Black Pet's picture Britney Spears No e-mail No quick texting No video

9 Speaking. Tell a friend about your mum's new mobile but change some details.

Can-do checklist

- I can make simple suggestions.
- I can give short, simple descriptions.
- I can write a simple e-mail.
- I know vocabulary for mobile phones.

8 IT'S MAGIC!

1 Talk about these questions.

- 1 Do you like Harry Potter? Why/not?
- 2 What do you know about Harry Potter?
- 3 Do you know the names of ...?
 - a) The first book
 - b) His old enemy
 - c) His school
 - d) The headmaster
 - e) His two friends
 - f) The writer of the Harry Potter books
 - g) His giant friend h) His owl



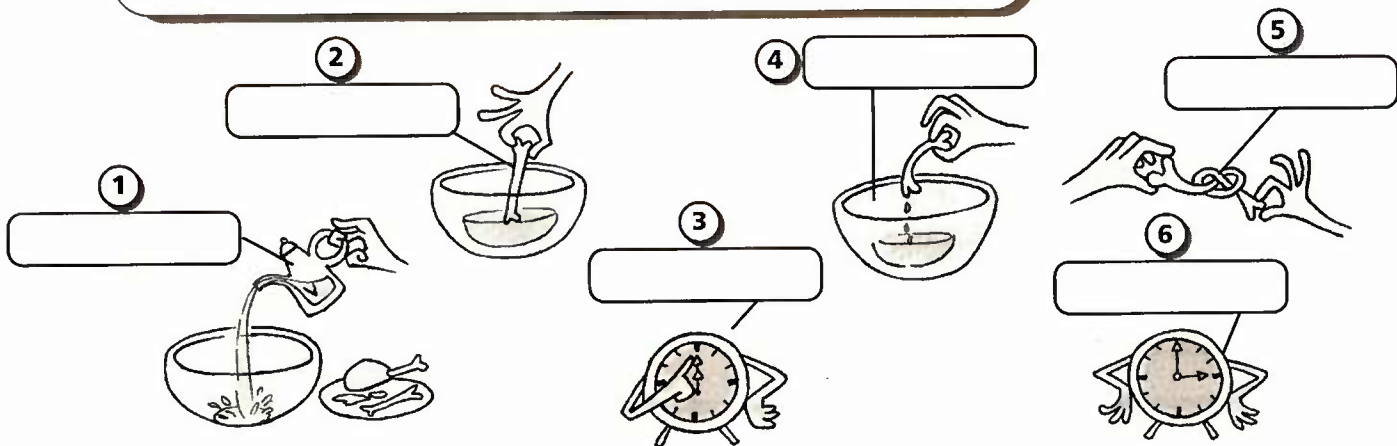
2 Read about Harry Potter and check your answers to exercise 1.

The Most Famous Boy in the World

Harry Potter is perhaps the most famous boy in the world. We can read about his life in books or watch his adventures in films. Millions of people saw the third film "Harry Potter and the Prisoner of Azkaban" and there will be more films in the next years. The writer, JK Rowling, first wrote about Harry in the book, "Harry Potter and the Philosopher's Stone". Harry is a wizard and he studies at a special school called Hogwarts with his two friends, Hermione and Ron. He can do magic and has a lot of fights with his enemy, Voldemort. The headmaster of the school, Dumbledore, is a powerful, old wizard and a good friend to Harry. He also has another good friend, Hagrid who is a giant. When Harry wants to send a message he uses his owl, Hedwig. Harry is getting older now. What do you think he is going to do next?

3 Here is a magic trick for you to do. First, label these things in the pictures.

vinegar tie a knot chicken bone bowl 3 hours 24 hours



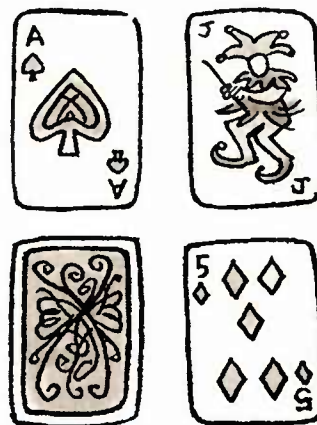
4 The instructions are jumbled. Match them to the pictures in exercise 3 to find the correct order.

Trick 1
 You need: a chicken bone, some vinegar, a bowl

Instructions:

a) Leave for 24 hours. _____
 b) Put some vinegar in a bowl. 1
 c) Take the chicken bone out. Now it is soft. _____
 d) Leave it for 3 hours. Now it is hard. _____
 e) Put a chicken bone in the vinegar. _____
 f) Tie a knot in the bone. _____

Hey presto! You have a chicken bone with a knot in it!
 Magic! You can try this at home!



5 Do you know these words? Read the example sentences.

- 1 multiply I can *multiply* big numbers. ($300 \times 12 = 360$)
- 2 add He has 2 cards. If he *adds* 3, he'll have 5. ($2 + 3 = 5$)
- 3 face up When cards are *face up*, you can see the numbers.
- 4 face down When cards are *face down*, you can't see the numbers.
- 5 ace An ace is the highest, or the lowest card.
- 6 joker A *joker* is a card, but it doesn't have a number. It is useful.

6 Speaking. In pairs, Student A reads trick 2. Student B reads trick 3. Try to learn the instructions for the trick and do it with your partner.

Trick 2
 You need: an envelope and a piece of paper

Instructions:

1 First you multiply the year by two. ($2005 \times 2 = 2010$)
 2 Write this on a piece of paper.
 3 Put the paper in the envelope.
 4 Say to your friend:
 Write down your date of birth. (1993)
 Write down your age. (12)
 Write down the year of an important event. (1999)
 Write down how many years it is after this event. (6)
 Add up the numbers. ($1993 + 12 + 1999 + 6 = 2010$)
 5 Now open the envelope and show him the number. Magic!

Trick 3

You need: 11 cards, 1 joker, 1 ace, 2 3 4 5 6
 7 8 9 10

Instructions:
 1 Put the cards face down in this order: 6 5
 4 3 2 Ace Joker 10 9 8 7
 2 Turn your back.
 3 Say to your friend, 'Move some cards
 from right to left.'
 4 Turn round and turn over one card. This
 is the number of cards he moved. Magic!

Secret: Always turn over the seventh card
 from the left.

7 Writing. Do you know a magic trick? If you do, write down the instructions for your partner. If you don't, try to remember one of these tricks and write it down. Don't look at this page!

Can-do checklist

- I can get an idea of the content of a short, simple article.
- I can understand simple instructions.
- I can give simple instructions.
- I can write simple instructions.

9 A TICKET TO RIDE

1 Look at the information for Medway Theme Park. Find each attraction on the map.

MEDWAY THEME PARK

Key to map

a. Loveboat	g. Vampire Run
b. Restaurant	h. Thunder River
c. Restaurant	i. Gift Shop
d. Ghost Train	j. Dragon Mountain
e. Pet's Corner	k. Mini Railway
f. Spaceship	l. Toilets

Opening times:
 Mon-Fri: 11 a.m. – 6 p.m.
 Weekends: 10 a.m. – 8 p.m.

Prices:
 Under 14: £8 14 & over: £12

Mini Railway times: Half past every hour

2 Complete Meg and Susan's chat on the Internet with information from the map.

◀ ▶ ✕ 🌀 🏠 📄 ✉

MEG: Hi! Can you come to the Medway Theme Park with us on Saturday?

SUE: Yeah. Mum says it's OK. I've got the map. It looks wicked!

MEG: Do you like fast rides?

SUE: I love them. Which is the best?

MEG: I like (1).....

SUE: I can't find that on the map.

MEG: Start at the entrance and turn right at the gift shop. It's next to that.

SUE: I see it. What's (2)..... It's by the lake.

MEG: It's a ride through water. It's awesome! You get very wet!

SUE: OK. We can start with those two. Then we can have lunch.

MEG: There's a (3)..... by the park. Turn left at the lake and it's on the right.

SUE: Got it! Oh – there's a (4)..... on the lake too.

MEG: Yes, you and Jim can go on that! Kiss, kiss!

SUE: And you and Jenny can go on (5)..... You like scary things! Dracula and friends!!

MEG: If you want to go round the park there's a (6)..... There's a train every 10 minutes. No, sorry, (7).....

SUE: How much is a ticket for the park?

MEG: It's (8)..... for under 14s. Tell your mum you'll be home about 9. It closes at (9)..... I'll meet you at the entrance on Saturday morning. It opens at (10).....

MEG: Brilliant. See you then.



3 Answer the questions using these words.

- 1 Which two words mean fantastic?
- 2 Where can you buy presents?
- 3 Which word means frightening?
- 4 Which word means a large area of water?
- 5 Which word means the spirit of a dead person?
- 6 Which word means a type of transport to other planets?
- 7 Which word means a large, imaginary animal?
- 8 Which word means a loud noise in the sky?.....

thunder
spaceship
giftshop
awesome
wicked
lake
scary
ghost
dragon

4 Answer these questions.

- | | |
|-------------------------------------------------------------------|-------------------------------------------------------|
| 1 Does Sue like fast rides? | 6 Is Jim Sue's boyfriend or Meg's? |
| 2 Is Vampire Run near the gift shop? | 7 Who likes scary things? |
| 3 What is by the lake? | 8 What goes round the park every 30 minutes?
..... |
| 4 On which ride do you get wet? | 9 When will they get home? |
| 5 Will they go on Dragon Mountain before or
after lunch? | |

5 Speaking. Meg and Sue used these words to give directions. Choose places on the map and give your partner directions using the words. Then change over.

Start at ...	Turn right at ...
It's next to ...	It's by ...
It's on the left.	Turn left at ...

6 Writing. Meg and Sue talked about their plans like this.

We can start with ... Then we can ... After that we can ...

Get a piece of paper and write a 'chat' with your partner about your next visit to the theme park. Plan your day together: include a time and to meet, rides to go on, where to eat and time to go home. Do NOT speak.



Can-do checklist

- I can understand simple directions.
- I can find information about times and prices.
- I can give simple directions.
- I can write simple messages.

10 THE SATURDAY SHOW

1 These pictures show different types of programmes. Match the words to the pictures.

fashion news competitions interviews cookery



2 Read the TV guide and answer the questions.

- 1 What time can you listen to music?
- 2 What time can you watch some games?
- 3 What time can you learn about new clothes?
- 4 What time can you hear about cooking?
- 5 What time can you listen to a famous person?
- 6 What time can you learn about important things in the world?
.....
- 7 What time can you get some advice on problems?
- 8 What time can you see something about football?

TV guide

Saturday's TV	
9.30	Kids News
9.45	Cartoons
10.00	Storytime
10.15	Teen Drama
10.45	Pop Band
11.00	Playtime
11.15	Fashion Extra
11.30	Interviews
11.45	Teen Soap
12.00	Sports News
12.15	Teen Problems
12.45	Party Food

3 What's on on Saturday? Read the information and name the TV programme.

This week

1
The Witches of Blackwood. Emma and Hannah are two normal girls. Or are they? This drama continues every week.

2
Does Dan really love Nadia? Or Sarah or Megan or Pat or ...? Find out in *Monkton High*.

3
Lots of suggestions from our creative chefs.

4
Jane Markham reads a different story each week.

5
What's your sport? Everything is here!

6
Want to look good?

7
Got a problem? Phone us. We've got the answers.

8
Fun for all with games and competitions.

9
Celebrities tell all!

10
All your favourite music.

11
What's happening? Andrew Parker tells us.

12
Donald, Mickey and all your favourites.

4 Read again and find:

- 1 The names of the two girls in the teen drama.
.....
- 2 The name of the person who reads the story.
.....
- 3 The name of the school in Teen Soap.
- 4 The name of the news reader.

5 Are these sentences true or false?

- 1 The drama story continues next week. T / F
- 2 Dan only likes one girl. T / F
- 3 You can write to the programme about your problems. T / F
- 4 The chefs have some good ideas. T / F
- 5 The celebrities play the games. T / F
- 6 You can watch sports all morning. T / F

6 Complete these phrases with your opinion of TV programmes. Tell a partner. He/she must respond.

<p>😊😊😊 I love</p> <p>😊😊 I really like</p> <p>😊 I quite like</p>	<p>☹️ I don't like</p> <p>☹️☹️ I really don't like</p> <p>☹️☹️☹️ I hate</p>	<p>Reponses</p> <p>Me too.</p> <p>Me neither.</p> <p>I prefer ...</p>
-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

7 Speaking. Play the 'How well do you know your friend?' game. First answer these questions about your friend/partner.

- 1 Who is his/her favourite celebrity?
- 2 What is his/her favourite sport?
- 3 What is his/her favourite film?
- 4 What is his/her favourite food?
- 5 What is his/her favourite band?
- 6 What is his/her favourite TV programme?
- 7 What are his/her favourite clothes?
- 8 What is his/her favourite cartoon?
- 9 Does he/she prefer horror or romantic films?
- 10 Does he/she have a favourite hobby?



Now check with your friend/partner and respond using expressions from exercise 6.

*Your favourite celebrity is Brad Pitt.
Yes, you're right. I really like him. / No, you're wrong. I don't like him much. I prefer ...*

Can-do checklist

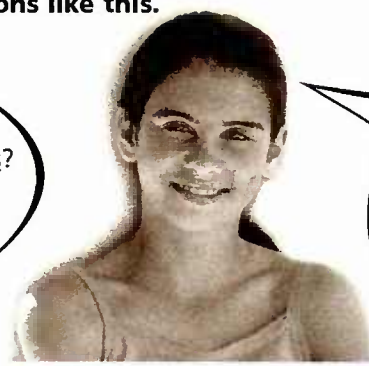
- I can talk about likes and dislikes and express time.
- I can give a basic opinion, agree and disagree.
- I can write a simple message.
- I can talk about television programmes.

8 Writing. Write a short paragraph about your partner/friend. Start with:

'My friend really likes... but she/he hates...'

6 In the conversation, they made suggestions like this.

Suggestions
 Why don't you wear your new white trousers?
 How about the black top?
 Why don't you wear the silver shirt?
 Why don't we forget the party?



Responses
 I don't like it/them.
 It's too old.
 I'm too fat!
 That's a good idea!
 OK.
 No way!
 Let's do that!

In pairs, practise reading these suggestions and responses.

7 Jackie wants to go to a party but she has some problems! Can you help her?
 (Use the ideas in the pictures.)

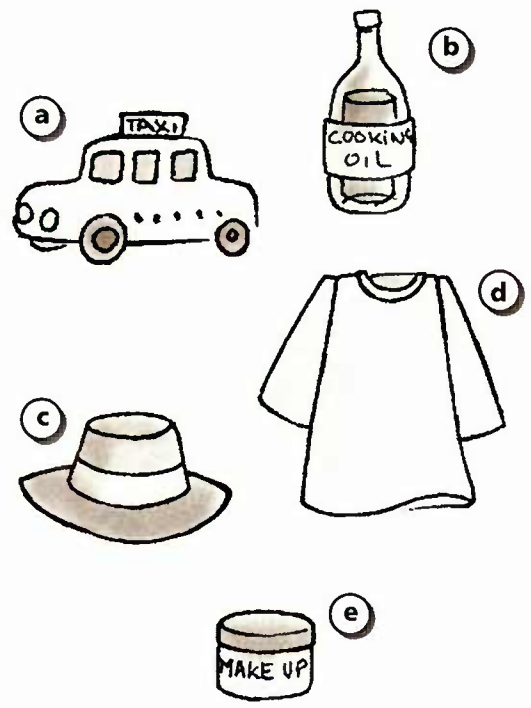
- 1 I have a big spot on my nose!
 Why don't you

- 2 I missed the bus.

- 3 I changed the colour of my hair and I look like a carrot!

- 4 I ate too much dinner and I'm very fat today.

- 5 My brother used all my hair gel.



8 Speaking. How many suggestions and responses can you make about clothes in five minutes?
 Change the underlined words in exercise 6.

9 Writing. Write a message to your friend to say you can't go to a party with him/her and give some reasons. They can be real or not!

Can-do checklist

- I can understand a simple conversation.
- I can make and respond to simple suggestions.
- I can talk about problems and make excuses.
- I can write simple phrases and sentences.

12 MY MUM HATES MY...!

1 Talk about these questions and write a list.

- 1 What things do Mums usually hate?
.....
.....
- 2 What does your Mum or Dad hate?
.....
.....



2 Listen to Debbie speaking to Bev. Do they talk about any of the things on your list?

3 Listen again and write down why Bev's mother hates the different things.

- 1 Her clothes: they're
- 2 Her music: it's
- 3 Her boyfriend: he's
- 4 Her friends: they don't
- 5 Her make-up: it's

heavy
black
old
loud
study

4 What do you think Bev's mother says to her? Complete the advice.

- 1 Her clothes: wear / different colours *You should wear different colours.*
- 2 Her music: listen to / quieter
- 3 Her boyfriend: find / younger
- 4 Her make-up: not wear / school
- 5 Her friends: go out with / different
- 6 Her computer: not play / games

5 Listen and check your answers. Then listen again and repeat.

6 Ron, Bev's boyfriend, gives her some advice. Listen and match his advice, A to E, to the things Bev's mother hates.

- | | | | | | |
|--------------------|------|---------------------|------|---------------|------|
| 1 Her boyfriend | .... | 2 Her black clothes | .... | 3 Her friends | .... |
| 4 Her mobile phone | .... | 5 Her make-up | .... |  |  |

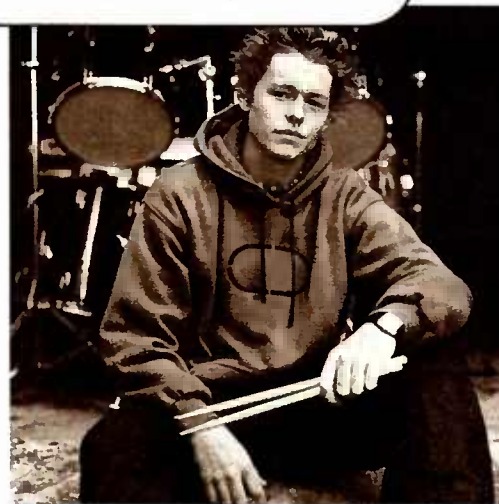
7 What do your parents think about your ...? Write ideas in the box then ask and answer in pairs.

What do your parents think about your music?

They don't really like it.

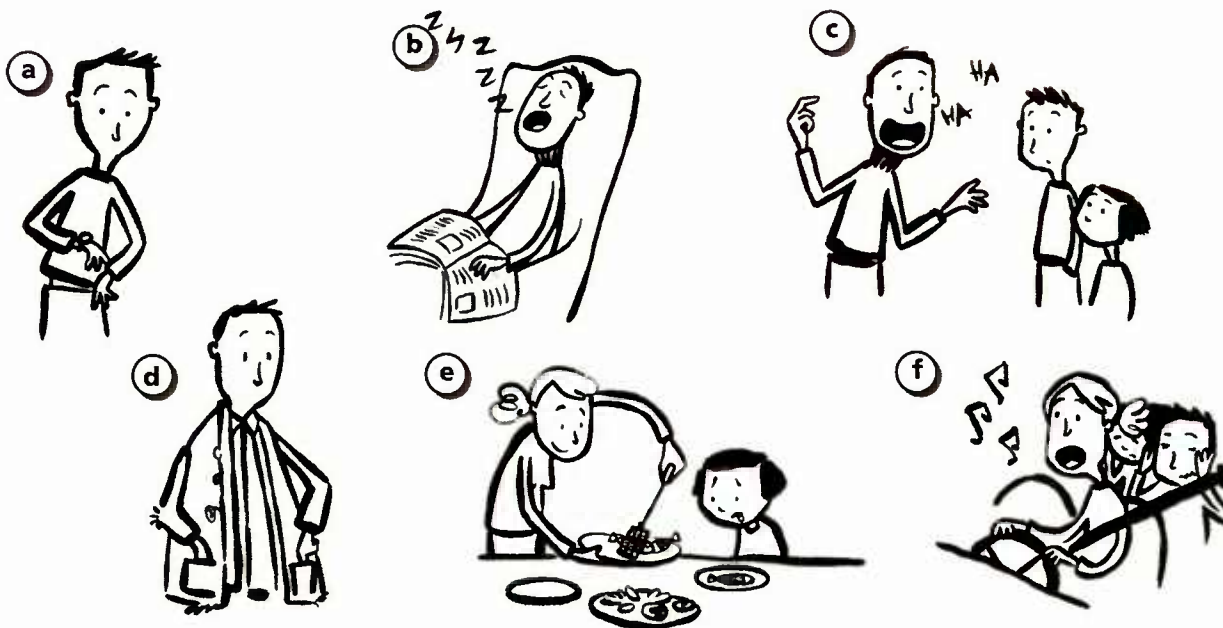
They're OK about it/them.
They don't really like it/them.
My mum loves my ... but my dad hates ...

music hobbies clothes friends phone
boy/girlfriend
.....



8 Here are some things Debbie hates about her parents. Match them with the pictures.

- 1 My dad wears old-fashioned clothes.
- 2 My dad snores when we are watching TV.
- 3 My dad tells jokes to my friends.
- 4 My mum makes food I don't like and I have to eat it!
- 5 My mum is often late.
- 6 My mum always sings in the car – badly!



9 Speaking. Give Debbie some advice about her mum and dad.

You should tell your mum / dad to ... You should tell your mum / dad not to ...

10 Writing. Look at the list you wrote in exercise 1. Write a dialogue with your mother or father about one or two things they don't like.

Can-do checklist

- I can understand a conversation about clothes.
- I can talk about likes and dislikes.
- I can give simple advice.
- I can write a simple dialogue.



13 SANDWICH BAR

1 Play the 'Alphabet Sandwich' game. In two teams, say something with each letter of the alphabet. (It can be crazy or serious.) Start like this:

I ate an APPLE sandwich.

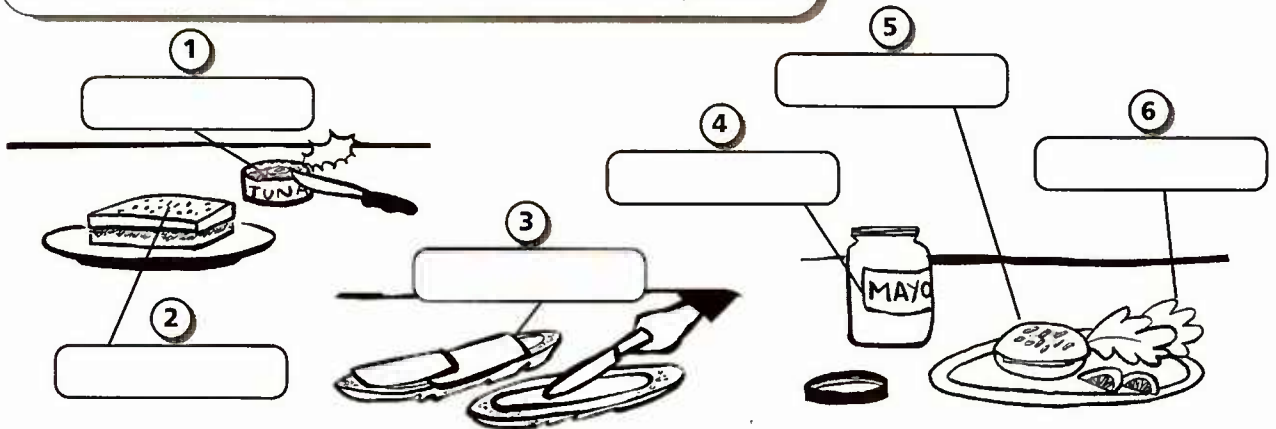
I ate a BLUE sandwich.

I ate a C...

The team who finishes the alphabet first is the winner.

2 Label the pictures with these words.

brown bread filling baguette roll lettuce mayonnaise



3 (13) There is a new sandwich bar at your school. Your friend has the menu and he is reading it to you. Listen. What kind of sandwich would you like? Tell your partner.

4 Here is the menu. Listen again and complete the information.

SANDWICH BAR MENU

Choose your own sandwich from our selection of bread, fillings and salad.

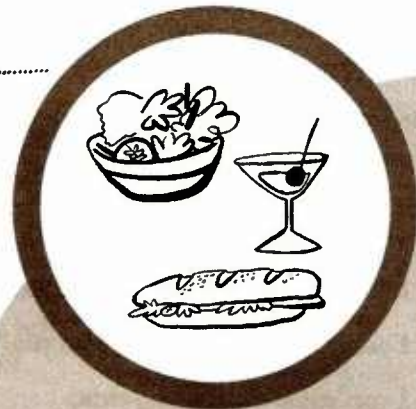
Bread: White or (1) Baguettes. Rolls.

Fillings: (2) Bacon. Chicken. (3)

Salad: Lettuce. (4)

Prices: Baguette:	£2.50
Sandwich:	(5)
(6)	£1.80

Drinks: (7) juice	90p
Cola	90p
Mineral water	90p
Coffee	90p
(8)	90p



5 Unjumble these words from the menu.

- 1 nermalitawer You can drink this.
- 2 matoot It's red and round.
- 3 tagebetu It's long, soft bread.
- 4 gillinf It's inside a sandwich.
- 5 lorl It's soft, round bread.

6 Are these fillings or salads or both? Write F, S or B. Can you think of any more?

..... blue cheese egg mayonnaise tuna corn roast beef salami

7 Speaking. Which sandwich would you like? In small groups, ask and answer. Use these expressions.

What are you going to ask for?
What will you have?
What about you?

I'd like ...
I think I'll get ...
I'll have ...

8 Put these instructions for making a chicken-mayonnaise sandwich in the correct order.

- a) Put some chicken on top of this.
- b) Butter them.
- c) Put some lettuce on the first slice.....
- d) Eat it!
- e) Take two slices of bread.1....
- f) Finally, add the mayonnaise.
- g) Cut it in half.
- h) Put the second slice on top.



13/2 Listen and check. Then listen and repeat.

9 Writing. With a partner, think of a strange sandwich (e.g. banana and egg!). Write the instructions for making it. Change partners and dictate the instructions to him/her.

Can-do checklist

- I can understand numbers and prices.
- I can listen for specific information.
- I can order from a menu.
- I can write simple instructions.



14 SUNDAY FETE

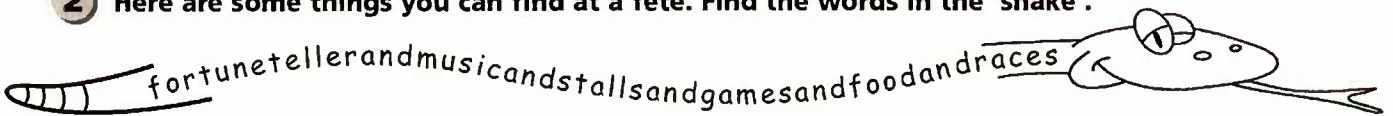
1 Read the definition and answer the questions.

A fete is similar to a street party. You have it outside. You have a fete to get money for a good cause: you sell things, play games and have fun.



- 1 Why do people have fetes?
- 2 Where do you have a fete?
- 3 What can you do at a fete?

2 Here are some things you can find at a fete. Find the words in the 'snake'.



- 1 This person can tell you what you are going to do in the future.
- 2 You can hear this at a fete.
- 3 You can buy things here.
- 4 You can play these and win things.
- 5 You buy this when you are hungry.
- 6 You must run fast to win these.

3 (14) Listen to this announcement at a school fete and choose the correct answers.

- | | | | |
|---------------------------------------|--------------|--------------|-----------------|
| 1 The weather is | a) rainy | b) cold | c) lovely. |
| 2 They want to get | a) £100 | b) £1,000 | c) £10,000. |
| 3 The races are at | a) 1 o'clock | b) 2 o'clock | c) 3 o'clock. |
| 4 The competition is for | a) singing | b) fashion | c) dancing. |
| 5 The students can throw water at the | a) teachers | b) parents | c) headteacher. |
| 6 You can buy | a) chips | b) cakes | c) biscuits. |
| 7 The fortune teller is called Madame | a) Zena | b) Zeta | c) Zepa. |

4 When we don't understand clearly, we can ask for repetition like this.

We have a fortune teller called Madame Zeta.

Sorry, did you say Madame Zara?

No, I said, Madame ZETA, Z-E-T-A.

Practise reading the dialogue in pairs. Remember, intonation is important!



5 Now do the same with this information.

Student A

- 1 We sell burgers.
 - 2 You can buy books.
 - 3 The teacher's name is Mr. Granger.
 - 4 The price is 50p.
- a) DVDs?
 - b) Saint Vanns?
 - c) 12 o'clock?
 - d) £70.00

- 1 You can buy CDs.
 - 2 The school's called Saint Anne's.
 - 3 The competition is at 2 o'clock.
 - 4 It costs £7.00.
- a) Bangers?
 - b) Cooks?
 - c) Ranger?
 - d) 15p?

Student B

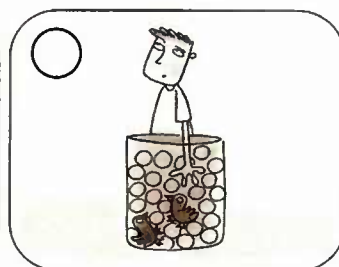
6 Here are some fun races. Match the pictures with the names of the races.

1 Find the duck.

2 Egg and spoon.

3 Sack race.

4 Three-legged race.



7 Listen to these instructions. Which races are they describing?

- 1 2 3 4

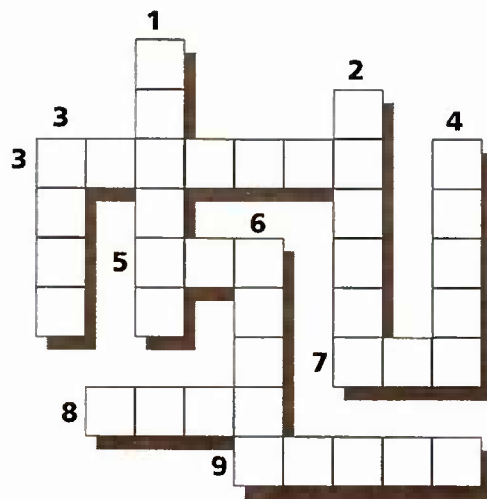
8 Can you do this crossword? The words are from this unit.

Across:

- 3 She can tell the future. (first word)
- 4 You eat this for breakfast.
- 7 To move faster than 'walk'!
- 8 You run fast in this competition.
- 9 A place you can buy things in a fete.

Down:

- 1 You buy this at MacDonald's.
- 2 She can tell the future. (second word)
- 3 A fun day to get money.
- 4 You use this for eating soup.
- 6 Fun competitions.



9 Writing. With a partner, design a leaflet to advertise a fete. Include information about the date and time, the place, the activities and the reason for the fete.

10 Speaking. Tell another person about your fete.

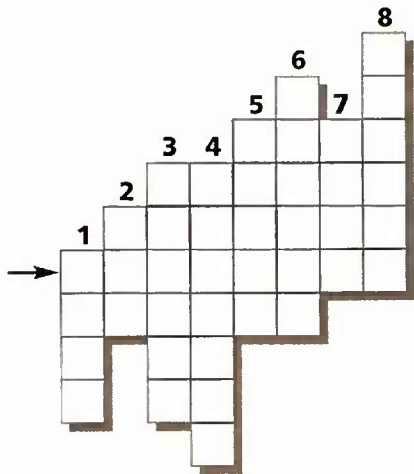
Can-do checklist

- I can ask for clarification.
- I can understand familiar words, names, numbers and times.
- I can understand simple instructions.
- I can communicate simple information in writing.



15 FUN RALLY

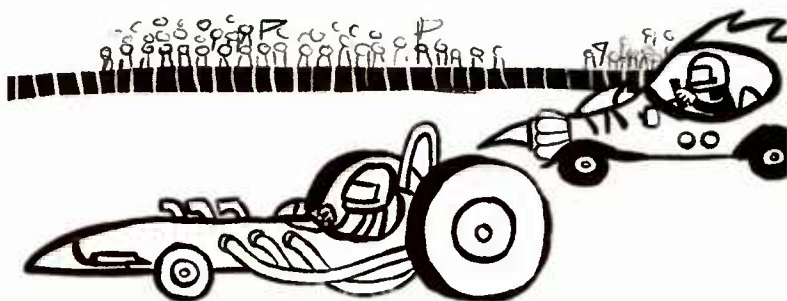
1 Complete this puzzle and find the secret word.



- 1 The opposite of slow.
- 2 Somewhere you can buy and drink alcohol in the UK.
- 3 The capital of the UK.
- 4 Someone you work with in class.
- 5 Someone who is not honest in a game or an exam is a
- 6 Somewhere kings lived a long time ago.
- 7 Something really fantastic is
- 8 Two times ten.

2 Talk about these questions.

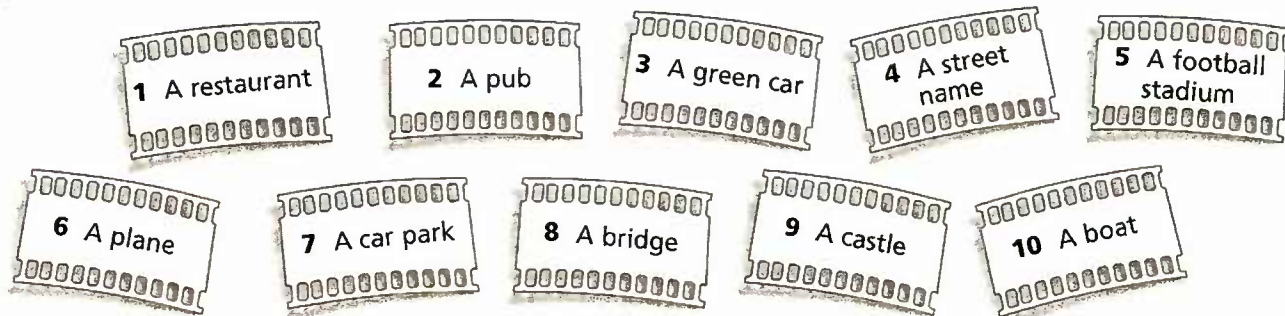
- 1 Do you like cars?
- 2 What is your favourite car?
- 3 Do you like going fast?
- 4 What is a rally? a) a car race b) a day trip c) a computer game about cars



3 (15) Listen to Nick and Jenna's phone conversation and answer the questions.

- | | | | |
|----------------------------------|----------------------|--------------------|--------------------------|
| 1 When is the rally? | a) Saturday | b) Sunday | c) Monday. |
| 2 How many cars are going ? | a) 20 | b) 12 | c) 200. |
| 3 Where does the rally finish? | a) in Manchester. | b) in Liverpool. | c) in London. |
| 4 The people in the cars have to | a) answer questions. | b) take photos. | c) eat different things. |
| 5 Nick is going to | a) take a long time. | b) go very slowly. | c) cheat. |

4 Listen again and tick the photos they have to take.



5 Match these collocations.

take	football	place	baked	go on
stadium	beans	a rally	name	photos

6 Do this quiz about your town in a group of three. The fastest group wins!

Name ...

- 1 a place where you can buy baked beans.
- 2 the nearest football stadium.
- 3 an unusual place name.
- 4 the nearest castle.
- 5 a place you can see boats.
- 6 the nearest beach.
- 7 something with your name on.

7 Jenna and Nick talked about the rules of the competition. Listen and repeat. Get the rhythm right.

Jenna: What do we have to do?
 Nick: We have to take photos.
 Jenna: Where do we have to go?
 Nick: We have to go to London.
 Jenna: What do we have to buy?
 Nick: We have to buy baked beans.

8 Speaking. First, look at your card and prepare your questions about the rally. Use 'have to'. Now ask and answer. Student A asks first.

A: *What do we have to do?* B: *We have to take photos of different things.*

Student A Questions	Answers
1 How far / travel?	petrol
2 What / buy?	a clock
3 What / take with us?	£10
4 What / take a photo of?	7.00 am.

Student B Questions	Answers
1 When / start?	an ice cream
2 What / buy?	a policeman
3 How much / pay to enter the rally?	a camera
4 What / take a photo of?	65 km

9 Writing. Write down more ideas for the rally. Then write the rules.

Photos
 Buy
 Find

Can-do checklist

- I can understand rules.
- I can write rules.
- I can talk about obligation.
- I can ask and answer questions about rules.



16 YOU MUST SEE ...

1 Talk about these questions.

- 1 Do you like going to the cinema?
- 2 What are your favourite films?
- 3 What do you know about James Bond films?

2 Try to answer these questions with your partner.

- 1 What is James Bond's job?
- 2 What do we call a film that is funny?
- 3 What is James Bond's number?
- 4 What do we call a machine that is like a person?
- 5 What do we call James Bond's girlfriends?
- 6 What do we call something that is useful and clever?

Now look at with the words in the box.

007 Bond girls a comedy a spy a robot a gadget

3 Listen to Max, on the local radio, talking about a new James Bond film. Would you like to see it?

4 Listen again and complete the information.

- 1 It starts on
- 2 is James Bond.
- 3 Oprah Winfrey is the
- 4 is the Bond Boy.
- 5 There is a plan to kill the
- 6 Fred is a
- 7 James Bond's car is a
- 8 You can see the film at and

5 In pairs, one of you looks at A and the other looks at B. Listen again. Write the nouns that go with these adjectives.

A	1 the new 2 the exciting 3 an incredible 4 a special 5 a funny
---	----------------------------------------------------------------------------------------------------------

B	1 the famous 2 the beautiful 3 a lot of new 4 a pretty 5 the excellent
---	------------------------------------------------------------------------------------------------------------------



6 Ask your partner about his/her words and complete the other column.



7 Max said, 'This is very funny film. Don't miss it.'

If you like a film, you can say:

You must see it.	It's brilliant.
Don't miss it.	It's really exciting!
You'll love it.	It's very funny!

If you don't like it, you can say:

Don't see it!	It's really bad!
You won't like it!	It's so boring.
Don't go.	It's terrible.

16/2 Listen to the expressions (column 1) and match them with the reasons (column 2). Listen and repeat.

8 Speaking. Think of three films. Tell your partner about them. Are they good or not? Why?

9 Writing. Combine two films from exercise 8 to invent a 'new' film and complete the notes with a partner. Use your imagination!

What is the name of the film?

Who are the actors?

What's the story about?

Is it good or not?

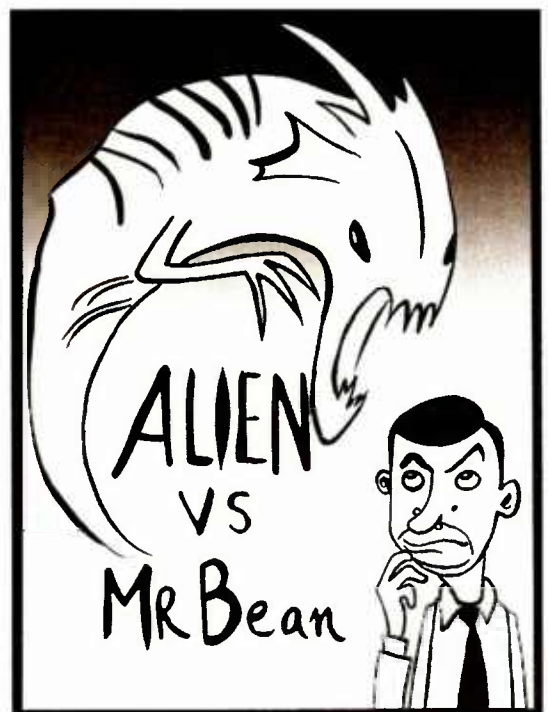
How many adjectives from exercise 3 can you use?

Now write a review of your film.

10 Read your review to the class. Which films would you go to see?

Can-do checklist

- I can understand familiar words and phrases.
- I can understand simple information.
- I can make recommendations.
- I can write a simple review.





17 BUY ME! BUY ME!

1 Class quiz. How many words can you make from the letters in **RADIO ADVERTS?**

.....

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

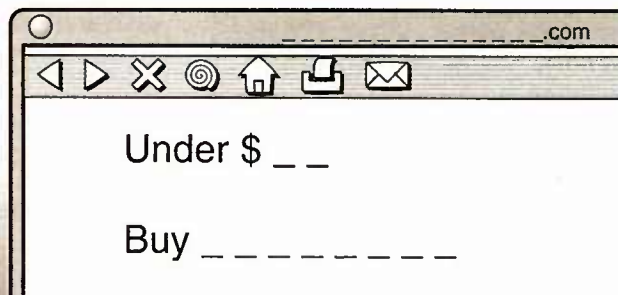
on-line bored herbs wizard present trick activities laugh

- | | |
|----------------------------------------------|--------------------------------------|
| 1 There's nothing to do. I'm | 5 I go to e-mail my friends. |
| 2 I like to do lots of at the weekend. | 6 When he tells a joke, people |
| 3 We sometimes use in cooking. | 7 I need water for this magic |
| 4 He bought me a for my birthday. | 8 A man who does magic is a |

3 Listen to these radio adverts. What are they for? Write the number beside the words.

tea a CD presents shoes a book a car a holiday

4 Listen again and complete the information in the pictures.



These sites are fictional.

5 Complete the answers. Why should you buy ...

- This holiday? Because you can stay at
- Presents from this website? Because they can help you
- This book? Because you can make your friends
- This tea? Because it will make your boy/girl friend back.

6 Adverts often have questions to make people listen. Reorder these words and write the questions.

- 1 different like you of would car kind a?
- 2 friends you make your do want to happy?
- 3 dad for are birthday you a present looking your for?

Can you change one word in each question to make a different question?

7 Find the answers in the wordsearch.

- 1 Something English to drink.
- 2 Something you get on your birthday.
- 3 Something you say to make people laugh.
- 4 Something to do to make people laugh.
- 5 You 'go' here to write e-mails.
- 6 You can find information on the Net here.
- 7 Something you do: a task, a game, an exercise.
- 8 When you're not at school or working, you are on ...
- 9 Something you see at the cinema.
- 10 Something aromatic you use in cooking.

W	C	P	A	H	I	L	O
H	E	R	B	S	N	W	N
O	D	E	J	O	K	E	L
L	T	S	D	O	E	B	I
I	R	E	T	E	A	S	N
D	I	N	T	L	F	I	E
A	C	T	I	V	I	T	Y
Y	K	F	I	L	M	E	M

8 Speaking. In pairs, dictate these adverts. Don't look at your partner's text!

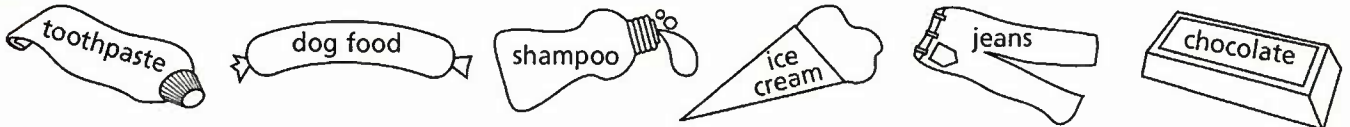
Student A

Do you like to make your friends laugh? *The Best Joke Book Ever!* is in your bookshops now. It's £11.50 and it is full of jokes and tricks. Buy it now and have FUN!

Student B

Doesn't your boyfriend love you? Is your girlfriend angry with you? Buy our new herb tea and they will come back! Love me' tea costs £10 a box and you can buy it on-line at newtea.com. We can change your love life!

9 Writing. Write a radio advert for ONE of these products. Complete the ideas and write the advert.



A good name:	A good question:
How much is it?:	Where can you buy it?:
Why is it good?:	Slogan: 'Buy
.....	because it's!!

10 Read out or record your advert. Remember to use the right intonation to make people listen.

Can-do checklist

- I can understand numbers, prices and names.
- I can write a simple advert.
- I can link simple sentences with *because*.
- I can use intonation correctly in questions and exclamations.



18 I'M ALL EARS!

1 Phone questionnaire. Ask five people these questions.

	1	2	3	4	5
1 How long do you talk on the phone every day?					
2 Which do you like best a) talking on the phone or b) talking face to face?					
3 Do you prefer to a) leave a message or b) phone back later?					
4 Do you have a mobile? a) yes b) no					
5 How much do you spend a month on your mobile? a) less than 5 euros. b) less than 10 euros. c) more than 10 euros.					

Did you discover anything surprising? Tell your class.

2 ¹⁸₁ **Listen to these phone messages. Who is speaking? Write the number next to the person.**

- a child ... your friend ... your teacher ...
- your grandparents ... a mechanical voice ...

3 Look at the text for number 1. Listen again and repeat.
 It's Jane. How are you doing?
 Sorry you can't get through.
 Leave your name and your number
 And I'll get back to you!

4 Complete the phone expressions with these words.

- a message the star button your name
- the phone your number

- 1 Leave
- 2 Answer
- 3 Press
- 4 Hang up

5 Complete these messages with words from exercise 4.

- 1 Hello, this is Sophie. I'm not in. Please leave a after the tone.
- 2 Micro Mouse Computers. Please the star and your name and number.
- 3 Sorry, I can't the phone. I'm not at home. Leave your and and I'll get back to you.
- 4 Please don't the phone! a message. Bye!

Read the messages to your partner with good intonation.



6  Listen to another recorded message. Do you think this is a real message? Why/why not?

7 Read these questions. Then listen again and choose the correct answer.

- 1 Who is the caller phoning? a) the phone company b) the electric company c) an icecream shop
- 2 How many times does he press 2? a) 1 b) 2 c) 3
- 3 How many times does he press 3? a) 1 b) 2 c) 3
- 4 Who is the caller? a) a teacher b) a house owner c) a child
- 5 What can the caller choose? a) Coca-Cola or icecream b) toffee or Coca-Cola c) chocolate or icecream
- 6 What type of icecream does the caller want? a) vanilla b) chocolate c) toffee
- 7 Does he get one? a) yes b) no c) don't know

8 Here are two more recorded messages. Which is serious? Which is funny?

A

Hi! This is Bill. I'm not in – I'm out – having fun. Don't leave your number because I'm on holiday for a week. And if you're a robber – I haven't got any money so don't come!

B

Sorry, I can't answer the phone now. Please leave your name and your number and I'll get back to you as soon as possible.

9 Writing. With a partner write a message for the answerphone. It can be serious or funny. Use some expressions from this unit.

10 Speaking. Choose one option and think about what to say. Then work with a partner.
 Student A: 'phone' Student B. Student B: read your message (exercise 9).
 Student A: leave a message.

a

You want to invite B to your birthday party. (day, time, place, etc.)



b

You want to ask B about some homework. (what page? when for? etc.)



c

You want to tell B something interesting you saw at the bus stop! (who, what, when, etc.)



Can-do checklist

- I can understand simple messages.
- I can leave a simple message.
- I can use some phone expressions.

19 HOW BRAVE ARE YOU?

1 Match these words to the explanations.

1. Brave	a) something that can kill you
2. open air	b) not dead, not cooked
3. dangerous	c) a place with a lot of trees and animals
4. alive	d) not in a house or building, outside
5. jungle	e) not scared

2 Ask three people in your class these questions. Answer 'Yes', 'Maybe' or 'No'.

	Yes	Maybe	No
1 Would you sleep in the open air at night alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Would you put your head in a box with spiders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Would you drink water from a river?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Would you put ants inside your clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Would you eat something alive, like a worm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3  There is a programme on TV about people who lived in the jungle for two weeks. Which things were difficult for them? Listen and circle.

- a sleep outside b the weather c noises at night d food e animals

4 What did Peter and his friend do in the jungle? Listen again and tick the correct pictures.

a



b



c



d



e

f

g



5 Unjumble these letters to find the animals Peter talks about.

- 1 driepss 2 sticnse 3 sant
- 4 smowr 5 kenas 6 droloccosie

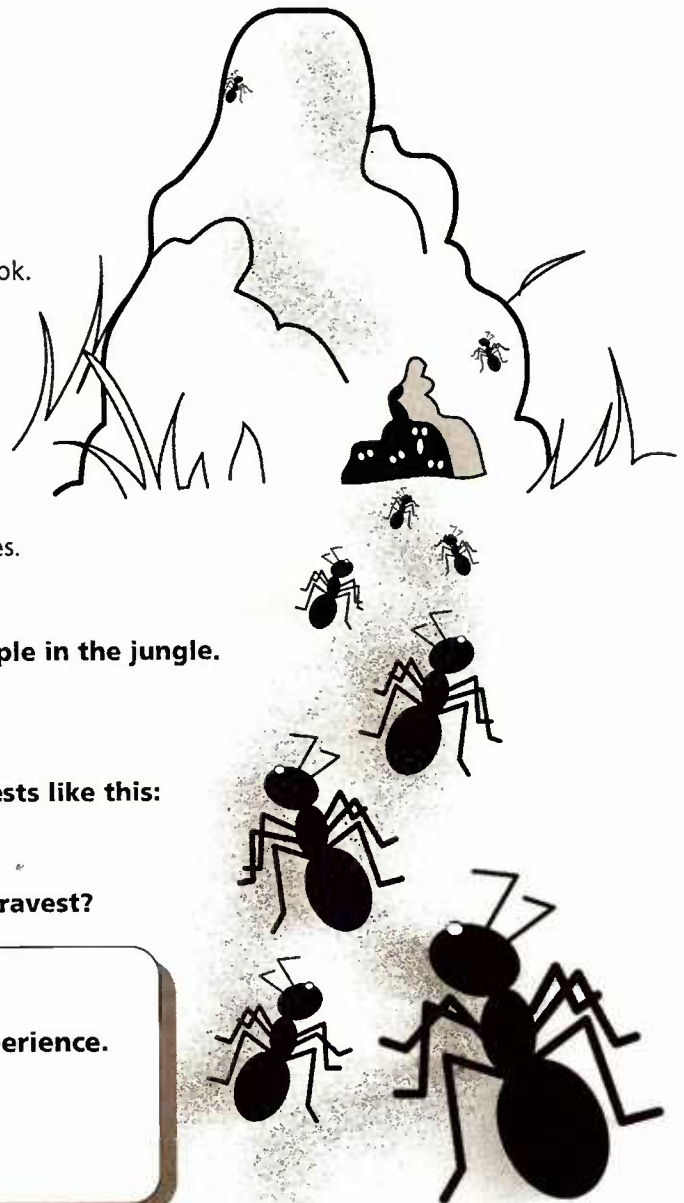
Can you name some more animals in the jungle?

.....

6 Listen again and complete these sentences.

put put slept ate caught walked did

- 1 He in the open air.
- 2 They snakes and small animals to cook.
- 3 They some difficult tests.
- 4 He his head in a box.
- 5 Julie some horrible things.
- 6 He in a river.
- 7 They a lot of insects inside his clothes.



7 Writing. With a partner, write four tests for the people in the jungle.

You must ...

8 Speaking. Work in groups of four. Ask about your tests like this:

Would you ... ?

How many 'yes' answers do you have? Who is the bravest?

Can-do checklist

- I can understand a simple description of an experience.
- I can talk about a simple imaginary situation.
- I can write simple instructions.



20 WHAT DID HE SAY?

- 1 Play hangman with your teacher. Can you guess the letters to make this word?

This words means something you hear, for example, in a shop or a train station.



- 2 ²⁰/₁ Listen to this announcement. Which place is it in?

Listen again and guess what kind of information is missing. (time, place, names, numbers)

- 1 2 3
 4 5 6

- 3 ²⁰/₂ Listen to another version and write down the missing words.

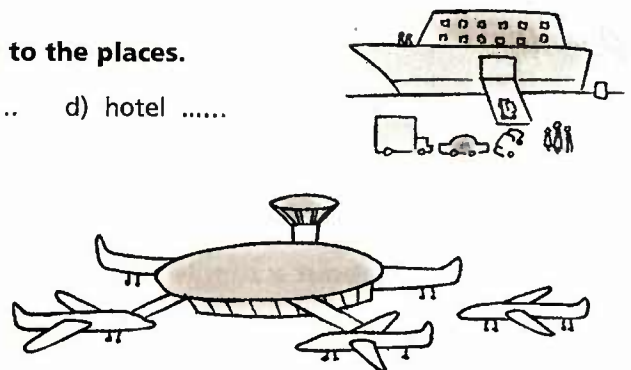
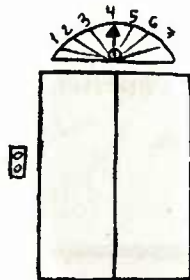
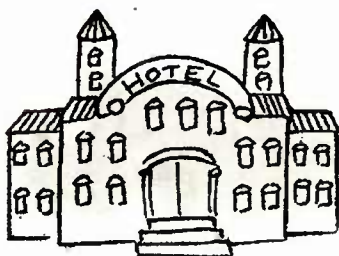
- 1 2 3
 4 5 6

- 4 Solve these anagrams.

- 1 He flies a plane. LOTIP
- 2 A boat with passengers and cars. REFYR
- 3 We cook food, like rice, in it. SUPANACE
- 4 We put our clothes in it when we go on holiday. CESSUAIT
- 5 What we wear under our clothes. WERANDURE
- 6 A journey on a plane. FITLGH
- 7 Desk in a hotel where we get information. TIRECNOPE
- 8 When something is late. LEAYD
- 9 To say sorry. GIAPSELO

- 5 ²⁰/₃ Listen to five announcements. Match them to the places.

- a) airport b) ferry port c) lift d) hotel



6 Listen again and complete these sentences.

- 1 The are now closing. down.
- 2 We apologise for the of flight 702.
- 3 Some rats fell into a of rice.
- 4 Mrs. Parker, come to airport reception.
- 5 Can the owner of a two metre please come to quickly?



7 Speaking. In the first announcement it was difficult to understand some words. Mike and Anna said:

Did she say 'school'?

No, she said POOLE.

Work in pairs, A and B, and ask and answer as in the example. Use good intonation!

A: Did she say...?

4.15
the plane
six hours
flight 11.02
some cats
purple underwear
a cake

B: No, she said...

3.15
the train
three hours
flight 702
some rats
pink underwear
a snake

8 Writing. Choose a place from exercise 5 and write an announcement. Use expressions and words from this unit. Start with:

*We are very sorry but... or
We apologise for...*

9 Read your announcement to the class. Read some words badly and see if the class can guess them!



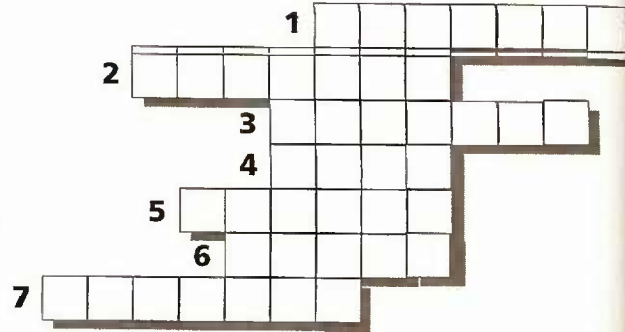
Can-do checklist

- I can understand simple announcements.
- I can write a simple apology.
- I can ask for clarification.
- I can understand familiar words, names and numbers.

21 ON-LINE SALE

1 Complete this crossword about famous people to find the hidden word.

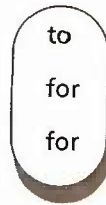
- 1 A Prince - he's British.
- 2 A famous footballer - he's married to Victoria.
- 3 A female singer with one name - she's blonde.
- 4 A film star married to Jennifer - he's attractive.
- 5 A white rapper - he's controversial.
- 6 He sings at the piano and loves glasses - he's quite old.
- 7 A singer, famous for her quick marriages.



What else do you know about these people?

2 Complete these expressions with a preposition.

- 1 We are trying to get some money charity.
- 2 I'm going to give some money charity.
- 3 He sold his car charity.



What do charities do?

3 Famous people sometimes sell their things to get money for charity. Read the adverts and match them to the pictures.

A. A special mobile phone is for sale. No, it's not the latest Nokia or Ericsson. It's Brad Pitt's old gold phone. Last year it had all his private phone numbers on it. He's selling it for charity now but he tells us it's completely empty. Who knows!? Buy it and you can see!

B. If you have a lot of money you can buy a small piece of art. In this sale you can buy a pair of Elton John's sunglasses. They are black and shiny with stars and very big! Buy these and you will never be alone on the beach again!

C. Would you like to have something that was once very close to David Beckham? Buy his toothbrush! A designer, blue and white toothbrush that has touched those famous teeth!

D. Be a prince or princess for an afternoon. Prince Charles is selling an hour and a half of his time to have tea and cakes at his home. You can also take home the china teacup you drink from. See how he lives and what colour his sofa is!

E. Do you know what colour lipstick Britney Spears uses? Buy one of her old ones in this sale and you will know. All your friends will want one too.



4 Do you know these words? If not, look for them in the adverts.

- | | |
|-----------------------------------------------------|-------------------|
| 1 Famous people. | TRIELICSEBE |
| 2 Made by a famous person or company, e.g. clothes. | GISDENER |
| 3 It makes your lips pretty. | SIPKICTL |
| 4 Not public. | TRAPVIE |
| 5 When something reflects light. | NYSIH |

5 Read again and answer these questions.

Which thing(s) did a celebrity use ...

- 1 NEAR his/her face?
- 2 ON his/her mouth?
- 3 IN his/her mouth?
- 4 ON his /her face

Which thing is ...

- 5 gold
- 6 red
- 7 black
- 8 blue and white
- 9 made of china

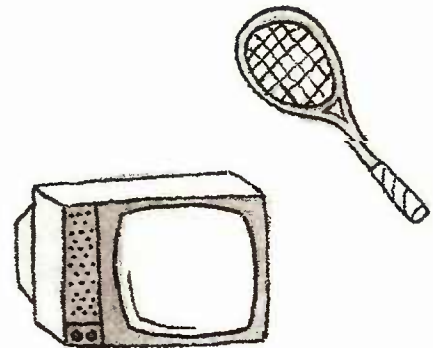
6 With a partner talk about these questions. Use these expressions.

I think ... Perhaps ... I don't think ...

- 1 Which item do you think will be most popular in the sale?
- 2 How much do you think people will pay for the different items?
- 3 Would you like to buy ... ? Yes, I would, because ... / No, I wouldn't, because ...

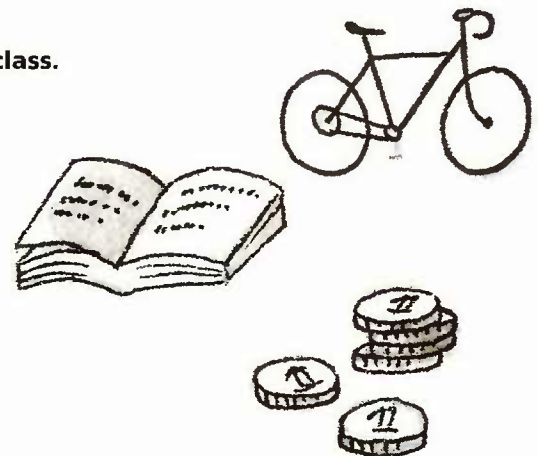
7 Can you complete the missing words from the adverts?

- 1 A special phone is ___ sale.
- 2 Buy one of her old ones ___ this sale.
- 3 Prince Charles is _____ an hour and a half of his time.
- 4 Would you _____ to have something that was once...?
- 5 ___ these and you will never be alone again!



8 Writing. Think of some things a celebrity can sell in this on-line sale. Write an advert.

9 Speaking. Read your advert and 'sell' the things to the class. Which item would get most money for charity?



Can-do checklist

- I can find information in an advert.
- I can use prepositions.
- I can write a simple advert.
- I can make simple speculations.



22 CARDS, CARDS, CARDS

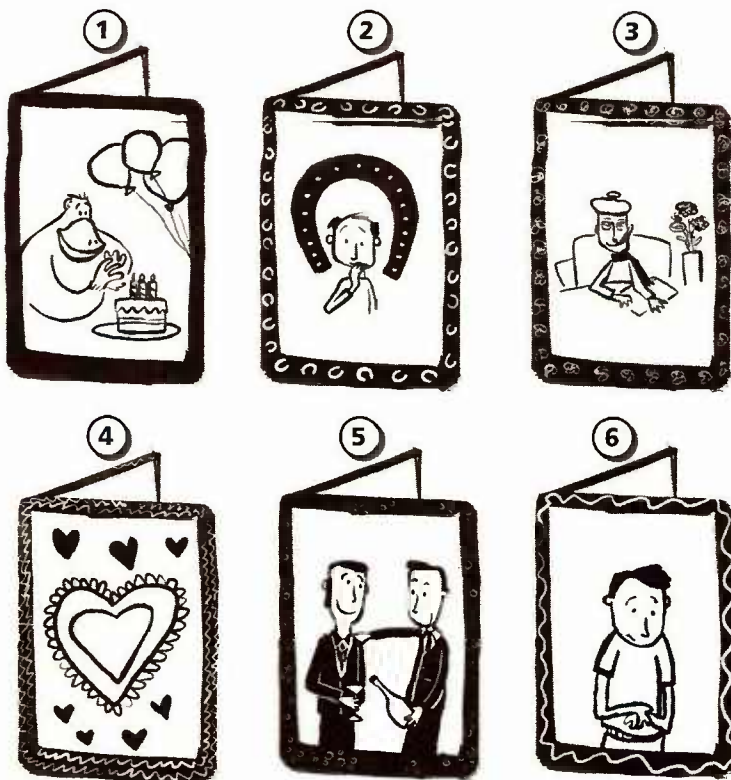
1 Play hangman with your teacher.
We often write this in cards?

2 Talk about these questions.

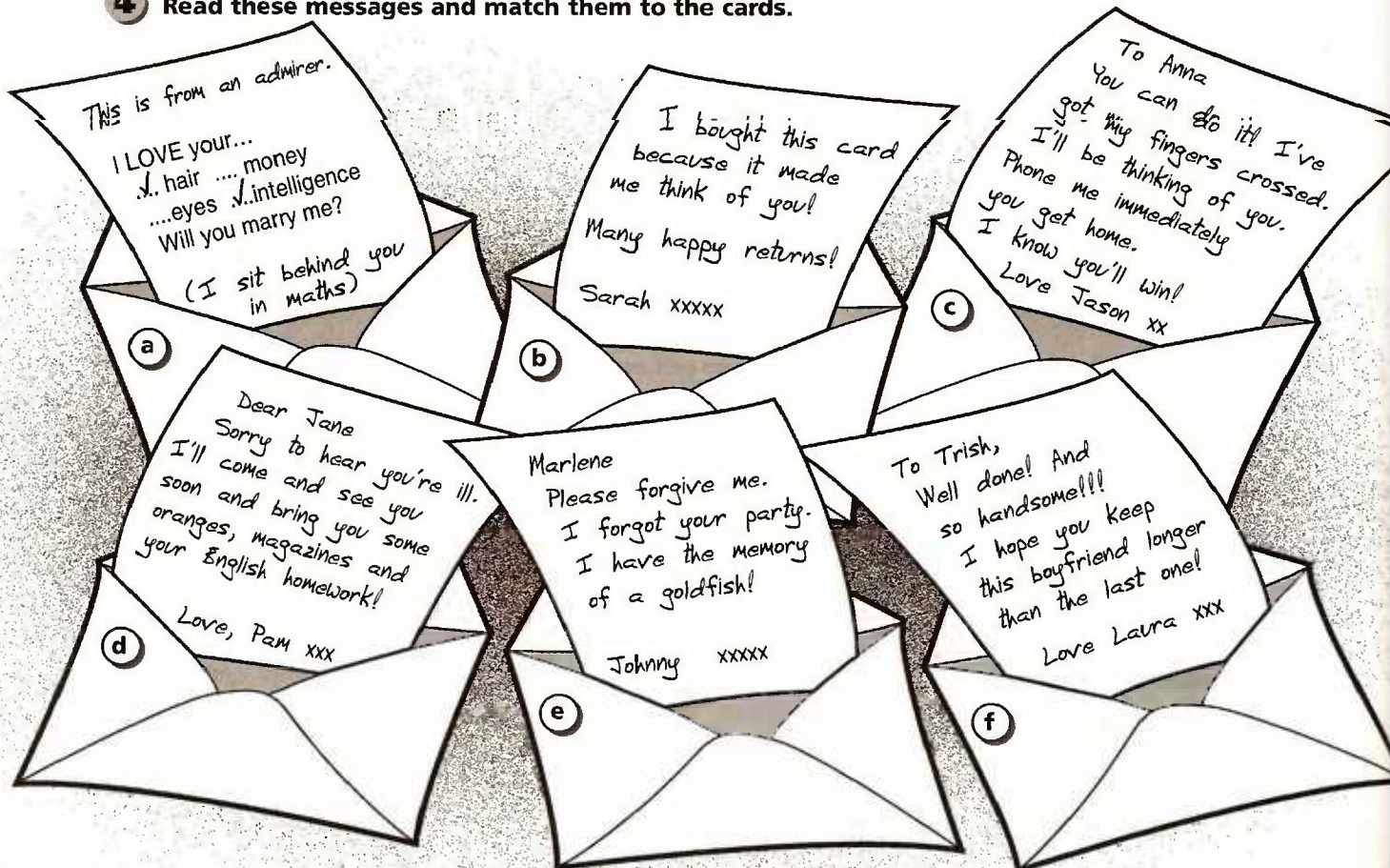
- 1 Do you often send cards?
- 2 When do you send cards?
- 3 What sort of cards do you like to send and receive?
Funny / romantic / serious / artistic?

3 Look at these greetings and match them to the cards.

- a) Good Luck!
- b) Sorry!
- c) Happy Valentine's Day!
- d) Get well soon!
- e) Happy Birthday!
- f) Congratulations!



4 Read these messages and match them to the cards.



5 Find expressions in the cards that mean:

- 1 Someone who likes you
- 2 Happy Birthday
- 3 I remember things for only a short time.
.....
- 4 Not feeling well
- 5 I'm sorry
- 6 Good-looking

6 Cover the cards. Can you remember the words to fill these gaps?

- 1 Well !
- 2 Sorry to you're ill.
- 3 Please me.
- 4 You can it.
- 5 I'll be of you.
- 6 Will you me?

8 Speaking. Think of situations to complete the table. Practise the situations with your partner and give a response.

A: *I'm sorry to hear you are ill.*
 B: *Yes, but I feel better now you are here.*

7 Match these responses with the expressions in exercise 6?

- a) That's OK. Don't worry about it.
- b) I hope I can.
- c) No way!
- d) It's great, isn't it!
- e) Thanks, I feel better already.
- f) That's good to know.

Practise these expressions and responses with a partner.

A: *I forgot your party. Forgive me!*
 B: *That's OK. Don't worry about it.*



I say 'Sorry' when	I say 'Good Luck' when	I say 'Congratulations' when
<i>someone is ill</i>		

9 Writing. Choose a card type and design the front. Then write a message inside.

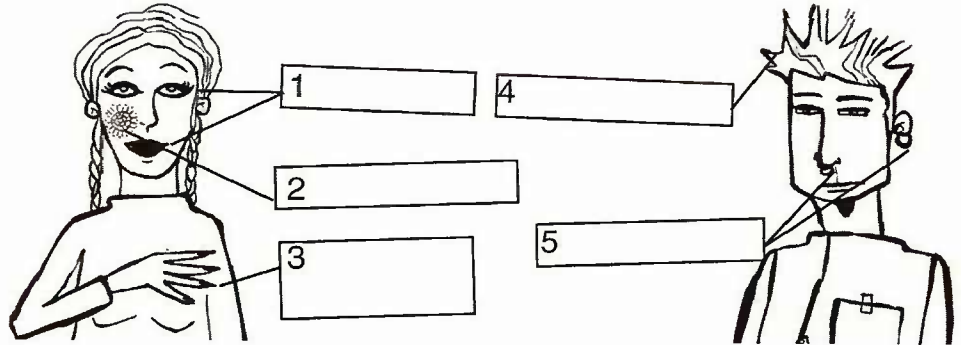
Can do checklist

- I can understand written messages.
- I can write greetings.
- I can apologise, congratulate and wish good luck.

23 LOOKING DIFFERENT

1 Some people like to look different. Label the pictures.

- make-up
- painting nails
- dyed hair
- henna tattoo
- jewellery



2 Read this leaflet from a henna tattoo artist quickly to answer these questions. Who can finish the fastest?

- 1 How long does a tribal design take?
- 2 How much is a large dragon?
- 3 When will the artist visit?
- 4 When can you have a henna tattoo?
- 5 What's the phone number?

4 Read the leaflet again and find the words to complete these expressions.

- 1 brushes
- 2 satisfied
- 3 artist
- 4 list
- 5 time
- 6 your appointment

3 What design would you like and where would you have it?

HENNA TATTOOS

ANYTHING! ANYWHERE!

Choose your design and our expert artist will give you a henna tattoo you will love. We use the best brushes and many different henna colours. Don't worry, we're the best! Why not have a henna tattoo while you're waiting at the hairdresser's? We are in your area in October and we can do your tattoo between 10 a.m. and 5 p.m. Here are just some of the people who have been fully satisfied with their tattoos from us.

CHER MADONNA KYLIE MRS GEORGE BUSH
DAVID BECKHAM, HIS WIFE AND TWO CHILDREN!!

Be bold! Have henna!
Example design and price list

Design	place	price	approximate time
Tribal design	arm	£10	20 minutes
Large dragon	back	£40	1 hour
Flowers	neck	£15	30 minutes
Traditional	feet	£20	50 minutes
Name	anywhere	£8	10 minutes

Make your appointment on Tel: 5634 781124

5 Kate and Robert are having a conversation about real tattoos. Put Kate's responses in the correct order in this conversation. Do you agree with Robert or Kate? Why?

- a) I won't! b) Yes. And I want 'Mark' in a heart on my neck forever. c) Yes. The answer's 'No'.
 d) But I really want one! e) Not you as well! I want one NOW!

For: x

<u>Robert</u>	<u>Kate</u>
1 So, did you ask them?	2 <u>c</u>
3 I agree with your parents. I don't think it's a good idea.	4
5 I think you should wait.	6
7 Why don't you think about it? You might change your mind.	8
9 A tattoo is forever. You've only known him two weeks! What happens when you change boyfriends? Do you cross out Mark and write the next one?!	10

Font Send

6 Practise reading the conversation with your partner until you can read Kate's part without looking. Don't forget good intonation helps!

7 Robert gives Kate some advice. Complete the expressions.

- 1 I with your parents.
- 2 I think you wait.
- 3 Why you think about it?
- 4 You change your mind.
- 5 What when you change boyfriends?

8 We can use these adjectives to talk about henna tattoos. Which are positive words (P), negative words (N) or both (B)?

- | | |
|-------------------|------------------|
| 1 pretty | 6 romantic |
| 2 ugly | 7 delicate |
| 3 colourful | 8 strong |
| 4 unusual | 9 gross |
| 5 clear | 10 cool |

9 Writing. Choose one of these situations. Write three reasons for doing it or not doing it.

- 1 Dye your hair bright red. 2 Get your nails painted your national colours. 3 Get a henna tattoo on your forehead.

10 Speaking. Role-play. A: Tell your partner what you are (not) going to do and your reasons. B: Give your partner some advice. Use words and expressions from exercises 7 and 8.

Can-do checklist

- I can locate information in a leaflet.
- I can give and respond to simple advice.
- I can write and give reasons for my actions.
- I can express my preferences.





24 TEEN MAG

1 Do this questionnaire with two classmates.

<h1>Magazines</h1>	
Interest	1
1 What kind of magazines do you read? Fashion / film / teen / car / exercise / other	
2 How often do you buy magazines? Once a week / a fortnight / a month / never	
3 Which part do you like best? Articles / horoscopes / stories / letters / interviews / pictures or posters / other	
4 Are any teen magazines popular both with boys AND girls? Which?	

2 Read the competition and e-mail quickly. Would Karen prefer a magazine for boys or girls or both?

mylookpub.com/teenmag

Teen Mag
Competition

Can you help us plan a new magazine for teenagers? We're looking for new ideas. We want a magazine that is right for YOU with things that EVERYONE wants to read. Shall we have fashion articles, horoscopes, interviews with celebrities? If YOU have some good ideas fill in this form and send it to us at mylookpub.com by 1st November. The winners will get 8 hours' free shopping!

This site is fictional.



For:

Hi Hazel,

There's a great competition on mylookpub.com/teenmag. Look at it quick!

Why don't we enter? The prize is fantastic! Most of the mags today are rubbish and I'm sure we have better ideas. I think they should have things that both boys and girls want to read, like joke pages and posters and personality quizzes – everybody likes those. Perhaps we could have some interviews with football stars and a free gift or something to collect like stickers or film reviews. There could also be competitions and the winners can meet celebrities. I know, let's suggest the winner spends a day with Brad Pitt or Angelina Jolie!!! Can you imagine!? I've got lots of ideas and I'm sure you have too. What do you think? Shall we give it a try?

Karen

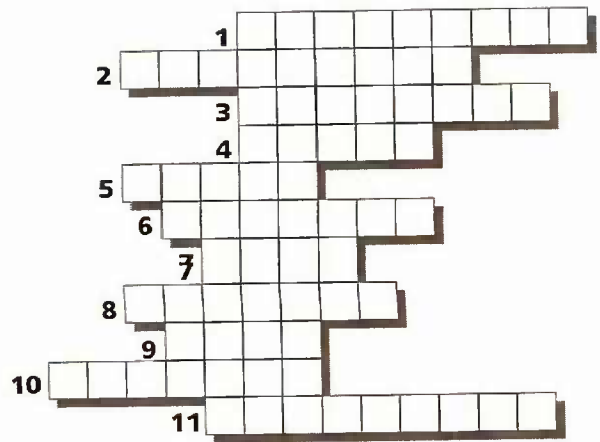
Font ☺ ☹ ☹ Send

3 Read the texts again and answer these questions.

- 1 The competition is to get ideas for a) a magazine article b) a magazine cover c) a new magazine.
- 2 You have to enter a) before 1st November b) on 1st November c) after 1st November.
- 3 The winner will get a) 8 hours shopping b) 8 free magazines c) three hours in 8 shops.
- 4 Karen thinks that a lot of magazines today are a) fantastic b) interesting c) terrible.
- 5 Karen wants a) to collect stickers b) to spend a day with Brad Pitt c) to enter the competition.

4 Find words in the texts to complete the crossword.

- 1 A famous person is a ...
- 2 You read about your future here.
- 3 We can say 'mag' for short.
- 4 You win this.
- 5 These make you laugh.
- 6 A text in a magazine or newspaper.
- 7 This is something you get for free.
- 8 People write these to magazines.
- 9 A game with words is a ...
- 10 The clothes everyone is wearing now.
- 11 When you speak to an important or famous person.

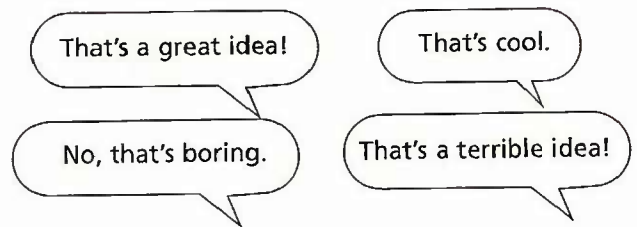


Can you find the hidden vertical word?

5 Can you remember what Karen wrote?

- 1 Why we enter?
- 2 I think they have things like...
- 3 Perhaps we have some...
- 4 There also be ...
- 5 Let's the winner...
- 6 What do you

Here are some responses.



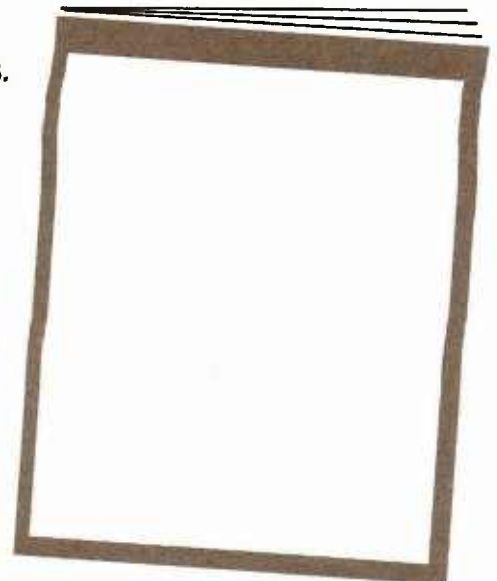
With a partner, practise the suggestions and responses.

6 Speaking. With a partner, plan a new teen magazine. Decide on these things. Try to use the expressions in exercise 5.

- | | |
|---------------------------------------|----------------------------------|
| 1 Name | 5 interesting articles on |
| 2 Picture on the front | 6 Competitions and quizzes |
| 3 Free gift(s) ..... | ..... |
| 4 Once a week / a fortnight / a month | 7 Other |

7 Design the front cover. Include lots of information from exercise 6.

8 Writing. Write an e-mail to Karen telling her your ideas for the competition.



Can-do checklist

- I can make and respond to suggestions.
- I can write an e-mail with suggestions.
- I can ask and answer questions to obtain information.
- I can understand the important information in a text.

25 GIVE YOUR ROOM A MAKEOVER

1 Talk with a partner about these questions.

- 1 Do you like your bedroom?
- 2 What do you like/not like about it?
- 3 A 'makeover' is when a designer changes everything. There are some TV programmes about this. Would you like a designer to change your bedroom?

2 Read the first paragraph about a TV competition and answer the questions.

- 1 Who are the designers?
- 2 What's the name of the TV programme?
- 3 What can people win?

MAKEOVER OFFER

Would you like to change your room?
 Is it too light or too dark?
 Is it too pretty or too young?
 Is the furniture old and boring?
 Designers Karen and Matt Tipley from the TV programme 'Makeover Magic' can makeover YOUR room!
 Just fill in this entry form online and the best entry will win a makeover for their bedroom.
 So don't wait! Fill it in now!



Entry Form

Name: Jane Markham **Age:** 14 **Address:** 16, Blackthorn Road, Dorchester.

Short description of the room: It's a small room with one bed, a table and a wardrobe. There are long curtains and a carpet. There are two lamps and a ceiling light.

Why does your room need a makeover?: My parents decorated my room when I was younger and I liked Disney cartoons. There are cartoons on the wallpaper and the bedcover! The curtains are pink! The carpet is yellow and is a bit dirty now and the lamps have roses on them - because my mum likes flowers! It's a very childish room and I'd like to change everything. Can you help me? I'd love a more grown-up bedroom!

3 Now read the Entry Form and tick the things Jane would like to change in her bedroom.

- chair table shelves rug carpet bed bedcover
curtains wallpaper lamps light mirror pictures

4 Read the text again. Then cover it and see how many adjectives you can remember.

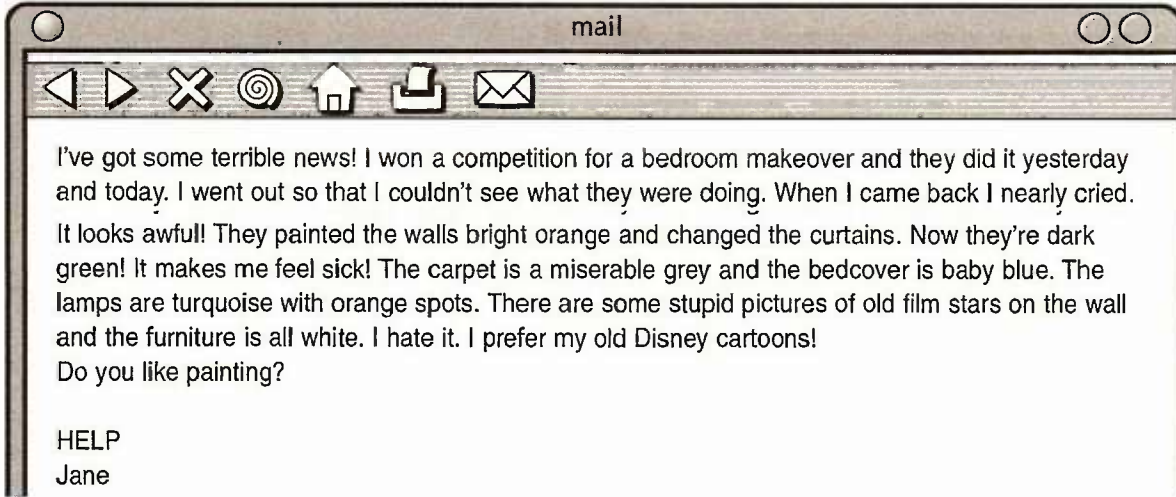
.....

.....

Look again and check. Add any that you forgot.



5 Read this e-mail from Jane two weeks later. Does she like her new bedroom?



6 Compare her new room with her old one. Make as many sentences as you can like this.

The walls used to be/have but now they are/have

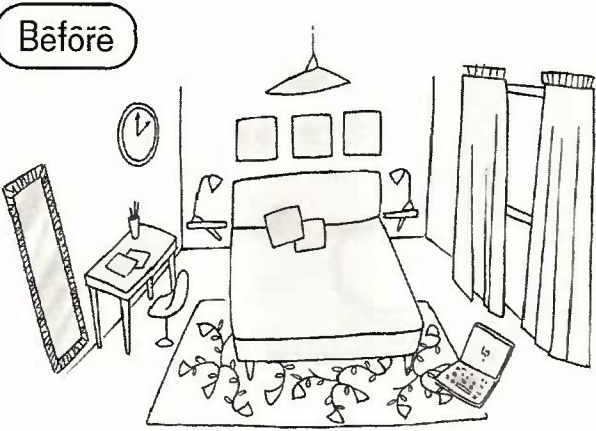
.....

.....

.....

.....

7 Writing. Look at these 'before' and 'after' pictures of a makeover. Write an e-mail telling a friend what they did to this room.



8 Speaking. Imagine the room in exercise 7 was yours. Tell a friend about your 'new' bedroom.

Can-do checklist

- I can compare things now and in the past.
- I can scan a text to find important information.
- I can describe a room.

26 GHOST WALK

1 Ask a partner the questions on this questionnaire.

	YES	NO
1 Have you seen or heard a ghost?		
2 Do you know someone who has seen or heard a ghost?		
3 Have you ever stayed in a haunted place?		
4 Are there any haunted places in your area?		
5 Do you know a true ghost story?		
6 Would you like to stay in a cemetery at night?		
7 Would you like to see a ghost?		



2 Do you know these words? Unjumble the letters.

- | | | |
|---------------------------------------|----------|--------|
| 1 A small town. | VAGILLE | V..... |
| 2 You buy these for friends. | STIFG | G..... |
| 3 Something terrible is a ... | STRIDESA | D..... |
| 4 When you get married you have a ... | DWINGED | W..... |
| 5 Someone who is in prison. | SPONREIR | P..... |
| 6 When there is too much water. | DOOLF | F..... |
| 7 We have these inside us. | SNEBO | B..... |

3 What do you think the 'Ghost Walk of Bartonby' is?

- a) a film b) a book c) a night tour d) a museum e) a childrens' game

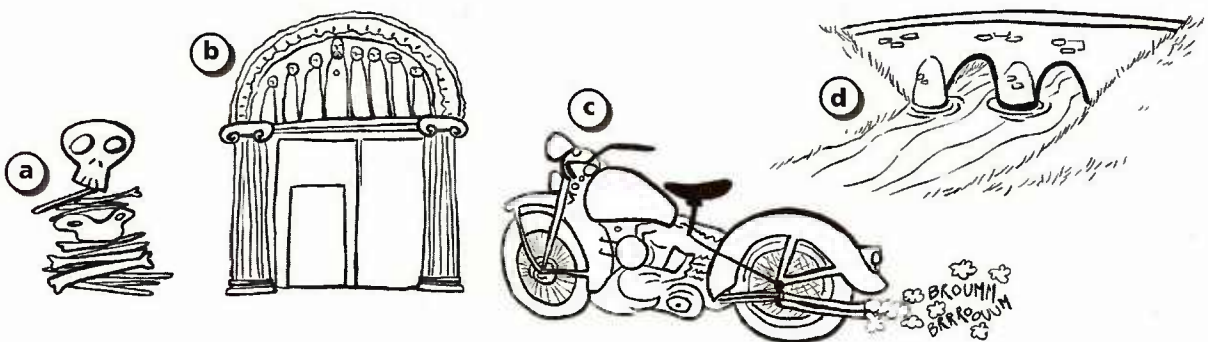
I think it is ... It could be a ...

4 Read the introduction and tick which of these things you can find in Bartonby.

- | | | |
|-----------------|-------------------|---------------------|
| a museum | Bartonby biscuits | houses by the river |
| beautiful gifts | an old theatre | old churches |

5 Read the information about the walk and match the pictures to the different stops.

Stop 1 Stop 2 Stop 3 Stop 4





Bartonby

Visitors to the village of Bartonby in Dorset come for one reason. They don't come to see the lovely old houses by the river. They don't come for the famous Bartonby Biscuits. They don't come to buy the beautiful gifts in the shops. They come because Bartonby has another name. "The village of the Dead"! Bartonby has had more accidents, disasters and deaths than any other village in England and people say that many ghosts walk through the streets. Scientists come to do their tests and tourists come to go on the famous "Ghost Walk".

DON'T BE LATE FOR A DATE WITH THE DEAD!

Bartonby Ghost Walk

Start: 9.00 pm. Meet at the old bridge in Newton Road.
Finish: 2.00 am. at Manor House.

Route

We walk along Newton Road and down Frost Lane where three teenagers had a terrible motorbike accident forty years ago. You can hear the bikes very easily.

Our second stop is St. Martin's church at the end of Tanners Lane. A man killed his fiancée the night before the wedding and she is still trying to get into the church. We will see her white dress and hear her sad cries.

For our third stop we take a boat along the river Sarne to Bowen's Bridge. Under this bridge five escaped prisoners died. The police shot them and they fell into the water. The water is red.

Our last stop is ten minutes down the river. There was a terrible flood in 1570 and the bones of 150 people who died are still at the bottom of the river. The police try again and again to take them out but the bones move to different places. They want to stay. We may see them move tonight. Bring warm clothes, comfortable shoes, a camcorder.

6 What are the past tenses of these verbs?

- 1 kill 2 escape 3 shoot 4 fall 5 die

7 Read again and answer these questions.

- | | | |
|-------------------------------------------|--------------------------------------|-------------------------------------|
| 1 What time does the walk start?
..... | 5 What can you hear here?
..... | 9 Where is the third stop?
..... |
| 2 Where does it start?
..... | 6 Where is the second stop?
..... | 10 What can you see?
..... |
| 3 What time does it finish?
..... | 7 What can you see here?
..... | 11 Where is the last stop?
..... |
| 4 Where is the first stop?
..... | 8 What can you hear?
..... | 12 What may you see?
..... |

8 Writing. With a partner, plan a walking tour of interesting places for a tourist to see in your town.

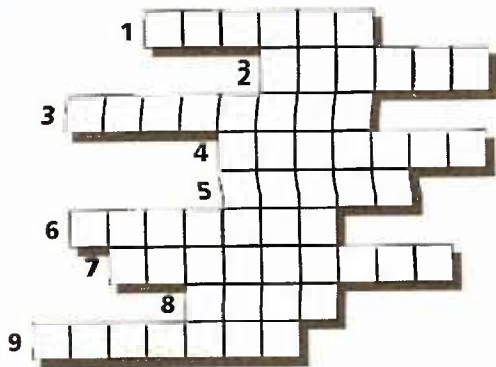
9 Speaking. Change partners and ask and answer questions about the walking tours. The questions in exercise 7 will help you.

Can-do checklist

- I can find important information in a leaflet.
- I can understand a description of past events.
- I can write directions.
- I can ask for and give information.

27 CRINGE

1 Use the pictures to complete this crossword. What is the hidden word? It means 'to cringe'.



2 Read this magazine page and underline the words from the crossword.

COMPETITIONS

CRINGE COMPETITION

Here are the entries for this week's competition. Choose the best and text us the name of your favourite.

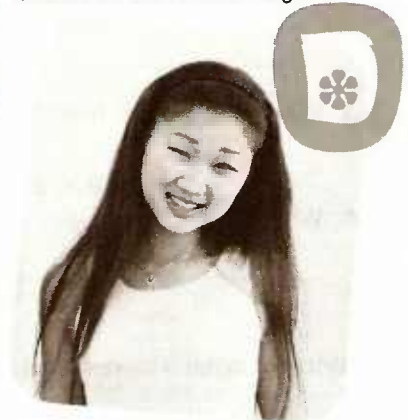


A From: Gemma
Once I was in the car with my little sister. She was asleep on my knees. Well, I thought she was asleep. She wasn't. She was undoing all the buttons on my shirt! When I got out of the car my shirt was open! All my friends were watching. I was SO embarrassed!



B From: James
I was at the cinema with a mate and the couple in front of us were kissing. We dropped popcorn on their heads! The woman turned round and it was my teacher! I nearly died!

C From: Mike
I really cringed was when I was taking a test at school. In the middle of the test my mum walked in and gave the teacher my lunch box. I'd left it at home. Cringe!!



D From: Josie
Once I went to a party and I thought that I looked fantastic. I put on false eyelashes and wore my best dress. At the party I was playing with a balloon and it burst in my face. Later everyone was laughing and when I looked in the mirror I saw my eyelashes were on my cheeks! I went so red!



3 Read the magazine article again and answer these questions.

- 1 Whose 'cringe' happened at school?
- 2 Whose 'cringe' happened while watching a film?
- 3 Whose 'cringe' happened at a party?
- 4 Whose 'cringe' happened outside a car?
- 5 Whose 'cringes' happened with a teacher there?
- 6 Whose 'cringe' made them go red?

4 Can you complete these phrases from the text without looking back?

- 1 She was the buttons.
- 2 When I got of the car.
- 3 I was a test.
- 4 I'd left it
- 5 The woman turned
- 6 I false eyelashes.
- 7 It in my face.
- 8 I so red.

**5 Which entry in the competition do you think will win?
Compare with the rest of the class to see who won the competition.**

6 Look at how we use verbs when describing an experience.

1 Actions that were not finished
I was taking a test.
Everyone was laughing.
The couple were kissing.

2 Actions that happened after each other
She walked in.
She gave the teacher my lunch box.
I looked in the mirror.
I saw my eyelashes.

Some ways to begin
Once...
When I was five years old...
I remember when...
I really cringed when

Some ways to finish
I was SO embarrassed.
I nearly died.
I went SO red.
Cringe!

**7 Writing. Think of a time when you cringed. Write an entry for the competition.
Use the forms and expressions in exercise 6.**

8 Speaking. Tell your partner about what happened.

Can-do checklist

- I can understand short narratives.
- I can write a short description of personal experiences.
- I can give a basic description of events.



28 APOLOGIES.COM

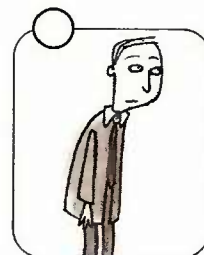
1 There is a new website called Apologies.com. What do you think you can find on this site?

- a) advice on how to apologise b) people saying sorry for different things.

Read the first paragraph and check your answer.

2 Match the words with the pictures.

- 1 glue 2 a date 3 a contact lens 4 sick 5 a smell 6 a wimp



3 Read the apologies on the website. Then answer the questions below.

Apologies.com

APOLOGIES

This is a new website where people can say sorry online. Some people apologise for things that happened yesterday and some people apologise for things that happened a long time ago. It is very popular because a lot of people do not like to say sorry face to face!

Rosie: I'm so sorry I missed our date night but I dropped my contact lens down the toilet and it took ages to get it out. I couldn't see so I couldn't find me glasses or my mobile phone. Sorry. Stuart.

Mike: I want to apologise. You know that terrible smell in the living room yesterday? I said it was you. I'm really sorry. It was me. John.

Granddad Bob: I want to say sorry because I did something terrible in your garden when I was six. I cut the heads off all your flowers and said it was the dog. Karen.

Jen: I need to apologise for something when we were at school in the first year. It was me who put glue in your sandwiches. Sorry. Marie.

Peter: I'm really sorry. I feel awful. You know I cooked you a spaghetti Bolognese last weekend? Well, I didn't have any meat and I put cat food in it. You were so sick. Forgive me. Beth.

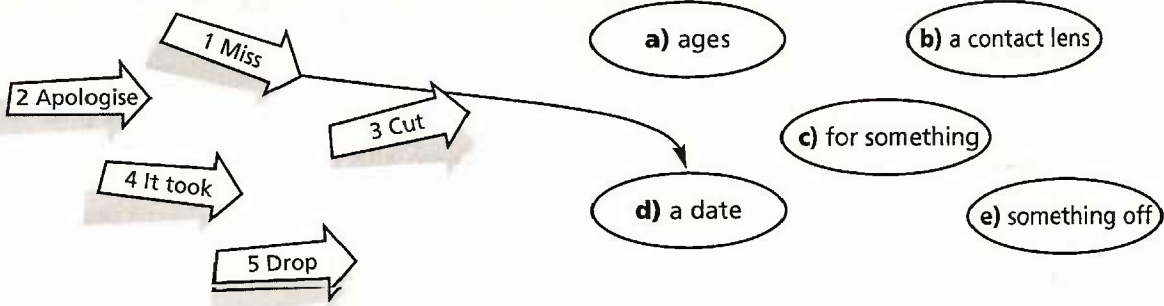
Mark: I apologise for calling you a wimp. You're not. You're very brave and I love you very much. Anna.

This site is fictional.

- 1 Who made someone ill?
- 2 Who has bad eyesight?
- 3 Who played a bad joke on a friend?
- 4 Who said something bad to a friend?
- 5 Who did something wrong and said it was someone else?
- 6 Who do you think is not telling the truth?



4 Collocations. Match these words with a line. Then check in the text.



Write sentences using these collocations.

I missed my date with Peter last night.

.....

5 Read the text again and complete these phrases.

- | | |
|---------------------------|-----------------------------------------|
| 1 I'm r _ _ _ _ _ sorry. | 5 I'm s _ _ sorry. |
| 2 I f _ _ _ _ awful. | 6 F _ _ _ _ _ me. |
| 3 I want to s _ _ sorry. | 7 I apologise f _ _ calling you a wimp. |
| 4 I want to a _ _ _ _ _ . | 8 I n _ _ _ to apologise for something. |

6 We can answer an apology in different ways. Practice saying them.

That's OK. All right. No problem. Don't worry. That's terrible! No, I won't forgive you!

7 Writing. Choose one or two of these apologies from the website. Work with a partner and finish them.

- 1 Mum: I'm really sorry. Yesterday
- 2 Dear Teacher. I want to apologise. You know
- 3 Fran. About last Monday. I'm so sorry I
- 4 Mrs. Reeves. I apologise for saying
- 5 Granny. I want to say sorry because when I was six I

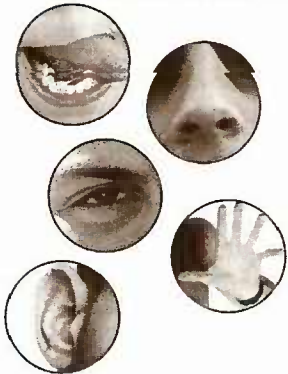
8 Speaking. Work with a partner. Apologise to him/her for the things in exercise 7. Your partner must answer. Use expressions from this unit.

Can-do checklist

- I can understand short, simple messages.
- I can make and respond to apologies.
- I can write simple texts expressing apology.

29 WHAT AM I THINKING?

1 Find the five senses in this word square. Then write them and the parts of the body. What are the verbs for each sense?



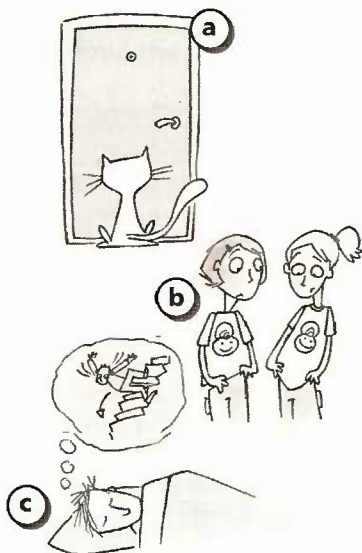
A	S	S	A	P	H	T
B	M	T	O	H	A	N
H	E	A	R	I	N	G
C	L	N	O	S	E	S
O	L	T	O	U	C	H
F	I	E	Y	E	K	M
G	R	S	I	G	H	T

- 1 verb:
- 2 verb:
- 3 verb:
- 4 verb:
- 5 verb:

2 Match these questions with the pictures. Then ask your partner the questions.

Have you ever ...

- 1 looked at someone in front of you and they turned round?
- 2 worn the same clothes as your friend?
- 3 thought about someone and then they immediately phoned you?
- 4 had the same thought or idea as your friend at the same time?
- 5 seen a cat or dog who goes to the door just before their owner arrives?
- 6 had a dream about something and it happened later?



3 Read this article and tick the pictures above which are mentioned.

'Do you know what I'm thinking?'

Some people think we have an extra sense: telepathy. Telepathy means knowing what other people are thinking and sending thoughts to other people. People with this sense are very special, or are they? Sometimes we know if someone is looking at us. We also often know who is calling us before the phone rings. Animals know these things too. In fact they're very good at it! In Yorkshire there is a parrot who says the name of the person who is calling before they answer the phone! Some people even have dreams that tell them what is going to happen. Scientists say that this extra sense is a normal use of our brain and a long time ago we used it to know when we were in danger.

So, what do you believe? Can we communicate by telepathy?



4 Read the article again. True or false?

- 1 All people believe that we have an extra sense. T / F
- 2 Animals don't have an extra sense. T / F
- 3 Only special people have this sense. T / F
- 4 A child in Yorkshire can say the name of the person who phones. T / F
- 5 Dreams can tell us things that are going to happen. T / F
- 6 A long time ago this sixth sense told us when we were in danger. T / F

5 Cover the article with a piece of paper. Now complete the sentences.

- 1 Some people think we have an sense.
- 2 People with this sense are very special.
- 3 Sometimes we if people are looking at us.
- 4 We used this sense to know when we were in
- 5 What do YOU

6 Speaking. Can YOU send your thoughts? Work in groups of three. Take turns to be students A, B and C and try these activities. A reads an activity. Students B and C do NOT read it. A explains to B and C what to do. Only speak in English!

Activity 1

- 1 B, cover your eyes with your hands or close them.
- 2 C, don't look at B. Then look at him/her.
- 3 B, say when you 'sense' C is looking at you.

Activity 2



- 1 B, take a piece of paper.
- 2 C, choose a shape. Don't tell B. Think about it and 'send' the symbol to B.
- 3 B, draw the shape you think he has chosen on the paper.

Activity 3

- 1 B, take a piece of paper.
- 2 C, choose an animal. Don't tell B. Think about it and 'send' it to B.
- 3 B, draw the animal you think he has chosen on the paper.

7 Writing. Find these things in the picture.

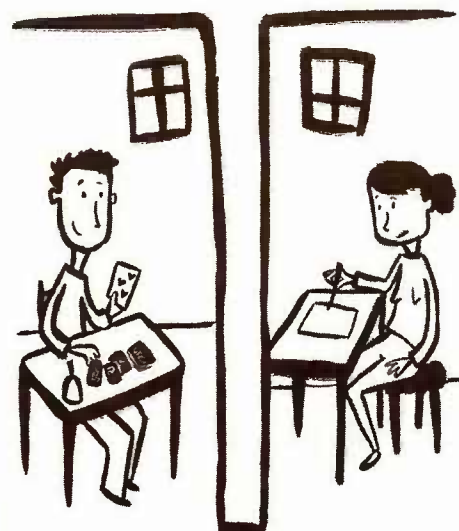
pack of cards bell suit

With a partner write the instructions for Activity 4.

Two rooms – one person – pack of cards – turn over card
– think hard – ring bell.
Other person in other room – hear bell – write down suit.

Can-do checklist

- I can read a text and understand the general meaning.
- I can give instructions.
- I can talk about experiences.
- I can use words related to the senses.



30 SUMMER LOVE

1 Find the answers to these clues in the wordsearch.

- At night you do this.
- A break from school.
- Will you ... me?
- I ... you!
- My ... is breaking!
- Our first ...
- My one, ... love.
- July/August
- A boy/girl thing on holiday!

H	D	R	E	A	M	O	N
O	K	I	S	S	T	L	E
L	M	D	S	T	R	O	G
I	A	W	U	P	A	V	E
D	R	S	M	I	L	E	S
A	R	O	M	A	N	C	E
Y	Y	T	E	A	R	S	S
H	E	A	R	T	R	U	E

2 There is a website called summerlove.com. What do you think you can find there?

- a) stories about holiday romances.
- b) e-mails from people who met on holiday.

Read this web page to see if you were right.

Summerlove.com

◀ ▶ ✕ 🌀 🏠 📄 ✉

Summerlove.com

Did you have a summer romance this year? YES!
 Have you lost touch? YES!
 Is it true love? YES!


Welcome to summerlove.com

We can help you. Put your message on this site for your friend to read.

Helmut. PLEASE e-mail me. We had a wonderful time. You said you loved me. You said you'd e-mail me. And you said you'd send me your address! So, where is it, YOU CREEP?! Lucy

Eliza. My one true love. Where are you? You promised you'd phone me. I have a piece of spaghetti from our last meal together. I sleep with it on my pillow so I will dream about you. Please get in touch with me. I'm dying! Ryan.

Julio. Don't forget me. You MUST get in touch. You said you'd come to England. I'm waiting! I have henna tattoos of your name on my forehead, my arm and my back. When will I see you? Fiona.



This site is fictional.

3 Read the page again and answer these questions.

- 1 Why doesn't Lucy e-mail Helmut?
- 2 How does Ryan remember Eliza?
- 3 What is Fiona waiting for?

4 Which of these combinations are correct in English?

- a) make touch b) get in touch c) stop touch d) lose touch

Complete these sentences with the correct words.

- 1 Please touch with me. I need to speak to you.
- 2 When I move to California. I hope we don't touch.
- 3 People often touch when they leave school.
- 4 I would like to touch with my old teacher.

5 With your partner play 'Hangman' with words from exercise 1 and the e-mails.

6 To make promises we say:

Helmut: "Lucy, I will e-mail you."

To talk about the promises later we say:

Helmut said he would e-mail Lucy.

To talk about broken promises we can say:

Helmut said he would e-mail Lucy but he didn't.

Underline more broken promises in the e-mails.

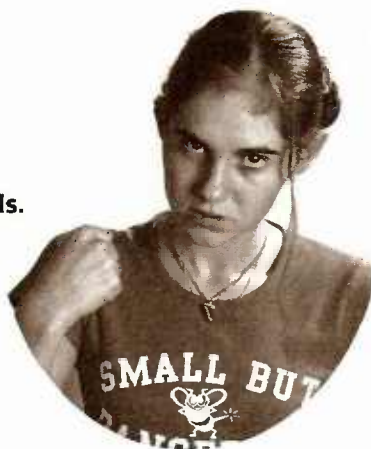
Here are some responses.

I'm sorry, I completely forgot.

Did I? I don't remember.

I'll do it now.

Sorry, but I was lying!



7 Speaking. With your partner make dialogues with these promises.

- 1 phone me last night
- 2 record a film for me
- 3 meet me at the station
- 4 buy me a cake at the supermarket
- 5 introduce me to your new friend
- 6 tell me when you were going to the beach

8 Writing. Write an e-mail to someone (real or imaginary) you met on holiday to send to summerlove.com.

Can-do checklist

- I can understand written messages.
- I can write messages.
- I can complain about something that didn't happen.
- I can react to a complaint.

31 WHERE ARE YOU?

1 Talk about these questions with your partner.

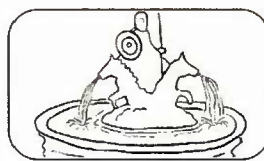
- 1 Do you like shopping?
- 2 What do you like to buy?
- 3 Where do you usually go shopping?
- 4 Do you like shopping in big shopping centres?

3 In the Meybridge shopping centre you can see these things. Write the words under the pictures.

escalator lift fountain statue

2 Here are some places you can find in a shopping centre. Finish the words.

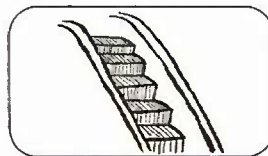
- 1 super
- 2 rest
- 3 caf
- 4 spor sh
- 5 b..... kop
- 6 jewe
- 7 clot sh
- 8 toi



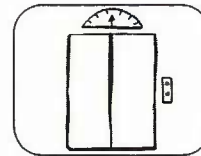
1



2



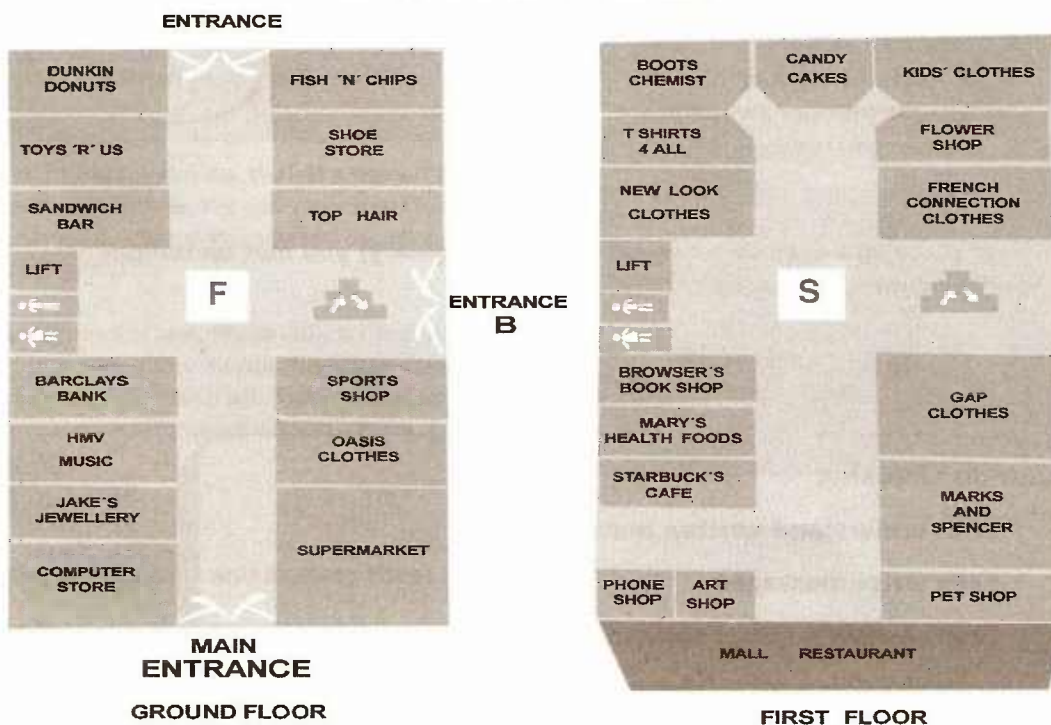
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4

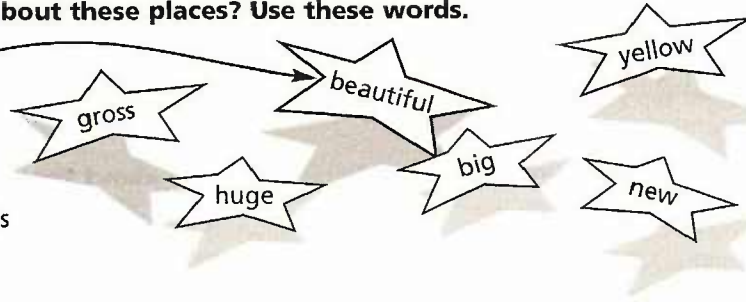
4 Maria is looking for Jenny in the Meybridge shopping centre but she can't find her. She phones Jenny on her mobile and asks for directions. Listen. Where is Jenny?

MEYBRIDGE MALL



5 What did the girls say about these places? Use these words.

- 1 The fountain is
- 2 The supermarket is
- 3 Mary's Heath Foods is
- 4 The phone shop is
- 5 The Meybridge centre is
- 6 Jenny's top is big



6 Listen again and complete the sentences with these words.

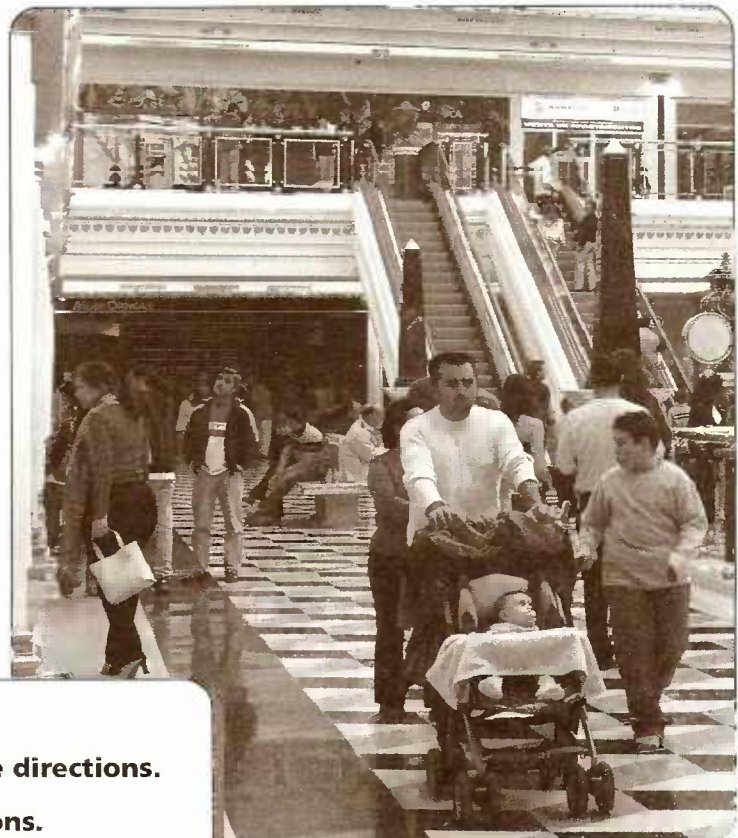
next to turn right at straight on take on go past up to past outside come in

- 1 It's the first floor.
- 2 the main entrance and walk the big supermarket on your right.
- 3 Go right the fountain and the escalator the first floor.
- 4 Go - you Browsers Bookshop.
- 5 that there's Mary's Health Foods.
- 6 Well, at Starbuck's café.
- 7 I'm Good Connections.

7 Practise reading the sentences with a partner. Miss out some words.
Can your partner complete them?

8 Speaking. Imagine you are in a different place in the centre. Give your partner directions using some of the expressions. Then change over.

9 Writing. Write a note to Maria and tell her how to get from the main entrance to the statue on the first floor.



Can-do checklist

- I can understand and follow simple directions.
- I can give and write simple directions.

32 BIG BROTHER IS WATCHING YOU!

1 How many words can you make from **BIG BROTHER**?

.....

2 Talk about these questions.

- 1 What is 'reality' TV?
- 2 Do you like watching reality TV? Why/Why not?
- 3 What do you know about the TV programme 'Big Brother'?

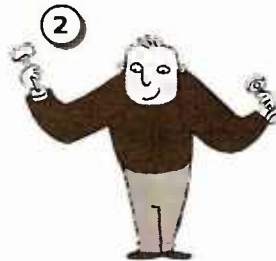
3 Use the clues and fill in the letters to find the adjectives.

- | | | | |
|-------------------|----------------|---------------------------------------|----------------|
| 1 not fat | SL _ _ | 5 cool | FU _ K _ |
| 2 nice | KI _ _ | 6 with a strong body | M _ SC _ L _ _ |
| 3 a little fat | PL _ _ P | 7 has everything in the correct place | ORG _ _ IS _ _ |
| 4 very attractive | G _ _ GE _ _ S | | |

4  There are six people in the Big Brother House. Listen and write their names under the correct picture.



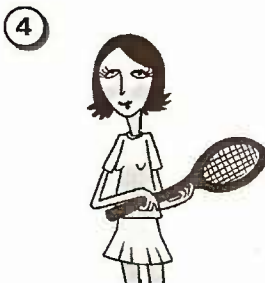
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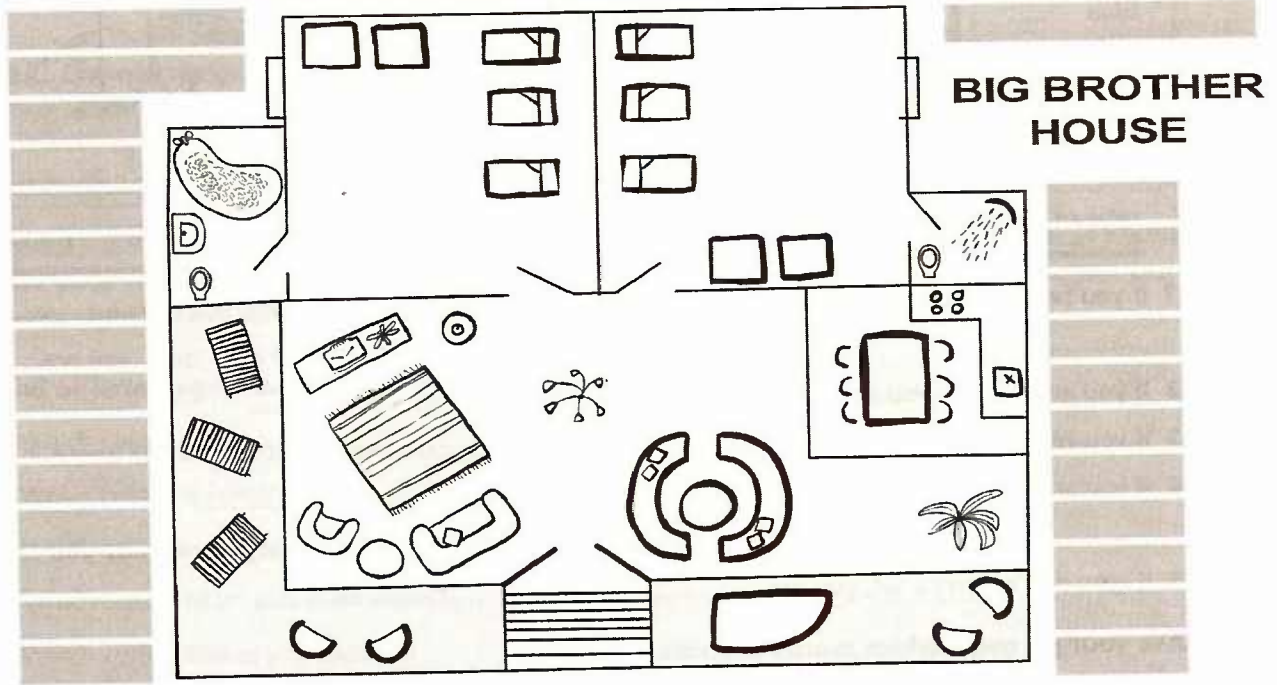
5 Listen again and add as much information as you can to each picture.


6  Listen to a report about the things BB did to the housemates this morning. True or false?

- 1 They played the music at 7 o'clock. T / F 4 Big Brother took all the toothpaste. T / F
 2 The housemates had no food for breakfast. T / F 5 The housemates didn't get enough sleep. T / F
 3 They only had cold water to shower in. T / F

7 Label this plan of the Big Brother house.

living area kitchen area bedroom bedroom bathroom bathroom jacuzzi sofas chairs



8  Listen to the next part of the report and mark on the plan where each person is.

10 Writing. Imagine that six people from your class are going into the Big Brother house. Write their personal details.

9 Fill in the gaps in these sentences.

- 1 Vicky and Joe are and
 2 Jackie is dinner.
 3 Kate is the jacuzzi. No one is her.
 4 Paul is on his bed.
 5 David is weights.

11 Speaking. Describe the people to your group. (Don't just read!) Can they guess who they are? Who do you think would win? Why?

Can-do checklist

- I can understand and give personal information.
- I can discuss likes and dislikes.
- I can write short biographies.
- I can understand a description of a present activity.

33 TRUE COLOURS

1 Can you write the rainbow colours in order?

- yellow
- indigo
- orange
- red ...1..
- green
- blue
- violet



2 Complete these sentences with words from the box.

relaxed modest honest romantic creative loyal out-going self-confident stressed

- 1 If you feel good about yourself, you are
- 2 If you are not shy, you are
- 3 If you tell the truth, you are
- 4 If you are true to your friends, you are
- 5 If you don't worry a lot, you are
- 6 If you like love films, you are
- 7 If you have lots of new ideas, you are
- 8 If you are clever but don't talk about it, you are
- 9 If something makes you nervous, you feel

Ask your partner, 'Which words describe you?'

3 What is your favourite rainbow colour? Write it down.
Listen. Do you agree with what they say about your favourite colour? Yes / No

4 Work in pairs, A and B. Listen and complete ONLY your text.

Student A		
<p>RED</p> <p>You are very Your friends like you because you are honest and you have a good sense of Wear red clothes and you will be full of energy and everyone will at you!</p>	<p>YELLOW</p> <p>You are cleverer than you think. Believe in your You can do a lot for other people. If you are angry, wear yellow and you will be</p>	<p>BLUE</p> <p>You are honest and You don't like arguments with your friends. If you wear blue, people around you will be</p>
<p>ORANGE</p> <p>You are and always smile. You like parties and going out a lot. wear orange clothes when you feel self-confident.</p>	<p>GREEN</p> <p>You are relaxed and not serious. You can make your friends relaxed too. They like you because you can things down when there are problems. Green clothes are very romantic, so wear green to find</p>	<p>VIOLET</p> <p>You know what you want to do in your life but you are also You don't know it but your friends like you a lot. If you're wear violet and it wakes you up. Take something violet into an exam and it will help you.</p>

Student B

RED

You are very self-confident. Your friends like you because you are and you have a good sense of humour. Wear red clothes and you will be full of and everyone will look at you!

ORANGE

You are out-going and always You like parties and going out a lot. Only wear orange clothes when you feel

YELLOW

You are than you think. Believe in your feelings. You can do a lot for other people. If you are, wear yellow and you will be happier.

GREEN

You are and not too serious. You can make your friends relaxed too. They like you because you can cool things down when there are Green clothes are very, so wear green to find love.

BLUE

You are and loyal. You don't like arguments with your friends. If you wear blue, people you will be calm.

VIOLET

You know what you want to do in your but you are also modest. You don't know it but your friends like you a lot. If you're tired wear violet and it you up. Take something violet into an exam and it will help you!

5 Intonation helps us check information. Check exercise 4 with a partner. Don't look at his/her text. Read your text emphasising the words you have written. If you are right, your partner can say 'That's right'. If you are not right, your partner can say, 'Sorry, that should say '...'.

6 Read or listen again and answer these questions.

- 1 Which colours give you energy?
- 2 Which colour is romantic?
- 3 Which colours are good for self-confident people?
- 4 Which colour helps you in an exam?
- 5 Which colour makes you happy?
- 6 Which colour is calm?

7 Here are some ways we can agree or disagree. Write 'A' (agree) or 'D' (disagree). Then practise saying the expressions.

..... No way! I agree with that. I'm sorry, I don't agree.
 Yes, that's right. That's very true. That's not true.

8 Speaking. Discuss the questions in exercise 6. Do you agree? Why, or why not?

9 Writing. Think about two people you know well. Describe them and the colours they like. Use words from this unit.

Can-do checklist

- I can agree and disagree.
- I can describe people.
- I can use intonation correctly.
- I can identify details in short articles.



34 PRIZE-GIVING

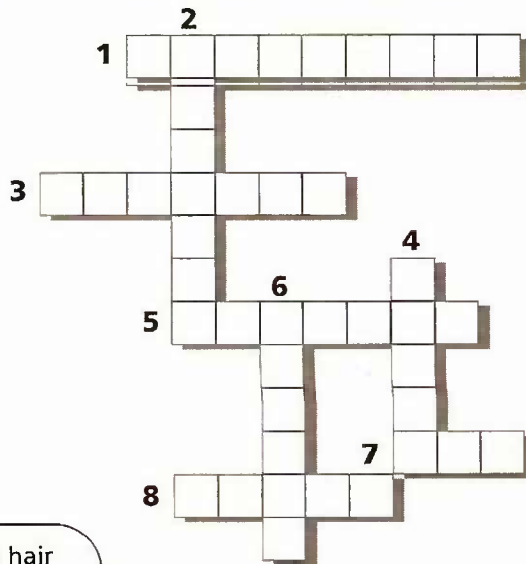
1 Find the names of these school subjects. Can you get prizes for them at your school?

Across

- 1 Study of different places on earth
- 3 Study of the body and plants
- 5 Study of the past
- 7 Painting
- 8 Work with numbers

Down

- 2 This language
- 4 Acting
- 6 Swimming, football, etc.



2 Here are some very DIFFERENT prizes! Write them under the correct pictures.

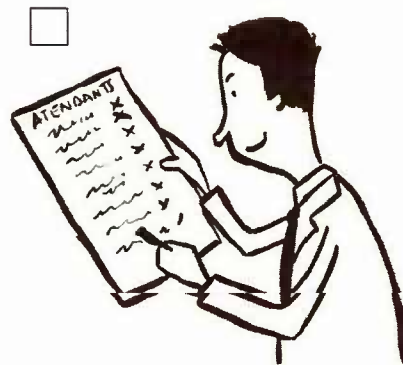
- Worst attendance Longest fingernails Worst hair
 Most colourful clothes Kindest student Worst joker



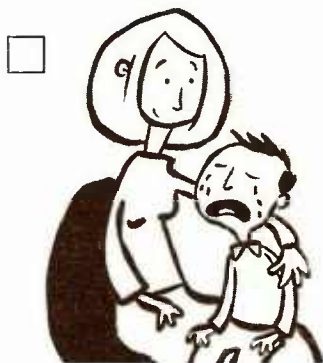
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2



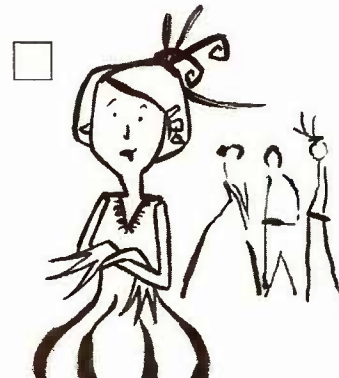
3



4



5



6

3 Listen to the 'thank you' speeches by the people who received the prizes. Match them to the pictures.

4 Listen again and complete these sentences.

- 1 It means _ _ _ _ _
- 2 It's _ _ _ _ to know that...
- 3 Janice was _ _ _ _ _ as bad as me
- 4 I can't _ _ _ _ _ this!
- 5 I _ _ _ _ _ appreciate this.
- 6 There are _ _ _ many people I want
_ _ _ _ _

Test your partner. Read out the phrases with some words missing. Does he/she know the missing words?

5 What do these expressions from the listening mean?

- 1 I'm thrilled!
- a) I'm angry. b) I'm very happy. c) I'm sad.
- 2 I'm really grateful.
- a) I'm thankful. b) I'm surprised. c) I'm sad.
- 3 I am so amazed.
- a) I'm happy. b) I'm angry. c) I'm very surprised.

Practise these expressions. Use the correct intonation.

8 Writing. Choose a prize. Surprise your partner! Tell him he has just won that prize. Now write your 'thank you' speech.

best dancer best artist best fashion sense best writer other:.....

9 Speaking. In small groups. Student A: Present your prize to the group. Begin like this:

A big welcome please for ... who has just won the prize for ...

Student B: give your 'thank you' speech.

Can-do checklist

- I can understand the main idea in presentations.
- I can write a message of thanks.
- I can thank people and respond to thanks.
- I can use some superlative adjectives.

6 Put these words in order to find expressions for thanking others.

- 1 for this thank much so giving prize this me you
.....
.....
- 2 real a this surprise is
.....
.....
- 3 this really appreciate I
.....
.....
- 4 enough can't I you thank
.....
.....
- 5 this don't deserve I
.....
.....

7 The presenter said, 'Thank you all for coming this evening.' We use 'thank you for + -ing'. Now thank your partner for these things.

- 1 He/she helped you with your homework.
- 2 He/she bought you a birthday present.
- 3 He/she asked you to a party.
- 4 He/she lent you some money.
- 5 He/she told you the answer.

Reply with these expressions.
That's OK. No problem. You're welcome.



BEST DANCER



35 WE'RE LISTENING TO YOU!

1 Talk about these questions.

- 1 Do you have a mobile phone?
- 2 Where do you use it?
- 3 Where CAN'T you use a mobile?
 - a) In a hospital. b) In shops.
 - c) In the street. d) On a plane.
 - e) In restaurants. f) In some trains.

2 ⁽³⁵⁾ Listen to these people talking on the phone. Write the words under the pictures.

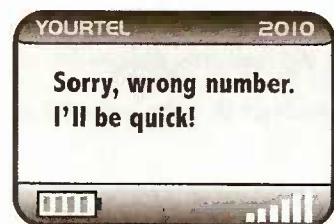
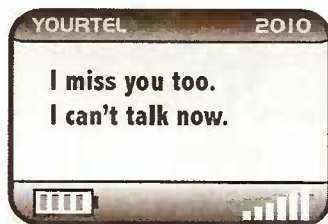
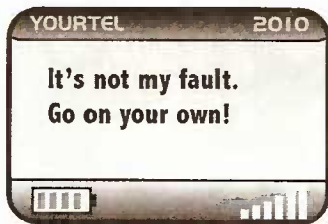
angry difficult unfinished
embarrassing sad romantic

3 Listen again and answer the questions.

- 1 Who are they talking to?
- 2 What are they talking about?



4 ⁽³⁵⁾ Listen and repeat these expressions from the conversations.



5 Now put the correct words from the expressions into the sentence.

- 1 It's not It was my brother.
- 2 I my family when I'm on holiday.
- 3 I can't now. My parents are in.
- 4 No, it wasn't him. It was
- 5 I know you haven't got much time so I



6 This is Ben's half of a phone conversation. With a partner, complete the other half of the conversation with these sentences.

- I'm having dinner at seven.
- My sister's staying with us next weekend.
- I'm watching "Lord of the Rings" at the moment.
- I'm busy tomorrow.
- My brother's staying with us this weekend.
- No, I'm going to watch a programme on TV.

Ben: Hi Michelle, it's me.

1

Ben: Yes, it's a good film. Have you got any plans for this evening? Shall I come round at seven?

2

Ben: Well, how about eight?

3

Ben: I see. Shall we go out tomorrow then?

4

Ben: OK. Let's meet on Saturday – at the park entrance. We can go for a walk.

5

Ben: Oh, I didn't know you had a brother. Next weekend?

6

Ben: And a sister? Shall we...? Right, I'll wait for you to... phone me.



7 Look at how Ben tries to make arrangements.

- Have you got any plans for this ...?
- Shall I come round at ...?
- Shall we go out ...?
- Let's meet on ... at ...
- How about ...?
- We can go for ...
- I'll wait for you to phone me.

Here are some responses.



8 Speaking. With a partner make arrangements to do these things. Remember to say when and where you'll meet.

- 1 See the new Spiderman film.
- 2 Go to the beach.
- 3 Go to a Valentine's dance.
- 4 Go shopping together.

9 Writing. Write one side of a phone conversation. Then see if your partner can fill in the missing part.

Can-do checklist

- I can identify the topic of conversation around me.
- I can understand the main point of messages.
- I can write a short simple text.
- I can discuss arrangements.

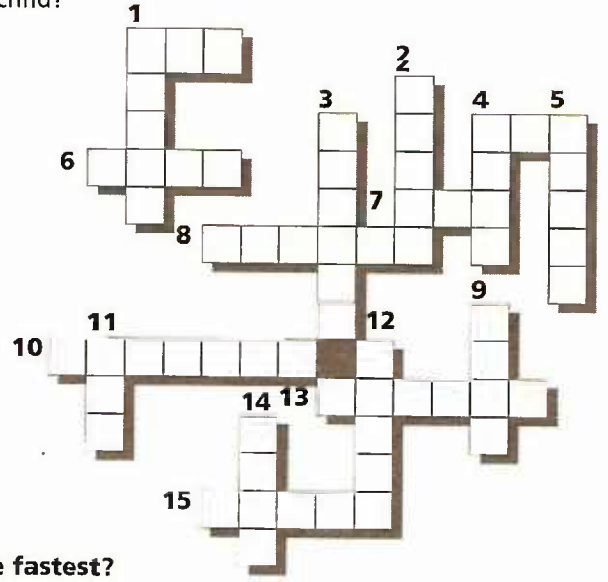
36 THE STORY OF HORACE HUMP

1 Talk about these questions.

- 1 Did you like listening to stories when you were a child?
- 2 What was your favourite story?
- 3 What do you like to read now?

2 Complete the crossword with the past tense of these verbs. Then write 'R' for regular or 'I' for irregular.

- | | | |
|----------------|--------------|-------------|
| Across: | Down: | |
| 1 have ... | 1 hate ... | 11 hide ... |
| 4 be ... | 2 hear ... | 12 love ... |
| 6 feel ... | 3 look ... | 14 pay ... |
| 7 run ... | 4 go ... | |
| 8 work ... | 5 shake ... | |
| 10 shout ... | 9 grow ... | |
| 13 cook ... | | |
| 15 live ... | | |



Now test your partner. Which pair can finish the fastest?

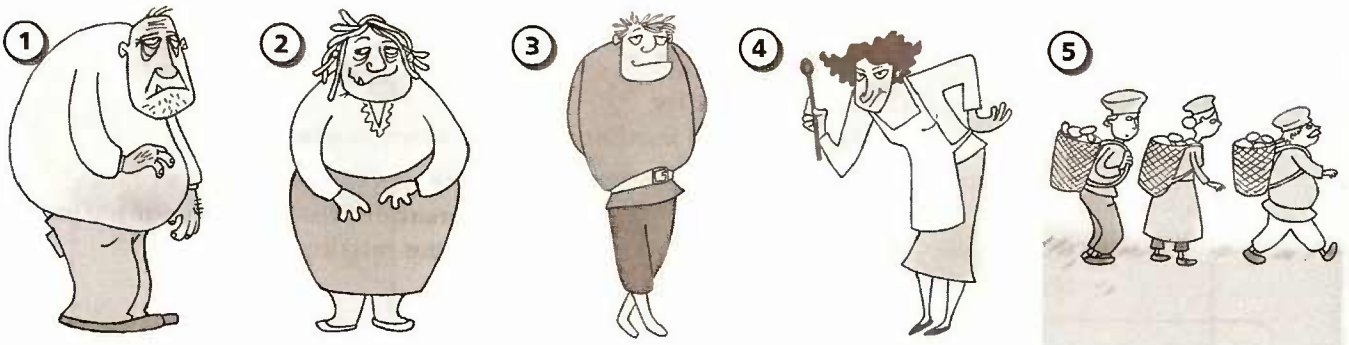
3 How do fairy stories begin and end?

- 1 a) Once upon a time... b) In the beginning there was...
- 2 a) ...and they lived until the end. b) ...and they lived happily ever after.

4 Listen to the first part of the story and write:

- a) the names of the people under the pictures.
- b) who they are – brother, sister, wife, husband, villagers, cleaner, cook, workers, teacher, etc.

Big Bob Mad Monica Horace Hump the mushroom people Hannah Hump



.....

.....

.....

.....

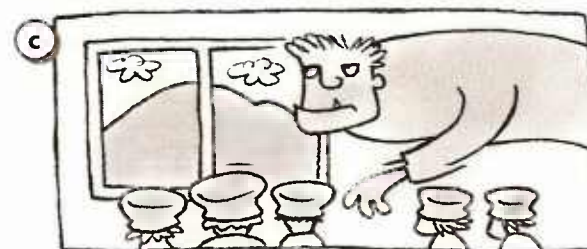
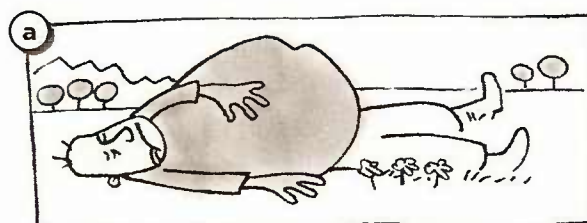
5 Listen again and write adjectives under each person.

6 Underline the correct answers. More than one may be correct.

- 1 Horace was a) rich b) poor c) happy d) angry.
- 2 He hated a) mushrooms b) Hannah c) sunlight d) happy people.
- 3 Hannah loved a) flowers b) the forest c) Horace d) sunlight.
- 4 Big Bob a) loved mushrooms b) felt sorry for Hannah c) lived in Hump House d) lived in the forrest.
- 5 Mad Monica a) shouted at Hannah b) cleaned the house c) never spoke d) loved Bog Bob.
- 6 The best mushrooms grew a) in small, dark places b) in the sunlight c) under the ground.
- 7 Horace a) paid the villagers a little b) didn't pay the villagers c) paid the villagers a lot.
- 8 Horace didn't get mushrooms himself because he was a) too dirty b) too angry c) too poor d) too big.

7 Why did these people hate Horace?

- 1 Hannah hated Horace because
-
- 2 Big Bob
-
- 3 Mad Monica
-
- 4 The mushroom people
-



8 ³⁶ Listen to the second part of the story and put the pictures in the correct order.

- 1 2 3 4

9 Writing. Write the ending of the story. Answer these questions to help you organise your ideas.

- 1 How do you think Horace died?
- 2 What did Hannah / Big Bob / Mad Monica / the mushroom people / do next?
- 3 Why?
- 4 What happened at the end? Did 'they all live happily ever after'?

10 Speaking. Tell your partner your version of the story.


Can-do checklist

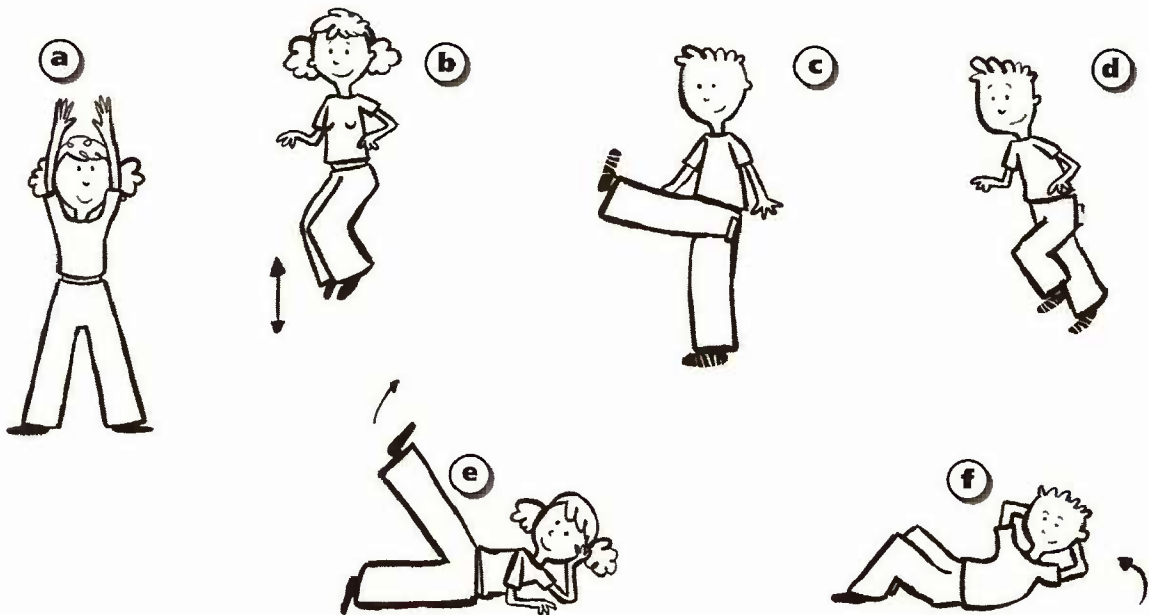
- I can understand a short, simple story.
- I can tell a short, simple story.
- I can write a short description of past events.

37 WORKOUT WITH WENDY

1 Talk about these questions.

- 1 Do you ever go to the gym?
- 2 Do you do other exercise?
- 3 What sort of exercise do you do at school? Do you like it?

2  You are going to listen to a recording of a school exercise class. Listen and tick the exercises the teacher makes the children do.



3 Listen again and correct these sentences.

- 1 Wendy is sixteen.
- 2 Mrs. Carson had an accident.
- 3 Wendy is married.
- 4 Mary wants to go home.
- 5 Peter is kissing Penny.
- 6 Martin is kicking the teacher.

Repeat, stressing the correct words.

4 Here are the questions the class asked Wendy. Put them in order.

- a What's your name?
- b Is he big?
- c Do you want to be my girlfriend?
- d Can I go to the toilet?
- e You aren't Mrs. Carson.
- f Do you like kissing?
- g It's raining in the forest Miss.
- h Did she fall out of a helicopter?
- i How old are you?

5 Which of these instructions are opposites? Match them.

- jump stand up lean on your right arm bend your knees lift your arms
- stretch your legs lower your arms lie down sit up

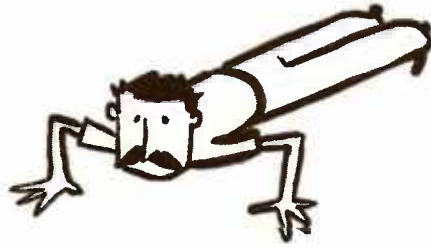
Ask your partner to mime six verbs.



6 With your partner put these instructions for exercises in the correct order.

1

- a) Repeat 20 times.
- b) Sit up with your feet on the floor.
- c) Sit on the floor.
- d) Lie down.
- e) Lie down again.
- f) Bend your knees.
- g) Cross your arms over your chest.



2

- a) Hold a dictionary in each hand.
- b) Bend your arms in front of you.
- c) Stand up.
- d) Repeat 10 times.
- f) Lower the books.



3

- a) Bend the bottom leg under you.
- b) Repeat 50 times.
- c) Lower the leg.
- d) Turn over and repeat with the other leg.
- e) Lift the top leg.
- f) Lie on your side.



7 Can you find 9 verbs connected with exercise?

.....

J	U	K	S	T	A	N	D
U	S	I	T	U	P	I	L
M	F	O	R	M	L	L	O
P	E	B	E	N	D	D	W
L	I	F	T	G	A	S	E
S	D	K	C	I	K	S	R
O	W	F	H	D	V	H	I
L	I	E	D	O	W	N	B

8 Writing. Think of an exercise and write the instructions. Use words and expressions from exercise 6 to help you.

9 Speaking. Tell a classmate to do the exercise. Did she/he do it right?

Can-do checklist

- I can understand instructions related to exercise.
- I can write instructions related to exercise.
- I can understand a description of a present event.

38 CELEBRITY PHONE-IN

1 Can you think of celebrities whose names begin with these letters?

- C
- E
- L
- E
- B
- R
- I
- T
- Y

Now, ask your partner or another pair.



2 Talk about these questions.

- 1 What do you think 'Celebrity Phone-in' is?
 - a) A special telephone for famous people.
 - b) A programme about famous people.
 - c) A programme you can phone and ask famous people questions.
- 2 Who is your favourite celebrity?
- 3 Write ONE question you would like to ask him/her.

3 What do you know about Britney Spears? Tell your partner. Use these ideas.

B	R	I	T	N	E	Y
school uniform	her cars	her money	cosmetic surgery	her singing	marriage	her hairstyle

4 Listen to part of a radio programme called **Celebrity Phone-in**. Tick the things in exercise 3 they talked about?

5 Listen again and choose the correct answer.

- 1 Why is Britney not there?
 - a) She's recording a new record.
 - b) She's filming a new video.
 - c) She's making a TV programme.
- 2 Who is Darlene?
 - a) Her sister.
 - b) Another singer.
 - c) Her friend.
- 3 Where is Jackie from?
 - a) Southport.
 - b) Oxford.
 - c) Cambridge.
- 4 How many times has Britney got married?
 - a) One.
 - b) Two.
 - c) We don't know.
- 5 What is the name of the third caller?
 - a) Kate.
 - b) Grace.
 - c) Jackie.

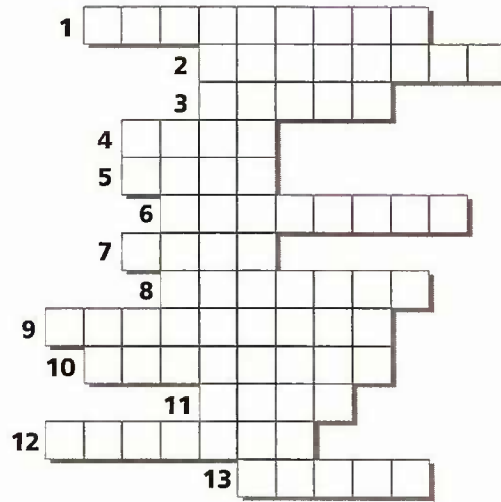
6 Do you think Darlene is really a 'good friend' to Britney?

7 Reorder these words to make the three questions that the callers asked Darlene. Then listen again and check.

- 1 Britney many got how has married times?
- 2 she surgery have did was Britney cosmetic younger when?
- 3 of Britney singing is looks her famous or her because looks?.....

8 Complete the puzzle with words from the listening and find the secret vertical word.

- 1 A famous person is a ...
- 2 Britney is a pop ...
- 3 She is busy making a new ...
- 4 Darlene is her ... friend.
- 5 She knows her better ... her mother!
- 6 Jackie asked Darlene a ...
- 7 How ... times...?
- 8 The man you marry is your ...
- 9 Grace is from ...
- 10 Did Britney have ... surgery.
- 11 A nice, ... question.
- 12 That school ... really helped her!
- 13 I'm ... but we have to stop here.



9 Writing. With a partner choose a celebrity for the phone-in programme. Write an interview. Here are some questions to help you but you can think of your own as well.

- Are you married / single / divorced?
- When / Why did you get married / divorced?
- Do you love your husband / wife / girlfriend / boyfriend / ...?
- How many children do you have?
- What's your next film / match / book / song / ...?
- What do you like / hate most?
- What's your favourite film / colour / TV programme / ...?
- When / Why did you start acting / singing / ...?



10 Speaking. Rotating roleplay: Celebrity Phone-in. Half the class are celebrities. The other half ask questions. After three questions, change partners.

Can-do checklist

- I can understand familiar words.
- I can understand and respond to simple questions about myself or another person.
- I can write simple questions asking for personal information.
- I can write simple phrases about myself or another person.

39 KIDS RULE

1 Talk about these questions.

- 1 Would you like to be a teacher and teach your teachers?
 - 2 Do you think the teachers would like it?
 - 3 What subjects do you think would be interesting for teachers to learn from students?
-

2  Listen to Mr. Thomas, a headteacher. He is talking about a special day at his school. Does he talk about any of the things you mentioned?

3 Here are some of the things Mr. Thomas talked about. Match the words with the pictures.

scratch spin customise board slide



4 Listen again and match the students' names with the activities in this table.

Janice Peters	Dj-ing	do board slides
Mark Johns	skateboarding	customise our clothes
Maria Evans	fashion	spin
Joel Farmer	modern dance	scratch

Check with a partner about the activities like this:
 Janice Peters is going to *teach them about* ... She's going to *teach them how to* ...

5 What will happen on the last day?
 a) There will be a special concert. b) There will be a show. c) There will be a test.

6 After the 'Kids Rule' week Maria and Joel are talking about it. Write the past tenses of the verbs.

- 1 be 2 listen 3 fall 4 think
 5 learn 6 practise 7 break 8 tell

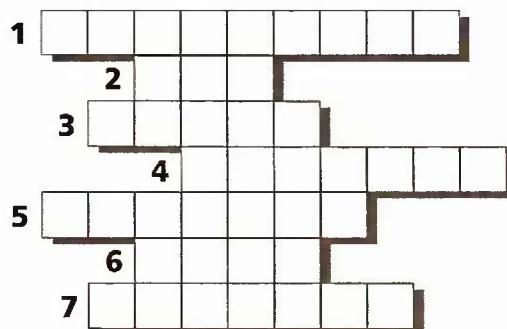
39 **7** Listen and tick the past tenses you hear.

7 Listen again. Which sentences are true and false for Maria and Joel?

	Maria	Joel
1 It was hard work.
2 The teachers listened well.
3 The teachers learned a lot.
4 One of the teachers got hurt.
5 I'd like to be a teacher.

8 Complete this crossword with words from the listening and find the secret, vertical word.

- 1 We do this to our clothes to make them special for us.
- 2 One teacher broke his....
- 3 We stand on this. It's got wheels.
- 4 Red, blue and green are ...
- 5 If we like new clothes, we like ...
- 6 Past tense of fall.
- 7 Something DJs do.



9 Speaking. Plan a 'Kids Rule day' for your teachers. First talk to your partner about your free time activities and write them down. Use this model.

A: What do you like doing in your free time?
 B: I like/love skateboarding. I do it every evening. How about you?

.....

Tell your teacher which activities you wrote.

10 Writing. With your partner choose five activities for the day. Write your plan. Include this information: name of student, activity (from the board), time, place and one thing the teachers will learn.

*Kids Rule Day
 Marian will teach graffiti writing on Monday morning from 9 to 11 a.m. We will do the graffiti on the wall outside the gym. Teachers will learn to read and paint graffiti.*

Can-do checklist

- I can understand a simple conversation about free time activities.
- I can understand simple information.
- I can talk about my free time activities.
- I can write a simple plan.

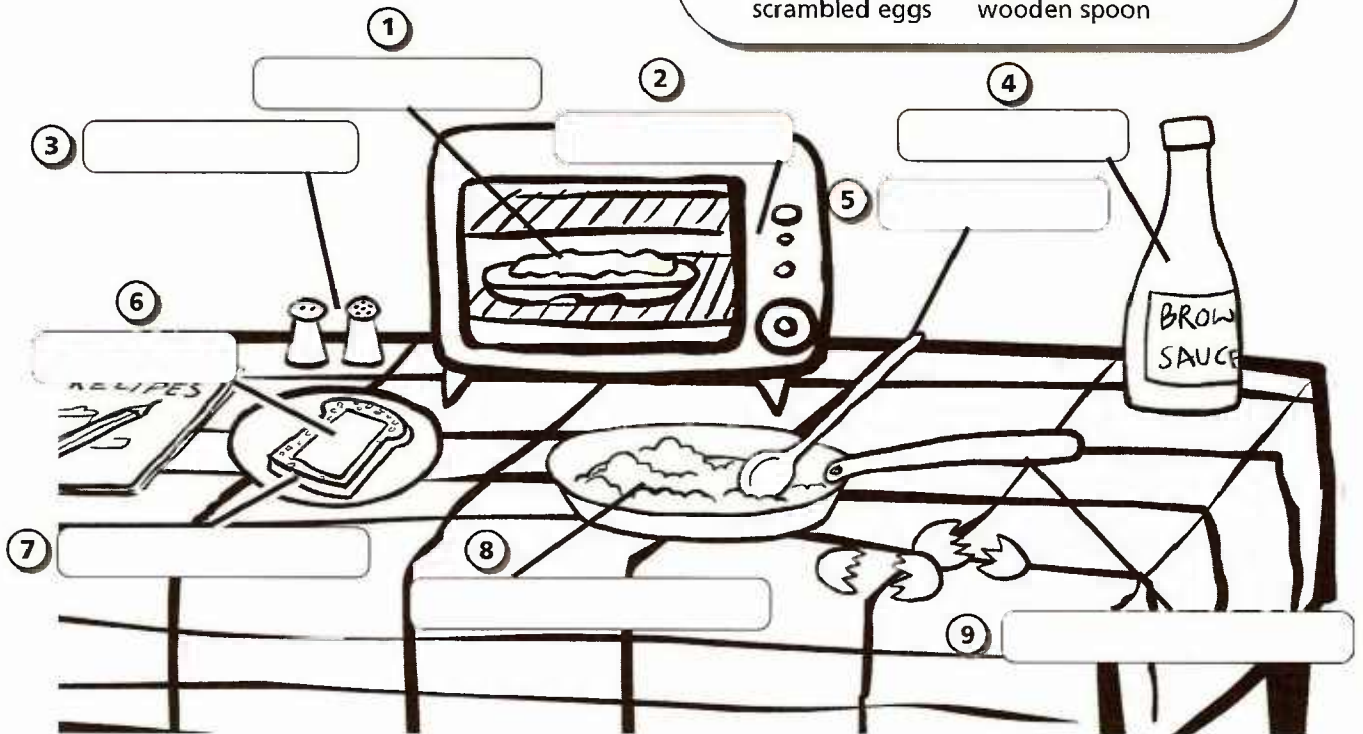
40 COOKING FOR KIDS

1 Talk about these questions.

- 1 Can you cook? What?
- 2 What do you know about English food?

2 Label the pictures with these words.

a frying pan a slice of bread ham
 melted cheese grill salt and pepper sauce
 scrambled eggs wooden spoon



3 Listen to the TV programme about cooking. Which things does he talk about?

4 Listen again and complete the recipe.

Welsh Rarebit

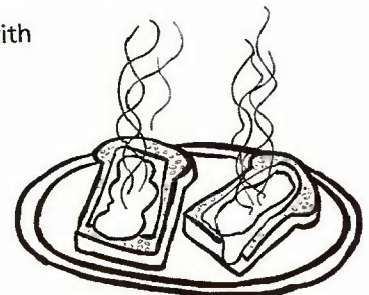
For each person you will need two of bread, two slices of
, a large piece of, a milk and
 some sauce.

First one side of the bread the grill.

Grate the and it with
 a little milk. Then put the ham on the untoasted side.

..... this with the cheese and a little
 brown

Put this under the again
 until the cheese



5 Here are some cooking verbs but the meanings are jumbled up. Match them with the meaning.

1 beat	(C)	a to put quickly in and out of a liquid.
2 add	()	b to use a knife to separate two parts.
3 dip	()	c to move very quickly in a bowl.
4 fry	()	d to make something hot, e.g. on the gas.
5 cut	()	e to open or make a hole in something.
6 heat	()	f to cook in oil.
7 break	()	g to combine things.
8 mix	()	h to put more things in.

6 Speaking. Here are two more easy recipes. With your partner, ask questions to complete the recipes.

Scrambled eggs on toast.

You will need:
 Two eggs
 Two slices of bread
 A little milk
 20 grams of butter

Heat some butter in a pan. Break the eggs into a bowl. Add salt and pepper. Add a little milk. Beat with a fork. Put into the pan and mix until it is cooked but still soft. Toast the bread and put the scrambled eggs on top.

Gypsy Toast

You will need:
 A _____
 A bowl
 _____ slices of bread
 Some oil
 _____ eggs
 Salt and pepper
 A little _____

_____ the oil in the pan. Break the eggs into a _____ the eggs. Add salt and pepper. _____ the bread into pieces. _____ the bread into the eggs. Fry the bread in the frying pan until cooked.

Scrambled eggs on toast

You will need:
 _____ eggs
 Two slices of _____
 A little _____
 20 grams of _____
 the eggs _____ a little milk.
 into a bowl. Add salt and pepper. _____ until it is
 Beat with a fork. Put into the pan and mix until it is
 cooked but still soft.
 _____ the bread and put the scrambled eggs
 on top.

Gypsy Toast

You will need:
 A pan
 A bowl
 Two slices of bread.
 Some oil
 Two eggs
 salt and pepper

Heat the oil in the pan. Break the eggs into a bowl. Beat the eggs. Add salt and pepper. Cut the bread into pieces. Dip the bread into the eggs. Fry the bread in the pan until cooked.

Can-do checklist

I can understand instructions.

I can write instructions.

I can talk about cooking.

7 Writing. Do you know a good, easy recipe? Write it down and give it to your partner to try.

TEACHER'S NOTES AND TRANSCRIPTS

Unit 1

- 1 Talk about the title of the unit. The students read the poem. As a whole class or in pairs, they invent another 'Love' poem.
- 2 Encourage the students only to scan to match the pictures with the texts.
- Key:** 1 C 2 D 3 A 4 B
- 3 Again students scan to answer the questions.
- Key:** 1 C&D 2 B 3 B&C 4 A 5 A&D 6 B 7 A 8 B 9 A 10 C
- 4 Students read again. Ask them for an explanation for their choice and teach 'both', if necessary.
- Key:** A & D: they are both interested in Italian and the cinema.
B & C: they both like music and dancing.
- 5 Students unjumble and match.
- Key:** 1 quite - b 2 into - c 3 really - d 4 academy - a
- 6 Give them some more examples of things you are and aren't into. Explain that any verbs go in the gerund. (*I'm into dancing.*) Encourage students to use other items from previous exercises. Ask for examples with the verbs 'love' and 'hate'.
- 7 Pre-teach 'plump'. Write the categories (age, home, hair, etc.) on the board and elicit the correct questions orally or in writing. Alternatively, write the questions on the board and then rub out a few key words from each. The students do the role-play.
- 8 Students can follow the categories in ex. 7 to write their website entry. Monitor the activity and select some to be read aloud. The funnier the better. This could be set as homework.
- 9 Give the silent dictation a chance. If it's too difficult – let them speak! Students self-check.

Unit 2

- 1 Use questions for pairwork or class discussion. Elicit feedback.
- 2 Students read and match.
- Key:** A 3 B 1 C 2
- 3 **Key:** 1 at school 2 father 3 outside 4 out 5 her birthday 6 will
- 4 The students complete the chart. Elicit a description of each picture to pre-teach or revise key vocabulary related to parties: clothes, food and activities.
- | | party A | party B | party C |
|--------------------|----------|----------|---------|
| CD player | ✓ | probably | X |
| video player | X | X | ✓ |
| sun umbrella | ✓ | X | X |
| sausages & burgers | ✓ | X | X |
| coke and crisps | probably | probably | ✓ |
| fish and chips | X | ✓ | X |
| smart clothes | X | X | ✓ |
| casual clothes | ✓ | ✓ | X |
| a British flag | X | ✓ | X |
- 5 The students talk about the questions. For practise of future tense, insist on complete sentences in the answers.
- 6 Explain that ASAP means 'as soon as possible' and is read as 4 letters, not a word.
- Key:** 1 having on 2 at at 3 Would 4 let 5 on

- If necessary, give more controlled practice by asking for correct prepositions with a series of words, e.g. Monday? – On Monday; 9 o'clock? – At 9 o'clock; etc.
- Remind students we read phone numbers number by number (1256 = one, two, five, six, NOT twelve, fifty-six).
- 7 The students do the task in pairs, changing after the first student has given all the invitations. The idea is for them to get faster and faster – if appropriate, it can be done as a game to see which pairs finish first.
- 8 The students work together and write the invitation. Encourage creativity and humour! Let volunteers read out their invitations to the class.

Unit 3

- 1 The students look for the words and talk about the questions.
- Key:** cat, rabbit, mouse, fish, dog.
- 2 Elicit the concept of a 'Lost' notice and ideas about what sort of information would be on it.
- Key:** Nick's
- 3 **Key:** 1 female - B 2 friendly - E 3 hairy - D 4 sunbathing - A 5 dangerous - C
- 4 The students work individually and check in pairs. Make sure they understand the question prompts as they need them for the next activity.
- Key:** 1 Mitsy 2 spider (tarantula) 3 6 months 4 12 cm 5 brown 6 small mice 7 sleeping in beds 8 in the garden 9 Nick 10 1566 333461
- 5 Half the class are A and half are B. The students complete the questions - they are the same for both A and B. Check with the whole class before letting them do the second part of the activity. In pairs, they ask and answer, using the information in brackets on their cards.
- Key:** What's the animal's name? What type of animal is it? How old is it? How long is it? What colour is it? What kind of food does it like/eat? What does it like? Where did you see it last? What is its owner's name? What is your telephone number?
- 6 Explain and demonstrate any unknown adjectives. Reinforce and practise the vocabulary by asking the students to think of one of the words and miming it for their partner, or the whole class.
- Key:** noisy – quiet, big – small, shy – friendly, heavy – light, dangerous – safe, fast – slow
- 7 The students can choose more than one adjective for each animal. Let them check answers in pairs or small groups.
- 8 **Key:** hairy Tuesday tortoise dangerous quiet parrot friendly
- 9 Students write a notice. This could be set as homework.
- 10 Based on the information in their notices and the questions in exercise 5, the students ask and answer.

UNIT 4

- 1 Discuss as a class. Ask the questions given and others that come up naturally.
- 2 The students think of names for the clubs based on the pictures. Write acceptable answers on the board.
- Possible key:** 1 Art / Painting Club 2 Magic Club / Harry

Potter Club 3 Animal lovers Club / Pet Club 4 Cinema / Film / Video Club 5 Dance Club 6 Cooking Club

3 In pairs, they make predictions, ticking the boxes.

4 The students read and check their predictions.

Key: play games, do quizzes

5 The students read again and answer.

Key: 1 on Mondays, after school 2 in Room 10 3 10
4 talk, play games, learn magic tricks, do quizzes and competitions 5 sign your name 6 Kathy Barnes

6 The students write 'positive' or 'negative' under each adjective. Elicit meanings. To give them further practice, ask 'What do you think of The Beatles / the film 'Matrix 3' / school', etc.?

Key: a positive b negative c positive d positive
e negative f positive

7 The students give their opinion using the adjectives.

8 The students think of some information for an imaginary club.

9 They ask and answer questions. Remind them they can use the questions in exercise 5 to help them.

10 Students write a notice about their club. They can decorate it if they like. Display them on the walls for the class to read. Vote on the most interesting / popular / boring club.

Unit 5

1 Introduce the topic by asking 'Do you like wearing T-shirts? When do you wear them more, summer or winter? When would you not wear them?', etc. The students label the pictures, using dictionaries if necessary.

Key: 1 plain 2 baggy 3 designer 4 funny 5 tight
6 fancy

2 The students read the questionnaire, writing their answers in column 1. Help with vocabulary.

3 The students ask and answer. Elicit feedback informally, or collate the results on the board. Pay particular attention to any interesting slogans that come up.

4 Students guess or tell you the meaning of 'slogan'.

Key: b

5 Ask the students if they ever buy things on the internet. Focus on the reading task and the questions.

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

6 The students match the slogans and pictures. Explain any expressions they don't understand, e.g. 'Bad Hair Day'. Tell them that 'Red lorry, yellow lorry' is a tongue twister.

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

7 **Key:** 1 d 2 e 3 f 4 c 5 a 6 b

8 Encourage the students to use expressions and vocabulary from the unit. Set an approximate number of words.

9 The students design a T-shirt. Then they describe it (without showing it) to their group who guesses who the T-shirt is for.

UNIT 6

1 Talk about the picture or show the students something odd you can do.

2 In pairs, or small groups, they sort out the words. Revise body parts if necessary.

Key: A: move lift put write read stand touch
B: tongue head toes mouth thumb wrist nose ears
hands eyebrows

3 **Key:** 1 i 2 e 3 h 4 g 5 a 6 c 7 f 8 b 9 d

4 **Key:** Martina can make horrible faces.

5 **Key:** 1 Marston 2 ugly 3 five 4 practises a lot 5 changes

6 **Key:** 1 village 2 ugly 3 rude 4 to frighten 5 windy

7 Allow a few minutes for a class competition. Encourage responses such as, 'he's the ugliest. She's making the worst face,' etc.

8 The students use their imaginations. Ask each group to tell you the funniest one or two.

9 The final quiz is for fun. The fastest pair wins.

UNIT 7

1 Focus on the title. Say enthusiastically, 'Mobiles are fab'. Ask if 'fab' is positive or negative (positive) and what it means (fabulous). In teams or individually, the students make words with the letters.

Possible key: bones, mole, mile, oil, hen, pen, men, lips, smile, nose, mop, hop, mole, hole, pole, she, ship, shop, shone, spoon, moon, pool, spool

2 The students do the matching. Talk about what you can do with each option.

Key: 1 ringtones 2 photos 3 games 4 alarm 5 video
6 e-mail

3 **Key:** 1 c 2 c 3 b

4 The students read the texts again to find the words.

Key: 1 brilliant / wicked 2 a lot of 3 funky 4 too
5 CUL8R 6 I'd love

5 Encourage the students to talk about the questions. If some students don't have mobiles, they can imagine!

6 Point out the grammar of suggestions as you go along.

Key: Any suggestions? Why don't you (+ infinitive)?
How about (+ gerund or noun)?

7 Go through the expressions in the boxes explaining any vocabulary. The students make suggestions using expressions from both boxes for each.

Key: 1 How about a new Nokia. It's a wicked phone.

2 Why don't you have/get/choose silver? It's a cool colour.

3 Why don't you get a contract. It's much cheaper.

4 What about the new Eminem song. It's funky.

8 The students can do the writing in class or for homework. Remind them to use expressions from the unit.

9 The students talk about their mum's mobile, changing some information.

UNIT 8

1 The students work in pairs or small groups. Don't check the answers yet.

2 The students read and check the answers.

Key: 3 a) Harry Potter and the Philosopher's Stone
b) Voldemort c) Hogwarts d) Dumbledore e) Ron,
Hermione f) J. K. Rowling g) Hagrid h) Hedwig

3 Elicit the meaning of 'magic trick'. Perhaps demonstrate one you know! The students label the pictures.

Key: 1 vinegar 2 chicken bone 3 24 hours 4 bowl 5 tie
a knot 6 3 hours

4 The students order the instructions by matching them to the pictures in exercise 3.

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

Practise pronunciation by repeating the instructions.

5 The students read the sentences and learn the words, which help them with the next task. Do more work on them if necessary: multiplying and adding numbers, naming the cards in a pack, etc.

6 For Trick 2, Student A will need an envelope and pieces of paper – or they can write the number on a piece of paper and fold it. For Trick 3, Student B will need ten cards.

Ace/joker and numbers 2 – 10. If necessary, they can

make their own cards from paper.

The students read their tricks at least twice so they are

able to explain the instructions to each other, if possible, without looking. Their partner has to follow the instructions and do the trick.

7 The students write the instructions in class or at home.

UNIT 9

1 Ask the students if they like theme parks and which ones they know. Then ask them to look at the key and find each place on the map.

2 **Key:** 1 Dragon Mountain 2 Thunder River 3 restaurant 4 Loveboat 5 Vampire Run 6 Mini Railway 7 every half hour 8 £8 9 8 p.m. 10 11 a.m.

3 Focus on vocabulary.

Key: 1 awesome, wicked 2 gift shop 3 scary 4 lake 5 ghost 6 spaceship 7 dragon 8 thunder

4 **Key:** 1 Yes 2 No 3 Thunder River 4 Thunder River 5 Before 6 Sue's 7 Meg 8 The mini railway 9 9 p.m.

5 The students practice giving each other simple directions using the map.

6 The students 'chat' by passing the paper back and forth to each other. Remind them to use the language seen in the unit and NOT to communicate verbally.

UNIT 10

1 Ask the students what programmes they watch on Saturday mornings. They do the matching. Elicit examples of these programmes.

Key: 1 news 2 fashion 3 interviews 4 competitions 5 cookery

2 Check the students can express the time correctly.

Key: 1 10.45 2 11.00 3 11.15 4 12.45 5 11.30 6 9.30 7 12.15 8 12.00

3 **Key:** 1 Teen Drama 2 Teen Soap 3 Party Food 4 Storytime 5 Sports News 6 Fashion Extra 7 Teen Problems 8 Quiztime 9 Interviews 10 Pop Band 11 Kids News 12 Cartoons

4 **Key:** 1 Emma and Hannah 2 Jane Markham 3 Monkton High 4 Andrew Parker

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

6 Elicit examples and responses round the class before the students do this in pairs. Remind them to use the -ing form of the verb. (*I love watching TV.*)

7 Help the students with vocabulary as necessary. Make sure they really try to do the second part in English.

8 This can be done as homework or in class. To make it more interesting, tell the students not to say the name of their friend and to read out the paragraph for the others to guess who they are talking about.

UNIT 11

1 The students can work in pairs or small groups. Those with the most correct answers win.

Possible key: 1 pyjamas, night dress, underwear 2 belt 3 shoes, trainers, boots, slippers, socks 4 suit, shirt, tie 5 dress, skirt, T-shirt, bikini, swim suit, shorts 6 earrings, necklace, ring

2 The students discuss the questions. Help with vocabulary.

3 Refer them to the cartoon and check they understand a 'clothes crisis' is when you don't know what to wear. Play recording 11.1.

Key: They are both having a crisis. Tick 1, 2, 3, 7, 8, 9, 10

Tapescript 11.1:

Jane: Hi – it's me.

Frank: Hi there. How are you doing?

Jane: I have a problem!

Frank: And...

Jane: Are you going to the party tonight?

Frank: Yep. You're coming, aren't you?

Jane: Well, ...

Frank: Oh – you'll love it!

Jane: Frank – I'm having a clothes CRISIS!

Frank: Why don't you wear your new white trousers and the pink top? They're great.

Jane: I sat on a tomato sandwich in my white trousers and the dog ate my pink top.

Frank: Ow! Your blue dress is cool. Wear that!

Jane: I feel fat today.

Frank: Well how about the black top with your white skirt.

Jane: I always wear that! What are you wearing?

Frank: I'm having a clothes crisis too.

Jane: Why don't you wear the silver shirt and black trousers?

Frank: The shirt's dirty and Emma, my darling little sister, painted a green tree on the trousers. I really have NOTHING to wear!

Frank: I've got an idea. Why don't we forget the party and go shopping for clothes instead!

Jane: Cool. Let's do that!

4 **Key:** 1 J 2 F 3 J 4 J 5 F 6 J 7 F

5 **Key:** 1 tomato sandwich 2 cool 3 fat 4 green tree 5 clothes

6 Ask 'How do you make suggestions?' Tell the students to circle 'Why don't you' and 'How about' in the examples. Then they practise in pairs, reading different combinations. Ensure correct intonation.

7 The students make suggestions using the ideas in the pictures.

Possible key: 1 Why don't you wear make-up! 2 Why don't you take a taxi? 3 Why don't you wear a hat? 4 Why don't you wear a baggy T-shirt? 5 Why don't you use cooking oil?

8 In pairs or small groups, the students make as many suggestions and responses as they can. Reward the 'winning' group in some way to encourage and motivate.

9 The text message can be done in class or at home.

UNIT 12

1 The students talk about the questions. Elicit a list and put it on the board.

2 Play recording 12.1.

Key: The following were mentioned: clothes, music, boyfriend, friends, make-up, mobile phones, computer games, films

Tapescript: 12.1

Debbie: Hi Bev. Everything OK?

Bev: No, it isn't!

Debbie: Why, what's up?

Bev: It's my Mum.

Debbie: Not again!

Bev: I'm going crazy!

Debbie: What is it now?

Bev: She hates my clothes. Because they're black.

Debbie: Mums always hate our clothes!

Bev: And she hates my music. She says it's too loud.

Debbie: Well, you do like loud music.

Bev: Thank you! She also hates my boyfriend. She says he's too old for me.

Debbie: How old is he?

Bev: A year older than me!

Debbie: Ah!

Bev: She hates my friends too. She thinks they go out all the time and don't do their homework.

Debbie: But... we're very nice!

Bev: She hates my make-up – it's too heavy. She hates my mobile phone, my computer games, my films.....

Debbie: OK OK! Enough!

3 The students listen again to fill in more detail. Check they understand 'too'.

Key: 1 They're black. 2 It's too loud. 3 He's too old.
4 They don't do their homework. 5 It's too heavy.
(Explain this collocation.)

4 Explain 'should' if necessary. Don't check the answers yet.

5 Play recording 12.2. The students listen and check, then repeat.

Key: See tapescript.

Tapescript: 12.2

- 1 You should wear different colours.
- 2 You should listen to quieter music.
- 3 You should find a younger boyfriend.
- 4 You shouldn't wear make-up to school.
- 5 You should go out with different friends
- 6 You shouldn't play games on the computer.

6 Play recording 12.3. The students write A-E. Afterwards, ask them if they think this is good advice.

Key: 1 D 2 A 3 E 4 B 5 C

Tapescript: 12.3

- A You should tell her you wear that colour because it doesn't look dirty!
- B You should tell her you have it to phone her in an emergency.
- C You should tell her you wear it to look as pretty as she does!
- D You should tell her my father is very rich!
- E You should tell her they help old people at the weekends.

7 Read the example and model the dialogue with a good student. Then ask them to complete the first box with more ideas and practise similar dialogues in pairs.

8 Check they understand the vocabulary.

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

9 Point out the infinitive and negative infinitive forms.

Elicit ideas orally before asking the class to work in pairs.

10 The students can write the dialogue in class or at home. Feedback the funniest answers.

UNIT 13

1 Play the game in two, or more groups. Insist they repeat the complete sentence.

2 Check they understand and learn this vocabulary.

Key: 1 filling 2 brown bread 3 baguette 4 mayonnaise
5 roll 6 lettuce

3 Play recording 13.1. The students don't look at the page but listen and choose something from the menu which they then tell their partner about.

Tapescript: 13.1

Mark: This menu looks good and the prices are OK too. I'll read it to you and we can choose what to order. There are different sorts of bread. You can choose from white or brown bread. Then there's a baguette or a roll. There are lots of fillings. You can have cheese – I know you like that, cheese, bacon, chicken, or ham. Yuk – I hate ham. Then we can have some salad, that's lettuce and tomato. My dad always calls lettuce "rabbit food"! And with that you can choose mayonnaise – yum – or tomato sauce. That's not very exciting, is it? The prices are quite good. A baguette is £2.50. I think I might get that – it's big and I'm hungry! A roll or a sandwich is just £1.80. All the drinks are 90p. You can have orange juice, cola, mineral water, coffee or tea. So, what do you think? I'm going to have a baguette with bacon and cheese, lettuce and tomato sauce. Oh, and a cola too. What about you?

4 The students listen again and complete the menu.

Key: 1 brown 2 cheese 3 ham 4 tomato 5 £1.80
6 roll 7 orange 8 tea

5 Key: 1 mineral water 2 tomato 3 baguette 4 filling
5 roll

6 Write 'fillings', 'both' and 'salads' on the board. Elicit and write up the resulting list. Elicit and write up more ideas.

Key: blue cheese - B egg mayonnaise - F tuna - B
corn - F roast beef - F salami - F

7 The students first practise the expressions. Then they work in pairs discussing their orders.

8 The students read and order the instructions. Play recording 13.2 for them to check, and then repeat. Insist on good pronunciation.

Key: See tapescript.

Tapescript: 13.2

- 1 Take two slices of bread.
- 2 Butter them.
- 3 Put some lettuce on the first slice.
- 4 Put some chicken on top of this.
- 5 Finally, add the mayonnaise.
- 6 Put the second slice on top.
- 7 Cut it in half.
- 8 Eat it!

9 Encourage the students to be as creative as possible with their sandwiches! If possible, ask them to bring in a strange sandwich for the next lesson and choose the best/most interesting/most unusual. If this is not possible, get the students to vote on the ideas in class.

UNIT 14

1 The students read the definition and answer the questions. Ensure they have a good idea of what a fete is. Direct them to the photo and ask a few questions. For example, 'Are they inside or outside? Is it busy? Why not?'

2 After doing the exercise, ask the students to turn over the page while you read the definitions again to see if they can remember the answer.

Key: 1 fortune teller 2 music 3 stalls 4 games 5 food
6 races

3 Read through the questions with the class before playing recording 14.1.

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

Tapescript: 14.1

Good afternoon everyone. I'm Mr. Granger, the Headteacher and I want to welcome you to St. Anne's school fete. It's a lovely sunny day and there's lots to do. Remember – we want to get £1,000 to buy new books for the school library. So, spend a lot please!

At 1 o'clock we have some fun races. For the TEACHERS! And at 2 o'clock there is a singing competition. Perhaps we can find the next Britney Spears or Robbie Williams!

We have a lot of fun games for you too. In one game you can throw water at me. I know the students are going to like that!

There are lots of stalls where you can buy food - cakes, burgers, sandwiches. There are also stalls which sell books, CDs and a lot of other things. AND we have Madame Zeta. She can tell you about your future!

We are going to have good music all afternoon so ... spend your money and have a good time. Thank you for coming!

4 Model the dialogue for the students. They practise it in pairs a few times. Pay particular attention to correct word stress.

5 The students practise the same type of dialogue as in exercise 4 with the information on their cards.

6 Key: In order: sack race egg and spoon race
three-legged race find the duck

7 Play recording 14.2. The students listen and write the name of the race.

Key: 1 egg and spoon race 2 sack race 3 find the duck
4 three-legged race

Tapescript: 14.2

- 1 You have a spoon with an egg on it. You run fast but the egg must not fall.
- 2 You get into sacks and jump fast.
- 3 There is a big box. In it there are lots of balls and some plastic ducks under the balls. You find the ducks and run to put them in a bowl of water.
- 4 You tie one leg to a friend's leg and run fast together.

8 The students do the crossword.

Key: Across: 3 fortune 4 egg 7 run 8 race 9 stalls
Down: 1 burger 2 teller 3 fete 4 spoon 6 games

9 Elicit examples of the information, perhaps writing it on the board as an example. They then write and design a leaflet.

10 The students tell a partner about the fete they have invented.

UNIT 15

1 Give the students a few minutes to do this, then correct with the class. This is key vocabulary.

Key: 1 fast 2 a pub 3 a place name 4 a partner 5 a cheat
6 a castle 7 cool 8 twenty *Secret word:* fun rally

2 The students discuss the questions.

3 Play recording 15.1. The students answer the questions.

Key: 1 b 2 a 3 c 4 b 5 c

Tapescript: 15.1

Nick: Hi! It's me.

Jenna: Hi you! How are things?

N: Fantastic!

J: Really?

N: Yeah. I'm going on a car rally on Sunday.

J: Wow! Cool!

N: Would you like to be my partner?

J: Really?! Of course – I'd LOVE to. What do we have to do?

N: Well, there are twenty cars and we start at different times. They give us a camera and we have to take photos of different things and drive fast to London.

J: What sort of different things?

N: A photo of a pub, a photo of a football stadium, an unusual place name, a yellow car, a castle, a boat – things like that.

J: Great!

N: And we have to buy some things too, like baked beans, a postcard with a beach on it, something with our name on. There are lots of things to do. And we have to arrive in London first!

J: We can do it. Your car is so fast. We can win. No problem.

N: We can if we take a lot of the photos before we start!

J: You big cheat!!

4 Key: Tick: 2/5/9/10

5 Key: take photos, football stadium, place name, baked beans go on a rally

6 The students do the quiz in pairs or small groups. The fastest pair or group wins.

7 Remind the students of 'have to' + infinitive and point out the use of 'do' in the question form. Play recording 15.2. The students listen and repeat.

Tapescript: 15.2 As on page in exercise 4.

8 The students prepare their questions from the prompts. Check orally. They do the role play, choosing the correct answer from the information on their cards.

9 The students generate ideas in pairs. Then they write their ideas as rules.

UNIT 16

1 Individually or as a whole class, introduce the topic with the questions.

2 The students do the exercise, first without the words in the box and then with them. Explain any new vocabulary. Ask them to name any 'Bond Girls' they know of. Ask them what a robot can do.

Key: 1 spy 2 a comedy 3 007 4 a robot 5 Bond girls
6 a gadget

3 Play recording 16.1. The students listen for gist and tell you if they would like to see this film.

Tapescript: 16.1

The new James Bond film starts on Saturday. This is NOT a normal James Bond film. This new film is a comedy! You must see it. Will Smith is James Bond, the famous spy and Oprah Winfrey is the gorgeous Bond Girl! There is also a Bond Boy – Johnny Depp! The story is exciting. There is a plan to kill the President. Can 007 stop it? James Bond has a lot of new gadgets. There is a mobile phone that tells him what to do. There is also an incredible robot called 'Fred' who helps him. Of course James Bond has a special car – this time it is a pretty pink mini! The film is very funny and the actors are excellent. Don't miss it. In local cinemas from next Saturday, at 7.30 and 10.00 pm.

4 The students listen again for specific information.

Key: 1 Saturday 2 Will Smith 3 Bond girl 4 Johnny Depp
5 President 6 robot 7 mini 8 7.30, 10.00pm

5 Check the students understand adjectives on the 'cards'. Divide the class into As and Bs. They listen again and complete ONLY their card.

6 In pairs, they ask and answer to complete the other card. Elicit other possible nouns for each adjective, encouraging noun phrases: article + adjective + noun.

Key: A: 1 film 2 story 3 robot 4 car 5 film

B: 1 spy 2 Bond Girl 3 gadgets 4 pink mini 5 actors

7 Read through the recommendations and reasons and check vocabulary. Play recording 16.2. The students listen and match and then listen and repeat. Point out that the reasons could be matched differently.

Key: See tapescript.

Tapescript: 16.2

You must see it. It's really exciting!

Don't miss it. It's very funny!

You'll love it. It's brilliant.

Don't see it! It's terrible.

You won't like it! It's so boring.

Don't go. It's really bad!

8 The students practise making recommendations.

9 The students work in pairs to invent a new film (as in the poster) completing the notes. In class or as homework, they write their review. They could also/alternatively design an informative film poster.

10 The students read the reviews to the class or in groups. Ask them to vote on the best / funniest / craziest film.

UNIT 17

1 Ask if they listen to the radio. Explain the meaning of 'radio advert'. The pair with the most correct words wins.

Possible key: dad, sad, drive, drove, star, art, river, eat, seat, ear, sea, did, dead, vest, rest, side, ride, tide, sit, sat, set, vet, etc.

2 Key: 1 bored 2 activities 3 herbs 4 present 5 on-line
6 laugh 7 trick 8 wizard

3 Play recording 17.1. The students write the number after the correct words. There are three extra words.

Key: 1 holiday 2 presents 3 book 4 tea

Tapescript: 17.1

1 Would you like a different sort of holiday? Are you bored with sun, sea and sand? Buy a 'Harry Potter Holiday'! For only £500 you can stay at Hogwart's school. You can do lots of activities and meet some people from the films. Book your wizard weekend on hphols.com. Do it NOW!

2 Are you looking for a present for a friend? We can help you choose. Visit our website and see our fantastic ideas. Christmas presents, birthday presents, goodbye presents and thank you presents – we have them all, AND all for under \$10! So, stop looking and go on-line to presentsforall.com.

3 Do you like to make your friends laugh? "The Best Joke Book Ever!" is in your Amazon bookshop now. It's £11.50 and it is full of jokes and tricks. Buy it now and have FUN!

4 Doesn't your boyfriend love you? Is your girlfriend angry with you? Buy our new herb tea and they will come back! 'Love me' tea costs 10 euros a box and you can buy it on-line at newtea.com. We can change your love life!

4 The students listen again and complete the words in the pictures.

Key: 1 holiday, £500, hphols.com 2 presents, \$10, presentsforall.com 3 joke book, £11.50, 4 newtea.com, 10 euros, Love me

5 Focus on the use of 'because'. The students complete the sentences.

Key: 1 Hogwart's School 2 choose a present 3 laugh 4 come

6 The students order the questions. Then encourage them to change one word to ask about something different. Elicit examples.

Key: 1 Would you like a different kind of car? 2 Do you want to make your friends happy? 3 Are you looking for a birthday present for your dad?

7 Key: 1 tea 2 present 3 joke 4 trick 5 on-line 6 website 7 activity 8 holiday 9 film 10 herbs

8 The students dictate an advert to each other. Make sure they do not read from their partner's text.

9 Encourage the students to make the adverts fun and to include questions, exclamations and information.

10 Record the best adverts for the class to listen to. If they have the facilities, the students could record themselves for homework. Alternatively, they could read out their adverts and have a class vote.

UNIT 18

1 Focus on the title of the unit and explain it means 'I really want to hear what you have to say'. The students work in groups of six to do the questionnaire. Elicit any interesting or surprising findings.

2 Play recording 18.1. The students listen and match the messages to the people.

Key: 1 friend 2 mechanical voice 3 grandparent 4 a child 5 teacher

Tapescript: 18.1

1 It's Jane. How are you doing?

Sorry you can't get through.

Leave your name and your number

And I'll get back to you!

2 Wake up! Wake up! Wake up! Wake up!

3 Hello? Hello? Are you there? She isn't there Bert. Hello? Well – no, nothing. Don't put that in the kitchen Bert! Hello? Oh, ... well, ... Now I said you mustn't...

4 Hello. Who's that? My name's Susie. My mummy says I'm a ...

5 This is Stella Stevens with a message for Mrs Barton. Can you tell us why Maria is not at school today. Is she not well? Please phone me on ...

3 The students listen and repeat chorally following the rhythm.

4 The students learn and practise the collocations.

Key: 1 Leave a message / your name / your number.

2 Answer the phone. 3 Press the star button.

4 Hang up the phone.

5 Key: 1 message 2 press, button, leave 3 answer, name, number 4 hang up, Leave

Model the intonation and then, in pairs, the students practise the sentences.

6 Play recording 18.2. Elicit reasons for their choice.

Key: The message is NOT real.

Tapescript: 18.2

Good afternoon. This is the telephone company. Please press the star button now. (bleep) If you would like information about our prices, press 1. If you would like a new phone, press 2. If you have a problem with a phone, press 3. (bleep) If you are phoning about a home phone, press 1. If you are phoning about a business phone, press 2. (bleep) If you have more than one phone, press 1. If you have only one phone, press 2. (bleep). If you are the house owner, press 1. If you are not the house owner, press 2. If you are a child and you are playing around, press 3. (bleep) If you would like a Coca-Cola, press 1. If you would like an ice cream, press 2. (bleep) If you would like a vanilla ice cream, press 1. If you would like a chocolate ice cream, press 2. If you would like a toffee ice cream, press 3. (bleep) Sorry – no toffee ice creams left, return to main menu. If you would like information...

7 Play the recording again. The students choose an answer.

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

8 The students read and answer.

Key: A – funny B – serious

9 The students write a message. Encourage them to record them if possible.

10 Do the activity with a good student as a model before asking the students to work in pairs.

UNIT 19

1 Discuss the title with the class. Elicit some of their experiences. Then ask the students to do the exercise.

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

2 Pre-teach 'would you'. The students work in groups and ask the questions. Collate the results on the board by asking the whole class to raise their hands. Drill / practise the new vocabulary from exercises 1 and 2.

3 Ask the students if they have seen a similar reality show on TV. Ask the students to predict the answers before listening. Play recording 19.1.

Key: a, d, e

Tapescript: 19.1

Presenter: So, Peter, was it very difficult?

Peter: VERY difficult. I usually live in a comfortable house. I cook the food I like. I drive my car to work. There is nothing dangerous in my life! In the jungle everything was different!

Presenter: What was MOST difficult for you?

Peter: Well, I slept in the open air. There were insects in my bed! That was horrible. I didn't sleep well. Then, there was the food! We caught snakes and small animals and cooked them. It was terrible. But we were hungry so we ate them.

Presenter: Yuk!

Peter: And because it was a television programme, we did some difficult tests.

Presenter: I saw one of the tests. You put your head in a box with a lot of big spiders!

Peter: Yes, that was scary! Julie, my friend, ate some horrible things that were alive – ants and worms. She hated that!

Presenter: Me too!

Peter: I also walked in a river with some crocodiles. And there was another test – I had insects inside my clothes!

Presenter: I'm glad you're still alive!

Peter: Me too!

4 The students listen again and tick the correct pictures.

Key: Tick: a, b, d, e, f

5 Elicit names of more jungle animals and put them on the board.

Key: 1 spiders 2 insects 3 ants 4 worms 5 snakes
6 crocodiles

6 The students complete the sentences. For further practise, they can repeat the exercise as an oral cloze in pairs.

Key: 1 slept 2 caught 3 did 4 put 5 ate 6 walked
7 put

7 The students discuss their ideas in pairs and then write down the interesting ones using 'You must ...'.

8 Refer them back to the structure in exercise 2, 'Would you...?'. In groups, they ask questions based on the ideas from exercise 7 and take note of the answers. Feedback and find the 'bravest' student.

UNIT 20

1 Play 'Hangman' with the students on the board. Put up 13 spaces for the word 'announcements'. Explain the meaning.

2 Play recording 20.1. The students work out where it is.

Key: a train station

Then encourage the students to guess the type of information that is missing or unclear in the announcement.

Key: 1 a time/number 2 a place 3 a place 4 object
5 a number 6 a name

Tapescript: 20.1

We are very sorry but the (3.15) train from (Poole) is going to be late. A passenger went past his (station) so he jumped off (the train). The train will be (two) hours late. The (passenger) will be a lot later.

3 Play recording 20.2.

Key: 1 3.15 2 London 3 station 4 train 5 two
6 passenger

Tapescript: 20.2

(Same as 20.1 but clear.)

4 The students solve the anagram and learn key vocabulary.

Key: 1 pilot 2 ferry 3 saucepan 4 suitcase 5 underwear
6 flight 7 reception 8 delay

5 Play recording 20.3. The students write the number of the recording next to the place.

Key: a) 2, 4 b) 3 c) 1 d) 5

Tapescript: 20.3

1 *The doors are now closing. Going down.*

2 *We apologise for the delay of flight 702 from New York. The pilot has a problem with directions and the plane is now flying to Australia. We will be very late.*

3 *We are sorry for the delay on the 6 o'clock ferry to France. Some rats fell into a saucepan of rice and the captain is ill.*

4 *Mrs Parker, Mrs Parker please come to airport reception. Your suitcase opened and your clothes are flying in the wind. We like your pink underwear!*

5 *Can the owner of a two metre snake please come to the hotel reception.....quickly!*

6 Key: 1 doors, going 2 delay 3 saucepan 4 please
5 snake, reception

7 Read out the exchange, exaggerating the intonation a little, for the students to listen and repeat. Then in pairs they do the mini dialogues. They should be enthusiastic in their responses, stressing the corrected word!

8 Help the students with their announcements. Encourage them to be creative and use the expressions given.

9 The students can work as a whole class or in groups. They read out their announcements with the occasional unclear word for their classmates to correct.

UNIT 21

1 The students complete the crossword in pairs or alone.

Key: 1 Charles 2 Beckham 3 Madonna 4 Brad
5 Eminem 6 Elton 7 Britney

Elicit further information about these people from the class.

2 The students find the collocations.

Key: 1 for 2 to 3 for

As a whole class, discuss what charities do. Encourage them to use these new expressions.

3 The students read and match.

Key: A 5 B 3 C 1 D 2 E 4

4 The students unjumble the anagrams.

Key: 1 celebrities 2 designer 3 lipstick 4 private
5 shiny

5 The students read and answer.

Key: 1 mobile phone, sunglasses 2 lipstick, teacup
3 toothbrush 4 sunglasses 5 mobile phone 6 lipstick
7 sunglasses 8 toothbrush 9 teacup

6 The students express their opinions in pairs. Conclude as a class discussion.

7 The students focus on expressions used in adverts.

Key: 1 for 2 in 3 selling 4 like 5 Buy

8 The students write a celebrity advert for the charity sale.

9 Conduct a mini class auction. Tell each student to write down an amount of money – don't tell them why. They read out their adverts and 'bid' for the items. Each student must try to 'buy' at least one item, but he can not spend more money than he had written down.

UNIT 22

1 Play 'Hangman' with the students on the board with the word 'Congratulations'.

2 Encourage the students to talk a little about the card culture in your country, the US or the UK. Elicit types of cards sent on different occasions. Put them on the board.

3 Explain the meaning of 'greeting'. The students match.

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

4 The students match texts written inside cards.

Key: A 4 B 1 C 2 D 3 E 6 F 5

5 Practise these expressions with the students and encourage them to learn at least some of them.

Key: 1 admirer 2 Many happy returns! 3 I've got the memory of a goldfish. 4 ill 5 Please forgive me.
6 handsome

6 The students complete the expressions.

Key: 1 done 2 hear 3 forgive 4 do 5 thinking 6 marry

7 The students match the responses to the expressions.

Then they can practise the exchanges in pairs.

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

8 The students work in pairs to think of different situations. Then they practise the messages and responses.

9 In class or at home, the students design and write their cards. Put them around the class and vote on the best or most unusual ones as well as the one with best English.

UNIT 23

1 The students label the items.

Key: 1 make-up 2 henna tattoo 3 painted nails
4 dyed hair 5 jewellery

2 The students read for speed to find the information.

Key: 1 20 minutes 2 £40 3 In October 4 while you wait
5 5634 781124

3 The students discuss in groups quickly. Elicit a few responses and help with vocabulary.

- 4 Key:** 1 the best 2 fully 3 expert 4 price 5 approximate
6 make
- 5** The students read and complete.
- Key:** 2 c 4 d 6 e 8 a 10 b
- 6** The students practise reading until they can do Kate's part without looking.
- 7** The students complete the expressions. For further practice, they work in pairs, one reads out the incomplete sentence and the other completes it orally.
- Key:** 1 agree 2 idea 3 should 4 don't 5 might 6 if
- 8** The students write P, N or B.
- Key:** 1 P 2 N 3 P 4 B 5 P 6 P 7 B 8 P 9 N 10 P
- 9** Encourage the students to make interesting sentences. Help with vocabulary as necessary.
- 10** Model the dialogue with one or two good students in front of the class before setting the task for them all.

UNIT 24

- 1** The students ask each other the questions on the questionnaire. Tell them to listen to their partner asking the questions and NOT to read it. Feedback with the whole class.
- 2** The students read the texts quickly.
- Key:** for both
- 3** The students read the texts more carefully.
- Key:** 1 c 2 a 3 a 4 c 5 a
- 4** The students complete the crossword with words from the text.
- Key:** 1 celebrity 2 horoscope 3 magazine 4 prize 5 jokes
6 article 7 gift 8 letters 9 quiz 10 fashion 11 interview
The vertical word is: competition.
- 5** The students complete with words from the text. Then, in pairs, they practise mini dialogues, responding with the expressions given.
- Key:** 1 don't 2 should 3 could 4 could 5 suggest 6 think
- 6** The students use the prompts to plan their magazine, practising the new language in a freer context.
- 7** The students draw and design the cover.
- 8** The students write an e-mail using the information from exercise 6.

UNIT 25

- 1** The students talk about their bedrooms and makeovers as a lead in.
- 2** The students scan to find the information in the first paragraph only.
- Key:** 1 Karen and Matt Tipley. 2 Makeover Magic
3 A bedroom makeover.
- 3** The students read the rest of the text.
- Key:** Tick: table/carpet/bed/bedcover/curtains/wallpaper/
lamps/light
- 4** The students write a list from memory. Then they look back to the text to check and add others. To practise the vocabulary, ask them what else can be pretty, bright, etc.
- Key:** light / dark / pretty / young / depressing / old / new / boring / small / long / yellow / dirty / childish / grown-up.
- 5** The students read the e-mail and answer. You can ask them to explain why not.
- Key:** 1 no
- 6** Work a little with the students on 'used to be ... but now ...' before they do the exercise.
- Possible key:** The walls used to have cartoons on but now they have posters. The carpet used to be yellow but now it's grey. The bedcover used to have cartoons on it now it's baby blue. The curtains used to be pink but now they're

dark green. The furniture used to be old but now it's new and white. The lamps used to have roses on them but now they're green with orange spots.

- 7** The students compare the pictures and write an e-mail describing the differences.
- Possible key:** I used to have a big/double bed but now I have a small/single one. The curtains used to be long but now they are short. There used to be three small pictures on one wall but now there's one big one. There used to be a big rug at the foot of the bed but now there is a small one between the bed and the desk. The desk used to be small but now it is big. I didn't used to have a computer, I used to have a laptop. The mirror used to be long but now it is small and round.
- 8** The students can do the activity more than once to improve fluency.

UNIT 26

- 1** The students ask each other the questions. Feedback and collate their answers on the board.
- 2** Give them a time limit for this and then correct.
- Key:** 1 hills 2 gifts 3 disaster 4 wedding 5 prisoner
6 flood 7 bones
- 3** The students give their opinions.
- 4** The students read the first paragraph and tick.
- Key:** Bartonby biscuits, houses by the river, beautiful gifts
- 5** The students read the rest of the text and match.
- Key:** 1 c 2 b 3 d 4 a
- 6** The students complete the verbs, checking in the text.
- Key:** 1 killed 2 escaped 3 shot 4 fell 5 died
- 7** The students read the second part again and answer.
- Key:** 1 9.00 pm 2 Old Bridge in Newton Road 3 2.00 am
4 Frost Lane 5 Motorbikes 6 St Martin's church
7 a woman in white dress 8 her cries 9 Bowen's Bridge
10 blood in the river 11 ten minutes down the river
12 moving bones
- 8** The students plan a walking tour.
- 9** They ask and answer each other about their tours trying to use directions and questions from the unit.

UNIT 27

- 1** The students work on the crossword. These words are used in the text. Elicit the meaning of the hidden word.
- Key:** 1 cheeks 2 mirror 3 lunchbox 4 balloon 5 dress
6 popcorn 7 eyelashes 8 test 9 buttons
The hidden word is 'embarrass'.
- 2** The students read and underline words from the crossword.
- 3** The students read and answer the questions. Remind them of the possessive 's' required in the answer.
- Key:** 1 Mike's 2 James's 3 Josie's 4 Gemma's 5 James' and Mike's 6 Josie's
- 4** The students compete without rereading if they can.
- Key:** 1 undoing 2 out 3 taking 4 at home 5 round
6 put on 7 burst 8 went
- 5** The class vote on the best. You could ask them to retell each other the most embarrassing entry.
- 6** Read through the boxes. Point out the verb tenses used (past continuous and past simple) and if necessary revise and practise them quickly.
- 7** The students use the expressions from exercise 6 to help them write about an embarrassing moment.
- 8** The students retell their experiences in pairs first and then in groups. Finally, ask for volunteers to tell the class.

UNIT 28

1 The students predict then read and check. Ask them when they last said 'sorry' for something.

Key: b

2 The students write the number on the pictures. Check they understand the vocabulary.

Key: a contact lens, sick, glue, a date, a wimp, a smell

3 The students read the apologies and answer the questions.

Key: 1 Beth 2 Stuart 3 Marie 4 Anna 5 John Karen 6 Stuart

4 The students find the collocations from the text.

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

Elicit more examples orally then ask them to write some.

5 The students fill in the words for apologising. Check the answers by reading out the complete sentences with a lot of intonation. The students listen, check and repeat.

Key: 1 really 2 feel 3 say 4 apologise 5 so 6 forgive 7 for 8 need

6 Read out the expressions several times, exaggerating the intonation somewhat, for the students to listen and repeat. Tell them they should learn these expressions.

7 The students practise apologising in writing. Encourage them to be creative, but also to try to keep to language they know.

8 Encourage the students to say as much as they can. Ask some pairs to repeat their best dialogue for the class.

UNIT 29

1 The students work individually and when they are stuck, they can continue in pairs.

Key: 1 sight - eyes - see 2 hearing - ears - hear 3 touch - hands - touch 4 smell - nose - smell 5 taste - tongue - taste.

2 The students do the matching. Make sure they understand 'Have you ever...' and the vocabulary in the questions. They ask and answer. For fun, ask for a show of hands for each question.

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

3 The students read and tick the pictures referred to in the text.

Key: c, d, e, f

4 The students answer true or false. Ask them to correct the false answers.

Key: 1 F (SOME people) 2 F (but they CAN sense things) 3 T 4 F (a PARROT) 5 F (some PEOPLE) 6 T

5 The students complete the sentences.

Key: 1 extra 2 are 3 know 4 danger 5 believe

6 The students work in threes. Insist that they try to explain only in English, or using signs and gestures.

7 Go over the vocabulary with the class and explain they have to write up the activity from the pictures and prompts.

UNIT 30

1 Give the students a few moments to find any words they can in the word search. Then in pairs they try to answer the clues.

Key: dream holiday marry love heart kiss true summer romance

2 The students guess, then read to check.

Key: b

3 The students read and answer the questions.

Key: 1 She hasn't got his address. 2 He has a piece of spaghetti. 3 For Julio to come to England.

4 Discuss these collocations with the class.

Key: b and d are correct. 1 get in 2 lose 3 lose 4 get in

5 To learn the vocabulary from the lesson, the students play hangman in pairs or as a class.

6 Go through the examples and explain the grammar if necessary. Then the students look for examples in the text. Then model the sentences responses with the correct intonation.

Key: Helmut said he'd send her his address but he didn't.

Eliza promised she'd phone Ryan but she didn't.

Julio said he would come to England but he didn't.

7 Read the example (with the photos) then set the task.

8 The students invent a holiday romance of their own and write the e-mail. Read out some of the more interesting entries.

UNIT 31

1 Use this a warmer so the students talk about the topic.

2 The students complete the words. Brainstorm other shops and places. Pre-teach 'health food shop' and 'phone shop'.

Key: 1 supermarket 2 restaurant 3 café 4 sports shop 5 book shop 6 jeweller's 7 clothes shop 8 toilets

3 The students match and learn this vocabulary.

Key: 1 c 2 d 3 a 4 b

4 Focus on the plan and point out that they are of the Meybridge Shopping Centre, ground floor and first floor. Ask some questions: Where are the lifts? How many entrances are there? Where is the fountain? (marked F) Where is the statue? (marked S), etc. Play recording 31.1. The students listen and mark where Jenny is.

Key: Jenny is waiting outside the phone shop.

Tapescript: 31.1

Maria: Hi Jenny. I'm at the main entrance. Where are you?

Jenny: Hi! I'm outside "Good Connections".

Maria: Where's that? I've never been to this shopping centre before. It's huge!

Jenny: It's on the first floor. Come in the main entrance and walk past the big supermarket on your right. Go up to the fountain in the middle.

Maria: OK. Yes, I can see the fountain. It's beautiful.

Jenny: Yeah. The water's different colours.

Maria: So, where next?

Jenny: Go right at the fountain and take the escalator up to the first floor. Turn left and then turn left again at the statue. Go straight on - you go past Browser's book shop on the right. Next to that there's Mary's Health Foods.

Maria: My mum often goes there.

Jenny: They sell horrible food, don't they? Well, turn right at Starbuck's Café. I'm outside Good Connections, the new phone shop, on the left.

Maria: Yes, I can see you. You're wearing your yellow top. (pause) Good directions! There are a lot of clothes shops here.

Jenny: Yes! I hope you've got a lot of money. We're going to spend, spend, spend!

5 Remind them to use logic as well as memory. Play the recording again for them to check.

Key: 1 beautiful 2 big 3 gross 4 new 5 huge 6 yellow

6 Give them a few minutes to read the sentences and fill in any words they can remember. Play the recording again.

Key: 1 on 2 Come in, past 3 at, take, up to 4 straight on, go past 5 next to 6 turn right 7 outside

7 The students do oral cloze tests with each other.

8 The students give their partners directions. This can be done as many times as interest and time allows.

9 The note can be written in class or for homework.

UNIT 32

1 The students make words from 'Big Brother'.

Possible key: her / rob / bit / bite / robber / hit / both / hero / hot / got / bright / right / toe / the / robot, etc

2 Give them / Elicit some information about the TV show 'Big Brother'. (10 people spend 8 weeks isolated in a special house. They are continually filmed. Each week they, or the public, vote out one person. The last person left is the winner.)

3 The students complete the words. Check the vocabulary.

Key: 1 slim 2 kind 3 plump 4 gorgeous 5 funky
6 muscular 7 organised

4 Play recording 32.1. The students listen and write the names.

Key: 1 Paul 2 David 3 Kate 4 Vicky 5 Jackie 6 Joe

Tapescript: 32.1

Vicky is tall, slim and very pretty. She's sixteen and she likes tennis. She's flirty. Jackie is short with short dark hair. She's fifteen and she likes cooking. She's plump. Kate is short with long, blond hair. She's fifteen and she likes pop music. She's organised. Joe is tall and black. He's fifteen and he likes rap. He's funky. David is short and muscular. He's sixteen and he likes exercising. He's strong. Paul is tall with long, blond hair. He's sixteen and he likes computers. He's gorgeous.

5 The students listen again and add more information.

Key: See tapescript.

6 Play recording 32.2. The students listen and answer.

Key: 1 false 2 false 3 true 4 false 5 true

Tapescript: 32.2

The housemates woke up early this morning. Big Brother played very loud music at six thirty. There were some more Big Brother tricks. The water in the showers was cold and there was no milk for breakfast. The housemates are tired and bored.

7 The students label the plan. Check the vocabulary.

8 Play recording 32.3. The students listen and write the first letter of each person's name in the room they are in.

Key: See tapescript.

Tapescript: 32.3

At the moment Vicky and Joe are in the living area. They are both sitting on the sofa, laughing and talking. Jackie is cooking dinner in the kitchen area. She's making chicken curry and rice. Kate is cleaning the jacuzzi in the bathroom. She's angry because no one is helping her. Paul is in the boys' bedroom lying on his bed. He's looking out of the window, watching David. David is alone in the garden. He's lifting weights as usual.

9 The students complete the sentences. Play the recording again if necessary.

Key: 1 laughing, talking 2 cooking 3 cleaning, helping
4 lying 5 lifting

10 The students write about six students giving their personal details.

11 The students talk about the people they wrote about. Then they decide who would win.

UNIT 33

1 The students write the order of the colours.

Key: 1 red 2 orange 3 yellow 4 green 5 blue 6 indigo
7 violet

2 Give some examples to reinforce the words after the exercise or ask the students to repeat the exercise as an oral cloze. (One has the page and reads the incomplete sentences. The other says the word without looking at the page.)

Key: 1 self-confident 2 out-going 3 honest 4 loyal
5 relaxed 6 romantic 7 creative 8 modest 9 stressed

3 Play recording 33.1 and tell the students to turn over their pages and to listen to get the general idea and comment quickly on their colour.

Tapescript: 33.3 As on page in exercise 4.

4 Looking ONLY at their part, A or B, the students listen and complete. DON'T check the answers or allow students to compare.

5 Demonstrate the activity with a good student emphasising how we can use intonation to check information.

Key: Student A: Red: self confident / humour / look /. Orange: out-going / only. Yellow: feelings / happier. Green: too / cool / love. Blue: loyal / calm. Violet: modest / tired.

Student B: Red: honest / energy. Orange: smiling / self-confident. Yellow: cleverer / angry. Green: relaxed / problems / romantic. Blue: honest / around. Violet: life / wakes.

6 The students listen again and answer.

Key: 1 red 2 green 3 red and orange 4 violet 5 yellow
6 blue

7 The students classify the expressions. Then practise them.

Key: Agree: I agree with that.; Yes, that's right.; That's very true.

Disagree: No way!; I'm sorry, I don't agree.; That's not true.

8 The students express their opinion. Help them if necessary.

9 The students can write simple sentences about friends, classmates and/or family.

UNIT 34

1 Elicit the meaning of the title and elicit any famous prizes they know, e.g. Oscars.

Key: Across: 1 geography 3 biology 5 history 7 art
8 maths **Down:** 2 English 4 drama 6 sports

2 The students match the prizes to the pictures. Check any vocabulary. Ask if they can think of other funny prizes.

Key: 1 Worst joker 2 Most colourful clothes 3 Worst attendance 4 Kindest student 5 Worst hair
6 Longest fingernails

3 Play recording 34.1. The students match the speeches to the pictures.

Key: A 2 B 3 C 1 D 4 E 6 F 5

Tapescript: 34.1

A Presenter: First, thank you all for coming this evening. Our first prize-winner is.... Hayley!

Hayley: I am so happy! Thank you SO much everyone for giving me this award. It means a lot to me. It's nice to know that I make the school a more colourful place. Thank you, thank you!

B Presenter: A big welcome please for our next prize-winner Brian! Brian: This is a real surprise. I thought I come to school too often to win. Janice was nearly as bad as me – she didn't come to school at all some weeks. It was close! But I'm here today – for once! Thank you again.

C Presenter: Let me introduce you to George!

George: I can't believe this! I don't deserve it. I know my jokes are bad but sometimes people laugh and I thought – maybe not this year... but...I was wrong. Thank you all.

D Presenter: Here is the lovely lady Fran!

Fran: I am thrilled!! Thank you – all you wonderful people! I really appreciate this. I, just, well, I just LOVE people. I LOVE helping people and I LOVE all of you for giving me this prize! And of course I'd like to thank all those people I have helped.

E Presenter: A nice welcome please for Denise.

Denise: Thank you! Thank you! It took a long time for them to get this long and no housework for months because I didn't want to break them! I was sure that Janet's were longer but I'm really happy to have this prize. Thank you all.

F Presenter: And finally hands together for Shelley!

Shelley: *I am so amazed that I'm standing here today. I'd like to thank my hairdresser Pam and my best friend Jean and my mother for all their help this year. I'd also like to thank the makers of "Frizz" shampoo. There are so many people I want to thank that...*

4 The students complete the sentences. Then to consolidate the expressions they do an oral cloze with their partner.

Key: 1 a lot to me 2 nice 3 nearly 4 believe 5 really 6 so, to thank

5 The students choose the correct answer. Check vocabulary and model good intonation and word stress for them.

Key: 1 b 2 a 3 c

6 The students write the sentences in order.

Key: 1 Thank you so much for giving me this award.

2 This is a real surprise. 3 I really appreciate this.

4 I can't thank you enough. 5 I don't deserve this.

7 The students role play thanking and responding.

8 The students write speeches using expressions from the lesson.

9 Choose a confident student as the presenter and let him/her decide who to call out to give their speeches.

Unit 35

1 The students talk about mobile phones as a lead in to the topic.

Key: 3 As appropriate in your country, usually: a, d, f

2 Play recording 35.1. The students do the matching.

Key: 1 angry 2 romantic 3 difficult 4 embarrassing 5 unfinished 6 sad

Tapescript: 35.1

A Darling! It's me. ... I'm on the bus. ... I know, I had to work late. Don't worry. We'll be on time. ... Yes we will. ... Oh, for goodness sake! It's not my fault ... OK go on your own. I hate their food anyway!

B Hello, my little pussycat ... I missed you too. What plans have you got for tonight? ... That would be very nice! ... Of course I want to see you. I can't wait! ... Ice cream and chocolate would be lovely! ... You too darling! Kiss kiss. See you later.

C Hi girlfriend! How're you doing? ... ah, really? ... Are you sure it was him? ... But perhaps the blond girl was his sister. ... OK OK Don't cry. I'm sorry ... I can't talk now ... yes, he's right beside me! (phone down) Oops! She saw us!

D Happy birthday to you, Happy birthday to you, Happy birthday darling, beautiful, Susie ... Sorry, wrong number!

E Jim? It's your mother. I'm in the supermarket. ... I'll be quick. Now listen. Do you want sausages tonight? You can have beef or lamb. ... I said BEEF or LAMB or.....Hello? Jim? Oh, these things!

F Hi Michelle, it's me, Ben ... yes, it's a good film. Have you got any plans for this evening? Shall I come round at seven? ... Well, how about eight? ... I see. Shall we go out tomorrow then? ... OK. Let's meet on Saturday - at the park entrance. We can go for a walk. ... Oh, I didn't know you've got a brother. Next weekend? ... And a sister? Shall we.....right, I'll wait for you to (phone goes down)....phone me.....

3 The students answer the questions, first in pairs, then feedback to the class. Discuss different possibilities.

Possible key: a - man talking to wife about being late for a dinner date. b - Girl talking to friend about seeing her boyfriend with another girl. c - Boy talking to girlfriend about arrangements for the evening. d - Boy phoning his girlfriend but gets wrong number. e - A mother talking to her son about what to buy for dinner. f - A man talking to a woman who doesn't want to see him.

4 Play recording 35.2. Elicit the meanings of the expressions before pronunciation practice.

Tapescript 35.2: As text on page.

5 The students complete the sentences.

Key: 1 my fault 2 miss 3 talk 4 wrong number 5 I'll be quick.

6 The students complete the sentences.

Key: 1 I'm watching *Lord of the Rings* at the moment.

2 I'm having dinner at seven. 3 No, I'm going to watch a programme on TV. 4 I'm busy tomorrow. 5 My brother's staying with us this weekend. 6 My sister's staying with us next weekend.

7 Read through the expressions. Elicit possible ways to complete them. Read through the responses.

8 The students role play arrangements.

9 The students write a one-sided phone call. Their partner has to try to fill in the other part afterwards.

UNIT 36

1 The students discuss the questions as a class or in groups.

2 The students do the crossword. Check the vocabulary.

Key: Across: 1 had (I) 4 was (I) 6 felt (I) 7 ran (I) 8 worked (R) 10 shouted (R) 13 cooked (R) 15 lived (R)

Down: 1 hated (R) 2 heard (I) 3 looked (R) 4 went (I) 5 shook (I) 9 grew (I) 11 hid (I) 12 loved (R) 14 paid (I)

3 Ask and answer as a whole class.

Key: 1 a 2 b

4 Play recording 36.1. The students identify the people and who they are in relation to each other.

Key: 1 Horace Hump - giant, husband 2 Hannah Hump - wife 3 Big Bob - brother (to Horace), teacher 4 Mad Monica - cook, cleaner 5 The mushroom people - villagers workers

Tapescript: 36.1

Part 1

Once upon a time there was an ugly old giant called Horace Hump who was very rich. He was fat and had a very red face because he was always angry and shouting at people. He lived in a dark house in a deep, dark forest and he hated sunlight and happy people. That was all right because sunlight and happy people hated him too.

Horace had a little wife called Hannah. She was a round, happy person. She liked sunlight and flowers but she hated Horace because he was horrible to everyone.

Horace also had a brother who lived with him and Hannah in Hump House. He was called Big Bob. He was also fat like Horace but he was a very friendly and kind giant. He liked Hannah and felt sorry for her. He hated Horace.

There was one more giant who lived at Hump House. This was Mad Monica, the cook and cleaner. She was strange. She was very thin and strong and cooked good dinners but she never spoke. Horace was horrible to her too. Mad Monica hated Horace because he often said that Hump House was too dirty.

Horace was very rich and he had everything he wanted. But there was one thing he loved more than anything. Mushrooms. Big mushrooms, small mushrooms, white, brown or black mushrooms. He loved all of them. But Horace had a problem. The best mushrooms grew in small, dark places under the ground and giants were too big to go there. So, Horace paid the people of the village to find the mushrooms for him. He only paid them a little money but they worked because they were very, very poor. They also hated Horace Hump.

5 The students listen again and add more information.

Key: 1 horrible, little, fat, red face, angry 2 round, happy 3 tall, fat, friendly kind 4 strong, quiet thin, strange

6 The students choose the correct answers. More than one may be correct.

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

7 1 because he was horrible to everyone. 2 because he felt sorry for Hannah. 3 because he shouted about the dirty house. 4 because he paid them so little.

8 Play recording 36.2. The students put the pictures in order.

Key: 1 b 2 d 3 c 4 a

Tapescript: 36.2**PART 2**

One day the mushroom people were in a room at Hump House with Big Bob. He was telling them about good and bad mushrooms. He had a board with pictures of mushrooms that were bad for giants to eat. Horace didn't want the mushroom people to give him bad mushrooms! On the board was a picture of an ugly, brown and white mushroom. Under it were the words, "Killer mushroom". Suddenly they heard an enormous crash outside, the ground shook and the room went dark. Everyone ran to the window and looked out. There were some strange, new dark hills in the garden. They went outside and looked carefully. No, they weren't hills. It was Horace Hump lying on his back. His stomach was so big that it hid the sun! He wasn't asleep. He wasn't resting. Horace Hump was dead.

9 Go through the questions with the class and encourage at least four or five answers per question. Then they decide on their version and write the ending.

10 The students work in pairs or small groups and tell the whole story if they can, or easier, only their ending.

UNIT 37

1 Encourage discussion about exercise and keeping fit.

2 Play recording 37.1. The students listen and tick.

Key: Tick pictures a, b, c

Tapescript: 37.1

Good morning class. ... No, I'm NOT Mrs. Carson. Mrs. Carson is not very well today ... No, Paul, she didn't fall out of a helicopter – she's got a cold... I'm Wendy, a student teacher, and I'm going to do some exercises with you today. Yes? ... I'm eighteen. Peter?... Thank you, but I've got a boyfriend. ... Yes, he's bigger than you. ... I like your hair too, Paul. Any more questions? Yes, Mary?... No, you can't. You can go to the toilet later.

Now, we're going to do some jumping. We're going to jump up and down. Can you do that? Very good. Up and down, up and down. Penny, stop kissing Peter – he doesn't like it. ... No, Mark, I don't like it either. Now, we can jump and kick. Stretch those legs. Good! No Martin, don't kick the person in front of you. That's not ... Not like ... no, no ... STOP THAT!

OK no more kicking. We'll do some more jumping – you do that very well. Again. Arms up and legs out. Jump! Legs in, arms down. Jump. One and two and ... Like trees! Lots of trees in a forest! ... No, James it's not raining in the forest. Ah... Mary - ... Does anybody else want to go ... to the ... toilet?

3 The students listen again and correct the sentences.

Practise stressing the correct words with the students.

Key: 1 Wendy is eighteen. 2 Mrs. Carson has a cold.

3 Wendy has a boyfriend. 4 Mary wants to go to the toilet. 5 Penny is kissing Peter. 6 Martin is kicking another child.

4 Play the recording again and pause where the children interrupt so the students can work out what was asked.

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

5 Ask one student to come out to the front and demonstrate the verbs. Then the students work out the opposites. Give them time to study them for a few minutes. Check by saying one and asking them to tell you the opposite or to do it.

Key: stand up – lie down / sit up; bend your knees – stretch your legs; lift your arms – lower your arms; jump has no opposite.

6 The students write the instructions in a logical order. Check vocabulary.

Key: Exercise 1: c, d, g, f, b, e, a

Exercise 2: c, a, b, f, d Exercise 3: f, a, e, c, b, d

7 The students find the words.

Key: jump / stand / stretch / sit up / lie down / bend / kick / lift / lower

8 The students write their own exercise.

9 If there is space, the students tell their partner what to do, or, one student can come to the front and the students tell him/her. Alternatively, the listening student can draw a sketch of the exercise their partner describes.

UNIT 38

1 The students think of celebrity names in pairs or individually and then compare with each other.

2 Talk about the questions in pairs or as a whole class.

Key: 1 c

3 The students work in pairs. Then elicit feedback from the whole class.

4 Play recording 38.1. The students listen and tick the items they hear.

Key: singing, cosmetic surgery, school uniform, marriage

Tapescript: 38.1

Presenter: Hi everyone! Welcome to Celebrity Phone-in – where YOU ask the questions. Today's celebrity is very famous. You all know her. It's the USA's top, pop princess – Britney Spears! Unfortunately Britney can't be with us but here is Darlene Phillips to tell us why.

Darlene: I'm so sorry that Britney can't be here today. She's filming her new video. I'm her best friend and she asked me to come here and answer your questions about her. I know her very well – better than her mother!

Presenter: Thank you for coming Darlene. Here is the first question. Hello Jackie from Oxford.

Jackie: Hi! Darlene, my question is – how many times has Britney got married?

Darlene: Now that's a difficult question. She often goes away for a few days and we don't know where she is. Then she comes back married! So – it might be any number! Only Britney knows – and the husbands, of course!

Presenter: Fine. So we don't know if Britney is a Miss or a Mrs. at the moment! And our second question is from Grace in Southport. Hi Grace.

Grace: Hello! Darlene, did Britney have cosmetic surgery when she was younger?

Darlene: Grace, dear. EVERYONE in the music business has had cosmetic surgery!

Presenter: OK. And our third question is from Kate in London. A nice, easy question Kate.

Kate: Darlene, what do you think? Is Britney famous for her singing or her looks?

Darlene: Well now, you and I both know that Britney's singing is NOT fantastic. But she IS a looker! And, that school uniform really helped her!

Presenter: Well thank you Darlene. I'm sorry but we have to stop here. And now – one of Britney's famous songs.....

5 Listen again and answer.

Key: 1 b 2 c 3 b 4 c 5 a

6 Discuss with the whole class ideas such as loyalty to friends, discretion, etc.

7 The students order the words to make questions. Then they listen again and check. Practise pronunciation and intonation with them.

Key: 1 How many times has Britney got married? 2 Did Britney have cosmetic surgery when she was younger?

3 Is Britney famous because of her singing or her looks?

8 Make this a competition. The first student to finish wins.

Key: 1 celebrity 2 princess 3 video 4 best 5 than 6 question 7 many 8 husband 9 Southport 10 cosmetic 11 easy 12 uniform 13 sorry
Hidden word: Britney Spears

9 The students work in pairs and write questions and answers.

10 The students do a rotating role play: they stand in two lines facing each other (or various groups of two lines).

The students on the right ask and those on the left answer. After one minute, tell half the class to move up one person and to continue with the next question. When about half the class have finished, they swap roles. Have some feedback at the end about who was the most interesting celebrity.

UNIT 39

- The students talk about the questions as a lead in. Explain the idea of 'swapping roles' and get their reactions. Elicit what subjects might be appropriate and put them on the board.
- Play recording 39.1. After listening, go through the list on the board to see which things coincided.

Tapescript: 39.1

Interviewer: So, Mr Thomas, what is this plan?

Mr Thomas: Well, for one week some students in our school are going to teach some of the teachers.

Interviewer: Interesting! And what subjects are they going to teach?

Mr Thomas: There are going to be four subjects. Janice Peters is going to teach fashion. She's going to teach us how to customise our clothes and look more fashionable. She will use colours, paints, jewellery, hats and many more things. Then, Mark Johns is a young DJ and he will teach Dj-ing! He will teach us how to "scratch." Maria Evans is going to teach modern dance and she tells me she will teach us things like how to spin. Finally there's Joel Farmer and he's a wonderful skateboarder. He's going to teach us to do "board slides".

Interviewer: Wow! Different from the normal school day! Difficult too.

Mr Thomas: Yes, it's not going to be easy. But it will be good fun and it will be interesting for the students and teachers!

Interviewer: Is there a test for the teachers at the end of the week?

Mr Thomas: No, but there will be a show on the last day.

Interviewer: Tell us more about that after this next record...

- The students match the words to the pictures.

Key: a) customise b) spin c) scratch d) board slide

- The students listen again and match up the items. They check in pairs, using the model. Then talk about the different activities with the class Ask, 'What can you do to customise your clothes?' 'Where can you do board slides?'

Key: Janice Peters - fashion - customise clothes; Mark Johns - Dj-ing - scratch; Maria Evans - modern dance - spin; Joel Farmer - skateboarding - do board slides

- Ask what will happen on the last day.

Key: b

- The students write the past tenses. Then play recording 39.2. They listen and tick.

Key: 1 was/were 2 listened 3 fell 4 thought 5 learned 6 practised 7 broke 8 told Tick numbers: 1, 2, 3, 5, 6, 7.

Tapescript: 39.2

Maria: It was a cool week. It was hard work for us and the teachers. They listened very well. I think they are better students than we are! They learned lots of new dance moves and they practised at home! I liked teaching. I think I'll be a teacher when I finish school.

Joel: It was so difficult. The teachers didn't listen! They fell off the skateboards and Mr. Manners broke his leg! I don't think I'll be a teacher. You tell people again and again what to do and they don't listen.

- Play the recording again. They answer true or false for each person.

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

- The students complete the crossword.

Key: 1 customise 2 leg 3 board 4 colours 5 fashion 6 fell 7 scratch Vertical word: teacher

- The students talk about free time activities using the model to help them. Put a list of the activities they do on the board – the students choose from these when planning their own day.

- The students write following the model.

UNIT 40

- The students talk about food and cooking.

2 1 melted cheese 2 grill 3 salt and pepper 4 sauce 5 wooden spoon 6 ham 7 a slice of bread 8 scrambled eggs 9 a frying pan

- Play recording 40.1. The students tick the things mentioned.

Key: slice of bread, ham, sauce, grill

Tapescript:

Good morning kids! A lovely Saturday morning and we have a lot of ideas about food for you today. Are you going to have a party tonight? Are some mates coming to watch a DVD? What can you give them to eat? Well – the answer is here. Easy to make and delicious to eat. Got a pencil and paper? Here's the recipe for Welsh Rarebit.

For each person you will need two slices of bread, two slices of ham, a large piece of cheese, a little milk and some brown sauce.

First toast one side of the bread under the grill. Grate the cheese and mix it with a little milk. Then put the ham on the untoasted side. Cover this with the cheese and a little brown sauce. Put this under the grill again until the cheese melts.

- Play the recording again. The students complete the text.

Key: See tapescript.

- The students match. Help them with mime to understand the words. Do further practise also with mime. Elicit more collocations for each verb.

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

- The students do the information gap activity in pairs. If necessary, help with the question forms first. Alternatively, this activity can be done as a pair dictation.

- The students write their own recipe in class or for homework. You can make a class recipe book.

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