

CAMBRIDGE

Limba modernă 1
Engleză
Ghidul profesorului

Clasa a VII-a

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CONTENTS

Introduction	6
---------------------	---

Teacher's Notes And Keys	
Welcome unit	16
1 The easy life	22
2 Sporting moments	30
Let's practise!	36
Test Yourself Units 1 & 2	37
3 Travellers' tales	38
4 The ways we learn	47
Let's practise!	53
Test Yourself Units 3 & 4	53
5 Social networking	55
6 My life in music	63
Let's practise!	69
Test Yourself Units 5 & 6	69
7 Future bodies	70
8 Making a difference	78
Let's practise!	85
Test Yourself Units 7 & 8	85
9 Tomorrow's world	86
10 Money	94
Let's practise!	99
Test Yourself Units 9 & 10	100

Final evaluation	101
-------------------------	-----

Festivals	105
------------------	-----

Literature	109
-------------------	-----

Projects	111
-----------------	-----

Pronunciation	115
----------------------	-----

Get it right!	118
----------------------	-----

Workbook answer key	121
----------------------------	-----

Workbook pronunciation key	140
-----------------------------------	-----

COMPETENȚE GENERALE ȘI SPECIFICE DIN PROGRAMA ȘCOLARĂ

1.	Receptarea de mesaje orale în situații de comunicare uzuală
1.1.	Identificarea informațiilor principale din știrile prezentate la tv/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
1.2.	Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
1.3.	Identificarea unor elemente comune culturii proprii și culturii studiate
2.	Exprimarea orală în situații de comunicare uzuală
2.1.	Prezentarea unor planuri/expunerea unor intenții și proiecte de viitor
2.2.	Participarea la conversații în legătură cu planificarea unor activități
2.3.	Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului
2.4.	Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
3.	Receptarea de mesaje scrise în situații de comunicare uzuală
3.1.	Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente
3.2.	Selectarea de informații din texte pe teme din viața cotidiană
3.3.	Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
3.4.	Căutarea de surse adecvate de lectură și de informare
4.	Redactarea de mesaje în situații de comunicare uzuală
4.1.	Elaborarea unui mesaj simplu de prezentare pentru un profil personal
4.2.	Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
4.3.	Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise

GENERAL AND SPECIFIC COMPETENCES FROM THE CURRICULUM

1.	Receive oral messages in everyday communication situations
1.1.	Identify the main information from the news presented on TV/recorded materials relating to different events, when the commentary is illustrated by pictures
1.2.	Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly
1.3.	Identify common aspects between your own culture and the culture of the language studied
2.	Speak in everyday communication situations
2.1.	Present plans, intentions and future projects
2.2.	Participate in conversations related to planning activities
2.3.	Express an opinion on a practical issue with the support of the interlocutor
2.4.	Show a positive attitude towards participating in a verbal exchange and public speaking
3.	Receive written messages in everyday communication situations
3.1.	Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
3.2.	Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
3.3.	Identify information from a simple written letter/email to write an answer
3.4.	Show willingness to be informed through reading
4.	Write messages in everyday communication situations
4.1.	Write a simple presentation message for a personal profile
4.2.	Tell a story, in short, using linking words to emphasize the chronological order
4.3.	Show a positive attitude towards participating in the exchange of written messages

INTRODUCTION

COURSE METHODOLOGY

Solid skills and language work

Limba modernă 1. Engleză. Clasa a VII-a is an English language course for seventh grade students. Based on a carefully crafted skills and language syllabus, the course helps students develop their receptive and productive language skills and strategies, and provides a systematic approach to competence training.

The authors have put great emphasis on the continuous extension of students' lexical knowledge by including two vocabulary sections within each unit, together with WordWise activities in every other unit. WordWise aims to develop awareness of and competence in using high-frequency words and chunks of language, important collocations, and phrasal verbs, as well as increasing fluency. In addition, an entertaining and thought-provoking teen photostory offers natural contexts for the presentation and practice of phrases for fluency. These are high-frequency lexico-grammatical chunks of language used in spoken communication.

Students are guided through the grammar via inductive exercises, which support them in their grasp of both form and meaning. The structures are then practised through a sequence of exercises in which students learn how to apply them in motivating and communicative activities.

Adolescents do not always find it easy to participate in speaking activities, especially when they are asked to say what they think and feel. *Limba modernă 1. Engleză. Clasa a VII-a* takes this concern seriously. Based on research in teenage classrooms in many different countries, the authors have found that it is generally easier for adolescents to engage in thinking activities if they are embedded in the framework of topics and texts that they can emotionally connect with, and especially those that are far from their day-to-day realities. This remoteness gives students the opportunity to look outwards rather than inwards, and in so doing feel less self-conscious. So, units often start somewhat removed from students' own lives, presenting stories of extremes, set in faraway places and cultures but whose protagonists – the heroes and heroines of these stories – young people can identify with. This helps them to get in closer touch with inspirational human qualities such as creativity, courage, perseverance, passion and care, and makes it easier for them to get involved in the speaking activities leading into or following the texts; this in turn makes their learning much easier, quicker and more pleasant.

Based on educational principles

Piaget (1981:3) asserts that all learning involves states of 'pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom.' The transition period from adolescence to early adulthood offers its own additional emotional challenges, as it is characterised by the individual's struggle for identity. During this period, many

adolescents are overwhelmed by their emotions, and these can exert a strong influence – both positive and negative – on their behaviour and their attitudes. The integration of both emotional qualities and cognitive processes is key to the successful development of students' cognition, their understanding of the world, and their development towards becoming responsible human beings.

Limba modernă 1. Engleză. Clasa a VII-a supports teachers in helping students integrate their emotional reactions and cognitive processes. It achieves this through an invaluable and comprehensive support system aimed at systematically developing your students' thinking skills, their awareness of values and their self-esteem, whilst at the same time building their language skills and competencies. This in turn will increase students' awareness of the issues that are important to their present and future lives, deepen their understanding of important social and global issues, and enable them to become more caring and thoughtful young adults.

TRAIN TO THINK

Limba modernă 1. Engleză. Clasa a VII-a also focuses on building basic cognitive tools, i.e. capabilities that are required for the development of so-called higher order thinking skills that will be addressed later on in your students' English language development. Examples of such basic thinking skills include Comparing and Contrasting, Categorising, Sequencing, Focusing Attention, Exploring Space, Time, and Numbers, and Understanding Cause and Effect.

The activities in the book have been carefully designed to offer an appropriate level of challenge, taking into account the fact that students are tackling/approaching them in a language they are still learning and not in their own.

VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to and an interest in, conveying positive values to the next generation. Teaching values is undoubtedly a challenging task. Telling adolescents how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be a good listener; we ourselves need to listen to them empathetically. Other important elements in promoting positive values in the classroom are: a supportive and encouraging learning atmosphere; and a positive rapport between you and your students. Moreover, exposure to emotionally engaging content (stories) and motivating

activities that involve the exploration of important universal values and making them their own further enables students to increase their awareness of and understand the importance of values, and ultimately, adapt their behaviour accordingly. This is where *Limba modernă 1. Engleză. Clasa a VII-a* offers significant support, as it gives your students many opportunities to reflect on and discuss a wide range of important values, including ethical, environmental, health-oriented and artistic ones.

SELF-ESTEEM

As many teachers have noticed, a lack of self-esteem and self-worth can lead to an attitude of defensiveness in adolescent students. This frequently observed pattern can lead to serious behavioural issues that are usually very difficult to deal with, such as students failing to take responsibility for their own actions, bullying and threatening others, withdrawing from work, daydreaming, or even giving up study altogether.

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’. (op cit, p. 27) and stresses (op cit p. 28) that ‘a far better way to bolster your sense of self-worth is, ironically, to think about yourself less. Compassion toward others and yourself, along with a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you

weather bad news, learn from your mistakes and fortify your friendships.’

And this is exactly what the activities in *Think* labelled *Think Self-Esteem* are for. They help students reflect on their role in society, their attitudes and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

Sources:

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- Le Doux, J. (1998) *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*, New York: Simon & Schuster
- Piaget, J. (1981) ‘Intelligence and Affectivity: Their Relationship during Child Development’, Palo Alto: Annual Reviews
- Puchta H., Williams M. (2011) *Teaching Young Learners to Think*. Helbling Languages and Cambridge University Press

Unit and Topic area	Values	Self-esteem	Critical Thinking
1 The easy life	Caring for people and the environment [Environmental values]	Classroom rules [A sense of belonging]	
2 Sporting moments	Trying, winning and losing [Being a good winner / loser]		Sequencing
3 Travellers’ tales	Travel broadens the mind [Respect for other cultures; respect for other individuals, tolerance of otherness]		Exploring differences [Comparing and contrasting]
4 The ways we learn	Learning for life [Moral values: understanding the importance of lifelong learning]		Learning about texts [identifying text type and purpose]
5 Social networking	Responsible online behaviour [Moral values: understanding the importance of value based behaviour]		Networking in the family [sequencing]
6 My life in music	Following your dreams [Health values: the importance of visions and following one’s dreams]	Music and me [A sense of identity: What’s important for me]	
7 Future bodies	Exercise and health [Health]	Getting help [A sense of security: being supportive; A sense of identity: asking for help when needed]	
8 Making a difference	Caring for the world [Environmental values]		Different perspectives [recognising text type and purpose]
9 Tomorrow’s world	Believe in a better future [Environmental values: developing a sense of community with past and future]	Two things [A sense of purpose: becoming independent]	
10 Money	Being successful [Personal values]		What’s important for your future? [A sense of purpose: establishing goals]

USING THE STUDENT'S BOOK

The first reading sets the scene for the unit ...

9 TOMORROW'S WORLD

OBJECTIVES

FUNCTIONS: checking information; agreeing

GRAMMAR: future forms; question tags – revision; *Not/Neither/So* – for agreeing

VOCABULARY: future time expressions; arranging a party; phrases with *about*

Objectives, focusing on skills and language, are clearly displayed. These signal to you and your students what you can expect to achieve by the end of the unit.

Reading texts are about contemporary topics that teens can relate to. They span a range of genres from magazine articles and blogs to webchats and product reviews.

Pre-reading activities activate students' prior knowledge, get them interested in the topic of the text and provide a tool for pre-teaching key vocabulary.

9 TOMORROW'S WORLD

STAR CLIENT

READING

- Look at the pictures in the newspaper on these pages. What do the pictures show?
This one shows a building in the future.

SPEAKING Work in pairs. Think of a current news story for each section of the newspaper.

sport | travel | entertainment
science and technology

Can you think of a science and technology story?

Yes, computers attached to eyeglasses. They're incredible!

- Look at the pictures again. What do you think the stories are about?
- Read and check your ideas. What is 'different' about this newspaper?

LISTENING Read and listen to the stories again. Decide if the sentences are correct or incorrect. Correct the incorrect sentences.

- They planned to open the Titan Moon Hotel in 2042.
- There are some human actors in *Star Client*.
- Interflix film producers think actors are too expensive.
- Shirley Williams lost a foot in a car accident.
- Doctors thought Shirley's career was over.
- People are already using 3D holograms.

Each sequence of exercises helps students to unlock the text. First, learners read either for gist or to check predictions. Then they re-read for more detailed understanding.

SPORT

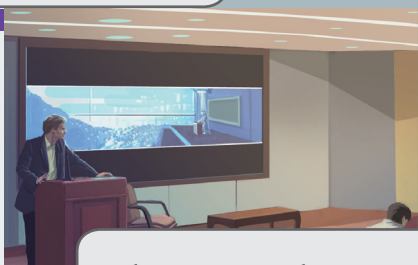
...able to compete in the ...
h. The 28-year-old boxer ...
lived in a car accident ...
is over. But a two-year ...
now has the chance to ...
'arrive', she told reporters.
'2044,' she added.

The reading text is also available for students to listen to. This provides you with greater flexibility in how you approach the text. The audio also helps to focus students' attention on the sounds of the language.

Regular opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work appear throughout the unit. Look for **SPEAKING**

TECHNOLOGY

Imagine sitting in a business meeting in New York while also sitting in your pyjamas back home in London. According to scientists at the United European University in Zurich, this will be a reality sometime in the near future. Dr Miriam Jameson, head of the science and computing department, held a press conference yesterday to announce a major breakthrough in hologram technology. She promised that two years from now it will be possible to send 3D images of yourself anywhere in the world.



VALUES

Believe in a better future

- What kind of future do you think these stories show?

- a positive future
 - not positive or negative
 - a negative future
- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Robot films | <input type="checkbox"/> 3D holograms |
| <input type="checkbox"/> Moon hotel | <input type="checkbox"/> Miracle boxer |

SPEAKING Work with a partner. Give your opinion.

I think the story shows a negative future. A good thing for technology is that it will help people live longer.

SPEAKING Think of a positive future. What things do you see? Think about these areas.

technology | medicine | world peace | sport | weather

No one is sick.

Values invites students to consider their broader opinions and values through reflection on the reading text. Expressing opinions in pairs/groups provides them with support, while also offering extra fluency practice.

... before exploring core language and developing listening skills.

Lexical sets are presented with clear visuals to support immediate understanding of new **vocabulary** items.

Target **vocabulary** is available for students to listen to. This offers a dynamic way of feeding back and supports students in their ability to hear *and* say new words.

GRAMMAR

Future forms

1 Complete the example sentences with the verbs in the list. Check your answers with the stories on pages 94–95. Then match the sentences in Exercise 1 with the rules. Write a–d.

opens | spending | start | will

- a The film _____ in the UK on Friday.
- b History _____ be made later today.
- c I'm going to _____ training for Lima 2044.
- d They are _____ a three-day honeymoon there.

RULES: We often use

- the present simple tense to talk about fixed future events. 1 _____
- *be going to* to talk about future plans and intentions. 2 _____
- *will/won't* to make predictions about the future. 3 _____
- the present continuous for arrangements. 4 _____

2 Complete the sentences with the correct form of the verbs in brackets.

arrive | open | finish



TRAIN TIMES	
DEPARTURES	
	9.45 AM
	10.00 AM
	10.15 AM
	10.40 AM

- 0 The sale *finishes on Friday* _____.
- 1 Flight FLO98 _____.
- 2 The concert _____.
- 3 The train _____.
- 4 The shop _____.

96

Practice exercises for key **pronunciation** points are available at the back of the book. These relate to the language of the unit and are accompanied by audio material. Cross-references on the Student's Book page indicate the most appropriate point in the unit to exploit the relevant **Pronunciation** section.

3 Read the sentences. Mark them P (prediction), I (intention), A (arrangement) or F (fixed event).

- 0 She won't do very well in her exams. P
- 1 They're going to buy a new car soon. _____
- 2 The match starts at 3 pm. _____
- 3 He's meeting his mother for lunch on Friday. _____
- 4 The new zoo opens on Friday. _____
- 5 One day we'll all live under the sea. _____
- 6 I'm going to write a novel one day. _____
- 7 They're having a party on Tuesday. _____

4 Choose the best future form to complete the dialogue.

- A *Are you doing?* Do you do anything on Friday evening?
- B Yes, I *'m working* / *'ll work* at the restaurant.
- A Oh, what time *'re you finishing* / *do you finish*?
- B The restaurant usually closes at 9 pm and I *work* until then but there's a party this Friday so I *won't* finish until at least 10 pm. Why?
- A *Am you going to have* / *'ll have* a party. Lots of people *are coming* and I wanted to invite you.
- B *Am you going to be* / *'ll be* there. I *aren't being* too tired?
- A *Am you going to be* / *'ll be* the perfect way to start.

The listening section follows established procedure: a pre-listening activity, a listening-for-gist task and an activity which tests understanding at a deeper level.

9 TOMORROW'S WORLD

LISTENING

1 **SPEAKING** You are going to listen to two interviews with people from the future newspaper: boxer Shirley Williams and moon tourist Mira Xin. Compare your questions.

- Student A: Write three questions to ask Shirley.
- Student B: Write three questions to ask Mira.

2 Listen to the interviews. Do they ask your questions? What questions do they ask?

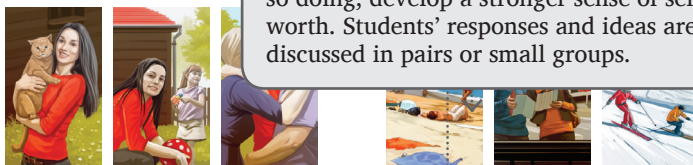
3 Listen again. Choose the correct picture and put a tick (✓) in the box below it.

- 1 What is Mira going to do on the moon? 2 What is she taking with her?



A B

3 What is one of Shirley's plans for the future?



A B C A B C

Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society. This in turn, enables them to foster greater understanding of their own thinking and in so doing, develop a stronger sense of self-worth. Students' responses and ideas are discussed in pairs or small groups.

SELF-ESTEEM

Personal goals

1 Complete the lists so they are true for you.

- Two things I want to do today
 - 1 _____
 - 2 _____
- Two things I want to do this week
 - 1 _____
 - 2 _____
- Two things I want to do this year
 - 1 _____
 - 2 _____
- Two things I want to do in my lifetime
 - 1 _____
 - 2 _____

2 **SPEAKING** Work in pairs. Compare your lists from Exercise 1. Say what things you are going to do.

I really want to finish my school project tonight.

3 **SPEAKING** Discuss how you are going to do the things on your lists.

How are you going to finish your project tonight?

Well, I'm going to start it as soon as I get home. I'm not going to watch any TV.

97

In all even-numbered units you'll find the photostory ...

Each episode of the **photostory** involves the same four British teens but is a complete story in itself.

Each story begins with several photos and accompanying text. Students can also listen as they read.



The four friends from left-to-right: Ryan, Luke, Megan, Olivia.

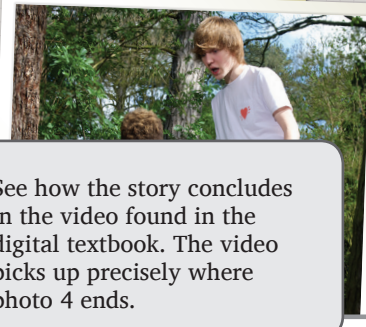
PHOTOSTORY: episode 1

The treasure hunt

1 Read and listen to the photostory and answer the questions.
Why can't Ryan come to Luke's house after school?
What's a GPS treasure hunt?



LUKE Come to my house after school.
RYAN Sorry, no chance. I have things to do.
LUKE Oh, yeah? Like what, Ryan?
RYAN Oh, homework and stuff. And I promised to help my dad with the garden. Sorry.
LUKE OK. Never mind.



See how the story concludes in the video found in the digital textbook. The video picks up precisely where photo 4 ends.

Students predict the ending of the story before they watch. This increases motivation and makes understanding easier.



RYAN What do we do?
LUKE Eat it?
RYAN That sounds like a hurry up.
LUKE What do you want?
RYAN Look, Olivia said I don't want to sit

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent. They see these phrases in context and at a level graded for them in the photostory.

20

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

Role-plays give students the chance to practise target language in a freer context – while still being provided with essential scaffolding via instructions, ideas and/or key stems. The role cards are at the back of the book.

DEVELOPING SPEAKING

2 Work in pairs. Discuss what happens next in the story. Write down your ideas.
We think Olivia and Megan find the box. They find ... there.

Watch to find out how the story continues.

- 4 Answer the questions.
- What is Luke worried about?
 - Where does Ryan think Luke is going?
 - What's the problem with the mobile?
 - What does Olivia do to solve the problem?
 - What's the problem for Luke and Ryan?
 - What do the girls find in the box?

PHRASES FOR FLUENCY

- 1 Find the expressions 1–5 in the story. Who says them? How do you say them in your language?
- 0 no chance *Ryan* 3 Absolutely. _____
1 ... and stuff. _____ 4 So, ... ? _____
2 Never mind. _____ 5 ... such good fun _____
- 2 Complete the dialogue with the expressions in Exercise 1.
- A Do you want to come round tonight? We can play computer games ¹ _____.
B Sure. I love computer games, they're ² _____.
- A Of course. And can you bring your new laptop?
B ³ _____. It's my brother's, too. I can't take it.
A ⁴ _____. We can use mine. ⁵ _____, is seven o'clock OK?
B ⁶ _____! See you at seven!

WordWise Expressions with like

- 1 Complete the sentences from the story with the phrases in the list.
- like | looks like | sounds like | Like what
- Oh, yeah? _____, Ryan?
 - It _____ a box. It IS a box.
 - That _____ a good idea.
 - Treasure? You mean, _____ a box with a little surprise in it?

1 THE EASY LIFE

2 Match the sentences.

- This chicken isn't very good.
- Someone's talking. Who is it?

Further comprehension questions guide students through the story at a deeper level before target language embedded within it is explored.

- B Wow. She really _____ you!
3 A We should do some exercise.
B _____? Go for a walk?
4 A Let's go to the cinema.
B That _____ a great idea.

FUNCTIONS

Asking for repetition and clarification

1 Complete the extracts from the conversations with the words from the list.

you mean | Sorry? | Like what

LUKE Come to my house after school.
RYAN Sorry, no chance. I have things to do.

Key phrases for a particular speaking function are explored in the **FUNCTIONS** section. Students have the opportunity to practise these in the context of a communicative task.

Give me an example.

ROLE PLAY

Work in pairs. Student A: Go to page 148. Student B: Go to page 149. Take two or three minutes to prepare. Then have a conversation.

21

... and in all units, a culture text.

The focus of the **Culture** section is on getting students to think and talk about life in other countries and how it compares with their own.

Culture

- Look at the pictures and answer the questions. Where can you see the following things?
 - a marathon race
 - an athlete
- Watch the video to check your answers.
- Read the article and match the pictures with the descriptions.
- SPEAKING** Which Olympic moment do you like most? Which do you like least? Compare your answers with others in the class.

THE OLYMPIC GAMES – the good and the not-so-good

The Olympic Games **take place** every four years and usually there is something special that people remember. Here are some of those moments from the past – some good, some not so good.

1908 London – the marathon
At the end of the **marathon**, the man who was winning – Dorando Pietri, from Italy – was very tired and fell down four times. People picked him up and he **crossed** the line – so of course he didn't win the **gold medal** because people helped him. But he became very famous.

1960 Rome – a winner with no shoes
The winner of the marathon in Rome was Abebe Bikila from Ethiopia. A lot of other runners (and some of the **spectators** – the people in the stadium) laughed when they first saw him – he had no shoes. They weren't laughing at the end when Bikila won the gold medal.

1968 Mexico – a big jump
Mexico City is very high and the air is thin. A good thing for some athletes, not so good for others. A special moment was the long jump – Bob Beamon from the USA jumped 8.9 metres. Beamon's jump was a **world record** for 23 years.

2004 Athens – another marathon
In the men's marathon, after about 35 km, Vanderlei de Lima was running very fast. The second runner was 40 seconds behind. An Irishman ran out from the crowd and people in the crowd stopped the Irishman. He started to run again. He was smiling when he finished. He won the **bronze medal**.





There is a video available for students to watch.

The **Culture** text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.


Here, students have the opportunity to develop their ability to deduce meaning from context and increase their receptive vocabulary.

- Read the article again and answer the questions.
 - had help to finish the race?
 - raced barefoot?
 - was stopped in the middle of his race?
 - finished first but didn't get a medal?
 - broke an Olympic record?
 - won a marathon bronze medal?
- VOCABULARY** There are six highlighted words in the article. Match the words with these meanings. Write the words.

0 the prize given to the athletes that come third in a race at the Olympics	<u>bronze</u>
1 a 42.2 km race	_____
2 happens	_____
3 the prize given to the winners at the Olympic games	_____
4 people who watch a race or game	_____
5 went from one side to the other side	_____

2 SPORTING MOMENTS

- Think of a sports event that you went to or would like to go to. Answer the questions.
 - When is / was the event?
 - Where is / was it?
 - What is / was the atmosphere like (the crowd and the noise, etc.)?
 - What happens / happened at the event? (players / goals / winners, etc.)
 - How did / would you feel after the event? (happy? tired? excited? unhappy?)
- Write an article for a school magazine (about 80–100 words) about the sports event. Use Max's article and the language above to help you.



SPORTS NEWS

(1) Last Saturday was the final of the women's singles at the Wimbledon Tennis Championships. My family were lucky enough to get tickets. When we got there, we went to the court and found our seats. The stadium was full and everyone was very excited. It was brilliant!

(2) At ten to two, the players came out: Marion Bartoli from France and Sabine Lisicki from Germany. At first, I was sure Lisicki would win but when the match started, it was clear that I was wrong. Bartoli played really well and after thirty minutes, the first set ended: 6–1 to Bartoli. Twenty-five minutes later, the second set was 5–1 to Bartoli. Lisicki started to play better, and soon it was 5–4. Could Lisicki come back? No. Bartoli hit great shots and won the second set 6–4. The crowd stood and clapped and cheered. Bartoli got the trophy.

(3) We had a great time. Maybe the match wasn't the most exciting ever, but it was fantastic to see a big sports event 'live'.

This *extended writing* section, designed to guide students step-by-step through the writing process, appears in even-numbered units. A writing *task* is set in all units.

Students are presented with a model text for analysis of task purpose, and for presentation and practice of useful language before they move on to produce their own compositions. The final task requires students to write their own text following the instructions and the model given.

LET'S PRACTISE and TEST YOURSELF sections consolidate content from each pair of units.

LET'S PRACTISE!

READING AND WRITING

Matching

1 Which notice (A–H) says this (1–5)? Write the letters A–H.

- 0 Adults only. C
- 1 You don't have to pay if you're eight.
- 2 You shouldn't leave your car here.
- 3 The shop closes in the afternoon.
- 4 You should call for more information.
- 5 You mustn't swim here.

Multiple-choice replies

2 Complete five conversations. Choose the correct answer A, B or C.

- 0 It's not cold today.
 - A You mustn't wear shorts.
 - B You must wear a jacket.
 - C You don't have to wear a jumper.
- 1 It's very dark. I can't see anything.
 - A You need some headphones.
 - B Here's a torch for you.
 - C I've got a docking station, if you want.
- 2 I've got a headache.
 - A You should go to bed for half an hour.
 - B You should watch TV.
 - C You shouldn't get some rest.
- 3 Let's go sailing tomorrow.
 - A I can't. I haven't got a bike.
 - B OK, I've got a ball.
 - C Sorry, I don't like water.
- 4 Where were you at 3 pm?
 - A I am watching TV.
 - B I walked in the park.
 - C I was playing basketball.
- 5 Do you want to go to the cinema?
 - A No, I have to.
 - B Sorry, I've got to tidy up.
 - C Yes, I must.

LISTENING

Note taking

3 You will hear a man asking about a football match. Listen a question.

Football match

Day of game: 0 Sunday

Game starts: 1 _____

Family ticket: 2 £ _____

Food: 3 Hot drinks and _____

Buy tickets at: 4 Club shop in _____

Exercises on this page provide authentic practice at the appropriate level for seventh grade students.



32

TEST YOURSELF

UNITS 1 & 2

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

calculator | sailing | remote control | coffee machine | does | headphones
volleyball | up | windsurfing | satnav | make | skiing

- 1 We're lost. We need a _____.
- 2 I have to _____ my bed every morning before I go to school.
- 3 What a mess. Someone should do the washing-_____.
- 4 I love _____. I've got a small boat and I go every weekend.
- 5 What is 7% of 270? I need a _____.
- 6 I was playing _____ when the ball hit me on the head.
- 7 Pass me the _____, please. I want to watch the news.
- 8 My mum was _____ and she fell over in the snow three times!
- 9 Dad _____ the cooking in my house.
- 10 I'm trying to work and your music is too loud. Can you wear _____?

/10

GRAMMAR

2 Complete the sentences with the past simple or past continuous form of the verb.

see | walk | stop | eat | find | play

- 1 She _____ her dog when I saw her.
- 2 I was tidying my room when I _____ my favourite pen that I lost last week.
- 3 The docking station _____ working while we were listening to music.
- 4 We started running when we _____ the bus.
- 5 I _____ my dinner when the phone rang.
- 6 We _____ football when Mum called us for dinner.

3 Find and correct the mistake in each sentence.

- 1 My mum and my dad was playing in the sand with my sister.
- 2 You not have to go if you don't want to.
- 3 We mustn't run. The train doesn't go for an hour.
- 4 You must to be careful. It's very dangerous.
- 5 I played football when I broke my leg.
- 6 Yesterday the sports shop was sell them for only £15.

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A You _____ have to eat it if you don't want to.
B Thanks, I don't _____ like it.
- 2 A I can't come to your house. I've got lots of things to do.
B Like _____?
- 3 A Well, I've got to help my dad _____ the shopping, for a start.
B At _____ I was a bit scared but _____ a while I was OK.
- 4 A What _____ you doing at nine o'clock?
B I was _____ the washing-up.

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9

33

The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

The traffic light scoring system enables students to chart their progress across the level.

2 SPORTING MOMENTS

DEVELOPING WRITING

An article

1 Read the text below. Where do you think it comes from?

- a A newspaper
- b A school magazine
- c A holiday magazine
- d A story book

2 Read the text again. Where do these missing phrases go?

- a and when we arrived, we weren't disappointed
- b I was soon climbing up and down the rocks.
- c and we had to stop
- d No-one really wanted to get onto the coach.
- e and of the spectacular ocean on the other

3 Write an article for a school magazine (about 100 words). Choose one of these topics.

- a A sports match between your school and another one
- b A school trip
- c A special event that happened at the school

Writing tip: an article

An article is a piece of writing that you find in a newspaper or magazine. An article can be about anything, but often an article is a report or a review.

- An article should be interesting. It should be something people will want to read.
- Think about your audience and who is going to read it.
- Your style can be quite informal but it shouldn't be as informal as an email to a friend. You can use short forms but don't use slang.
- Think of a good title - something that will make people want to read more.
- Use good descriptive language. Adjectives and adverbs will help you make your writing more interesting. If you are writing a review or report, you want to try to tell your reader what it was like to be there. If you just give facts, it will make your writing boring.
- Think about how to structure your writing. You need a good opening paragraph to introduce the reader to your topic and a good conclusion where you give your opinion.

Each unit includes a full page devoted to developing your students' writing skills via a guided approach based on a model text. This staging focuses students on why they're writing and who the target reader is, thereby encouraging them to plan their writing appropriately.

Fun and adventure in North Wales

Last week, year 12 students spent four nights at the Mini-Don adventure centre in North Wales. There was a lot of excitement on the coach journey there [A]. The centre is in a small wood. It has views of the magnificent Welsh mountains on one side [B]. We put our bags in the bedrooms, had some lunch, and then we met our friendly instructors.

Over the four days we had the chance to try out some really exciting new sports. In the mornings I chose rock-climbing. At first I was quite scared, but my instructor, Dave, showed me what to do. [C] In the afternoons I did windsurfing. It was difficult. On the last day I was starting to get good, but the weather got bad [D]. Now I really want to take lessons here so I can get really good at it.

It was a shame to say goodbye to the centre on Friday morning. [E] We had a wonderful time and if you ever get the chance to go there - take it!



The LET'S PRACTISE! page is designed to enable students to further develop their exam skills. It covers all different task types, together with a step-by-step guide outlining how to tackle each one effectively.

LET'S PRACTISE!

Listening

1 You will hear a woman, Sally, asking about a women's football team. Listen and complete each question.

AFC Women's Football Club

Name: AFC Women's Football Club
 Training day: Thursday
 Time: 1
 Cost: 2£
 Contact: John
 Phone number: 4

2 You will hear a man talking about the London Olympic stadium. Listen and complete each question.

The London 2012 Olympic stadium

Distance from London - 10 km
 Work started - 192, 2008
 Work finished - 2
 First event - celebrity
 Cost - £ million
 Capacity - third stadium in the UK

Listening guide - filling in notes

In some situations you must listen to a text and then complete some notes about it. The only difference between Exercise 1 and Exercise 2 is that the first one is a conversation between two people while the second one is a monologue (just one person talking).

• Before you listen look at the form you have to fill in. Look at the title and the questions. This tells you what the listening is about and helps you prepare.

• Look closely at the spaces you have to fill in on the form. You have to fill in each one with a word or a figure (for example, a date, a price or a number). What kind of information do you think is missing?

• You will hear the missing information in the order that it appears on the form. If you miss something, don't worry. You will have a second chance to hear it again.

• Use the first listening to write in as many of the answers as you can. Use the second listening to check these answers and focus on any that are missing.

Every two units, a double-page consolidation spread provides skills and language practice based on what students have covered in the preceding two units.

CONSOLIDATION

LISTENING

1 Listen to the conversation. Circle A, B or C.

1 What kind of lesson is Lucy going to the sports centre for?
 A gym
 B rock climbing
 C swimming

2 What is in the bathroom?
 A a hairdryer
 B an MP3 player
 C headphones

3 What is on the living room floor?
 A magazines
 B a games console
 C a docking station

2 Listen again. Answer the questions.

0 How long is it until Lucy's lesson starts?
Three hours.

1 Why does she want to go to the sports centre earlier?

2 What does her dad want her to do?

3 What was Lucy's dad doing when he sat on the headphones?

4 Where is Lucy's MP3 player?

5 Where does he want Lucy to help him?

6 Why does he think cutting wood is a good idea for Lucy?

VOCABULARY

3 Unscramble the letters. Write the words.

0 I'd love to go nagali, but I can't swim and I'm scared I might fall in the water. sailing

1 We don't all want to listen to your music. Put your oehadpennos on.

2 I can't do this sum. Have you got a alaductator?

3 I tried to play fogf once, but I couldn't even hit the ball.

4 I can't see anything. Have you got a corf?

GRAMMAR

4 Complete the sentences. Use the correct form of the verbs in brackets.

0 They had (have) the accident while they were programming (program) the satnav.

1 I tidy (tidy) up my bedroom when I find (find) my torch.

2 She use (use) the coffee machine when she burn (burn) her hand.

3 Dad tell (tell) us to do our homework when we play (play) on the game console.

4 I listen (listen) to my MP3 player when it stop (stop) working.

5 Circle the correct words.

DAD Hey, Ben, why are you looking so sad?

BEN We lost the match.

DAD You shouldn't / mustn't worry so much. You mustn't / don't always have to win.

BEN Yes, but we never win. We should / don't have to try to win sometimes. Our coach says we shouldn't / must try harder. He thinks we should / mustn't have extra training sessions.

DAD What? You already have three! Is he crazy? I think I shouldn't / have to have a chat with him.

BEN It's OK, Dad. You mustn't / don't have to do that. I don't think I want to play for the team anymore.

DAD Come on, Ben, you shouldn't / must give up so easily.

BEN But you always told me that you should / don't have to love what you do. I don't even like playing football.

DAD Well, you must / shouldn't always listen to what I say. Sometimes even I get it wrong.

DIALOGUE

6 Complete the conversation. Use the words in the list.

should | windsurfing | sorry | tell | mean
 along | fear | doing | what | do

ANNA I'm bored.

DAN You should get yourself a hobby, then.

ANNA Like 1?

DAN Well, maybe you could start doing a sport.

ANNA You 2 do some exercise?

DAN Exactly. What about a water sport? Sailing or 3, or something like that.

READING

7 Read the text. Match the titles with the paragraphs.

- 0 The prizes 2 Try saying this!
- 1 The places 3 Young and old

All you need to know about the Olympic Games in 150 words

A London is the only city to hold the Games three times (1908, 1948 and 2012). The USA held them four times but in three different cities.

B At the Paris Games in 1900, there were more athletes than spectators. The oldest athlete ever at the games was Sweden's Oscar Swahn. He was 70 when he won a silver medal in shooting in 1900. The youngest medal winner was Inge Sorensen from Denmark. She was 18 when she won a bronze medal in swimming.

C In the first modern Olympic Games, in Athens in 1896, there were no gold medals. The winners all got silver medals. In the 1900 Games, the winners got trophies instead of medals. Winners first got gold medals in the 1904 Olympics in St Louis, USA.

D And finally, the longest name for an Olympic champion was Prapawadee Chroonratsanasakorn from Thailand. She won a gold medal in weightlifting.

UNITS 1 & 2

ANNA But I've got aquaphobia - you know, a fear of water.

DAN OK, what about rock-climbing? They 4 lessons at the gym.

ANNA No, I've got acrophobia.

DAN 5?

ANNA Acrophobia - it's a 6 of heights.

DAN Snowboarding? 7?

ANNA No, I've got chonophobia.

DAN Don't 8 me - a fear of snow.

ANNA Exactly.

DAN I think you've got lazitis.

ANNA What's that?

DAN The fear of 9 any exercise!



WRITING

8 Choose a sport or a sports person that you like. Write a text called 'All you need to know about ...' (80-100 words).

- Choose some interesting trivia.
- Try to organise it into three or four short paragraphs.
- Can you do it in 80-100 words exactly?

WELCOME

Student's Book page 8–9

A GETTING TO KNOW YOU

Introducing yourself

1

BACKGROUND INFORMATION

Brazil (population 209,300,000 – in 2017) is a country in South America. It is the fifth largest country by geographical area and the fifth most populous country in the world. Brazil was a colony of Portugal until its independence in 1822.

Rio de Janeiro (population c. 6.3 million) is the second largest city in Brazil. It is famous for its beaches, its carnival and its gigantic statue of Christ the Redeemer.

Manchester (population 510,746 – in 2011) is a centre of the arts, the media, higher education and big business. The northern English city is world-famous for its sport, being home to Manchester United and Manchester City football clubs.

As a warm-up, ask students: *Do you write to friends online that you rarely see? What do you write about?*

Tell students they are going to read a letter from a girl in England to a boy in Brazil. Ask students to read the letter and look at the photos. Students complete the exercise. Check answers.

Answers

Nicola (left); Paulo (right)

- 2 Check/clarify: *hometown*. Students read the text more carefully to answer the questions, then check answers with a partner before whole-class feedback.

Answers

Nicola
15
Manchester
Mum, two brothers
School, listening to music, playing computer games, playing the guitar, sport
Getting up early at the weekend

Asking questions

- 3 Ask students to read through questions 1–6 and match the questions with the responses. Allow them to compare answers with a partner before checking in open class.

Answers

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

Optional extension

Ask students to cover up the responses a–f. Divide the class into pairs and ask them to think of possible responses to questions 1–6. Listen to some of their ideas in open class before asking them to complete the exercise and comparing their answers with those in the book.

- 4 **SPEAKING** In pairs, students ask and answer the questions. Monitor and help students with any difficulties with pronunciation and intonation. Listen to some of their dialogues in open class as feedback.

Optional extension

Divide the class into different pairs. Ask students to think of a famous person and imagine they are that person when they answer the questions. Their partner has to guess who they are. When they have guessed each other's new personality, ask students to do the same activity with a different partner.

- 5 Reorganise the pairs from Exercise 4 or let students work in the same pairs. Students read through questions 1–6 and add the questions to the dialogues in Exercise 3. Check answers.

Answers

Dialogue 1 (d) – 3 Dialogue 2 (a) – 5 Dialogue 3 (f) – 6
Dialogue 4 (b) – 1 Dialogue 5 (c) – 2 Dialogue 6 (e) – 4

- 6 **SPEAKING** Students work in pairs and think of one more line for each of the dialogues. Students then practise their dialogues. Monitor and encourage fluency. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to feedback to the rest of the class.

Mixed-ability

Stronger students: Encourage stronger students to attempt to say the dialogues without looking at their book.

Weaker students: Ask students to spend some time writing their dialogues before practising them.

Optional extension

If students have access to mobile phones or laptops, ask them to write an email about themselves and send it to another member of the class. They should follow a similar format to the example in Exercise 1 and answer the questions from Exercise 5. Monitor and help with any questions. When students have received an email, divide the class into pairs for students to describe their new pen pal to a partner.

The weather

You could set a homework research task for students to find out about the cities in the pictures. You could then start off the lesson by asking students to tell the class what they have found out.

Books closed. Ask students: *Can you describe the weather in your country? How does it change at different times of the year? Have you ever been on holiday to a country where the weather is different?* Write any weather vocabulary on the board. Elicit the vocabulary required for Exercise 1.

- 1 Use the pictures to check understanding of the weather vocabulary. Say the words for students to repeat and check pronunciation. Ask students to complete the exercise.
- 2 **SPEAKING** Divide the class into pairs. Ask students to compare their answers with a partner. Encourage stronger classes to give reasons for their choices. Listen to some of their answers in open class.
- 3 **▶▶** Ask students what they know about the weather in the UK. Check/clarify: *degrees Celsius*. Play the audio while students listen and complete the exercise. Ask students to compare their answers with a partner before a whole-class check.

Answers

sunny (ticked) wet (ticked) cloudy (ticked)
warm (ticked) cold (ticked) windy (ticked)
humid (ticked) rainy (ticked) dry (ticked) hot (ticked)

Audio Script

It will be a cold day in the north of the country with temperatures around 8 degrees Celsius in Manchester. It gets better the further south we go. In Birmingham it will feel quite warm with maximum temperatures of 16 degrees Celsius and in London it could get up to 20 degrees Celsius, which is very hot for this time of year. The skies over London will be clear and sunny with very few clouds. It might even feel a little humid. It will also be dry in Birmingham but it will be a little cloudy at times, too. But back up north, I'm afraid it's not going to be a very nice day. It will be very windy in Manchester, and those winds will bring a lot of rain. So if you have to go out on this rainy day, don't forget your raincoat and umbrella. It will be very wet.

- 4 **▶▶** Look at the map with students and draw their attention to the three cities. Say the names of the cities to help students recognise them in the audio. Play the audio again for students to complete the exercise. Check answers in open class.

Answers

Manchester – cold, windy, rainy
Birmingham – warm, dry, cloudy
London – hot, clear, sunny, humid

- 5 **SPEAKING** Divide the class into pairs and ask them to look at the pictures of different cities. Ask students to describe the weather in each picture. Listen to some of their answers in open class and make a note of any interesting new vocabulary on the board.

Optional extension

Write or dictate the following questions:

- 1 *What is the highest temperature ever in your country?*
- 2 *What is the lowest temperature ever in your country?*
- 3 *What is the record for most rain in one hour? Where was it?*
- 4 *What is the record for most snow in one year? Where was it?*
- 5 *What is the record for fastest wind? Where was it?*

Ask students to work in pairs and discuss the questions. Allow each pair one guess per question. Give a point to the group who gets closest to the answer.

Answers

1 Depends on country 2 Depends on country
3 305 mm in 42 minutes (Missouri USA 1947) 4 31.5 metres
(Washington USA 1971) 5 484 km/h (Oklahoma USA 1999)

Families

- 1 Read the instructions with the class. Go through the first pair as an example, making sure students understand why *father* is the answer. Check answers and pay attention to the pronunciation of the words. During feedback, point out that the word *cousin* is the same for male and female.

Answers

1 father 2 sister 3 uncle 4 granddad 5 wife
6 cousin (the same for male and female)

Optional extension

When students have completed the exercise, divide the class into pairs and set a two-minute time limit for them to add as many new family words to the list as possible, e.g. *niece/nephew; grandson/granddaughter*. After two minutes, ask the pair with the most words to read their list to the class. Elicit any further suggestions from the rest of the class. Check pronunciation of any new words and write them on the board.

- 2 **▶▶** Tell students they are going to listen to a conversation between Nicola and Paulo from page 4. Play the audio while students complete the exercise. Check answers.

Answers

1 brother 2 brother 3 mum 4 aunt 5 aunt
6 uncle 7 cousin 8 cousin 9 cousin 10 granddad

Audio Script

Paulo So tell me more about your family. I know you have two little brothers.
Nicola Yes, Colin and Luke. They're twins.
Paulo Twins!
Nicola Yes, they're lots of fun.
Paulo And you live with your mum.
Nicola Yes, she's called Sharon. She's really cool.
Paulo What about your dad?
Nicola My parents are divorced, and my dad doesn't live near us.
Paulo I'm sorry.

Nicola It's no problem. I've got loads of other relatives. My mum's got two sisters, Becky and Jodie. My aunt Jodie's not married but Becky is. Her husband's called Mike. He's really nice. And they've got three children – all boys. Jamie, Kai and Shay. They live just down the road so we see them all the time.

Paulo That's nice.

Nicola And then there's my granddad, Joe. He's really fun. He's like a second dad to me. And he only lives about five minutes away. But anyway, what about your family? Tell me all about your brothers and sisters.

Paulo My family! Have you got a few hours?

- 3 **SPEAKING** Students ask each other questions about their families. With weaker classes, give students some time to prepare questions before doing the exercise. Encourage students to correct each other's sentences if necessary. Ask a few pairs to tell the class about their partner's answers. See if any of the students have any unusual families (for example, twelve uncles or three cousins called John etc.).

Student's Book page 10–11

B EXPERIENCES

Meeting people

BACKGROUND INFORMATION

Bradley Cooper (born 5 January 1975) is an American actor and producer. He has appeared in films including the *Hangover* trilogy (2009–2013), *Limitless* (2011) and *Silver Linings Playbook* (2012) for which he received an Oscar nomination as Best Supporting Actor.


- 1 Ask students: *Who is your favourite famous person? Why is the person famous? Did you meet this person in real life? When? Where? What did they say? How did you feel?* If they haven't met their favourite celebrity, ask them: *Would you like to meet them?* Listen to some of their ideas and find out who the class would most like to meet.
- Tell students they are going to read a dialogue about meeting a famous person. Check/clarify: *signed, autograph*. Divide the class into pairs and ask students to rearrange the sentences in the dialogue. Monitor to help with any questions.

Answers

3 9 7 1 5 10 8 4 6 2

Fast finishers

Ask students to write down some questions that they would ask Bradley Cooper (or another famous actor) if they met one.

- 2  Play the audio for students to listen and check their answers to Exercise 1. Check answers in open class before playing the audio again, pausing regularly for students to repeat and practise the intonation patterns.

Audio Script

- A Who's your favourite actor?
 B Oh, Bradley Cooper. I even met him last summer.
 A Really! Where?
 B We were on holiday in LA. We met him in a restaurant.
 A Did you say anything to him?
 B Yes, I did. I asked him for an autograph.
 A Did he give you one?
 B Yes, he was really nice. I didn't have any paper with me, so he signed a book that I had with me.
 A What book was it?
 B It was my English course book, believe it or not. I had it with me to help me with my English.

- 3 **SPEAKING** In pairs, students practise the conversation. Monitor to make notes on students' pronunciation and intonation for future reference, but don't interrupt the flow of their conversations to correct them. For further practice, encourage students to invent their own similar dialogues. Listen to some of the best ideas in open class.

Optional extension

Ask students to work in pairs and create a similar dialogue without naming the person they have met. Ask them to include details in the conversation which give clues as to the identity of the famous person (for example if they are talking about a famous footballer they could say: I met him at a football stadium. They could ask him: How did you feel when you scored the winning goal? etc.). Monitor to help with any vocabulary. When students have completed and practised their dialogues, ask them to read them out to the whole class. When a dialogue is completed, ask the rest of the class to guess who they met and give a point to the first person to recognise the famous person.

- 4 This exercise is an opportunity for students to practise the past simple tense. At this level, students should have encountered it before, but it is always worth revisiting it for further practice.
- If students are unclear about its uses, ask concept check questions to clarify how it is used. For example, write on the board *I even met him last summer*. Elicit that we use the past simple to refer to a specific point in time. Ask *When did you meet him?* Encourage students to answer *Last summer*.
- To check students have understood the difference between the past simple and other known tenses, give them the following sentences and ask them to explain what they mean. Remind them to think about when each action happened. Is the meaning the same or different?
- 1a *We are on holiday in LA.*
 1b *We were on holiday in LA.*
 2a *I don't have any paper with me.*
 2b *I didn't have any paper with me.*

Answers

The meaning is different. In 1a and 2a the verbs are in the present simple tense and refer to statements about the present. In 1b and 2b the verbs are in the past simple tense and refer to finished actions in the past.

Ask students to do the same with other sentences in the dialogue if possible.

Answers

What book was it?
 What book is it?
 It was my English course book.
 It is my English course book.
 I had it with me...
 I have it with me...
 He was really nice.
 He is really nice.

Irregular past simple verbs

- 1 Ask students to read through the verbs in the table. Students complete the exercise. Check answers.

It may be helpful to copy the table onto the board and ask students to complete it with their answers.

Answers

1 thought 2 drank 3 wore 4 saw 5 lost 6 heard
 7 bought 8 ate 9 made 10 ran 11 won 12 read
 13 rode 14 met

Optional extension

Divide the class into four teams. Ask each team to think of ten verbs and then ask another team to say the past simple form. One point is scored for each correct answer. The two teams with the highest scores then repeat the exercise, playing each other in the final in open class.

- 2 Students read through sentences 1–6. Check any problems. Go through the example as a class, if necessary. Students complete the exercise and check their answers with a partner before open class feedback. During feedback, point out the use of the past simple to refer to a past action at a specific time.

Answers

1 did, meet 2 did, eat 3 did, read 4 did, buy
 5 did, hear 6 did, see

- 3 Students work individually and answer the questions in Exercise 2 with their own information. Encourage them to go into as much detail as they like. It is a good idea for students to write their answers in their notebooks so they can refer to it later.
- 4 Read through the instructions and the example questions. Divide the class into groups and assign a different question to each student. Ask students to write two follow-up questions to ask.

- 5 **SPEAKING** Students ask their questions to the other students in their group. This works well as a 'mingle', with students circulating and asking questions to each member of their group in turn. Encourage students to make a note of answers.
- 6 **SPEAKING** Select individuals to report back to the group. As a group, students can decide which story was the most interesting.

Losing things**BACKGROUND INFORMATION**

Shipping refers to transport of goods by sea. 90% of international trade is done by sea. Large containers are carried on lorries to ports, where they are loaded on to huge cargo ships. When people move to another country, furniture and other household items are packed by specialist companies before storage in one of the large containers.

- 1 As a warm-up, ask students to imagine that they are going to move abroad. Ask them: *What would you need to do? How would you move all the things in your house? What might go wrong?* Listen to some of their ideas in open class.

Tell students they are going to read a story about a family who moved from Indonesia to the UK. Students read the text quickly to find the answer to the question. Tell them it is not important to understand every word. Check/clarify: *shipping company, containers.*

Answer

Motorbikes

- 2 Read through the sentences with students and check understanding. Give students some time to underline the key words in the questions. Students read the text again and write answers using the words in brackets. Tell students to underline the parts of the text where they found the answers. Students check their answers with a partner before feedback.

Answers

1 About 10 years ago 2 About nine or ten years
 3 Last year 4 About 10 weeks later 5 About two months ago

- 3 **WRITING** Tell students they are going to write a story about something they lost and that the story doesn't have to be true. You could tell them a story of your own as an example.

Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to tell their story to a partner. They should expand on the notes they have made, in order to make the story as interesting as possible. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

Furniture

- 1 As a warm-up, ask students to draw a floor plan of their living room and to label all of the furniture and other items it contains. Divide the class into small groups and ask students to compare their plans. As feedback, ask students to name items of furniture and write any interesting vocabulary on the board.

Ask students to look at the pictures and work with a partner to complete the exercise. As a test of memory, you could encourage them to complete the exercise without looking back at the text. Check answers in open class.

Answers

desk (ticked) armchair (ticked) wardrobe (ticked)
carpet (ticked) sofa (ticked) curtains (ticked)

- 2 **SPEAKING** Ask students to name the remaining items and check answers. Focus on pronunciation, saying the names of the furniture for students to repeat altogether and individually. Divide the class into pairs and ask students to discuss why they think the items were not put into the container. Monitor to help with vocabulary. Listen to some of their ideas in open class as feedback.

Answers

mirror shelves shower toilet cooker lamp

Optional extension


To expand on the activity and in preparation for Exercise 3, ask students to name the room in which they would find each item and also to think of as many other items of furniture as possible in three minutes. Write any new vocabulary on the board for students to copy into their notebooks.

- 3 Students complete the exercise in small groups. Students should think about not only why they would take certain items, but also why they would leave others behind. When students have completed the task, hold a whole-class debate followed by a vote to decide which are the most important items.

Student's Book page 12–13

C EATING AND DRINKING

Buying and talking about food

- 1  The exercises on this page review the grammar of countable and uncountable nouns. To introduce the activity, remind students of countable and uncountable nouns by eliciting a few examples of each. Make sure students remember what the differences are. Ask them: *Can we count water?* (no) *Can we count chairs?* (yes). Ask students: *What do you have in your fridge at home?* Elicit or explain the use of *some* for positive statements and *any* for negative statements and questions.

Explain that students are going to hear a conversation between a shop assistant and a customer. Before listening, ask students to read the conversation and try to guess the answers. Play the audio, pausing after the first gap and go through this as an example, if necessary. Play the audio again for students to listen and complete the exercise. Students can compare answers in pairs before a whole-class check. Play the audio again, pausing as necessary to clarify any problems.

Answers

1 some 2 some 3 else 4 some 5 any
6 supermarket 7 much 8 change

Audio Script

Assistant Morning, can I help you?
Customer Yes, please. Um, I want some onions.
Assistant OK, how many?
Customer Two kilos. And can I have some mushrooms too, please? About half a kilo.
Assistant OK. Anything else?
Customer Oh, yes – tomatoes. A kilo of tomatoes, please. And some olives.
Assistant Sorry, we haven't got any olives today. Try the supermarket across the street.
Customer OK, thanks.
Assistant Here are your tomatoes.
Customer So how much is that?
Assistant Let's see. That's £4.35, please.
Customer Here you are – five pounds.
Assistant And 65p change. Thanks.

- 2 Read through the instructions. Students choose the correct word to complete each gap. Ask them to compare answers with a partner. They should then work in pairs and match the sentences with the pictures. During feedback, encourage students to explain why *some* or *any* is the correct answer.

Answers

1 some (G) 2 some (A) 3 any (E) 4 some (B)
5 any (D) 6 some (F) 7 any (H) 8 any (C)

- 3 **SPEAKING** Read the instructions with students and check understanding of vocabulary. In pairs, students complete the exercise. Monitor to help with problems.

Optional extension

Students work in pairs and plan their own pizzas using the ingredients in Exercise 3 or adding any of their own choice. Listen to some of their ideas in open class and discover who has created the best (and worst) topping.

- 4 **ROLE PLAY** Students work together to act out a role play. Monitor and check that all students are speaking. Ask some pairs to do their role play in front of the class.

D LOOKING AHEAD

Plans and arrangements

- 1 As a warm-up, ask students: *How often do you send emails? Who do you write to? What sort of things do you write about?* Tell them that in the past people wrote letters to tell each other about their news. Ask them: *Do you do the same with emails?*

Ask students to cover the bottom half of the page and read through the email without looking at Exercise 1. Ask them to underline the events and when they happen. Tell them not to worry if they don't understand some of the vocabulary at this stage.

When students have read the email, ask them to look at Exercise 1 and match the times and the events. Let them check answers with a partner before whole-class feedback.

Answers

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

- 2 Write on the board:

I am playing tennis with Phil at 7.00 tomorrow.

I am buying a new bicycle in the summer.

Ask students to identify when the actions take place (in the future). Ask students to identify the tense (1. present continuous; 2. present continuous). Point out that we use the present continuous as this is a fixed arrangement between two people. Ask students to do the exercise. Check answers.

Answers

You're coming to visit us next weekend.

Next weekend our town is having a special weekend gala.

...our team are playing against another town near here.

When are you arriving on Friday?

- 3 **SPEAKING** Divide the class into pairs. Students discuss their plans and arrangements. If students enjoy this activity, expand it beyond the next weekend and include any future activities. Encourage students to use the present continuous. Listen to some of their ideas in open class as feedback.

Optional extension

Divide the class into small groups. Tell students they are going to plan a festival for their town. Spend some time brainstorming the types of things they will need to think about (e.g. sponsors, entertainment, food, competitions, decoration, finale etc.). If the students have access to mobile phones, they could use them to search for local entertainers and companies to help them with their festival. When students have some ideas, ask them to prepare a presentation to give to the rest of the class. Monitor and help with vocabulary. You should also help students sound convincing when they are pitching their ideas to the class. Students give their presentations and hold a class vote on which is the best.

- 4 **SPEAKING** Divide the class into pairs. Students ask and answer questions about their last holiday. They think about as many details as they can: where they went, who they went with, how long they stayed there, what places they visited, what souvenirs they bought, what interesting people they met, what memorable things they saw, etc. Listen to some of the best ideas in open class as feedback and encourage discussion.