

Contents

Unit/Page	Language	Skills
Get Ready		
A Back to School (pp. 4–5)	Grammar: Questions	Study Help: Classroom language
B My World (p. 6)	Grammar: Indefinite pronouns	Study Help: Vocabulary
C What's New? (p. 7)	Key Words: Places at Home and School Grammar: Present Perfect	Study Help: Grammar and mistakes
1 Schools		
Get Ready (pp. 8–9)	Key Words: School Facilities	Listening: The <i>Challenges</i> characters Reading: An advert Speaking: Schools
1 Home Schooling (pp. 10–11)	Grammar: Present Simple and Present Continuous	Reading: Interview with a family
2 Boarding Schools (pp. 12–13)	Sentence Builder: Comparison (<i>not</i>) <i>as + adj + as; (not) the same as; more ... than</i> Word Builder: Multi-part verbs	Reading: UWC education Reading Help: Scanning for information Speaking: Schools and rules
3 Arriving (pp. 14–15)	Key Expressions: Preferences Sentence Builder: Verbs of preference + <i>to/-ing</i>	Reading and Listening: The <i>Challenges</i> story Speaking: Talking about preferences Everyday Listening: An announcement Listen closely: Weak forms of <i>a, are, of, have</i>
Across Cultures 1 (pp. 16–17)	Word Builder: Dependent prepositions	Reading: Schools in the UK Speaking: School, study and exams; game Project: Your ideal school
Study Corner 1 (p. 18)		Study Help: Using your coursebook
2 Talent		
Get Ready (p. 19)	Key Words: Abilities	Listening: Young celebrities Reading and Speaking: Questionnaire; talking about personal talents
4 Magicians (pp. 20–21)	Grammar: Past Simple and Past Continuous	Reading: Magicians
5 Hidden Talent (pp. 22–23)	Word Builder: Verbs with prepositions Sentence Builder: Linking with <i>when</i> and <i>while</i>	Reading: Hidden talent Speaking: Famous women
6 Auditions (pp. 24–25)	Key Expressions: Opinions – agreeing/disagreeing	Listening: Musical extracts Reading and Listening: The <i>Challenges</i> story Speaking: Celebrities Everyday Listening: Interview for a holiday job Pronunciation: Sounds /t/, /d/, /θ/ and /ð/
Your Challenge (p. 26)	Text Builder: Organisation; linking with <i>too, also, as well and either</i>	Writing: An email Writing Help: Getting ideas for emails, letters and postcards
Understanding Grammar (p. 27)	Question tags	
Study Corner 2 (p. 28)		Study Help: Similar words
3 Health		
Get Ready (p. 29)	Key Words: Health (1)	Listening: Lifestyle changes Speaking: Lifestyle questionnaire
7 Disease (pp. 30–31)	Key Words: Diseases Grammar: The passive	Reading: Disease
8 Home Remedies (pp. 32–33)	Word Builder: Prefixes for opposites, e.g. <i>antibacterial, unpleasant</i> Sentence Builder: <i>important to do, good to do</i>	Reading: Home remedies Reading Help: Skimming Speaking: Health advice
9 Under the Weather (pp. 34–35)	Key Words: Health (2) Sentence Builder: (<i>not</i>) <i>good enough to; too busy to</i> Key Expressions: At the Doctor's	Reading and Listening: The <i>Challenges</i> story Speaking Help: Preparation for roleplays Speaking: Doctor and patient roleplay Everyday Listening: At the doctor's Listen closely: Main stress
Across Cultures 2 (pp. 36–37)	Key Words: Food; Nutrition Word Builder: Word families, e.g. <i>barbecued, steamed, fried</i>	Reading: A health time bomb Speaking: Health quiz Project: A survey
Study Corner 3 (p. 38)		Study Help: Storing words/expressions
4 People		
Get Ready (p. 39)	Key Words: Personality Adjectives	Listening: Teenagers describing themselves Speaking: Personality questionnaire
10 Problem Page (pp. 40–41)	Key Words: Feelings Grammar: Speculating	Reading: Problem page letters
11 Generation Gap (pp. 42–43)	Word Builder: <i>make and do</i> Sentence Builder: <i>let/make someone do something</i>	Reading: Family arguments Speaking: Roleplay
12 In Town (pp. 44–45)	Key Expressions: Phone Calls Listen closely: <i>it isn't</i> and <i>it's not</i>	Reading and Listening: The <i>Challenges</i> story Speaking: Roleplays Everyday Listening: Phone calls Listening Help: Specific information
Your Challenge (p. 46)	Text Builder: Reference words; adverbs, e.g. <i>actually, luckily</i>	Writing: Emails Writing Help: Checking
Understanding Grammar (p. 47)	Personal pronouns	
Study Corner 4 (p. 48)		Study Help: Memorising vocabulary

Unit/Page	Language	Skills
5 On the Move		
Get Ready (p. 49)	Key Words: Transport	Listening: People talking about their hobbies Speaking: Travel, transport and danger
13 TV Traveller (pp. 50–51)	Key Words: Jobs Grammar: Present Perfect	Reading: A TV presenter
14 On Safari (pp. 52–53)	Key Words: Animals (1) Word Builder: Compounds Sentence Builder: <i>-ing</i> words	Reading: Holiday adverts Speaking: Questionnaire
15 The Boat Trip (pp. 54–55)	Key Expressions: Making Suggestions	Reading and Listening: The <i>Challenges</i> story Speaking: Problem solving Everyday Listening: Travel agent Pronunciation: Sounds /g/, /dz/ and /ŋ/
Across Cultures 3 (pp. 56–57)	Word Builder: Confusing words	Reading: Nomads Speaking: Moving house Project: Touring your country
Study Corner 5 (p. 58)		Study Help: Explaining words

6 Films and Books		
Get Ready (p. 59)	Key Words: Films and Books	Listening: Describing films and books Speaking: Books and films; game
16 Bond, James Bond (pp. 60–61)	Key Words: Films Grammar: Predictions	Reading: Bond films
17 Classics (pp. 62–63)	Key Words: Books and Reading Word Builder: Multi-part verbs Sentence Builder: <i>although</i> and <i>however</i>	Reading: Classic books Reading Help: Difficult words and phrases Speaking: Film and book quiz
18 The Long Goodbye (pp. 64–65)	Sentence Builder: <i>I don't know when/where/how/who/what to ...</i> Key Expressions: Instructions and Reasons	Reading and Listening: The <i>Challenges</i> story Speaking: Game Listen closely: Weak forms
Your Challenge (p. 66)	Text Builder: Paragraphs; linking words	Writing: Film review
Understanding Grammar (p. 67)	Present Perfect and Past Simple	
Study Corner 6 (p. 68)		Study Help: Multi-part verbs

7 Music		
Get Ready (p. 69)	Key Words: Music	Listening: Musical extracts; musical tastes Speaking: Music survey
19 Sixty Years of Pop (pp. 70–71)	Grammar: Defining relative clauses	Reading: The history of pop
20 Music Makers (pp. 72–73)	Key Words: Instruments Word Builder: Adjective suffixes, e.g. <i>musical, useful, interesting</i> Sentence Builder: Linking with <i>either ... or, neither ... nor, both ... and, not only ... but also</i>	Reading: Unusual musical instruments Speaking: How musical are you?
21 The Song (pp. 74–75)	Key Expressions: A Short Presentation	Reading and Listening: The <i>Challenges</i> story Speaking Help: Short presentations Speaking: A presentation Everyday Listening: Battle of the bands Listen closely: Identifying individual words
Across Cultures 4 (pp. 76–77)	Word Builder: People and places, e.g. <i>Jamaican, Jamaica</i>	Listening: Musical extracts Reading: Caribbean music Project: A biography
Study Corner 7 (p. 78)		Study Help: English through songs

8 Discoveries		
Get Ready (p. 79)	Key Words: Science	Listening: Street survey Speaking: Ranking discoveries
22 Great Inventions (pp. 80–81)	Grammar: Unreal conditionals	Reading: Famous inventions and discoveries
23 Land of Giants (pp. 82–83)	Key Words: Animals (2) Word Builder: Noun suffixes <i>-ry, -tion, -ance, -ence, -ist</i> Sentence Builder: <i>much, a lot, even, a bit</i>	Reading: A time the world forgot Reading Help: Identifying the main point Speaking: Information gap; game
24 A Surprise (pp. 84–85)	Key Expressions: Offers and Requests	Reading and Listening: The <i>Challenges</i> story Speaking: Roleplays Everyday Listening: TV programme Listen closely: Contractions
Your Challenge (p. 86)	Text Builder: Linking with <i>so, so that, to, because;</i> reference words	Writing: Emails
Understanding Grammar (p. 87)	<i>a lot of/lots of, much/many, a little/little, a few/few</i>	
Study Corner 8 (p. 88)		Study Help: Self-assessment

Student A Activities (p. 89)
 Student B Activities (p. 90)
 Time Out! (pp. 93–105)
 Word Bank (pp. 106–111)
 Questionnaire scores and answers (pp. 91–92)
 Fact or Fiction answers, Irregular verb list (p. 92)

Module 2

- Talk about your abilities and express opinions.
- Read about magicians and talented women.
- Listen to an interview and complete a form.
- Write an email to a friend.
- Learn about past tenses and auxiliaries.



Talent

Get Ready

1 Look at the Key Words. Make guesses about the young stars in the photos (a–d).

He's a diver. I think he's athletic.

1.17

Key Words: Abilities

Adjectives: artistic athletic creative imaginative logical musical practical talented
 Good at/brilliant at: chess communicating gymnastics languages making things maths music painting science singing sport writing

1.18

2 Listen and complete the table.

	A famous	From	Born in
Tom Daley	<i>diver</i>	<i>the UK</i>	<i>1994</i>
Hou Yifan	<i>chess player</i>	<i>China</i>	<i>1994</i>
Chloë Moretz	<i>actor</i>	<i>the USA</i>	<i>1997</i>
Justin Bieber	<i>singer</i>	<i>Canada</i>	<i>1994</i>

3 Who do you think are the most talented film/pop/sports stars in your country and the world?

I think Matt Damon is the most talented film star in the world.

4 Do the questionnaire.

YOUR TALENTS

Which of these sentences are true about you?

- 1 I like talking in class discussions.
- 2 I can read maps well and I have a good sense of direction.
- 3 I can remember songs very well.
- 4 I am good at sports.
- 5 I like maths and science.
- 6 I like making things with my hands.
- 7 I like reading and playing word games.
- 8 I am good at doing logic puzzles.
- 9 I am good at matching colours.
- 10 I am a good singer.

5 Find out about your talents on page 91.

6 Work in pairs. Ask and answer questions about your partner's talents.

- A *Are you good at singing?*
 B *No, I'm not very musical.*

1.17

Exercise 1

- Play the recording for the students to listen and repeat the Key Words. Check word stress and students' understanding.
- Students work in small groups or as a whole class, discussing the stars in the photos.

1.18

Exercise 2

Audioscript → page 105

- Give students time to read through the table.
- Play the recording, twice if necessary, for students to listen and complete the table.

Answers → student page

Exercise 3

- You could have a class vote on who the most talented stars are.

Exercise 4

- Read through the questionnaire with the class and check students' understanding.
- Students do the questionnaire working individually.

Exercise 5

- Students check their answers on page 91 and see if they agree with the profile of their talents.

Exercise 6

- Before students work in pairs, check that they can make the questions (*Do/Can/Are you ... ?*) correctly for all the items in the questionnaire.

Extra

In turn, students tell the class two positive things about their partner, e.g. what they are good at or like doing.

Get Ready

Background

This page looks at four young talents: **Tom Daley**, born in 1994, is a diver from England who has represented Great Britain at both the Olympics and the Commonwealth Games.

Hou Yifan, born in 1994, became in 2010 the youngest ever World Chess Champion. She is also the youngest ever Women's Champion in her native China.

Chloë Moretz, born in 1997, is an American actress. Her most famous role is in the film *Kick-Ass* (2010) and she has appeared in numerous other films.

Justin Bieber, born in 1994, is a Canadian singer songwriter. He has been nominated for and won numerous awards. The questionnaire in Exercise 4 focuses on students' own talents. It is loosely based around the first five of the seven (now eight) 'intelligences' proposed by American psychologist, Howard Gardner. More information is available on the Internet at:
www.tomdaley.tv
www.en.wikipedia.org/wiki/Hou_Yifan
www.chloemoretz.com
www.justinbiebermusic.com
www.howardgardner.com

4 Magicians

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7 and 8)

More time: do the Extra activity

Background

The lesson is about two magicians:

Harry Houdini (1874–1926), born in a Jewish family in Budapest, emigrated to the USA as a child, probably the most famous magician and escape artist ever. His most famous acts included escaping from handcuffs, safes, jails, coffins buried underground and underwater tanks.

David Copperfield, born in 1956 in the USA, performs live and on TV, the best known contemporary illusionist. His most famous illusions include making the Statue of Liberty disappear, levitating over the Grand Canyon and walking through the Great Wall of China.

Warm-up


Exercise 1

- If some of the students haven't seen a live magic show, encourage them to talk about magicians they have seen on TV. If appropriate, introduce vocabulary used in the text in Exercise 3, e.g. *escape from X*, *make X disappear*, *levitate*.

Exercise 2

- Students discuss the questions in groups of three or four. Encourage them to give their reasons for liking or not liking magic. Students then report back to the class.

Warm-up

-  **Speak Out** Have you ever seen a magic show? Tell the class.

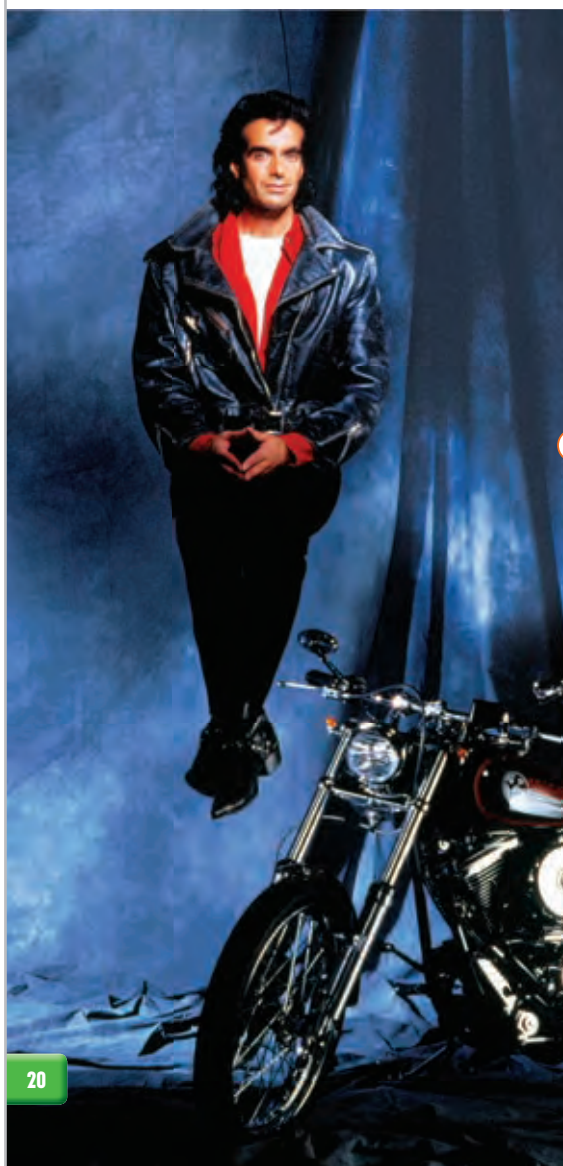
There was a magician at my friend's birthday party. She did lots of card tricks.

- Do you like magic? Why/Why not?

Reading

-  Read the texts (a and b). Answer the questions.

- Which magician had a more difficult childhood? Why?
- Are the two magicians' tricks similar or different?



DAVID COPPERFIELD

David Copperfield (1956–), the best known illusionist of our times, **could** do amazing card tricks in primary school. He **didn't have to** work like Houdini because his family was quite rich. When he was at school, he learnt some magic tricks to impress people. At sixteen, he started teaching magic at New York University.

In his shows in the 1980s and 1990s, he made the Statue of Liberty disappear, walked through the Great Wall of China and levitated across the Grand Canyon. In one show, he flew above the stage with a lady from the audience in his arms, while thousands of amazed spectators **were watching** him.

THE GREAT HOUDINI

Harry Houdini (1874–1926) was the most famous escape artist in the world. He was born in Hungary but his family moved to the USA when he was four. As a child, **he had** to work to help his family – he sold newspapers, cleaned shoes and performed tricks for money. He was only nine when he gave his first public show.

Houdini's most famous acts were escapes. He **could** open locks and handcuffs without a key. (He learnt to open locks when he **couldn't** get an apple pie from his mother's locked cupboard!) He escaped from boxes, underwater tanks and prisons all over the world. Once he escaped from a straitjacket when he **was hanging** on a rope from a high building. Many people tried to copy him but they **couldn't** do his tricks. One man drowned when he **was trying** to escape from a milk tank.

20

Reading



Exercise 3

- Students look at and talk about the photo.
- Play the recording once for students to listen and read and answer the questions.
- Explain or encourage students to guess the meaning of any new words in the text.

Answers

- Harry Houdini. He had to work to help his family.
- different (Houdini was an escape artist and Copperfield is an illusionist.)

Grammar: Past Simple and Past Continuous

Exercise 4

Answers → student page

Extra

Students match the tenses and uses of three more sentences from the Houdini text, e.g.

His family moved. (Past Simple / c)
He sold newspapers, cleaned shoes and performed tricks. (Past Simple / a)
Once he escaped from a straitjacket when he was hanging on a rope from a high building. (Past Simple / c; Past Continuous / b)

Grammar: Past Simple and Past Continuous

- 4 Name the tenses underlined in the sentences (1–3). Then match the sentences and tenses (1–3) with the uses (a–c).

1 He was only nine when he <u>gave</u> his first public show. (<i>Past Simple</i>) c)	a) regular activities in the past
2 He <u>escaped</u> from boxes and prisons. (<i>Past Simple</i>) a)	b) longer background activities in the past
3 One man drowned when he <u>was trying</u> to escape from a milk tank. (<i>Past Continuous</i>) b)	c) single events in the past

- 5 Match the sentences (1–4) with the meanings (a–d).

1 He had to work to help his family. a)	a) was necessary
2 He could swim well. c)	b) wasn't necessary
3 They couldn't do his tricks. d)	c) had the ability/was possible
4 He didn't have to work. b)	d) didn't have the ability/was impossible

Practice

- 6 Complete the text about two other magicians with the verbs in brackets in the Past Simple or Past Continuous.

David Blaine ¹ *was walking* (walk) to his car when a poor man ² _____ (stop) him in the street and ³ _____ (ask) for some money. Blaine ⁴ _____ (take) a one-dollar note from the man. He ⁵ _____ (play) with the banknote when it suddenly ⁶ _____ (change) into a 100-dollar note.

Howard Jay ⁷ _____ (ask) a young woman from the audience to be his assistant. On stage, she ⁸ _____ (hold) an empty hat when a large diamond ring ⁹ _____ (appear) in it. Her boyfriend ¹⁰ _____ (stand) up and ¹¹ _____ (ask) her to marry him. The audience ¹² _____ (watch) them all the time. Fortunately, she said, 'Yes'.

- 7 Match the speakers (1–4) with the sentences (a–d).

1–b

1 'I had to study a lot.'	a) he/she had a lot of time for learning
2 'I didn't have to study very much.'	b) his/her teachers were very strict
3 'I couldn't study very much.'	c) he/she was a very clever child and found school very easy
4 'I could study a lot.'	d) his/her family was poor and he/she worked in the afternoons to help

- 8 Complete the sentences with *had to*, *could*, *couldn't* or *didn't have to*.

1 I'm very good at card tricks; I _____ already do them when I was five.
2 I _____ do any tricks after I broke my finger.
3 I _____ give a lot of shows to earn enough money.
4 I had two assistants so I _____ do everything myself.
5 I _____ buy all my equipment because magicians only use their own things.

Your Turn

- 9 Use the ideas below to make sentences about what you *could*, *couldn't*, *had to* and *didn't have to* do when you were in primary school.

- come home before 8 p.m.
- speak English
- tidy your room
- watch TV late
- play basketball
- do the shopping
- go cycling
- use the computer
- wash up
- do homework
- feed your pet
- babysit
- read books

- 10 Work in pairs. Read your sentences to your partner. Who had to help most at home? Who could do more fun things?

- 11 Make two sentences, one true and one false, about things that happened to you last night. Use the Past Continuous and the Past Simple.

I was walking home when I found some money in the street.

I was watching a match on television when the TV set exploded.

- 12 Work in pairs. Guess which sentence is false.

TIMEOUT! ▶ Page 94, Exercise 4

21

Exercise 5

- When checking answers, you may wish to check students' understanding of the meaning of the sentences by asking them how they would say each sentence in their L1.

Answers → student page

Practice

Exercise 6

- Advise students to read through the text quickly for general understanding before completing it.
- Check answers by asking individuals to read aloud the sentences.

Answers

2 stopped 3 asked 4 took
5 was playing 6 changed 7 asked
8 was holding 9 appeared
10 stood up 11 asked
12 were watching

Exercise 7

- Students may find it helpful to look again at Exercise 5 before doing this exercise.

Answers → student page

Exercise 8

Answers → student page

Your Turn

Exercise 9

- Read through the ideas with the class. Elicit two or three example sentences from the students.
- Students work individually, writing a sentence for each prompt. Check students' sentences.

Exercise 10

- Students work in pairs, taking turns to read aloud their sentences.
- Each pair decides who had to help most at home and who could do more fun things.
- The pairs report back to the class, e.g. *(Maria) had to help most at home. (John) could do more fun things.*

Exercise 11

- Give students time to read the instructions and example sentences.
- Say one or two sentences for students to guess which is true and which is false, e.g.
 - 1 I was going home yesterday when I saw an elephant.
 - 2 I was doing the shopping last Saturday when I lost my glasses.
 (Sentence 1 could refer to seeing a picture of an elephant on a poster or in a shop, so may not be the false sentence!)
- Students work individually, writing one true and one false sentence. Check students' sentences.

Exercise 12

- Students work in pairs, taking turns to read aloud their sentences and guess which of their partner's sentences is false.

TIMEOUT! ▶ Page 94, Exercise 4

Photocopiable activity 3, Teacher's Resources MultiROM

5 Hidden Talent

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7 and 9) and shorten the discussion in Exercise 11

More time: do the Extra activities

Background

This lesson is about women in history who have not become famous for a variety of reasons, or if they have become famous they have done so under another name.

This was quite a common phenomenon as until relatively recently women were discouraged from participation in science and the arts. Other examples include composers like Clara Schumann and Fanny Mendelssohn, many of whose works are probably under the names of their husbands; and the Countess of Lovelace, Lord Byron's daughter, who worked on mathematical calculations for Charles Babbage's first 'computer'. More information about all these people is available on the Internet.

Warm-up

Exercise 1

- After working in pairs, students read aloud their lists to the class. They can see how many different names they have thought of.

Exercise 2

- If students haven't listed the name of a woman for one of the categories (scientists, travellers, writers), ask them if they can think of a woman in that category.

Reading



Exercise 3

- Read through the questions with the students.
- Students work individually, quickly reading the texts and answering the questions.

Answers

- Charlotte, Emily and Anne Brontë
- Rosalind Franklin
- Lady Mary Wortley Montagu

Warm-up

- Work in pairs. Write the names of three famous scientists, travellers and writers from history.

travellers: Columbus, Marco Polo, Vasco da Gama

- How many of the people on your list are women?

Reading



- Quickly read the texts about the lives of some famous women. Who:

- were writers?
- was a scientist?
- was a traveller?

- Read the texts again. Are the sentences true (T), false (F) or is there no information (NI)?

- Lady Mary took her children to Turkey.
- In the eighteenth century, most British people weren't inoculated against smallpox.
- At school, Rosalind Franklin didn't enjoy science lessons.
- Rosalind Franklin was friends with Watson and Crick.
- Rosalind Franklin wasn't famous in her lifetime.
- The Brontë sisters wrote about their own lives.
- The sisters had three brothers.
- The sisters' poems made them famous.

- Find the verbs in blue in the text. Complete the Word Builder with the correct prepositions.

Word Builder

live	in
learn	1 about
work	2 on
die	3 of
write	4 about
travel	5 to

22

Exercise 4

- When checking students' answers, ask them to correct the false sentences or explain why they are false.

Answers → student page

- F – She became interested in science when she was at school.
- F – They sold only a few copies of their poems. Their novels made them famous.

1

Lady Mary Wortley Montagu, a British woman, **lived in** Turkey at the beginning of the eighteenth century.



While Lady Mary was living in Turkey, she **learned about** how the Turkish people inoculated their children against smallpox. Smallpox was a terrible illness: Lady Mary's brother died of it and her face had smallpox scars. At that time, there was no treatment for it in the UK so a doctor inoculated her children in Turkey. When she returned to the UK, she told everyone about the treatment. British doctors didn't listen to her because she was a woman and the idea was foreign. However, the king inoculated his children.

2

Rosalind Franklin became interested in science when she was at school. She wanted to study science so she went to Cambridge University where she got a degree in chemistry.



At the beginning of the 1950s, she was doing research into the structure of DNA. Two men, James Watson and Francis Crick, were **working on** the same problem. When they realised that her photographs were scientific proof of the structure of the DNA molecule, they used her ideas to complete their research. Their discovery of the structure of DNA was one of the greatest scientific discoveries of the twentieth century. When she **died of** cancer at the age of thirty-eight, most people didn't know how important her work was.



Exercise 5

- Students work individually or in pairs, finding the verbs and completing the prepositions.
- When checking answers, ask students to read aloud the sentences containing the phrases.

Answers → student page

Extra

Students work individually or in pairs, writing two or three sentences using some of the verbs and prepositions. Students read aloud their sentences to the class.

3



In 1846, three 'brothers', Currer, Ellis and Acton Bell, published their poems. Everyone thought the writers were men but they were three sisters: Charlotte, Emily and Anne Brontë. They used men's names because it was difficult for women to publish books at that time.

When the sisters published their first book of poems, they sold only a few copies. However, in 1847, their novels (Charlotte's *Jane Eyre*, Emily's *Wuthering Heights* and Anne's *Agnes Grey*) made them famous. The young women used their experiences in their books. For example, Charlotte **wrote about** her terrible experiences at boarding school. People thought the books were shocking and nobody believed that women wrote them. Finally, two of the sisters **travelled to** London to prove they weren't men.

6 Complete the sentences with the correct form of the words from Exercise 5.

- Lady Mary Wortley Montagu travelled to Turkey with her husband.
- The king _____ inoculation from Lady Mary.
- The Brontë sisters _____ the north of England with their father and brother.
- The sisters _____ their experiences in their novels.
- Rosalind Franklin _____ the structure of DNA.
- She didn't _____ old age.

7 Preposition Quiz Choose the correct preposition in the sentences.

- I like listening at / to music.
- I sometimes have to wait for / at buses.
- I never worry on / about exams.
- I don't know a lot about / in astronomy.
- I haven't got enough money to pay by / for a new computer.
- I sometimes think about / in my old boyfriend.

► Word Bank, page 106

Exercise 6

- Check answers by asking individuals to read aloud the complete sentences.

Answers

2 learnt/learned about 3 lived in
4 wrote about 5 worked on
6 die of

Exercise 7

- Ask students to see how many of the answers they can do without looking at the Word Bank. Students can then refer to the Word Bank to check their answers.

Answers → student page

8 Look at the Sentence Builder. Which of the underlined words mean:

- at the same time as?
- after?

Sentence Builder

When the sisters published their first book of poems, they sold only a few copies. b)

When/While Lady Mary was living in Turkey, she learnt about inoculation a)

9 Look at the sentences. In which of them can you only use *when*?

- Lady Mary Wortley Montagu wrote about life in Turkey *when / while* she was living in Istanbul.
- Lady Mary told people about smallpox inoculation *when / while* she returned to Britain. ✓
- When / While* Crick and Watson saw Franklin's photos, they knew they were important. ✓
- When / While* Franklin was doing her research, Crick and Watson were doing similar work.
- The scientists made one of the twentieth century's most important discoveries *when / while* they found the structure of DNA. ✓

Speaking

10 Work in pairs. Ask and answer the questions.

- Which of the women in the texts do you think is the most interesting? Why?
- What world-famous women do you know from history?
- What women do you know about from your country's history?
- What famous contemporary women do you most admire?

11 Speak Out Why are there still more famous male scientists, composers, artists and leaders nowadays? Which of these reasons do you think are most important? Tell the class.

- women have to look after their families
- it's more difficult for women to be successful
- women are not as interested in fame as men

Fact or Fiction?

The first woman to win a Nobel Prize was Marie Skłodowska Curie.

Answer on page 92.

TIMEOUT! ► Page 94, Exercise 5

23

Exercise 9

- Students work in pairs, reading and discussing the sentences.
- When checking answers, ask individuals to read aloud the pairs of sentences with *when* and then *while* so that students can check which sentences are possible.

Answers → student page

Speaking

Exercise 10

- Read through the questions with the class. Give students time to think about their answers.
- Students work in pairs, asking and answering the questions.

Exercise 11

- Read aloud the question and suggested reasons.
- Students work in small groups, discussing the question and possible reasons. Encourage students to think of other reasons as well as the three reasons given in the exercise.

Fact or Fiction?

Extra

Ask students to brainstorm ideas about what they know about the life of Marie Curie. If you wish, give them time in class or at home to find out information. Build up a paragraph on the board with the class about Marie Curie. Students can refer to the paragraphs in Exercise 3 to help them.

TIMEOUT! ► Page 94, Exercise 5

Photocopiable activity 4, Teacher's Resources MultiROM

6 Auditions

This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 5)

More time: do the Extra activities

Warm-up



Exercise 1

- Ask students if they have ever done an audition, e.g. for drama or music. Encourage them to say how they felt and how their audition went.
- Play the recording twice for students to listen and give each player a score out of five.

Exercise 2

- Students compare their scores and explain their reasons. If any of the students play these instruments, encourage them to give an 'expert' opinion.

Reading and Listening



Exercise 3

- Give students time to read through the questions.
- Play the recording once for students to listen and read and answer the questions.

Answers → student page

Extra

Students work in groups of four, reading aloud the dialogue and changing parts. Correct any serious pronunciation errors.

Warm-up



1 Listen to Jasmin, Matt, Sam and Gwen's auditions for a concert. How well do you think they played? Give them a score out of five.



2 **Speak Out** Tell the class your opinions.

I think ... played very well. I gave him/her a four.

Reading and Listening



3 Read and listen to the dialogue. Who:

- 1 snores? *Sam*
- 2 sings in the shower? *Matt*
- 3 thinks his performance was very bad? *Matt*
- 4 is superstitious? *Matt and Jasmin*
- 5 is lucky? *Jasmin*

The group goes to a bowling alley in Norwich after school.

Sam So, what's your room like, Gwen? Our room's quite nice.

Matt I don't think so. It's too small and you snore!

Sam No, I don't!

Matt Yes, you do. I need earplugs!

Sam Well, at least I don't sing in the shower like you!

Gwen Well, our room is really nice. By the way, what did you think about the audition this morning?

Sam I didn't think it was very easy.

Gwen Neither did I.

Matt It was a disaster! Auditions are horrible.

Sam That's true. But honestly, Matt, you were fine.



24

Speaking

Exercise 4

- Read through the Key Expressions with the class.

Exercise 5

- After checking answers, students work in pairs, reading aloud the dialogue and changing parts.

Answers → student page

Exercise 6

- Ask students to suggest more names. Each student then chooses four names to add to their list.
- Elicit one or two facts about each celebrity.

Exercise 7

- Read through the list of adjectives with the class.
- Ask two students to read aloud the example exchange. Then ask two or three more pairs to make exchanges about some of the other celebrities.
- Students work in pairs, giving their opinions about the celebrities in Exercise 6 and their additional four celebrities.

- Matt** No, I wasn't. I knew before I started because I didn't have my lucky ring.
- Gwen** What?
- Matt** My lucky ring. I sometimes wear it for luck. But I left it in my room.
- Sam** Well, I think superstitions are silly.
- Gwen** So do I. I don't believe in all that stuff.
- Matt** Well, I do.
- Jasmin** Hey, what are you lot talking about?
- Gwen** Matt's 'lucky ring'. Are you superstitious, Jas?
- Jasmin** Well, I never wear yellow on stage. It's unlucky for me. And I've got a lucky bracelet. Look!
- Gwen** Mm, it's really nice.
- Jasmin** Well, it's my turn. Watch. Yes! A strike!
- Sam** I don't believe it!

Speaking

4 Look at the Key Expressions.

Key Expressions: Opinions

Opinion	Agreeing	Disagreeing
Our room's quite nice.	That's true.	I don't think so.
I didn't think it was very easy.	Neither did I.	I did.
I think superstitions are silly.	So do I.	I don't.
I don't believe in all that stuff.	Neither do I.	I do.

5 Complete the dialogue.

- A I ¹ thought the concert was great!
- B So ² did! Leona Lewis was brilliant!
- A That's ³ true. But Take That were better.
- B I ⁴ don't think so. I think they sang too many old songs.
- A I ⁵ don't! I really enjoyed them. And I think they've got great voices.
- B So ⁶ do I but I prefer their newer songs.

6 Look at the list of celebrities. Add four more.

- Lionel Messi (footballer)
- Kristen Stewart (actor)
- Caroline Wozniacki (tennis player)
- Katy Perry (singer)
- Daniel Radcliffe (actor)
- Rafael Nadal (tennis player)
- Dizzee Rascal (singer)

7 Work in pairs. Give your opinions and agree and disagree about the celebrities in Exercise 6. Use these adjectives.

- attractive • brilliant • excellent • good-looking
- great • intelligent • nice • talented

- A *Kristen Stewart is attractive but I don't think she's a great actress.*
- B *I do. I think she's talented.*

Everyday Listening

1.23 1 Listen to the interview for a holiday job. Which of the things below can the girl do?

- speak a foreign language
- use computer programs
- get on with people
- repair things
- do crosswords
- type fast
- use the Internet

1.24 2 Listen again and complete the form.

YOUR DETAILS

Name: ¹ Alison Bayliss

Address: ² 59, Orchard Rise, Norwich

Date of birth: ³ 15/03/ 96

Education: Exams: ⁴ maths, English, history, geography, ⁵ French and ⁶ computer science

Work experience: At weekends, works in aunt's ⁷ clothes shop

Interests: horse riding, hockey and ⁸ basketball

1.25 3 Pronunciation Listen to the four sounds and repeat the words.

- 1 /t/ hat 3 /θ/ think
2 /d/ had 4 /ð/ then

4 What sounds are the underlined letters in the sentences?

- 1 And your date of birth is the fifteenth of the third, ninety-six.
- 2 I can read and write and understand everything when they don't talk too fast.
- 3 They're not hard and I can use both of them.
- 4 Sometimes I work in my aunt's clothes shop at the weekends.

1.26 5 Listen and repeat the sentences.

TIMEOUT! ▶ Page 94, Exercise 6

25

1.25 Exercise 3

- Play the recording several times for students to listen and repeat the sounds and words, chorally and individually.

Exercise 4

- Students work individually or in pairs, writing the number (1–4) for each underlined letter in the words.
- When checking answers, make sure that students can hear and produce the two sounds for 'th'. If necessary, ask students to say each sound separately, focusing on the voiced and unvoiced difference between the sounds.

Answers

- 1 date (2) birth (3) the (4) fifteenth (1) fifteenth (3) the (4) third (3) ninety (1) 2 read (2) write (1) understand (2) everything (3) they (4) don't (1) talk (1) too (1) fast (1) 3 They're (4) not (1) hard (2) both (3) them (4) 4 sometimes (1) aunt's (1) clothes (4) at (1) the (4) weekends (2)

1.26 Exercise 5

- Play the recording several times for the class to repeat the sentences.
- Each student in turn says one of the sentences.

TIMEOUT! ▶ Page 94, Exercise 6

Everyday Listening

Audioscript → page 105

1.23 Exercise 1

- Find out which students want to work in an office. Ask them what they can do well and what sort of office they want to work in.
- Play the recording twice for students to listen for what the girl can do.

Answers → student page

1.24 Exercise 2

- Give students time to read through the form before you play the recording.

Answers → student page

Extra

Play the recording for students to listen for extra information, e.g. *What grades did she get in her exams?* (Grade A), *When was she in France?* (this year), *How long for?* (a month), *Why is it good that Alison can communicate in French?* (Because the company has some French clients.), *What two computer programs can she use?* (Word and Excel).

Encourage students to guess what sort of company it is and how Alison continues the interview.

Your Challenge

Writing: An email

Exercise 1

- Students work individually, reading the text and answering the questions.

Answers

- 1 He stayed with his uncle in London for four days.
- 2 The level is a bit too high for him.
- 3 Mrs Tyler-Smith's cat
- 4 Sam and Jasmin

Text Builder

Exercise 2

Answers → student page

Exercise 3

- After checking answers, ask students to look at the email and read aloud the sentences containing the linkers.

Answers

usually go at the end of a sentence: as well, either, too
can go at the start or in the middle of a sentence: also
come after a negative verb: either

Extra

Students work in pairs, writing sentences with linkers about two or three of these topics: a journey, your family, your friends, your hobbies. Give some examples first, e.g. *It was a very long flight. The seats were really uncomfortable, too. / My dad doesn't like pop music. He doesn't like jazz, either.*

Exercise 4

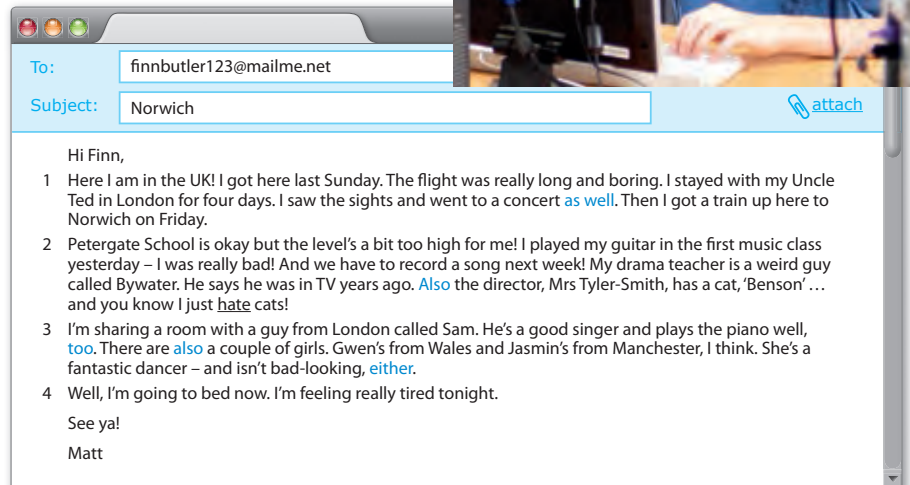
- Tell students they will use this advice when they write their emails in Exercise 5.

Your Challenge

Writing: An email

1 Read Matt's email. Answer the questions.

- 1 What did Matt do before the course started?
- 2 What is he worried about?
- 3 What doesn't he like about Petergate?
- 4 Which students does he think are talented?



Text Builder

2 Match the topics (a–d) with the paragraphs (1–4).

- a) reason for finishing the email 4
- b) new friends 3
- c) the trip to the UK 1
- d) the school and teachers 2

3 Look at the linkers in blue in the text. Which words:

- usually go at the end of a sentence?
- can go at the start or in the middle of a sentence?
- come after a negative verb?

4 Look at the Writing Help.

Writing Help: Getting ideas for emails, letters and postcards

- First, think about the situation you are in: Where are you? What are you doing? What is the place like?
- Think about the letter: Why are you writing? Who are you writing to? What is that person interested in?
- Think of news: What did you do yesterday/last week? Did you enjoy it? What was it like?

26



5 Imagine you are studying at a language school in the UK, United States or Australia. Write an email to an English-speaking friend.

STEP 1 Use the questions in the Writing Help to think of ideas.

STEP 2 Write your email. Write about:

- your trip to the UK, United States or Australia
- the school, classes and teachers
- new friends
- a reason to finish the letter

Remember to include linking words.

STEP 3 Check your email for spelling, grammar and linking words.

6 Work in groups. Read each other's emails. Which trip sounds the most interesting?

Exercise 6

- When each group has decided which of their trips sounds most interesting, they can read aloud that email to the rest of the class.

Exercise 5

- Read through the steps with the class so that students understand what to do.
- Elicit more reasons to finish an email or letter, e.g. *I have a class starting in five minutes. / It's lunchtime. / My friends are waiting for me to go out with them.*
- Advise students to refer to Matt's email when writing their own email and remind them to use linking words.
- Students can work in pairs, helping each other check their emails. If they are unsure of any points, they can ask you.



1.27 1 Read and listen to the dialogue.

Zara Did you watch the match last night?
Tom Yes, I did.
Zara It was fantastic, wasn't it?
Tom Yes – better than the last time they played. That wasn't very good, was it?
Zara No, but this time Messi scored a great goal. I think he's brilliant!
Tom Do you? I prefer Ronaldo. He's scored more goals this season, hasn't he?
Zara That's true. But Messi is the best player in the world at the moment. All the newspapers say that, don't they?
Tom But Messi can't run as fast as Ronaldo, can he?
Zara Can't he?
Tom No, and Ronaldo is older, isn't he?
Zara Well, they're both brilliant.

2 Read the questions (1–2) and match them with Zara's intentions (a–b).

- 1 Did you watch the match last night? **a)** Zara doesn't know the answer.
 2 It was fantastic, wasn't it? **b)** Zara knows the answer and thinks Tom agrees with her.

3 Complete the questions with the correct question tags.

Sentence	Question tag
Ronaldo is older, All the newspapers say that, They are practising, He's scored more goals this season, It was fantastic, The goalkeeper played well, Ronaldo can run faster, Barcelona will win the Champion's League,	<u>isn't he</u> ? <u>don't they</u> ? aren't they? <u>hasn't he</u> ? <u>wasn't it</u> ? didn't he? can't he? won't they?
That wasn't very good, Messi can't run as fast as Ronaldo, Beckham isn't in the England team, Torres didn't play, Chelsea won't win,	<u>was it</u> ? <u>can he</u> ? is he? did he? will they?

4 Complete the rules with the correct words.

We use a positive/negative tag after a positive statement and a positive/negative tag after a negative statement.

Practice

5 Complete the sentences with question tags.

- You can do some card tricks, can't you ?
- Magicians don't work in the morning, do they ?
- Iker Casillas is a very good goalkeeper, isn't he ?
- Footballers earn a lot of money, don't they ?
- Your parents will come to our matches, won't they ?
- Spurs have won two matches this year, haven't they ?
- Pelé played in the World Cup when he was seventeen, didn't he ?

6 Work in pairs. Make questions.

- ▶ Student A, page 89
- ▶ Student B, page 90

7 Read the questions in blue in Exercise 1. Does the speaker:

- a) agree? **c)** show interest/
b) disagree? surprise?

8 Respond to the statements with questions to show interest.

- I'm interested in magic. Are you?
- My sister plays for the school team.
- My dad can't ski.
- I spent my holidays in Greece.
- I don't like hot climates.
- Football is my favourite sport.
- My mum has just learnt to swim.

1.28 **9** Listen to the people. Respond to each sentence. Show interest.

1.28 **10** Listen and repeat the responses.

Practice

Exercise 5

- After checking answers, ask pairs of students to read aloud and agree with the sentences, e.g. *You can do some card tricks, can't you? Yes, I can.*

Answers → student page

Exercise 6

- Divide the class into pairs. Student A in each pair looks at page 89 and Student B looks at page 90.
- Give students time to add question tags to their statements and write three questions of their own. Check students' questions.
- Students work in pairs, asking their questions and responding to their partner.
- Each pair says two of their own questions and responses for the class to hear.

Exercise 7

- Play the recording again for students to listen to the intonation of the questions *Do you?* and *Can't he?*

Answer → student page

Exercise 8

- Check answers by asking pairs of students to say the statements and responses.

Answers

- 2 Does she? 3 Can't he?
4 Did you? 5 Don't you?
6 Is it? 7 Has she?

Understanding Grammar

Question tags

1.27 **Exercise 1**

- Ask students: *Does Tom prefer Ronaldo or Messi? (Ronaldo) Why? (Because he's scored more goals this season.) What does Zara think? (She thinks Messi is the best player in the world/they are both brilliant.)*

Exercise 2

Answers → student page

Exercise 3

- After checking answers, ask pairs of students to read aloud and agree with the sentences, e.g. A: Ronaldo is older, isn't he? B: Yes, he is. Check that students use a falling intonation at the end of these question tags.

Answers → student page

Exercise 4

Answers → student page

1.28 **Exercise 9**

Audioscript → page 105

- Play the recording for individuals to respond to each sentence. Ask the rest of the class to listen and help to correct any wrong responses.

1.29 **Exercise 10**

Audioscript → page 105

- Play the recording several times for students to repeat the responses, first chorally and then individually.

Language Check

Exercises 1–5

Answers → student page



Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- After checking answers to Exercise 5, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do Language Check 2 of the Workbook.

Study Help: Similar words

- Read through the notes with the class.
- Ask students what English words they can see on signs or in newspapers and magazines in their country.
- Students work in small groups, writing five words that are similar in English and their language and two 'false friends'.
- The groups in turn tell the class their words and see how many different words they have thought of.
- Advise students to record these words in a section of their vocabulary books for future reference.

Module 2 test,
Teacher's Resources MultiROM

Language Check

1 Make adjectives from the words in brackets.

- 1 She's very musical and can play the flute beautifully. (music)
- 2 I'm not a very talented actor – I always forget my words! (talent)
- 3 He's very imaginative and writes really good ghost stories. (imagination)
- 4 I'm not a very practical person. I hate making things with my hands. (practice)
- 5 My brother's very athletic and is good at all sports. (athletics)

2 Complete the sentences with the correct prepositions.

- 6 Jo is living in York at the moment.
- 7 We learnt about the history of theatre in our drama class.
- 8 The Brontë sisters wrote about their experiences in their novels.
- 9 She's working on her school project.
- 10 My dad often travels to the United States for work.

Vocabulary / 10

3 Complete the questions.

- 11 They're good at tennis, aren't they?
- 12 He can't play the piano, can he?
- 13 We didn't do very well in the exam, did we?
- 14 You're good at chess, aren't you?
- 15 Your parents were living in Germany when you were born, weren't they?

4 Complete the text with the correct form of the verbs in brackets.

William Shakespeare was born in 1564 in Stratford-upon-Avon. Shakespeare's father was a glove maker and his mother ¹⁶ had (have) a lot of land. When William was born, his father ¹⁷ was doing (do) very well in business but a few years later things ¹⁸ went (go) wrong. William probably went to Stratford Grammar School and he ¹⁹ could (can) read and write Latin. When he was eighteen, he ²⁰ married (marry) Anne Hathaway. William probably ²¹ left (leave) Stratford to go to London in 1588. Maybe he ²² had to (have to) leave because of money problems. Anyway, we know that in 1594 he ²³ was working (work) for the most successful theatre company in London. He ²⁴ wrote (write) thirty-seven plays and 154 poems. He retired to Stratford in 1611 and ²⁵ lived (live) there until he died at the age of fifty-two.

Grammar / 15

5 Complete the gaps with one word.

- A Did you see the game? I thought it was great.
B So ²⁶ did I. 4–3 with the final goal in the last minute! Games like that are brilliant!
- A That's ²⁷ true. I thought Kakà was the best player.
B Oh, I ²⁸ didn't. I thought Ramos was better. And he scored two goals. Kakà was lucky with his goal.
- A I ²⁹ don't think so. Anyway, Barcelona played well, too but I didn't think the referee was very good.
B Neither ³⁰ did I. He made some terrible decisions.

Key Expressions / 5

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
 - Look at the table below. Check where you made mistakes.
- | Wrong answers: | Look again at: |
|----------------|--------------------------|
| Numbers 1–5 | Get Ready – Key Words |
| Numbers 6–10 | Unit 5 – Word Builder |
| Numbers 11–15 | Understanding Grammar |
| Numbers 16–25 | Unit 4 – Grammar |
| Numbers 26–30 | Unit 6 – Key Expressions |
- Now do the exercises in Language Check 2 of the Workbook.

28

Study Help: Similar words

Many words in English are similar to words in other languages. You can usually guess the meaning.

- 'International' words, e.g. *taxi*, *hotel*.
- Words from Latin and Greek or a mixture, e.g. television (*televizor* in Polish, *televisor* in Spanish).
- Be careful with 'false friends' – similar words with a different meaning, e.g. – *a hazard* in English means a danger (*hazard* in Polish means *gambling*).

- Write five words similar in English and your language and two 'false friends'.