

New Building Bridges 8

მასწავლებლის წიგნი

გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების,
კულტურისა და სპორტის სამინისტროს მიერ 2020 წელს.



სულაკაურის
მემორიალი

New Building Bridges 8
მასწავლებლის წიგნი

თბილისი, 2020

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New Building Bridges 8

Teacher's book
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მასწავლებლის წიგნი

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UNIT	TOPIC	STRUCTURES	VOCABULARY
UNIT 1 TEENAGE KICKS p. 7-30; Lesson 1 Do You Fit In? p. 8	Teenagers and their free time: the importance of fitting in within a group	The present simple; Personal and reflexive pronouns; Possessive adjectives	Target vocabulary: teenage groups (looks and clothes, school, hobbies and interests, music, favourite hang-outs); collocations
Lesson 2 What's Up? p. 14	Teenagers and their free time: a weekend in the life of a 14-year-old teenager	The present continuous; The present simple and the present continuous; Possessive adjectives and possessive pronouns	Target vocabulary: text-related
Lesson 3 Brian's Biology Project p. 20	Risky behaviour among teenagers	Cardinal and ordinal numbers, fractions and percentages	Target vocabulary: extracurricular and leisure activities
Lesson 4 What's Eating Amy? p. 24	Peer pressure; gossiping	Reported speech with reporting verbs in the present tense	Target vocabulary: friendship, teenage problems and peer pressure
From Brian's Bookshelf: Grease p. 28	Love, friendship, teenage rebellion	Expansion of structures	Target vocabulary: music; relationship verbs; Vocabulary expansion
UNIT 2 I HAVE a PROBLEM p. 31-44; Lesson 1 It's Not Your Fault! p. 32	Violence among children; bullying	Indefinite pronouns	Target vocabulary: adjectives for feelings
Lesson 2 It's Nothing Serious, Is It? p. 34	Relationship between parents and teenagers	Reported commands; Adverbs of frequency	Target vocabulary: verb – noun collocations
Lesson 3 Bullying Bites p. 36	Bullying in schools	Adjectives and adverbs of manner	Everyday English: expressing opinion / agreeing and disagreeing
Lesson 4 Parents in trouble.com p. 39	Conflict between parents and children	Modal verbs: <i>can, be able to, must, have to, should / shouldn't, don't / doesn't have to, mustn't, can't</i>	Expressing ability and possibility / obligation / no obligation / prohibition / giving advice
From Brian's Bookshelf: Billy Elliot p. 42	Family; gender expectations; breaking rules and traditions; fulfilling one's dreams	Expansion of structures	Target vocabulary: jobs; Vocabulary expansion
UNIT 3 LOOKS ARE NOT ALL THAT MATTERS p. 45-64 Lesson 1 Pretty, Popular... Unhappy? p. 46	Looks, the importance of looking good	The present perfect simple (1); Comparison of adjectives	Target vocabulary: adjectives describing appearance and personality
Lesson 2 What an Awful Week for Celia! p. 50	Teenage problems: looks, friends, love, school	The present perfect simple (2)	Target vocabulary: looks, love and school problems
Lesson 3 What's the Price of Perfection? p. 54	The obsession with looks	Modal verbs: <i>may / might</i>	Target vocabulary: body and health; Expressing possibility

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
Descriptions of teenage groups; Composition: All about Me (meeting the new character Amy)		Discussion: fitting in	Teenage group profiles; Project 1: All About Me p. 30	
Telephone conversations; Conversation in the library	Telephone conversations Track 02; Conversation in the library Track 03	Describing your favourite hang-out		
Poster: Teenage Binge Drinking in the UK and the USA	Survey: How do teenagers in the UK and the USA spend their free time? Track 04; Number dictation Track 05	Exchanging personal information: free time; Discussion: underage drinking and alcohol abuse	Report on how your classmates spend their free time; Project 2: How Do Georgian Teenagers Spend Their Free Time? p. 30	Biology; Teenagers in the UK and the USA
		Reporting other people's typical questions	Poem	
Musical <i>Grease</i>			Musical review	Music; <i>Musical Grease</i>
Blog post	Giving advice Track 08	Talking about problems and solutions		
	Recorded message Track 09	Exchanging personal information: relationship with parents		
Article: Bullying bites!; Conversation about the Anti-Bullying Club	Conversation about the Anti-Bullying Club Track 11	Discussion: bullying and violence	Project 1: Stop Bullying (anti-bullying poster) p. 44	
Internet forum posts			Problem letter; Reply to a problem letter	Biology and Religion
Film <i>Billy Elliot</i>		Exchanging personal information: dreams and ambitions	Project 2: Film / book review p. 44	Georgian; Film <i>Billy Elliot</i>
Blog post; Text messages	Conversation about the party Track 15	Talking about people's similarities and differences; Discussion: boys and girls		
Picture story about Celia's problems	Telephone conversation Track 18	Exchanging personal information: best friends; <i>Find someone who</i>		
Article: What's the Price of Perfection?; Shakespeare's sonnet CXXX	Shakespeare's sonnet CXXX Track 20	Issues: Botox injections, lip augmentation, steroid abuse, anorexia	Modern version of Shakespeare's sonnet	Biology; William Shakespeare; Culture corner: Beauty is in the eye of the beholder

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
Lesson 4 What Should I Wear? p. 58	Fashion and clothes	The present simple, the present continuous and the present perfect simple	Target vocabulary: fashion and clothing; Everyday English: suggesting / accepting / refusing
From Brian's Bookshelf: An American Icon p. 62	Fashion brands	Expansion of structures	Target vocabulary: clothes; verb – noun collocations; Vocabulary expansion
UNIT 4: AFFAIRS OF the HEART p. 65-80; Lesson 1 Love Hurts p. 66	Love problems	Modal verbs: <i>could, couldn't, was / were able to</i>	Target vocabulary: phrasal verbs and idioms; Expressing ability and possibility in the past
Lesson 2 Sweet Little Lies p. 69	Lies and secrets	The past simple – questions	Target vocabulary: expressions and collocations
Lesson 3 Great Romances of the 20th Century p. 72	Famous 20 th century couples	The contrast between subject and object questions	Target vocabulary: text-related
Lesson 4 How Did They Meet? p. 75	Talking about how you met somebody	The past simple and the present perfect simple contrasted	Target vocabulary: love stories and relationships
From Brian's Bookshelf: Romeo and Juliet p. 78	Love, hate, fate, tragedy	Expansion of structures	Vocabulary expansion
UNIT 5: HEROES p. 81-98; Lesson 1 A Friend in Need Is a Friend Indeed p. 82	The importance of friendship	The past continuous; The past simple and the past continuous	Target vocabulary: accidents
Lesson 2 You've Got It All Wrong! p. 86	Problems with friends: misunderstandings and suspicions	The past continuous – questions	Target vocabulary: friendship issues
Lesson 3 20th Century Heroes p. 88	Important people from the 20 th century	Relative clauses; Word order – adverbs and adverbial phrases of time and place	Target vocabulary: text-related
Lesson 4 A Special Present p. 92	The true meaning of presents		Target vocabulary: presents; Everyday English: making requests / asking for permission / offering / thanking somebody / apologising
From Brian's Bookshelf: Memorable Olympic Heroes p. 96	Sports; The Olympic Games	Expansion of structures	Target vocabulary: sports; Vocabulary expansion
UNIT 6: the WORLD AROUND US p. 99-122; Lesson 1 20th & 21st Centuries Inventions and Discoveries p. 100	Science; Inventions and discoveries	The present simple passive; The past simple passive	Target vocabulary: text-related

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
Texts about the main characters' party outfits; Conversation at a party	Texts about the main characters' party outfits Track 21 ; Conversation at a party Track 23	Talking about fashion and tastes in clothes; Role-play (at a party)	Dialogue (how to accept or refuse an invitation)	
An American Icon (text about Converse All Star sneakers)	Extract about Converse All Star sneakers Track 24		Project 1: Fashion p. 64; Project 2: a Sneaker with a Message p. 64	History; An American Icon
Text about Amy's love problem	Message Track 29	Giving advice	Message	
	Conversation about the party Track 30 & 31	Role-play about lying	Dialogue about lying; Writing about lies	
Great Romances of the 20 th Century (text about three famous couples)		Discussion: relationships, love and marriage	Project 1: Great Romances p. 80; Project 2: a Couple I Know p. 80	History and religion
Three love stories	Conversation about a date Track 36	Discussion: dating		
<i>Romeo and Juliet</i> (plot summary)		Discussing the message of the play	Changing the ending of the play	Georgian; William Shakespeare: <i>Romeo and Juliet</i>
Picture story and two articles about a fire accident	Interview for the local radio Track 40	Giving a short account of an accident; Exchanging information: accidents	Project 1: A Newspaper Article p. 98	
	Telephone conversation Track 41	Role-play (telephone conversation)	Interview for the local newspaper	
Biographies of Muhammad Ali, Helen Keller and Charlie Chaplin		Discussion: What makes someone a hero?; One-minute speech: a brief presentation about a famous person's life	Short biography	History
Articles about special presents; Conversation at the florist's; Conversation at the bookshop	Conversation at the florist's Track 45 ; Conversation at the bookshop Track 46	Talking about presents; Role-play (buying a present)	Conversation (buying a present)	
Memorable Olympic Heroes (text about famous athletes)			Project 2: The Athletes We Admire p. 98	P. E.
The Science Museum – not just another museum (text about London's Science Museum)		Talking about museums and museum collections; Discussion: Inventions and discoveries of the 20 th and 21 st centuries	Article about the most important inventions of the 20 th and 21 st centuries; Project 1: Top Ten Inventions in the 20 th and 21 st Centuries p. 122	History

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
Lesson 2 Amy's Preparing for Her History Test p. 104	20 th & 21 st centuries fun quizzes and games	The present simple passive – questions; The past simple passive – questions; Use of the definite article (1); Use of the indefinite article	Target vocabulary: collocations
Lesson 3 Global Concerns in the 21st Century p. 110	Environmental and other global issues	<i>Will</i> future for predictions; The future passive	Target vocabulary: natural disasters, nuclear power, terrorism, climate change, poverty, famine
Lesson 4 Food for Thought p. 114	The importance of eating a healthy diet; Obesity among teenagers	Countable and uncountable nouns; Plural of nouns; Question tags	Target vocabulary: food
From Brian's Bookshelf: GenTech – the New Teen Generation p. 120	Modern technology and its impact on teenagers	Expansion of structures	Target vocabulary: technology; collocations; Vocabulary expansion
UNIT 7: SCHOOL IS OVER! p. 123-144; Lesson 1 Speak English and Have a Great Holiday! p. 124	Holiday spots in English-speaking countries	1 st and 2 nd conditional – at the level of recognition; Use of the definite article (2)	Target vocabulary: holidays; travelling
Lesson 2 Summer Plans p. 128	Plans for summer holidays	Gerund; <i>Would like to; Going to</i> future	Target vocabulary: summer activities; collocations
Lesson 3 There's No Time Like School Time p. 132	Education; Plans for future education	<i>Going to</i> future	Target vocabulary: school and education
Lesson 4 Amy's End-of-School Party p. 135	Getting around town	Future tenses – <i>will</i> future / the present continuous / the present simple; Use of the definite article (3)	Target vocabulary: town and city; collocations; verbs and prepositions of place and movement; Everyday English: asking for directions and giving directions
From Brian's Bookshelf: What's So Special about Scotland? p. 140	Scotland – language, history, interesting places, popular sports, customs and traditions, food and drink, famous Scots	Expansion of structures	Vocabulary expansion
APPENDIX p. 145-149; Christmas p. 146	Christmas		Vocabulary expansion
Easter p. 148	Easter		Vocabulary expansion

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
	20 th & 21 st Centuries Quiz Track 48	Asking and answering questions about people and events in the 20 th and 21 st centuries		History
What Scares You Most? (text about global concerns); What does the future hold for our planet in the 21 st century? (future predictions for our planet)		Discussion: world problems	Project 2: Global Issues Poster p. 122; Your life in 30 years' time	History and biology
Article: Amazing Food Projects (Jamie Oliver)	Interview with a <i>Fifteen</i> apprentice Track 51	Discussion: eating habits; Talking about school meals	School meals report; Checking information	
Article: Gentech – the New Generation		Questionnaire: Are you addicted to technology? Pupils' attitudes to new technology		Computer Science
Travel brochure: Amazing Holiday Spots (Canada, Australia, New Zealand)		Talking about favourite holiday activities	Postcard; Article (My Favourite Holiday Spot); Project 1: Top 5 Holiday Spots in Georgia (web page) p. 144	Geography; Canada, Australia, New Zealand
	Interview about summer plans Track 54	Talking about interests and wishes; Exchanging personal information: summer plans	Composition about an interesting place	Geography
Quiz: How much do you know about education in the UK and the USA?; Text about Eton		Exchanging personal information: plans for future education and career	Composition: My Ideal School	Education in the UK and the USA
Text messages; Telephone conversation – giving directions	Dialogue in the street – asking for directions Track 56; Telephone conversation – giving directions Track 57	Exchanging information: future plans, arrangements, timetables; One-minute speech: end of school party	Conversation in the street	
Text about Scotland			Project 2: What Do You Want to Know about Georgia? p. 144	Culture Corner; More Interesting Facts about Scotland...; Georgia
Christmas story: <i>the Gift of the Magi</i> ; Parody: <i>the Grift of the Magi</i>		Talking about Christmas presents; Discussing the message of the story; Describing a typical Christmas Eve in your family	Comparing two stories	Religion
Seven important days in the Easter calendar		Describing a typical Easter Sunday in your family	A typical Shrove Tuesday in Georgia	Religion; Easter traditions and customs

სახელმძღვანელოს კონცეფცია

New Building Brigdes 8 წარმოადგენს ორ სერიად დაყოფილი კურსის იმ ნაწილს, რომელიც ითვალისწინებს უცხოური ენების შესწავლის ერთიან ევროპულ სარეკომენდაციო ჩარჩოში წარმოდგენილ მოთხოვნებს და მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/ მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების VIII კლასებისთვის განსაზღვრული სტანდარტის ყველა საჭირო კომპონენტს.

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- იმ კოგნიტურ უნარებზე ვარჯიშს, რომლებიც ეფუძნება აღქმას, ამოცნობას, მისადაგებას, შედარებას, კლასიფიცირებას, დიფერენცირებას, გამოცნობასა და დედუქციას;
- მოსწავლეთა ფანტაზიისა და ზოგადი პერსონალური პოტენციის სტიმულირებას მათი ასაკისთვის დამახასიათებელი ფიზიკური, გონებრივი და ემოციური მდგომარეობის გათვალისწინებით;
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- მოსწავლეების ქცევის ეთიკური ნორმებისა და მათი ზნეობრივი ფასეულობების ამაღლებას;
- ინგლისური ენის შესწავლის პროცესში მისი ქართული სასწავლო პროგრამის სხვა საგნებთან ინტეგრირების სახალისო სტრატეგიების შეთავაზებას.

კურსის სტრუქტურა

მოსწავლის წიგნი 105 საგაკვეთილო საათზეა გაანგარიშებული. იგი 7 ციკლისა და მთელი მასალის ერთიანი გამეორებისგან (Big Revision) შედგება. მას, ასევე, ახლავს დანართი (Appendix) შობასა და აღდგომასთან დაკავშირებული მასალით.

მოსწავლის სამუშაო რვეული მოსწავლის წიგნში წარმოდგენილ ლექსიკურ-გრამატიკულ მასალასა და თემატიკაზე დამატებით ვარჯიშს ითვალისწინებს, რაც კიდევ უფრო უღვივებს მოსწავლეებს წერისა და კითხვის უნარებს. მასწავლებლებს შეუძლიათ ნებისმიერი მომზადების მოსწავლისთვის შეარჩიონ საჭირო მასალა იმ უხვი სავარჯიშოებიდან, რომლებსაც სამუშაო რვეული სთავაზობს. აღნიშნულ წიგნში მოცემული მასალა შეიძლება ოთხ კატეგორიად დაიყოს:



- ა) დამატებითი ლექსიკური მასალა;
- ბ) გრამატიკული სავარჯიშოები;
- გ) სანერი მასალა;
- დ) დამატებითი ტექსტები — ისინი განაგრძობს შესწავლილ თემატიკას გრამატიკაში, ლექსიკასა და კითხვაში ვარჯიშის სახით.

ყოველი ციკლის ბოლოს სამუშაო რვეულში მოცემულია, ასევე, კონკრეტული სექციების გასამეორებელი მასალა, ხოლო წიგნის ბოლოს წარმოდგენილია მთელი წლის მასალის ერთიანად გასამეორებელი ერთეული (Big Revision). გასამეორებელ მასალას თითქმის ყველგან აგრეთვე ახლავს დამატებითი საკითხავი და სანერი სავარჯიშოები; მათი შესრულებით მოსწავლეები კიდევ უფრო იმყარებენ შეძენილ ცოდნას სასწავლო წლის დასრულებამდე.

მოსწავლის წიგნის ბოლოს მოცემულია განვლილი გრამატიკული მასალის მოკლე ანოტაცია, ერთეულების მიხედვით შედგენილი ლექსიკონი და არანესიერი ზმნების ცხრილი.

მოსწავლის წიგნში წარმოდგენილია რამდენიმე პერსონაჟი, რომლებიც ერთმანეთს იმ მოვლენათა სერიებით უკავშირდებიან, რომლებიც წიგნის სიუჟეტს ქმნიან; წიგნის ერთეულებს ერთმანეთთან აკავშირებს საინტერესო ამბები, რომლებიც აღწერს პერსონაჟთა იმ პრობლემებსა და გამოწვევებს, რომელთა წინაშეც მოზარდები ხშირად აღმოჩნდებიან ხოლმე, ასევე მათი უმტკივნეულოდ დაძლევის გზებს. ამრიგად, ისინი მოსწავლეებს მათთვის საინტერესო თემებზე (მუსიკა, კინოფილმები, სპორტი, ბულინგი, თაობათა ურთიერთობის პრობლემები, მოდა, გარეგნობა, მეგობრობა, სიყვარული, გლობალური გამოწვევები, არდადეგები და მოგზაურობა) მსჯელობის შესაძლებლობას აძლევს.

წიგნის მთავარი გმირები არიან: **ბრაიანი** (ჭკვიანი და ნიჭიერი ბიჭი, რომელიც უსამართლობას ვერ იტანს), **სარა** (მდიდარი ფანტაზიის მქონე, ბეჯითი გოგონა, რომელიც მუდამ მზადაა, მეგობრებს დაეხმაროს), **სელია** (ლამაზი და პოპულარული გოგონა, რომელიც საკუთარი უსაფრთხოებისთვის იბრძვის), **საიმონი** (სიმპათიური „მაგარი“ ბიჭი, რომელსაც სელია უყვარს), **ჯილი**

(სელიას მეგობარი, რომლის ჰობიც ცეკვაა) და ეიმი (მორცხვი და მეტად მგრძობიარე ახალი მოსწავლე, რომელიც თავიდან ახალ თანაკლასელებს ვერ ენცობა, მაგრამ ბოლოს ბრაიანსაც კი შეაყვარებს თავს).

თითოეული ციკლი შედგება ხუთი გაკვეთილისგან. ციკლი იწყება მისი შინაარსის მიმომხილველი შესავალი გვერდით (In this unit you will...) და ბოლოვდება თვითშეფასებისა და პროექტების გვერდით (For My Portfolio).

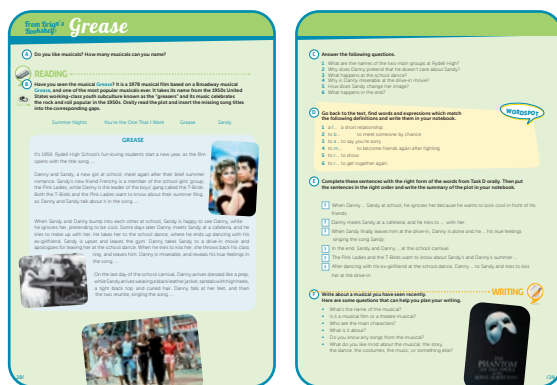
Lesson 1: გვაცნობს ციკლის ძირითად თემას, ახალ ლექსიკურ ერთეულებსა და გრამატიკულ სტრუქტურებს.

Lesson 2: განავრცობს თემას და მასთან დაკავშირებულ ლექსიკასა და გრამატიკულ სტრუქტურებს მოსმენის უნარზე ყურადღების გამახვილებით.

Lesson 3: წარმოგვიდგენს მთავარ თემასთან სემანტიკურად მისადაგებულ საკითხავ ტექსტსა და მოსამსენ მასალას, რომელიც ეროვნული სასწავლო გეგმის შინაარსს შეესაბამება.

Lesson 4: კიდევ უფრო აღრმავებს თემას ყოველდღიური სასაუბრო ინგლისურის მოხმობით.

Lesson 5: **From Brian's Bookshelf** თემას ასრულებს ისეთი მრავალფეროვანი დამატებითი ტექსტებით, როგორცაა სტატიები, საინტერესო ამბები, თამაშები და ვიქტორინები, და ჩვეულებრივ, უკავშირდება სხვა სასკოლო საგნებს. ამ გაკვეთილს ძლიერი კულტურული კომპონენტი გამოარჩევს. ის არასავალდებულოა, რადგან მისი ლექსიკური ერთეულები ტესტირებას არ ექვემდებარება.



For My Portfolio – ორ პროექტსა და ე.წ. „სასწავლო დღიურს“ (My learning Diary) შეიცავს. პროექტები მოსწავლეებს სთავაზობს არჩევით დავალებებს გარკვეულ თემაზე დამოუკიდებლად მუშაობისთვის კლასში ან შინ.

ზოგიერთმა მასწავლებელმა შესაძლოა ჩათვალოს, რომ პროექტები ხანგრძლივ მუშაობას მოითხოვს, რასაც ხშირად კლასში დისციპლინის დარღვევა მოსდევს ხოლმე, მაგრამ პროექტებზე მუშაობა რამდენიმე მიზეზითაა აუცილებელი:

- მათი მეშვეობით მოსწავლეები იაქტიურებენ მიღებულ ცოდნას შემოქმედებითად და პრაქტიკულად;
- გარკვეულ თემაზე მუშაობისას ისინი რაღაც ახალ ცოდნასაც იძენენ მასწავლებლის დახმარების გარეშე;
- მოსწავლეები ეჩვევიან ჯგუფურ მუშაობას, რაც შემდგომ ცხოვრებაში ძალიან გამოადგებათ;
- ისინი, ასევე, იძენენ პრეზენტაციისთვის საჭირო უნარებს (მაგალითად, პრეზენტაციის Power Point-ში მომზადების უნარს).

For My Portfolio:

*** PROJECTS**

Choose one project and do it in a group.

Project 1: An About Me
Prepare a five-minute video presentation with the title **ABOUT ME**. For the video, prepare five questions to ask your classmates. Write down your answers. Then, ask your classmates the questions and write down their answers. Exchange your answers with your classmates. Do you have any questions about the project?

Project 2: How Do I Change? Prepare Your Own Test!
Do some research and write about how Google changed over the last five years.

*** MY LEARNING DIARY**

What do you think about this unit?

- 1. I like this unit because...
- 2. I don't like this unit because...
- 3. I think this unit is...
- 4. I think this unit is...
- 5. I think this unit is...

Do you have any other ideas?

- 1. I can learn about different languages...
- 2. I can learn about different countries...
- 3. I can learn about different people...
- 4. I can learn about different things...
- 5. I can learn about different places...
- 6. I can learn about different people...
- 7. I can learn about different things...
- 8. I can learn about different places...
- 9. I can learn about different people...
- 10. I can learn about different things...

My Learning Diary მოსწავლეებს სთავაზობს განვლილი მასალის ნუსხას, რომელიც მათ ეხმარება საკუთარი მიღწევების თუ წარუმატებლობების შეფასებაში.

მოსწავლის წიგნის გაკვეთილებში შემდეგი რუბრიკებია:

- 1 WORDSPOT** საშუალებას აძლევს მოსწავლეებს, მიზნობრივ ლექსიკაზე იმუშაონ. მოიცავს ბევრ აქტივობას, რომლებიც შექმნილ ლექსიკურ მარაგს აღვივებენ და ამყარებენ.
- 2 DO YOU REMEMBER?** ამ რუბრიკით წინა კლასებში ნასწავლი სტრუქტურები კონკრეტულ გაკვეთილში მეორდება და მყარდება.
- 3 REMEMBER** კონკრეტულ გაკვეთილში რეალიზებულ ახალ გრამატიკულ და ფუნქციონალურ სტრუქტურებს აცნობს მოსწავლეებს.
- 4 SPEAKING** სასაუბრო თემის პერსონალიზაციას ახდენს და ხელს უწყობს მოსწავლეებს საკუთარი აზრისა და შეხედულების გამოხატვაში.
- 5 EVERYDAY ENGLISH** შეიცავს ყოველდღიურ სასაუბრო ელემენტებსა და სტრუქტურებს; მაგალითად, რაიმეს შეთავაზებას, ნებართვის აღებას, მიმართულებების სწავლებასა და ა.შ.
- 6 CULTURE CORNER** ეფუძნება დამატებით მასალას, რომელშიც ყურადღება კულტურის ელემენტებზეა გამახვილებული.
- 7 DID YOU KNOW?** მოსწავლეებს დასამუშავებელ თემასთან დაკავშირებულ პატარ-პატარა დამატებით ინფორმაციას აწვდის.

The collage displays seven pages from a textbook, each illustrating a different lesson activity:

- Page 1: Bullying Bites** - Includes a reading section with a text about bullying and a 'WORDSPOT' section with a word search.
- Page 2: DO YOU REMEMBER?** - Features a 'THE PRESENT SIMPLE' section with grammar exercises and a 'REMEMBER' section with a matching exercise.
- Page 3: LISTENING** - Contains an audio exercise with a picture of a person and a 'SPEAKING' section with a role-play activity.
- Page 4: SPEAKING** - Includes a 'COMPREHEND THE READING' section with a text about a person and a 'SPEAKING' section with a role-play activity.
- Page 5: EVERYDAY ENGLISH** - Features a 'MATCH THE PHRASES' section with a list of phrases and a 'SPEAKING/WRITING' section with a role-play activity.
- Page 6: CULTURE CORNER** - Includes a 'MEET IN THE CITY OF THE BENEVOLENT' section with a text about a city and a 'SPEAKING/WRITING' section with a role-play activity.
- Page 7: Christmas** - Features a 'ANSWER THE QUESTIONS' section with a text about Christmas and a 'SPEAKING/WRITING' section with a role-play activity.

ლინგვისტური და მეთოდოლოგიური რჩევები

- **VIII კლასის მოსწავლეები**, ინგლისური ენის სწავლების თვალსაზრისით, მეტად ფაქიზ და მომთხოვნ ეტაპზე გადადიან. მათი ენობრივი ცოდნა უკვე აღარ არის მკაცრად კონსტრუირებული და მხოლოდ გარკვეული თემატიკით შემოფარგლული. მათ ინგლისური ენა სკოლის გარეთაც ესმით კინოფილმებისა თუ ინტერნეტის წყალობით, და უკვე ის მრავალი სტრუქტურა იციან, რომლებიც მხოლოდ ნაწილობრივ აქვთ ათვისებული და გააზრებული. მოკლედ, მათ აქტიურსა და პასიურ ენობრივ მარაგებს შორის დიდი შეუსაბამობა ჩნდება. სხვაობა, ამ თვალსაზრისით, თავად მოსწავლეებს შორისაც ღრმავდება. ამავდროულად, მოსწავლეთა კოგნიტური უნარი და ინტერესებიც საგრძნობლად გაზრდილია მათ ენობრივ კომპეტენციასთან შედარებით. აქედან გამომდინარე, **მოსწავლეების ფუნქცია** სწორედ ამ კომპეტენციის ამაღლება და ენის უკეთ სწავლისადმი მოსწავლეთა მოტივაციის გაზრდაა.
- **გაკვეთილის დაგეგმვისას** მოსწავლეებელმა თვალის უნდა გადაავლოს **მთელი ციკლის შინაარს** და გადანწყვიტოს, რომელ მასალაზე იქნება ხელსაყრელი მეტი დროის დახარჯვა იმის გამო, რომ ის მნიშვნელოვან ლექსიკურ და გრამატიკულ ელემენტებს შეიცავს, ან იმიტომ, რომ მისი შინაარსი მოსწავლეებისთვის უფრო საინტერესო და სტიმულის მიმცემია. აქედან გამომდინარე, **მოსწავლეებელმა, შესაძლოა, წიგნის გარკვეული ნაწილები უფრო სწრაფად კი გაიაროს ანდა, ზოგიერთ მასალას გადაახტეს კიდევ. სავსებით შესაძლებელია, ასევე, მოსწავლეებს მასალა წიგნში მოცემული თანამიმდევრობით არ გაატაროს.**
- სასურველია წიგნის მასალის **დამატებითი რესურსებით** (ვიზუალური თამაშებით, ლექსებით, სიმღერებით და ა.შ.) შევსებაც. მოკლედ, გაკვეთილის დაგეგმვა, უპირველეს ყოვლისა, გარკვეული მიზნის დასახვა და მისი გახორციელებაა, ხოლო მისი შინაარსი (გრამატიკული მასალის გამყარება, ლექსიკაზე ვარჯიში, რომელიმე უნარზე ყურადღების მეტად გამახვილება და ა.შ.) ბუნებრივია, ნებისმიერი შეიძლება იყოს.
- ცხადია, ყოველი გაკვეთილი ძალიან **ყურადღებით უნდა დაიგეგმოს** კლასში მოსწავლეთა რაოდენობისა და მათი პირადი შესაძლებლობების მიხედვით. მაგრამ ნებისმიერი გაკვეთილი უნდა შედგებოდეს **შემდეგი ნაწილებისგან**:
 - **Warm-up** ანუ წინა გაკვეთილზე ნასწავლი მასალის შეხსენება ანდა კეთილგანწყობილი ატმოსფეროს შექმნა და ახალი გაკვეთილის თემის გარშემო ზოგადი საუბარი;
 - **Presentation** ახალი მასალის ახსნა;
 - **Practice** ახსნილ მასალაზე ვარჯიში სხვადასხვა ტიპის აქტივობებითა თუ საწერი სავარჯიშოებით (მოსწავლის წიგნიდან და სამუშაო რვეულიდან);
 - **Follow-up** ახალი მასალის მორგება ახალ კონტექსტებსა და სიტუაციებზე.
- გაკვეთილზე შეეცადეთ, მოსწავლეები **ოთხივე უნარზე** (საუბარი, მოსმენა, კითხვა და წერა) ავარჯიშოთ.
- გახსოვდეთ, რომ ბავშვები ენას ძირითადად **მოსმენითა** და გამეორებით სწავლობენ. მოსმენისას ისინი ენის სწორ ფლერადობას ეჩვევიან და ცალკეული ერთეულების სწორად წარმოთქმას სწავლობენ. სწორედ მოსმენითა და კითხვით ითვისებენ ისინი ახალ ლექსიკურ ერთეულებსა და შესიტყვებებსაც, რომლებსაც შემდგომ საუბრისას და წერისას იყენებენ.
- **კითხვა**, მეორე რეცეფციული უნარი, ამდენადვე მნიშვნელოვანია. კითხვა ახალი მასალის ათვისების ძირითადი კომპონენტია. კითხვისას ნასწავლ ახალ სიტყვებსა და შესიტყვებებს იყენებენ ბავშვები საუბრისას და წერისას.
- **საუბრის** უნარის კიდევ უფრო გასაღვივებლად ბავშვები უნდა წავაქეზოთ კლასში ინგლისურად ისაუბრონ და ჩვენც ინგლისურად უნდა მივმართოთ თუნდაც მარტივი, არათემატური თხოვნებით (მაგალითად, Can you open the window, please და მისთ.)
- რაც შეეხება **წერას**, ეს აქტივობა ნაწილობრივ ისევ მოსწავლეების მიერ არის მართული. სამუშაო რვეულში წარმოდგენილი საწერი მასალა თითო სიტყვისა თუ წინადადების ჩასმის დონიდან კომპოზიციების წერამდე ვარიირებს. ამ უკანასკნელის დასაწერად კი მოსწავლეებს კონკრეტული მოდელები ან კონკრეტული მითითებები ჭირდებათ.

- **მოტივაცია** ძალიან მნიშვნელოვანია უცხოური ენის შესწავლისას. მოსწავლეები აუცილებლად უნდა შევავსოთ ხოლმე. უნდა გვახსოვდეთ, რომ ქება მეტი მოტივაციაა, ვიდრე კრიტიკა.
- გადამწყვეტია, ასევე, განვლილი თემატიკის **პერსონალიზაცია**. ენა, რომელსაც მოსწავლეები სწავლობენ, აუცილებლად უნდა მიესადაგოს მათ არაენობრივ გამოცდილებას, რათა მისი უცხოურ ენაზე გადმოცემა მოახერხონ.
- **თამაშები** ენის შესწავლის აუცილებელი ელემენტია. ისინი მოტივაციას ამაღლებენ, რადგანაც ხალისი და შეჯიბრის ელემენტი შემოაქვთ საგაკვეთილო პროცესში. თანაც, ბუნებრივ გარემოში კომუნიკაციის დამყარებასაც უწყობენ ხელს. თამაშები კარგად უნდა შეირჩეს ან მომზადდეს, მარტივი და გასაგები ინსტრუქციებით. თუ თამაში ჯგუფურია, ისინი მოსწავლეების ჯგუფურ მუშაობაში განაფვასაც უწყობენ ხელს.
- **საშინაო დავალები** ის აუცილებელი კომპონენტია, რომელიც შეძენილი ცოდნის დამოუკიდებლად გამყარებას უზრუნველყოფს. მოტივაციისთვის, აუცილებელია მიცემული დავალების ყოველდღიურად შემონმება. შეგიძლიათ, მოსწავლეებს წააკითხოთ დავალება, ან მასინ შეამონმოთ მათი რვეულები, სანამ ისინი დამოუკიდებელ ჯგუფურ აქტივობაში არიან ჩართულნი.
- ცხადია, **დისციპლინაც** გადამწყვეტია სრულყოფილი გაკვეთილის ჩასატარებლად. კარგი იქნება, თუ თავად ჩამოუყალიბებთ მოსწავლეებს თქვენს გაკვეთილზე ქცევის წესებს. შეგიძლიათ, „კონტრაქტი“ კი შეიმუშავოთ მათთან ერთად და ხელიც კი მოანერინოთ ბავშვებს ამ კონტრაქტზე. რაც მთავარია, თუ მოსწავლე ამ კონტრაქტის პირობებს დაარღვევს, გაკვეთილზე ნუ დაელაპარაკებით ამის შესახებ; უმჯობესი იქნება, გაკვეთილების შემდეგ დაიბაროთ და ისე აუხსნათ ყველაფერი.
- უნდა აღინიშნოს ისიც, რომ **მასწავლებლის წიგნის** მიზანი მასწავლებლებისთვის მზა რეცეპტების მიცემა სულაც არ არის. მისი მიზანია, უბრალოდ დაეხმაროს მათ და მათივე საკუთარი იდეების რეალიზაციის გზები შესთავაზოს, რომლებსაც ისინი თავად მოარგებენ საკუთარი კლასის საჭიროებებსა და მიზნებს. სწორედ ამას ემსახურება კურსში წარმოდგენილი მასალისა და რესურსების სიუხვე და მათი სახალისო გზით ათვისებისა თუ გადამეორების უამრავი საშუალება (იხ. მასწავლებლის წიგნის ბოლოს Resource Bank).

LESSON PLANS

(გაკვეთილების სცენარები)

შეგახსენებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედეგებზე გადის და რამდენ აკადემიურ საათზეა გათვლილი მოცემული მასალა, მაგრამ წარმოდგენილი ძირითადი და დამატებითი მასალის სიუხვე საშუალებას გაძლევთ, მოცემული ერთეულის სცენარი თქვენთვის მისაღებ საგაკვეთილო საათებზე და შედეგებზე დაიყვანოთ კონკრეტულ დავალებათა გამოხშირვით, ან პირიქით – გაზარდოთ საათების რაოდენობა წიგნის დამატებითი მასალის ხარჯზე და ყველა მოცემული აქტივობისა თუ დავალების გაკვეთილზე შესრულებით.

თქვენი არჩევანი უნდა განაპირობოს იმან, თუ კვირაში რამდენ გაკვეთილს ითვალისწინებს უცხოურ ენაში თქვენი სასწავლო დაწესებულების საათობრივი ბადე, რა რაოდენობის მოსწავლეებთან გინევთ მუშაობა ჯგუფში და როგორია მათი პირადი შესაძლებლობები.

პირველი უცხოური ენის (ინგლისურის) სტანდარტის შედეგები (VII-X კლასები)		
შედეგის ინდექსი	მიმართულება: ტექსტის მოსმენა/ წაკითხვა და გაგება (რეცეფციული უნარები)	ცნებები
მოსწავლემ უნდა შეძლოს:		სამიზნე ცნებები და ცნებებთან დაკავშირებული მკვიდრი წარმოდგენები
Iუცხ.საბ.1.	ტექსტის გაგება-გააზრება ნასწავლი ენობრივ-გრამატიკული, სტრუქტურული და ჟანრობრივი მახასიათებლების ცოდნის გამოყენებით;	კომუნიკაცია (შედეგები: 1, 3, 4, 5, 7, 8, 9) <ul style="list-style-type: none"> • კომუნიკაცია გულისხმობს ინფორმაციის გაცვლას ინფორმაციის გამცემსა და მიმღებს შორის; • კომუნიკაციის ფორმასა და შინაარსზე გველენას ახდენს საკომუნიკაციო სიტუაციის მახასიათებლები: კომუნიკაციის მიზანი, კომუნიკაციის მონაწილეები (ადრესანტი, ადრესატი), კომუნიკაციის ადგილი და დრო; • კომუნიკაციის სიტუაციური მახასიათებლების გათვალისწინება დამუხმარება წარმატებული და ეფექტური კომუნიკაციის დამყარებაში.
Iუცხ.საბ.2.	ტექსტის გაგებაში, გაგების პროცესში და გაგების შემდგომ შესაბამისი სტრატეგიების შერჩევა და გამოყენება ტექსტის გაგება-გააზრების პროცესებისა და ენობრივ-გრამატიკული ცოდნის გაუმჯობესების ხელშეწყობად;	
Iუცხ.საბ.3.	ტექსტის გააზრებისას, კომუნიკაციისას წარმოქმნილი პრობლემების გაანალიზება, მათი გადაჭრის გზების დადგენა (სწავლის პროცესის მართვა - მეტაკოგნიტური სტრატეგია).	ტექსტის ჟანრი (შედეგები: 1, 6) <ul style="list-style-type: none"> • ჟანრი ითვალისწინებს კომუნიკაციური სიტუაციის მახასიათებლებს; • ერთი ჟანრის ტექსტებს აქვთ საერთო მახასიათებლები (სიტუაციური, ენობრივი, შინაარსობრივი, თემატური, სტრუქტურული მსგავსებები); • ავტორები ირჩევენ გარკვეულ ჟანრს კონკრეტული მიზნისთვის; • ტექსტის ჟანრობრივი მახასიათებლების ცოდნა მუხმარება ტექსტის გაგება-გააზრებაში; • ჟანრობრივი მახასიათებლების ცოდნის გამოყენება მუხმარება კონკრეტული მიზნით ტექსტების შედგენაში.
მიმართულება: წერა და ლაპარაკი (პროდუცირება)		
მოსწავლემ უნდა შეძლოს:		
Iუცხ.საბ.4.	ნაცნობ საკომუნიკაციო სიტუაციებში ზეპირი კომუნიკაციის დამყარება ნასწავლი სამეტყველო მოქმედებებისა და ენობრივ-გრამატიკული ცოდნის გამოყენებით;	ტექსტის სტრუქტურა, ორგანიზება (შედეგები: 1, 6) <ul style="list-style-type: none"> • ყველა ტექსტს აქვს სტრუქტურა; • ტექსტის სტრუქტურის შემადგენელი ელემენტები შეიძლება იყოს სიტყვიერი (მაგ., სათაური, ქვესათაური, აზნავი, წარწერა) და არასიტყვიერი (მაგ., ილუსტრაცია, სვეტი, სქემა, სასვენი ნიშნები, ინტონაცია, ხმოვანი ეფექტები); • ავტორები სტრუქტურულ ელემენტებს იყენებენ იდეების და ინფორმაციის ორგანიზებისათვის; • ტექსტის სტრუქტურაზე დაკვირვება მუხმარება ტექსტის გაგებაში; • ტექსტის სტრუქტურული ელემენტების ცოდნის გამოყენება მუხმარება მიზნის შესაბამისი ტექსტის შედგენაში.
Iუცხ.საბ.5.	ზეპირ კომუნიკაციის დამყარებამდე და კომუნიკაციის დროს შესაბამისი სტრატეგიების შერჩევა და გამოყენება წარმატებული კომუნიკაციის უზრუნველსაყოფად;	
Iუცხ.საბ.6.	საკომუნიკაციო სიტუაციის შესაბამისი წერითი ტექსტის შექმნა ენობრივ-გრამატიკული, შინაარსობრივი, სტრუქტურული თუ ჟანრობრივი მახასიათებლების დაცვით, საბოლოო ვარიანტის სათანადოდ გაფორმება;	გრამატიკა (შედეგები: 1, 2, 4, 6) <ul style="list-style-type: none"> • ტექსტში სიტყვების აზრობრივად შეკავშირება გრამატიკის საშუალებით ხდება; • გრამატიკული წესების ცოდნა მუხმარება ტექსტში ჩადებული მნიშვნელობების გაგებაში და აზრების გასაგებად ჩამოყალიბებაში.
Iუცხ.საბ.7.	წერამდე, წერის დროს და წერის შემდგომ ფაზებში შესაბამისი სტრატეგიების შერჩევა და გამოყენება წარმატებული წერითი კომუნიკაციის უზრუნველსაყოფად;	ენის სწავლის სტრატეგიები (კოგნიტური სტრატეგიები) (შედეგები: 2, 5, 7) <ul style="list-style-type: none"> • უცხოური ენის სწავლას უკეთ შეეძლება, თუ გამოვიყენებ სხვადასხვა გონებრივ ხერხებს, ანუ სტრატეგიებს; • მოსმენა-გაგების, ლაპარაკის, კითხვა-გაგების და წერის პროცესები სხვადასხვა ეტაპს მოიცავს; თითოეულ ეტაპზე სხვადასხვა სტრატეგიები გამოიყენება; • ამ სტრატეგიების აღმოჩენა-გაცნობიერება და გამოყენება დამუხმარება სიმძლევების გადალახვაში და საშუალებას მომცემს მკვეთრად გავაუმჯობესო ჩემი მიღწევები; • ლექსიკისა და გრამატიკის ათვისებას გამიაძვილებს ასევე სათანადო სტრატეგიების გამოყენება.
მიმართულება: კულტურათა დიალოგი		
მოსწავლემ უნდა შეძლოს:		
Iუცხ.საბ.9.	ტექსტებსა და კონტექსტებში ასახული სოციოკულტურული და კულტურული თვითმყოფადობის გამომხატველი რეალიების ამოცნობა, მშობლიურთან შედარება, მსგავსება-განსხვავებების გამოვლენა და კომუნიკაციისას გათვალისწინება;	სწავლის პროცესის გაცნობიერებულად მართვა (მეტაკოგნიცია) (შედეგები: 3, 8) <ul style="list-style-type: none"> • სტრატეგიების კარგი მცოდნე, ანუ მოსწავლე-სტრატეგი აკვირდება სწავლის პროცესს, აცნობიერებს იმ სტრატეგიებს და იმ პირობებს, რომლებიც ხელს უწყობს მის წინსვლას, გეხს აძლევს სწავლის პროცესს და ქმნის წინსვლის ხელშემწყობ პირობებს; • სწავლაში წინსვლა დამოკიდებულია ჩემს სტრატეგიულობაზე და არა - ჩემს თანდაყოლილ უნარებზე.
Iუცხ.საბ.10.	კულტურათმშობის დიალოგის ხელშეწყობი ინიციატივების გამოვლენა და რეალიზება, სოციოკულტურული თავისებურებების დაფასება და გაზიარება.	ენობრივ-კულტურული თვითმყოფადობა (შედეგები: 9, 10) <ul style="list-style-type: none"> • ენა და კულტურა ერთმანეთისაგან განუყოფელია; უცხო ენის შესწავლისას უცხო სოციოკულტურულ და კულტურულ სამყაროსაც აღმოვაჩინებ (მაგ., თავისებურ ტრადიციებს, ზნე-ჩვეულებებს, განსხვავებულ ქვეყნის წესებს, ცხოვრების სტილს, სამყაროეულ ხედვას); • განსხვავებული ენისა და კულტურის აღმოჩენა და საკუთართან შედარება დამუხმარება საკუთარი ენისა და კულტურის უკეთ გაცნობიერებაში; • სოციოკულტურულ თავისებურებათა გაგება და გაზიარება ამდიდრებს ცოდნა-გამოცდილებას და ხელს უწყობს კულტურულ თვითმყოფადობათა დაფასებას.

INTRODUCTORY LESSON

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: *სწავლა*. 1, 2, 3, 4

- GRAMMAR • Various structures
- FUNCTIONS • Getting started, talking about holidays, introducing pupils to the organisation and topics of the book
- VOCABULARY • Related to the topics of different units

LESSON 1

INTRODUCTION

The introductory lesson begins with a discussion about summer holidays followed by a quiz designed to familiarise pupils with the Student's Book.

- Write ten pieces of information on the board that work as answers to questions about your summer holidays, e.g. *in Batumi, with my family, by car, extremely hot*, etc. Pupils have to try to guess the questions to which these are your answers, e.g. *Where did you spend your holiday? Who did you go with? How did you travel? What was the weather like?* etc. You can make your answers more or less cryptic according to the kind of class you have. When pupils have worked out all the questions, get them to ask their partners the questions in turns and talk about their summer holidays and decide whose holiday was more exciting. Go around the class and check they are not using Georgian. Give everybody a chance to say something about their holiday.
- The usefulness of a textbook increases in direct proportion to the users' awareness of the way it is organised. You can help pupils become familiar with the structure and features of the book by organising the following competition. Divide the class into three teams (rows). You may want to let the teams choose a name. Get them to turn to the contents pages at the beginning of the Student's Book. Pupils are to skim through the different units to get an overall view of the contents. Explain that the winning team is the one with the most points. Points are awarded to the team that is the first to find the answer to your questions.

Questions and answer key:

How many units are there in New Building Bridges 8? (7)
Where can you find extra grammatical information? (Grammar Summary)
Which two festivals can you read about in the appendix? (Christmas and Easter)
What other material is there at the back of the book? (Word List and Irregular Verbs)
In which unit will you learn about countable and uncountable nouns? (6)
Which unit is about sports? (5)
In which unit can you read the story about Romeo and Juliet? (4)
In which unit do you learn about Scotland? (7)
Who is the main character in Unit 3? (Celia)
Which part of Georgia appears in Unit 7? (Tbilisi, Batumi)
In which units do you learn how to talk about the future? (6 and 7)
Which film can you read about in Unit 2? (Billy Elliot)
Which unit is about fashion and clothes? (3)
Which subject is Amy studying in Unit 6? (History)
Who is organising an end-of-school party in Unit 7? (Amy)
Which unit is about food? (6)
What kind of quiz can be found in Unit 1? (Music Quiz)
In which unit do you learn about the difference between the past simple and past continuous? (5)
Which unit is about the relationship between parents and children? (2)
In which unit do you learn about important inventions and discoveries? (6)

Resource Bank Activity 1

Write the titles of the seven units from the book on the board. Make enough copies of the sentences for each pair of pupils. Ask them to read them carefully and to guess which unit each sentence comes from and to explain why. They can write the numbers next to the corresponding units. Check answers.

Answer key:

TEENAGE KICKS – 3, 14
I HAVE A PROBLEM – 6, 9
LOOKS ARE NOT ALL THAT MATTERS – 7, 12
AFFAIRS OF THE HEART – 1, 11
HEROES – 2, 8
THE WORLD AROUND US – 5, 10
SCHOOL IS OVER! – 4, 13

- At this stage, do a quick survey of which units students think will be the most interesting. Ask pupils to rank them in order of interest. In groups, pupils work out the most and the least popular. They report their answers to the rest of the class. Results can be posted on the wall and referred to as each unit has been completed (to see if their guesses were correct).



UNIT 1

TEENAGE KICKS

In this unit you will...

- ▶ read about different teenage groups.
- ▶ meet the new character Amy.
- ▶ talk about your school, friends, your tastes in clothes and music, your favourite hang-outs, and your hobbies and interests.
- ▶ listen to a survey about how teenagers in the UK and the USA spend their free time.
- ▶ read about risky behaviour among teenagers, such as binge drinking.
- ▶ talk about how you spend your free time.
- ▶ do research and make a class presentation about how Georgian teenagers spend their free time.
- ▶ read about the musical *Grease*.
- ▶ write about yourself and make a poster for the school yearbook.
- ▶ write about a musical you have seen recently.

UNIT 1: TEENAGE KICKS

1.1 DO YOU FIT IN?

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5, 6, 7, 8

GRAMMAR	• Present simple tense, personal pronouns, reflexive pronouns, possessive adjectives
FUNCTIONS	• Reading for gist, scanning for specific information • Talking about habits, routines, facts and permanent situations
VOCABULARY	• Teenagers and their free time – topic-related collocations
SKILLS	
READING	• A text about different teenage groups • A text about the new character Amy
SPEAKING	• Discussing statements about fitting in
WRITING	• Filling in a profile for different teenage groups • Writing a profile for heavy metal fans (optional) • Project 1: All About Me

INTRODUCTION

In the first lessons pupils read about different teenage groups, their looks, clothes, hobbies and interests, tastes in music and attitudes to school. The vocabulary focus is on common collocations.

LESSON 1

Task A, p. 8

- Pupils look at the pictures of different teenage groups and describe their clothes and hairstyles. *Do the characters remind them of anyone they know (their classmates, friends, cousins, neighbours)?* Ask pupils what fashions are adopted by fans of particular types of music. Elicit / teach the meaning of some words such as *geeks*, *high-flyers* and *preps*. The pupils are to match the names with the pictures. Check answers with the whole class.

Answer key:

4, 2, 5, 3,
6, 1, 7, 8

Resource Bank Activity 2

Make one copy of the worksheet for each group of five pupils and cut up the cards. Give each group a set of cards and tell them to match the words that go together. Point out that each pair begins with a word in bold. The first group to find all the pairs wins.

- Focus pupils' attention on the pictures again and ask them which teenage group they associate with the words from the previous task. Go through all the pairs orally. If they come up with different answers, ask them to explain their associations.

Answer key (suggested answers):

- Preps – fashion victims, designer labels, shopping centres
- Computer geeks – science subjects, computer labs, cyber cafés
- Hip-hoppers – baggy clothes, baseball caps, hip-hop dance, debating team, school playground
- High-flyers – teacher's pets, casual clothes, classical music
- Athletes – physical education, jogging suits, sports events
- Punk rockers – leather jackets, combat boots, Converse sneakers, metal chains, rock concerts
- Emos – alternative music
- Heavy metal fans – long hair, tight jeans, silver jewellery

WORDSPOT

Task B, p. 8

- Give pupils a few minutes to discuss what they think the words mean in pairs. Encourage them to give synonyms or definitions, rather than just translating. Elicit answers and model pronunciation. Pupils check the meaning of the words they are not familiar with in the Wordlist on page 158. You can also ask them to write their own sentences with the words from Task B. This will have a more positive effect on their memory, both through rewriting and personalisation.

LESSON 1

Do You Fit In?

A Look at the pictures and match them with the names of different teenage groups.

- | | | | |
|------------------|---------------|----------------|--------------------|
| 1 computer geeks | 3 high-flyers | 5 punk rockers | 7 hip hoppers |
| 2 preps | 4 emos | 6 athletes | 8 heavy metal fans |



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

WORDSPOT

- | | | | |
|-----------|------------|-----------------|-------------------|
| picky | ingenious | competitive | fashion-conscious |
| an outfit | a hang-out | to keep up with | a teacher's pet |
| | a pastime | vandalism | to be fond of |

READING

Task C, p. 9

- Pupils read (and listen to) the text (TRACK 01) and match the teenage groups to the names. Check answers.

Answer key: 1 preps 2 computer geeks 3 hip-hoppers
4 high flyers 5 athletes

Tapescript (Track 01)

1 PREPS

Looks and fancy clothes are very important for them, and they sometimes spend hours in the bathroom just to get the perfect hairstyle or match the right outfit. You might call them fashion victims, because they love designer labels and always keep up with the latest trends. Does school create problems for them? They don't generally have problems with school or teachers, but they have no special interests because they are good at most subjects. When it comes to music, they listen to anything played on radio stations and MTV, as long as it's not too loud. And their favourite hangout? Shopping centres, of course, especially at weekends!

2 COMPUTER GEEKS

They are simply ingenious at working with computers. Very few people can actually understand them when they talk about the latest software or new gadgets. They are brilliant at science subjects, especially maths and physics, but schoolwork in general is rarely a problem for them. Are they fashion-conscious? When it comes to clothes, they grab whatever is clean in their room. They are not too picky about music either, but rock, heavy metal or hip-hop are among their favourites. Who are their friends? They mix well with skaters, since skateboarding is often their favourite pastime. Their favourite hang-outs are computer labs, cyber cafés or any other place with a computer nearby.

3 HIP-HOPPERS

They are fascinated by African American urban culture, so baggy clothes and baseball caps are their most usual outfit. What do they think about graffiti? They don't consider graffiti vandalism, so you can see their drawings on city walls, but sometimes in their notebooks, too. What kind of music do they like? Rap and hip-hop, of course, but the girls love R&B, too, and they are especially fond of hip-hop dance. Most hip-hoppers are very good with words and rhymes, and know a lot about politics and global problems, so it's good to have them on your debate team. How do they spend their free time? They love playing basketball, so school playgrounds are among their favourite hang-outs. And let's not forget the clubs when there is a rap battle!

4 HIGH-FLYERS

School is the centre of their world, and most of them already have a clear idea about their future career. They are very ambitious and competitive, but also hard-working, so they never forget to do their homework. That's why other students sometimes call them nerds. They are extremely well-behaved, which is why they are almost always the teacher's pets. Does fashion play an important role in their lives? They're not particularly fashion-conscious, but they like neat and casual clothes. They are not picky about popular music, but some of them like to join their parents at classical music concerts. Although most teenagers find books boring, they really enjoy reading, so libraries are definitely among their favourite hang-outs.

5 ATHLETES

Their sports career is as important as school for them, and most of them miss a lot of classes preparing for important competitions. That's why they sometimes have a lot of schoolwork to catch up on, which doesn't mean that they don't do well in exams, and unlike some other students, they are always excellent at P. E. A tracksuit is their most usual outfit, simply because it is the most comfortable. Where do they spend most of their free time? In a gym, of course, but sports events are also among their favourite hang-outs.



C Read the descriptions of different teenage groups and match them to the right names from Task A.



TRACK 01

1

Looks and fancy clothes are very important for them, and they sometimes spend hours in the bathroom just to get the perfect hairstyle or match the right outfit. You might call them fashion victims, because they love designer labels and always keep up with the latest trends. Does school create problems for them? They don't generally have problems with school or teachers, but they have no special interests because they are good at most subjects. When it comes to music, they listen to anything played on radio stations and MTV, as long as it's not too loud. And their favourite hang-out? Shopping centres, of course, especially at weekends!

2

They are simply ingenious at working with computers. Very few people can actually understand them when they talk about the latest software or new gadgets. They are brilliant at science subjects, especially maths and physics, but schoolwork in general is rarely a problem for them. Are they fashion-conscious? When it comes to clothes, they grab whatever is clean in their room. They are not too picky about music either, but rock, heavy metal or hip hop are among their favourites. Who are their friends? They mix well with skaters, since skateboarding is often their favourite pastime. Their favourite hang-outs are computer labs, cyber cafés or any other place with a computer nearby.

3

They are fascinated by African American urban culture, so baggy clothes and baseball caps are their most usual outfit. What do they think about graffiti? They don't consider graffiti vandalism, so you can see their drawings on city walls, but sometimes in their notebooks, too. What kind of music do they like? Rap and hip hop, of course, but the girls love R&B, too, and they are especially fond of hip-hop dance. Most hip hoppers are very good with words and rhymes, and know a lot about politics and global problems, so it's good to have them on your debate team. How do they spend their free time? They love playing basketball, so school playgrounds are among their favourite hang-outs. And let's not forget the clubs, when there is a rap battle!

4

School is the centre of their world, and most of them already have a clear idea about their future career. They are very ambitious and competitive, but also hard-working, so they never forget to do their homework. That's why other students sometimes call them nerds. They are extremely well-behaved, which is why they are almost always teacher's pets. Does fashion play an important role in their lives? They're not particularly fashion-conscious, but they like neat and casual clothes. They are not picky about popular music, but some of them like to join their parents at concerts of classical music. Although most teenagers find books boring, they really enjoy reading, so libraries are definitely among their favourite hang-outs.

5

Their sports career is as important as school for them, and most of them miss a lot of classes preparing for important competitions. That's why they sometimes have a lot of schoolwork to catch up on, which doesn't mean that they don't do well in exams, and unlike some other students, they are always excellent at P.E. A tracksuit is their most usual outfit, simply because it is the most comfortable. Where do they spend most of their free time? In a gym, of course, but sports events are also among their favourite hang-outs.

Task D, p. 10

- Pupils read the text again to find the answers to the questions.

Answer key: 1 computer geeks 2 hip-hoppers 3 preps
4 high-flyers 5 athletes 6 hip-hoppers

- You may like to ask further, more challenging questions to check if they have understood the text: *Who is determined to be successful? Who prefers soft music to loud music? Who studies hard for school? Whose hobby involves repeated absences from school? Who likes expressing their opinions? Who spends a lot of money on clothes?* Get them to give reasons for their answers.

Task E p. 10

- Pupils work in groups of five. When they have finished, ask them to share the information with the members of their group. Finally, ask individuals to read out their notes for the profile of a particular teenage group.

Answer key:

TEENAGE GROUPS	computer geeks	preps	high-flyers	hip-hoppers	athletes
looks and clothes	not fashion-conscious	fashion victims, designer labels	neat and casual clothes	baggy clothes, baseball caps	jogging suits
school	brilliant at science subjects	good at most subjects	nerds, hard-working, teacher's pets		miss a lot of classes, excellent at PE
hobbies and interests	computers, skateboarding	fashion	reading	basketball, drawing graffiti	sports
music	rock, heavy metal, hip-hop	anything played on the radio and MTV, not loud	not picky about popular music; classical music	rap and hip-hop (dance), R&B	
favourite hangouts	computer labs, cyber cafés	shopping centres	libraries	school playgrounds, clubs	gym, sports events

Task F, p. 10

- Ask volunteers to answer the two questions.

Task G, p. 10

- Ask the class to suggest the names of famous people they think are picky, ingenious, competitive or fashion-conscious. *Do the words generally have a positive or negative meaning?* Give reasons.

Answer key: 1 fashion-conscious 2 ingenious 3 picky
4 competitive

Task H, p. 10

- Pupils work in pairs. They take turns in asking and answering the questions. They can report their partner's answers to the class.

Answer key: Pupils' answers.

Homework: Workbook p. 6 Tasks A, B, C

D Answer the following questions about the teenage groups.

- 1 Who doesn't really care about clothes?
- 2 Who enjoys dancing?
- 3 Who is fashion-conscious?
- 4 Who is very responsible about their schoolwork?
- 5 Who spends a lot of time in a gym?
- 6 Who likes drawing graffiti?



E Work in groups. Each student reads one description again and fills in the following profile for a particular teenage group in their notebook.

TEENAGE GROUP	computer geeks	preps	high-flyers	hip hoppers	athletes
looks and clothes					
school					
hobbies and interests					
music					
favourite hang-outs					

F Do you fit in any of these teenage groups? Which teenage group would you join and why?

G Use the words below to answer the questions.

picky ingenious competitive fashion-conscious

How would you describe someone...

- 1 ...who cares a lot about what clothes they wear?
- 2 ...who is very clever?
- 3 ...who is hard to please?
- 4 ...who likes success and competition?

H Answer the questions about yourself.

- 1 What school subjects are you fond of?
- 2 Do you know anyone who is a teacher's pet?
- 3 Do you keep up with the latest fashion trends?
- 4 What is your favourite hang-out?
- 5 Can you describe your favourite outfit?
- 6 Can you think of any examples of vandalism in your school?
- 7 What is your favourite pastime?
- 8 Which gadget couldn't you live without?

LESSON 2

INTRODUCTION

From a grammatical point of view, the beginning of the first unit has a strong revision element. This lesson revises pupils' knowledge of the present simple tense.

- Start the lesson with a NOUGHTS AND CROSSES GAME (TICK-TACK-TOE). Draw a pattern of nine squares on the board, but instead of numbers write the first letters of some less familiar pairs of words from the previous lesson. Pupils play in two teams trying to win with a row of three Os or three Xs. The teams take turns in picking a square and the teacher defines the words. When giving definitions, try not to mention either of the words in a pair, if possible.

FV	DL	HF
TP	CC	DT
CG	CB	PE

Answer key and definitions:

FV (fashion victim) – someone who always wears what is popular and trendy even if it makes them look bad

DL (designer labels) – expensive brands

HF (high-flyer) – someone who is extremely successful in school

TP (teacher's pet) – a student who everyone thinks is the teacher's favourite and is therefore disliked by other students

CC (cyber café) – a public place that is connected to a computer network

DT (debate team) – a group of students taking part in a formal discussion of a particular subject

CG (computer geek) – someone who knows a lot about different kinds of software and couldn't live without gadgets

CB (combat boots) – things soldiers wear on their feet

PE (physical education) – a school subject in which you do sports

- Check Workbook Tasks A, B and C that you set for homework. At this point you may want to ask the class what they remember about the different teenage groups they learned about. Elicit as much information as possible.

OPTIONAL:

Explain you are going to dictate ten sentences based on the texts from the previous lesson. Tell pupils to write them down and tick the ones which are true for them. They compare their answers with a partner to see how many things they have in common. Finally they change the other statements so that they are true for them. Make clear they should use the negative form of the verb or insert an adverb of frequency, e.g. *I don't know much about the latest software / I sometimes wear baggy clothes.*

- I know a lot about the latest software.*
- I have a clear idea about my future career.*
- I use a lot of gadgets.*
- I spend most of my free time on the school playground.*
- I have problems with maths.*
- I draw graffiti on city walls.*
- I wear baggy clothes.*
- I dance hip-hop.*
- I listen to classical music.*
- I do sports.*

- Get pupils to look at the sentences from the previous activity again and decide which sentence describes: 1. a habit or routine, 2. a fact or permanent situation. Elicit answers and ask them to identify the (present simple) tense – positive and negative statements. Get them to exchange their notebooks in pairs and report their partner's answers to the class. In this way they switch from the first to the third person singular and practise both the positive and negative form.

Answer key: habits or routines – 3, 4, 6, 8, 9, 10; facts or permanent situations – 1, 2, 5, 7

- Write the following verbs on the board: *watch, do, study, finish, copy, miss, go* and ask the class what happens in the third person singular. Elicit that the ending is *-es* when the word ends in *-s, -ss, -ch, -sh, -x*. Note also: *do* → *does*, *go* → *goes*. Remind them of the change in spelling (*study* → *studies*, *copy* → *copies*). If a word ends in a consonant + *y*, *y* changes to *ie* before *-s*. However, *y* does not change when a word ends in a vowel + *y* (*play* → *plays*).

DO YOU REMEMBER? p. 11

- Pupils complete the sentences from memory. Point out the difference between habits / routines and facts / permanent situations once again. Draw pupils' attention to auxiliary verbs used to make present simple questions and the difference between yes / no questions and WH-questions. Elicit other WH-question words.

Answer key:

THE PRESENT SIMPLE

- 1 love 2 spend 3 are, know, don't consider
- Habits and routines – spend; facts and permanent situations – love, are, know, don't consider

THE PRESENT SIMPLE QUESTIONS

- 1 Does, Are 2 do, do
- do / does
- yes / no questions – 1, WH-questions – 2



Workbook pp. 7, 8 Tasks E, F, G, H, I

Pupils describe the boy in Task E (spiky hair, torn trousers, leather jacket...). They should be familiar with the relevant vocabulary if you did Resource Bank Activity 2 in the previous lesson. *What kind of music do they think he listens to? What is his favourite hang-out? What is his favourite school subject? What is he interested in?* After predicting some information, pupils complete the text in Task E and check their guesses. Then they correct the sentences in Task F. Check answers. Follow the same procedure for Tasks G, H, I (picture description, prediction, text completion, questions and answers).

Homework: Student's Book p. 11 Tasks I, J and Workbook p. 7 Task D

OPTIONAL HOMEWORK:

Workbook p. 9 Task M (WRITING)

Answer key:

Task I – 1 is, keeps up with 2 don't know 3 skip 4 don't like, get on 5 don't care 6 see, enjoys, studies
Task J – 1 Do 2 play 3 are 4 do 5 miss 6 Do

? DO YOU REMEMBER

THE PRESENT SIMPLE

a) Look at the descriptions of different teenage groups again and complete the sentences, reading them out.

- 1 Athletes ... playing basketball in their free time.
- 2 Preps sometimes ... hours in the bathroom just to get the perfect hairstyle.
- 3 Most hip hoppers ... very good with words and rhymes, and ... a lot about politics and global problems. They ... graffiti vandalism, but an art form.

b) Which sentences talk about **habits and routines**, and which ones talk about **facts and permanent situations**?

THE PRESENT SIMPLE – QUESTIONS

a) Complete the following questions with the missing verbs.

- 1 ... school create problems for preps?
... computer geeks fashion-conscious?
- 2 How ... hip hoppers spend their free time?
What kind of music ... high-flyers like?

b) Which verbs do we use to make **present simple questions**?

c) Which questions are **yes / no questions**, and which ones are **wh-questions**?

I Complete the following sentences with the **present simple** of the verbs in brackets and read them out.

- 1 My best friend ... (be) very fashion-conscious. She always ... (keep up with) the latest trends.
- 2 I'm sorry we can't help you with your history project, but we ... (not / know) much about politics.
- 3 What's wrong with you? You ... (skip) too many classes.
- 4 I ... (not / like) rap music, but I ... (get on) well with some hip hoppers in my school.
- 5 Computer geeks usually ... (not / care) that much about fashion.
- 6 I often ... (see) your friend in the library. It seems he really ... (enjoy) reading and he ... (study) a lot.

J Find the grammar mistakes in the following questions, then answer them.

- 1 Does preps have problems with school?
- 2 Does fashion plays an important role in the lives of high-flyers?
- 3 What is computer geeks' favourite hang-outs?
- 4 What kind of music hip hoppers like?
- 5 Why do athletes missing a lot of classes?
- 6 Are high-flyers enjoy reading?

LESSON 3

INTRODUCTION

Pupils meet Amy, one of the main characters of the book, for the first time. They revise personal and reflexive pronouns and possessive adjectives. At the end of the lesson pupils can do the project entitled *All About Me*. Pupils look at the title of the first lesson: *Do You Fit In?* Ask them what they think it means. Elicit / explain that if you fit in, you are accepted by the other people in the group.

Task K, p. 12

- Focus pupils' attention on the picture and introduce them to Amy. Ask the class: *What can you see in Amy's room? What does it tell you about her personality, hobbies and interests?* After a short discussion, pupils read the text. Ask individual pupils to read out the text as a final check.

Answer key: fashion-conscious, feel down, hang-outs, competitive

Task L, p. 12

- They explain orally what Amy has in common with different teenage groups and what her problem is. Ask pupils if they (or anyone they know) have anything in common with Amy.

Answer key: preps, hip-hoppers, athletes, high-flyers



READING

K Amy is a new student at school. She is sitting in her room and preparing a poster with the title ALL ABOUT ME... for the school yearbook. Use the following words and expressions to complete her composition orally.

feel down

competitive

fashion-conscious

hang-outs



All About Me

I don't know where to begin, because I don't like talking about myself. I don't fit in any group, especially the popular ones. I'm not ..., because I don't think much about clothes. I just wear what's comfortable, so I guess preps would look down on me. My mum thinks I spend too much time in front of the computer, but I only use it for schoolwork and chatting. Anyway, she always says I should go out more. I love classical music. Whenever I ..., I play the piano. I also like dancing, but I have absolutely no talent for it. I guess hip hoppers wouldn't like to see me in their dance group. And, let's not forget my reading. I read tons of books, and they are not just for my English class. That's why libraries are my favourite ... My dad thinks I should do some sports, but I'm really not much of an athlete. And I hate P.E.! Other than that, school is not a problem for me, although I'm not ambitious and ... like high-flyers. I'm excellent at chemistry, but history gives me a headache. I never speak up in class, so who would want me on their debate team? I'm such a boring person!
Thank God I have Sugar. I always talk to him, I tell him all my secrets, and he's always there for me. Dogs are great friends, aren't they?

L Which of the following teenage groups does she mention in her composition? Does she have anything in common with them? What does Amy think her problem is?

- | | | | |
|----------------|--------------------------|------------------|--------------------------|
| preps | <input type="checkbox"/> | emos | <input type="checkbox"/> |
| punk rockers | <input type="checkbox"/> | athletes | <input type="checkbox"/> |
| computer geeks | <input type="checkbox"/> | high-flyers | <input type="checkbox"/> |
| hip hoppers | <input type="checkbox"/> | heavy metal fans | <input type="checkbox"/> |

DO YOU REMEMBER? p. 13

- Get pupils to complete the rules.

Answer key: personal pronouns, reflexive pronouns, possessive adjectives

Task M, p. 13

- Do the task with the whole class. Elicit the missing words and write them on the board. Ask the class to work in pairs and sort the words into three groups. Don't tell them which criteria they should use in doing so. Let them work it out for themselves. They should come up with the following groups: 1. *me, I* 2. *himself / herself, myself* 3. *his / her, their, my, our*. Then write on the board: *personal pronouns, reflexive pronouns, possessive adjectives* and get them to work in pairs and place the words into the corresponding groups. Finally, ask which pronouns and adjectives are missing from each group.

Answer key: 1 himself / herself, his / her 2 their 3 my 4 me 5 our 6 My, I 7 my, their 8 myself

SPEAKING

Task N, p. 13

- Pupils focus on the task, read the sentences silently, tick the ones they agree with and put a cross next to the ones they disagree with. Encourage them to give reasons based on their own experiences. Ask some pupils to tell the class their ideas.



Workbook p. 8 Task J

Pupils do the task on their own. When they have finished, tell them to circle the words that appear in two different columns / groups. Point out that *it* and *you* are used as both subject and object pronouns whereas *her* is used as both an object pronoun and a possessive adjective.

OPTIONAL:

For My Portfolio

Project 1 All About Me, p. 30

This is the first of fourteen projects in this book. These are activities pupils can do individually, in pairs or in groups and are designed to let them put the language they have learned so far into practical and enjoyable use. They also provide an opportunity for pupils to work in a more independent manner, to express themselves more freely and to use their own ideas. They are especially useful for mixed-ability classes, as they allow pupils to work at their own pace. They can be set for pupils to prepare in class when time allows, or as homework when appropriate.

Unlike most of the other projects in this book, which can take up a lot of class time or require pupils to collect material outside the classroom, and therefore would be better done at home, this project can easily be done in class. Check that pupils understand the purpose of the project – they are to write about themselves and the things that matter to them in order to produce a school yearbook page. They should illustrate their text with photos, pictures or drawings. If pupils are weak at writing, tell them to use Amy's composition as a model.

As pupils complete the project, stick their mini posters on the class wall, or if this isn't possible, make a class folder with their work. The class project folder should be kept in the classroom for pupils to look at as they wish. It's a good way to help pupils feel proud of their work and to show its value. The pupils' project work can be marked, but we suggest that you focus on the overall achievement rather than on specific accuracy errors. In some schools, the most interesting projects are displayed in the entrance hall for other pupils, teachers and school visitors to see. TIP: If you are short of time, pupils can do this project for homework.

Homework: Workbook p. 9 Tasks K, L

? DO YOU REMEMBER

POSSESSIVE ADJECTIVES, REFLEXIVE PRONOUNS, or PERSONAL PRONOUNS?

Look at the sentences below and complete the rules.

- We use ... to replace nouns which are subjects or objects in a sentence.
 - I read tons of books, and **they** are not just for my English class.
 - I always talk to **him**.
- We use ... when the subject and the object are the same.
 - I don't like talking about **myself**.
(subject) (object)
- We use ... before nouns or noun phrases to talk about possession.
 - I guess hip hoppers wouldn't like to see me in **their** dance group.
 - My** dad thinks I should do some sports.

M Complete the sentences with the correct **pronouns** or **possessive adjectives**. Say which of these sentences are true for you.

- My best friend always talks about ... and ... problems.
- I am fascinated by black Americans and ... culture.
- I never talk to ... parents about my problems.
- Mathematics gives ... a headache.
- The teachers in ... school often give us a lot of homework.
- ... parents would like me to do some sports, but ...m too lazy.
- Some of ... friends spend a lot of ... pocket money on books.
- I love new gadgets, but I wouldn't call ... a computer geek.

N Discuss these statements in pairs or small groups.

- You can't be popular if you don't wear nice clothes.
- I could never be friends with someone who doesn't listen to the same kind of music.
- High-flyers are usually not popular among their classmates.
- Teenagers who belong to groups have more self-confidence.
- Teenagers who are shy usually do not fit in, and they are not invited to parties.
- Teenagers who belong to groups are cool and fun.
- Some teenage groups can have a bad influence on teenagers.
- You don't have to belong to a group to feel good about yourself and to have friends.

SPEAKING



1.2 WHAT'S UP?

SUGGESTED TEACHING TIME: 3 lessons	
LEARNING OUTCOMES: 1-7 1, 2, 3, 4, 5, 6, 7	
GRAMMAR	<ul style="list-style-type: none"> • Present continuous tense • Contrast between the present simple and present continuous • Difference between possessive pronouns and possessive adjectives
FUNCTIONS	<ul style="list-style-type: none"> • Talking about activities in progress and temporary situations • Talking about habits, routines, facts and permanent situations • Talking about possession
VOCABULARY	<ul style="list-style-type: none"> • Text-related
SKILLS	
LISTENING	<ul style="list-style-type: none"> • Telephone conversations • A conversation in the library
WRITING	<ul style="list-style-type: none"> • Describing your favourite hangout

LESSON 1

INTRODUCTION

In this lesson pupils revise the present continuous tense and meet the main characters from the book. If they used the textbook 7 in the seventh grade, they should already be familiar with them. You can ask the class what they remember about each character. Elicit as much information as possible. If they haven't met the characters yet, ask the class to find their names at the bottom of the page.

Task A, p. 14

- In pairs pupils fill in the information in the table, copied into their notebooks and compare the characters to different teenage groups. Talk briefly about which character they think they will identify with most.

Answer key:

	Where are they?	What are they doing?
Celia	In a shopping centre	She is phoning her friends.
Jill	In a dance studio	She is trying out a new dance routine.
Brian	At home	He is doing research for his biology project.
Simon	In the playground / basketball court	He is playing basketball.
Adrian	In the recording studio	He is hanging out with The Sherlocks.
Sarah	In the library	She is looking for a book.

A Look at the pictures and describe what is happening. Then copy the table into your notebook and fill in the information. Which teenage groups do these boys and girls have something in common with?



	Where are they?	What are they doing?
Celia		
Jill		
Brian		
Simon		
Adrian		
Sarah		

READING & LISTENING

Task B, p. 15

- Ask the class what they think Celia's problem is. Let pupils look at the pictures in Task A while they are listening to the five telephone conversations in Task B (TRACK 02). Check their predictions and answers to Task A with the whole class.

Answer key:

Celia is angry because nobody wants to go shopping with her. She decides to buy herself 3 scoops of ice cream instead.

- Get pupils to look at the conversation in Task B. Play the recording again, and tell them to read and listen at the same time.

Tapescript

Track 02

Celia: Hi, stranger! It's me, Celia. Long time no hear. What's up?

Jill: Sorry, Celia, but I can't talk right now. I'm in a dance studio, in the middle of my hip-hop class. We're just trying out a new dance routine.

Celia: That's something new.

Jill: Haven't I told you? I'm taking a hip-hop class, but only this week, just to see if I like it.

Celia: But I really need some help with picking out a new pair of jeans.

Jill: Sorry, Celia. Can we do it some other time?

Simon: Hello? Who's that?

Celia: Who's that?! Don't you have my number in your contacts?

Simon: Of course I do, but I'm playing basketball with some friends, and I'm trying to focus on the game.

Celia: That means I have to do my shopping all by myself.

Simon: Why don't we go shopping tomorrow? I have to buy a new jacket and maybe later...

Celia: Thanks for nothing, Simon!

Celia: Hi, Brian. It's Celia. What are you doing?

Brian: I'm very busy. I'm at home, doing research for my biology project.

Celia: It's Saturday morning. I can't believe you're studying! And I'm all alone at the shopping centre.

Brian: I can't come this time. Why don't you call Simon?

Celia: You're such a nerd! Bye!

Celia: What's up Adrian? It's your friend Celia. Remember me?

Adrian: Are you angry about something?

Celia: No, why? Who's screaming in the background?

Adrian: You won't believe it, but I'm hanging out with the Sherlocks, the most awesome band in the world.

Celia: Could you hang out with me, for a change? A shopping centre is awesome, too.

Adrian: No way, Celia! They're starting to rehearse now, bye...

Celia: Is everybody ignoring me? I'm getting really angry now.

Celia: Come on, Sarah! Pick up the phone! You're my last hope!

Voicemail: You've reached the number 092 906 8856. If you'd like to leave a message,...

Celia: I hate talking to machines!

Task C, p. 15

- Pupils work in pairs for a minute, discussing what they think the words and expressions mean. Encourage them to look at the words in their context and try to give synonyms or definitions, rather than just translating.
- Then they decide if the sentences are true or false for them. Encourage them to give reasons. Alternatively, you may ask them to guess if the sentences are true or false for their partner.

LISTENING & READING



TRACK 02

B Listen and read. Check your answers from Task A. Why is Celia angry? What does she decide to do in the end?

Celia: Hi, stranger! It's me, Celia. Long time no hear. What's up?

Jill: Sorry, Celia, but I can't talk right now. I'm in a dance studio, in the middle of my hip-hop class. We're just trying out a new dance routine.

Celia: That's something new.

Jill: Haven't I told you? I'm taking a hip-hop class, but only this week, just to see if I like it.

Celia: But I really need some help with picking out a new pair of jeans.

Jill: Sorry, Celia. Can we do it some other time?



Celia: Hi, Brian. It's Celia. What are you doing?

Brian: I'm very busy. I'm at home, doing research for my biology project.

Celia: It's Saturday morning. I can't believe you're studying! And I'm all alone at the shopping centre.

Brian: I can't come this time. Why don't you call Simon?

Celia: You're such a nerd! Bye!



Simon: Hello? Who's that?

Celia: Who's that?! Don't you have my number in your contacts?

Simon: Of course I do, but I'm playing basketball with some friends, and I'm trying to focus on the game.

Celia: That means I have to do my shopping all by myself.

Simon: Why don't we go shopping tomorrow? I have to buy a new jacket and maybe later...

Celia: Thanks for nothing, Simon!



Celia: What's up Adrian? It's your friend Celia. Remember me?

Adrian: Are you angry about something?

Celia: No, why? Who's screaming in the background?

Adrian: You won't believe it, but I'm hanging out with the Sherlocks, the most awesome band in the world.

Celia: Could you hang out with me, for a change? A shopping centre is awesome, too.

Adrian: No way, Celia! They're starting to rehearse now, bye...

Celia: Is everybody ignoring me? I'm getting really angry now.



Celia: Come on, Sarah! Pick up the phone! You're my last hope!

Voicemail: You've reached the number 092 906 8856. If you'd like to leave a message...

Celia: I hate talking to machines!



C Do you know what these words and expressions mean? Check their meaning, then decide if the following sentences are **true (T)** or **false (F)** for you.

WORDSPOT

to do research awesome to rehearse to pick out
to pick up a nerd to do without to focus

- 1 I'm doing research for my geography project at the moment.
- 2 I think the shopping centres in my hometown are awesome.
- 3 I couldn't do without my mobile phone.
- 4 Some of my classmates think I'm a nerd, just because I have straight As.
- 5 My sister always picks up the phone first.
- 6 It's hard for me to focus on studying at weekends.
- 7 It's difficult for me to pick out what to wear in the morning.
- 8 I think it's boring to rehearse for concerts.

/15

DO YOU REMEMBER? p. 16

- Ask the class to identify in Task A the present continuous tense. Go through the **Do You Remember** box with the whole class. You may wish to elicit further examples for each use – pupils can make sentences about themselves.

Answer key:

THE PRESENT CONTINUOUS

b) activities in progress – 1, 3; temporary situations – 2

THE PRESENT CONTINUOUS – QUESTIONS

a) 1 are 2 Is 3 is

b) We make it using the present simple of 'be' + verb -ing

c) yes / no questions – 2, WH-questions – 1, 3

Task D p. 16

- Pupils do the task on their own and compare their answers in pairs.

Answer key: 1 is shopping, is talking 2 is taking 3 is doing 4 is playing, is trying 5 is hanging out, are rehearsing 6 is looking for

- Focus pupils' attention on the spelling of *shopping*, *rehearsing* and *dancing*. If a verb ends in -e, we leave out e before -ing. Exceptions to this rule are: *be* → *being* and verbs ending in -ee (*see* → *seeing*, *agree* → *agreeing*). We double the final consonant of the words ending in *consonant-vowel-consonant* before -ing. However, if the final syllable is not stressed we do not double the final consonant (e.g. *visiting*, *listening*). The exceptions to this rule are verbs ending in -l (*travel* → *travelling*) but only in British English. Note that we do not double y or w at the end of words.

Task E, p. 16

- Pupils continue working in pairs.

Answer key: 1 What is Jill doing in a dance studio? 2 Is Brian doing research for his geography project? 3 Why is Simon not coming to the shopping centre? 4 Who is Adrian hanging out with? 5 Are The Sherlocks rehearsing for a concert? 6 Is Sarah answering the phone?



Workbook p. 10 Task A & B

If there is time, pupils can do the crossword puzzle in class. When they finish, get pupils to test each other. Pupil A (with the Workbook) reads a gapped sentence and the first letter of the missing word to pupil B (without the Workbook), who has to remember the missing word. After five words they swap roles. Let the weaker pupil in a pair be the first to read the gapped sentences – it will give them a chance to see and remember the words they will be asked by his or her partner. Then pairs do Task B together.

Homework: Workbook pp. 11, 12 Tasks C, D, E, F, G

? DO YOU REMEMBER

THE PRESENT CONTINUOUS

a) Look at the following sentences from the phone conversations.

- 1 We're just **trying** out a new dance routine.
- 2 I'm **taking** a hip-hop class, but only this week.
- 3 I'm **playing** basketball with some friends, and I'm **trying** to focus on the game.

b) Which sentences talk about **activities in progress that are going on now, at the moment of speaking**, and which ones talk about **temporary situations**?

THE PRESENT CONTINUOUS – QUESTIONS

a) In your notebook complete the following questions with the missing verbs.

- 1 What ... you doing?
- 2 ... everybody ignoring me?
- 3 Who ... screaming in the background?

b) How do we make **present continuous questions**?

c) Which questions are **yes / no questions**, and which ones are **wh-questions**?

D These sentences describe what Celia and her friends are doing on Saturday morning. In your notebook complete them using the **present continuous** of the verbs below.

do shop play hang out look for rehearse try talk take

- 1 Celia ... in a shopping centre. She ... to her friends on her mobile phone, but nobody can join her.
- 2 Jill is in a dance studio. She can't come because she ... a hip-hop class.
- 3 Brian is very busy. He ... research for his biology project.
- 4 Simon can't come because he ... basketball with some friends. He can't talk on the phone because he ... to focus on the game.
- 5 Adrian ... with some cool guys who have their own band. They ... for their concert.
- 6 Sarah is in the library. She ... some books that she needs for her English homework.

E Unscramble the following questions in your notebook and then answer them.

- 1 What / Jill / doing / is / in a dance studio?
- 2 Is / research / for his geography project / Brian doing?
- 3 Why / Simon / is / not / coming / to the shopping centre?
- 4 Who / with / Adrian / hanging out / is?
- 5 Are / for / their concert / rehearsing / the Sherlocks?
- 6 Is / answering / Sarah / the phone?

LESSON 2

INTRODUCTION

Pupils learn the difference between the present simple and present continuous.

Task F, p. 17

- Ask the class to write down five questions they would ask someone they are meeting for the first time. Pupils compare their questions with the ones in the task. Have they got any questions that do not appear in the book? Ask them to cover the text below with their workbooks / notebooks and read out the questions they think Sarah will ask Amy.

LISTENING & READING

Task G, p. 17

- Pupils listen to the dialogue (TRACK 03) and check their predictions without looking at the text. Check Sarah's questions and elicit Amy's answers.

Tapescript (Track 03)

Amy: Oops, I'm so sorry.

Sarah: That's OK, don't worry about it. Are these notes yours?

Amy: Yes, they're mine.

Sarah: Do we know each other from somewhere?

Amy: We go to the same school. I'm Amy, by the way.

Sarah: I'm Sarah, nice to meet you. What are you doing here on a Saturday morning?

Amy: I'm looking for some new stuff to borrow.

Sarah: I'm a real bookworm, too. I'm reading *Romeo and Juliet* for the second time.

Amy: You're kidding me! Shakespeare is one of my favourites, too.

Sarah: I never see you around. Where do you hang out at weekends?

Amy: I don't go out a lot. And... I don't have anyone to hang out with.

Sarah: Maybe you could join our dance group.

Amy: I don't have time for that, and everybody says I have two left feet.

Sarah: How about a water polo match next Saturday?

Amy: That would be nice, but... I have to play the piano.

Sarah: That's too bad. Everybody's coming. Brian's team is playing their first match of the season.

Amy: Are you talking about the guy with the cap?

Task H, p. 17

- Pupils can then read and listen to the dialogue and do the task. Ask them what Sarah and Amy have in common and what else they have found out about Amy. Remind them of Amy's composition in Lesson 1.1 and ask individual pupils what they remember about her.

Answer key: true sentences – 2, 4, 5

F Sarah meets Amy in the library. Amy is a new student, so Sarah is very curious about her. Which of the following questions do you think she'll ask?

- | | | | |
|--|--------------------------|---------------------------------------|--------------------------|
| What's your name? | <input type="checkbox"/> | Do we know each other from somewhere? | <input type="checkbox"/> |
| What are you doing here on a Saturday morning? | <input type="checkbox"/> | Do you like reading? | <input type="checkbox"/> |
| What subjects do you like? | <input type="checkbox"/> | Are these notes yours? | <input type="checkbox"/> |
| Where do you hang out at weekends? | <input type="checkbox"/> | Do you play any instruments? | <input type="checkbox"/> |
| Why don't you join our dance group? | <input type="checkbox"/> | Where do you live? | <input type="checkbox"/> |
| Which book are you reading at the moment? | <input type="checkbox"/> | Are you listening to me? | <input type="checkbox"/> |

LISTENING & READING



TRACK 03

G Listen and read. Check your answers. What do you find out about Amy?

- Amy: Oops, I'm so sorry.
- Sarah: That's OK, don't worry about it. Are these notes yours?
- Amy: Yes, they're mine.
- Sarah: Do we know each other from somewhere?
- Amy: We go to the same school. I'm Amy, by the way.
- Sarah: I'm Sarah, nice to meet you. What are you doing here on a Saturday morning?
- Amy: I'm looking for some new stuff to borrow.
- Sarah: I'm a real bookworm, too. I'm reading *Romeo and Juliet* for the second time.
- Amy: You're kidding me! Shakespeare is one of my favourites, too.
- Sarah: I never see you around. Where do you hang out at weekends?
- Amy: I don't go out a lot. And... I don't have anyone to hang out with.
- Sarah: Maybe you could join our dance group.
- Amy: I don't have time for that, and everybody says I have two left feet.
- Sarah: How about a water polo match next Saturday?
- Amy: That would be nice, but... I have to play the piano.
- Sarah: That's too bad. Everybody's coming. Brian's team is playing their first match this season.
- Amy: Are you talking about the guy with the cap?



H Say which sentences are true about Amy.

- 1 Amy wants to borrow some books from Sarah.
- 2 Amy is a bookworm.
- 3 Amy doesn't like Shakespeare.
- 4 Amy doesn't have many friends.
- 5 Amy is not very good at dancing.
- 6 Amy and Sarah are going to a water polo match next Saturday.

REMEMBER! p. 18

- Tell the class to look at the questions in Task F again and decide which questions are in the present simple and which are in the present continuous, which questions are yes / no questions and which are WH-questions. Pupils should already be familiar with the structure of both tenses, but even at this level they still make mistakes and often have problems forming questions correctly, especially WH-questions in the present simple tense (e.g. *What means this word?* is a very common error).
- Ask them to look at the **Remember** box and complete the sentences and questions in their notebooks with the right tense and revise when each tense is used.

Answer key:

- a) are... doing 2 am reading 3 see, do... hang out 4 don't have, says
- b) present continuous – activities in progress, temporary situations; present simple – habits and routines, facts and permanent situations

Tasks I, p. 18

- Pupils do the task on their own.

Answer key: 1 go 2 is looking 3 like 4 doesn't have 5 thinks 6 is playing

Task J, p. 18

- Pupils do the task on their own.

Answer key: 1 do they meet 2 is Sarah asking Amy a lot of questions 3 instrument does Amy play 4 book is Amy reading for the second time 5 does Sarah invite Amy 6 is Amy asking about

SPEAKING

Task K, p. 18

- Pupils work in pairs. They take turns asking and answering the questions. They can report their partner's answers to the class.

Answer key: Pupils' answers.

OPTIONAL:

If your pupils are still making mistakes with the two present tenses, and this is quite likely, you may like to do the following task or leave it for the beginning of the next class. Divide the class into groups of four. Get them to write down three sentences about themselves using the correct present tense. Two should be unusual facts that are true and that the other pupils in the class might not know about. One sentence should be a lie. They take turns saying their three sentences in any order. The others in their group then have a minute to ask follow-up questions and at the end of the minute they have to guess which sentence was false. You can tell them your own three sentences as a model: e.g. *I'm reading a book about astrology. I collect recipes. I listen to rap music.*

Homework: Workbook pp. 12, 13 Tasks H, I, J

REMEMBER**THE PRESENT SIMPLE vs. PRESENT CONTINUOUS**

a) Look at the dialogue again and complete in your notebook the sentences and questions with the right tense.

- 1 What ... you ... here on a Saturday morning?
- 2 I ... *Romeo and Juliet* for the second time.
- 3 I never ... you around. Where ... you ... at weekends?
- 4 I ... time for that, and everybody ... I have two left feet.

b) When do we use each tense?

I Read out the correct tense, the **present simple** or the **present continuous**.

- 1 Amy and Sarah **go / are going** to the same school.
- 2 Amy **is looking / looks** for some new books to borrow.
- 3 Amy and Sarah both **are liking / like** Shakespeare.
- 4 Amy **isn't having / doesn't have** many friends to hang out with.
- 5 Amy **thinks / is thinking** she can't dance.
- 6 Brian's team **plays / is playing** their first match this Saturday.

J Make **present simple** or **present continuous** questions and write them in your notebook.

- 1 Sarah and Amy meet at the library on Saturday.
When ...?
- 2 Sarah is asking Amy a lot of questions, because she's a new student at school.
Why ...?
- 3 Amy plays the piano.
Which ...?
- 4 Amy is reading *Romeo and Juliet* for the second time.
Which ...?
- 5 Sarah invites Amy to a water polo match next Saturday.
Where ...?
- 6 Amy is asking about Brian.
Who ...?

**SPEAKING****K**

Work with a partner. Interview each other and then report back to the class.

- 1 Do you borrow books from a library?
- 2 Are you good at dancing?
- 3 Do you like romantic stories like *Romeo and Juliet*?
- 4 Are you taking piano lessons this year?
- 5 Which sports do you practise?
- 6 What are you doing this weekend?

LESSON 3

INTRODUCTION

Pupils learn the difference between possessive adjectives and possessive pronouns.

Resource Bank Activity 3

Make copies and cut the dialogue into ten parts. Put pupils into groups and give out a mixed-up conversation to each group. Explain the situation – Amy and Sarah have just met in the school hall. Pupils put the conversation in the correct order. Get the group that finishes first to read the whole conversation to the class. Then ask them to find pronouns that show possession (*yours, mine, hers, his*).

Answer key:

Amy: Hi, Sarah. Sorry, is this book yours?

Sarah: No, it isn't. I was just going to take it to Lost Property. Why are you asking?

Amy: I think it's mine. I left it in the canteen this morning.

Sarah: Then it might be yours. I found it on the floor under my chair.

I asked Celia if it was hers but she said it wasn't.

Amy: May I have a look?

Sarah: Sure.

Amy: No, it's not mine. I know! It must be Peter's.

Sarah: How can you be so sure?

Amy: I know it's his. He is always leaving his things all over the place. He is such a scatterbrain.

Sarah: Look who's talking! Didn't you say you'd left yours in the canteen?

REMEMBER! p. 19

- Pupils complete the sentences. Since they are already familiar with possessive adjectives, they can try to work out the difference.

Answer key:

a) 1 my, our 2 yours, mine

b) 1 before nouns and noun phrases 2 alone

- You can point out the difference between *a friend of mine* (one of a number of friends) and *my friend* (one friend in particular).

Task L, p. 19

- Pupils do the task on their own.

Answer key: 1 her, mine 2 their, our 3 ours 4 your, mine

Homework: Workbook p. 13 Tasks K, L

SPEAKING

Task M, p. 19

- Do this task if there is time, or leave it for the beginning of the next lesson. This is an extended speaking task, where pupils tackle a longer piece of discourse. First ask them to look at the photos and identify the different hang-outs. They read the list of questions, think about what they are going to say and what language they will need. Put pupils into pairs and get them to take turns talking about their favourite hang-out.

REMEMBER

POSSESSIVE ADJECTIVES and POSSESSIVE PRONOUNS

a) We use both **possessive adjectives** and **possessive pronouns** to talk about possession. Look at the dialogue again and complete the sentences in your notebook.

- 1 Shakespeare is one of ... favourites, too.
Maybe you could join ... dance group.
- 2 Are these notes ...?
Yes, they're

b) Match the halves of the sentences to get the rules about **possessive adjectives** and **pronouns**.

- 1 We use **possessive adjectives**... alone.
- 2 We use **possessive pronouns**... before nouns and noun phrases.

L Read out the correct **possessive adjectives** or **pronouns**.

- 1 *Romeo and Juliet* is one of **her / hers** favourite books, and **my / mine**, too.
- 2 The Sherlocks are playing tonight, and it's **their / theirs** first concert in **our / ours** town.
- 3 Are these Sarah's books? No, they are **our / ours**.
- 4 Can I borrow **yours / your** pencil? No, you can't because it's not **my / mine**.

SPEAKING



M Think about your favourite hang-out. You're going to talk about it for about a minute. Here are some questions that can help you prepare.

- What is the place called?
- Where is it? Describe the part of town or village where it is located.
- Is it popular among teenagers?
- How would you describe it?
- What can you do there?
- Do you need money to go there?
- How often do you go there?
- Why do you like it?



1.3 BRIAN'S BIOLOGY PROJECT

SUGGESTED TEACHING TIME: 2-3 lessons

LEARNING OUTCOMES: **საბ.** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

GRAMMAR • Cardinal and ordinal numbers, fractions and percentages

FUNCTIONS • Statistics

VOCABULARY • Extracurricular and leisure activities

SKILLS

READING • Teenage Binge Drinking in the UK and USA

LISTENING • A survey about how teenagers in the UK and the USA spend their free time
• Number dictation

SPEAKING • Free time
• Underage drinking and alcohol abuse

WRITING • A report on how classmates spend their free time
• Project 2: How Do Georgian Teenagers Spend Their Free Time?

CULTURE and CLIL

- Biology
- Teenagers in the UK and the USA

LESSON 1

INTRODUCTION

The general topic of this lesson is teenagers and their free time as well as risky behaviour among teenagers. It gives pupils training in talking about percentages, fractions and large numbers.

If you haven't done Task M in the previous lesson, use it as a warm-up activity. Then brainstorm different ways in which Georgian teenagers spend their free time. Do they think British or American teenagers spend their free time in a different way?

WORDSPOT

Task A, p. 20

Teach the new words if necessary. Pupils do the matching task.

Answer key: 3, 4, 1, 2

LISTENING

Task B, p. 20

- Write the numbers and figures from the task on the board. Ask a volunteer to read them out loud. Remind them of the difference between cardinal and ordinal numbers, introduce fractions and percentages and elicit examples. Explain / elicit that when you want to indicate how large of a part something is compared to the whole of it, you use a fraction followed by *of* and a noun group referring to the whole thing. You can also write a fraction in figures. Fractions are often given in a special form as a number of hundredths. This type of fraction is called a percentage.
- Explain that the numbers on the board are related to the ways in which teenagers in the UK and the USA spend their free time. What do they think the figures represent? Elicit possible answers.
- Pupils listen to Brian's survey with their books closed, check their predictions and try to remember what

the figures represent. Elicit as much information as possible.

Tapescript (Track 04)

HOW DO TEENAGERS IN THE UK AND THE USA SPEND THEIR FREE TIME?

- More than 50% of teenagers prefer to spend their free time alone in front of the television or a computer rather than hanging out with friends.
- Many teenagers spend more than 20 hours a week online, two hours a day watching TV, and two hours a day talking on their mobile phones.
- About 25% of teenage boys and 40% of teenage girls take part in extracurricular activities such as learning foreign languages, playing an instrument, or an art or drama group.
- Every eighth teenager takes weekly sports lessons outside of school, while every fourteenth teenager performs community service activities.
- Less than a third attend religious activities once a week, and about a fifth participate in youth groups or recreational programmes.
- Only 30% of teenagers enjoy reading books and going to the cinema or theatre in their free time.
- About 20% of teenagers aged 14-16 smoke on a regular basis.
- Almost 22% of teenagers aged 11-15 drink from time to time, and 38% of teenage boys get drunk once a week.

Task C, p. 20

- Ask them to open their books, look at the task and complete as many sentences as possible with the numbers from Task B. Then they listen to the survey again, check their answers and complete the missing numbers.

Task D, p. 20

- Get pupils to tick the risky pastimes. They compare their answers in pairs and explain why some pastimes are riskier than others. How does it compare with the situation in Croatia? Refer to the things they mentioned during the warm-up activity. Deal with any other vocabulary problems by explaining / translating words or phrases pupils aren't familiar with.

A Match the words and expressions to their definitions.

WORDSPOT

- | | | |
|------------------------------|--------------------------|---|
| 1 extracurricular activities | <input type="checkbox"/> | to like something better than something else |
| 2 to take part in | <input type="checkbox"/> | work you do to help other people, for which you do not get paid |
| 3 to prefer | <input type="checkbox"/> | activities such as sports, music or acting that you take outside school |
| 4 community service | <input type="checkbox"/> | to participate |



LISTENING

B Brian is working on his biology project about risky behaviour among teenagers. Listen to his survey and find out what the numbers below tell us about how teenagers in the UK and the USA spend their free time.

TRACK 04

20% 11-15 fourteenth 40%
38% a third 30% 50%

C Listen to the survey again and complete the sentences with the numbers from Task B.

HOW DO TEENAGERS IN THE UK AND THE USA SPEND THEIR FREE TIME?

- More than ... of teenagers prefer to spend their free time alone in front of the television or a computer rather than hang out with their friends.
- Many teenagers spend more than ... hours a week online, two hours a day watching TV, and two hours a day talking on their mobile phones.
- About 25% of teenage boys and ... of teenage girls take part in extracurricular activities such as learning foreign languages, playing an instrument, art or drama group.
- Every eighth teenager takes weekly sports lessons outside of school, while every ... teenager performs community service activities.
- Less than ... attend religious activities once a week, and about a fifth participate in youth groups or recreational programmes.
- Only ... of teenagers enjoy reading books and going to the cinema or theatre in their free time.
- About ... of teenagers aged 14-16 smoke on a regular basis.
- Almost 22% of teenagers aged ... drink from time to time, and ... of teenage boys get drunk once a week.

D Which of the ways in which British and American teenagers spend their free time are risky in your opinion?



REMEMBER! p. 21

- Pupils copy the captions. Ask them to add at least one more example to each group.

Answer key: 1 cardinal numbers 2 ordinal numbers
3 fractions 4 percentages

OPTIONAL:

Tell pupils to close their books and look at the numbers from Task B on the board. Ask the class if they remember what the numbers stand for. Erase each number as soon as someone explains it and until there is nothing left on the board.

LISTENING

Task E, p. 21

- Pupils listen twice if necessary. Check answers – ask pupils to read back the correct numbers.

Tapescript Track 05

- 1 fourteen
- 2 fifty per cent
- 3 125th
- 4 thirty per cent
- 5 an eighth
- 6 the twelfth

SPEAKING

TASK F, p. 21

- Do the questionnaire / survey. It will be useful material for the report in Task G. Go through the questions with pupils. Encourage them to add one question of their own. Ask for a show of hands after each question and get them to record the correct number of pupils in their notebooks.

WRITING

TASK G, p. 21

- As a final activity they write a class report based on their group's findings, using numbers, fractions and percentages. You can remind them of useful sentence beginnings and write some prompts on the board:

About a third...
More than 20%...
Less than 25%...
Almost 30%...
Only...
Every second / third / fourth pupil...

OPTIONAL:

For My Portfolio

Project 2 How Do Georgian Teenagers Spend Their Free Time? p. 30

Focus pupils' attention on Project 2. Pupils can use their findings from the report in Task G. They conduct some research, collect photographs or draw pictures. As a class, brainstorm ideas for finding visuals, e.g. on websites or in magazines, that pupils can bring to the next class. Give each group a large sheet of paper and sticky tape or glue. They look at the pictures the groups have collected and select a few to illustrate their poster. In their groups they write short texts. Encourage them to make their displays as attractive and interesting as possible. Each group should prepare a short presentation to explain their poster to the class. Display the posters around the class. If you wish, the class can vote for the best one. In a big school you may like to run an interclass competition for the most interesting poster.

Homework: Workbook p. 14 Tasks A, B

REMEMBER

NUMBERS

Copy the captions above the corresponding numbers in your notebook.

fractions cardinal numbers percentages ordinal numbers

1 15 fifteen 40 forty 38 thirty-eight 100 one / a hundred

2 the third the fourteenth

3 $1/2$ a half $1/3$ a third $1/5$ a fifth

4 20% twenty per cent 38% thirty-eight per cent

LISTENING



TRACK 05

E Listen to the dictation and write the correct answer in your notebook.

1 A fourteen
B the fourteenth
C forty

2 A 15%
B 55%
C 50%

3 A 25
B 25th
C 125th

4 A $1/3$
B 30%
C 13%

5 A the eighth
B $1/8$
C eighty-one

6 A the twelfth
B $1/12$
C twelve

SPEAKING



F Interview your classmates about how they spend their free time.

- 1 Are you taking part in any extracurricular activities this term?
- 2 Do you spend more than two hours in front of the TV every day?
- 3 Do you spend more than two hours in front of your computer every day?
- 4 Are you reading a book at the moment?
- 5 Do you go to the cinema or the theatre at weekends?
- 6 Do you sometimes do community service?
- 7 Do you do any sports in your free time?
- 8 Do your friends smoke or drink?

YES NO

?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?

WRITING



G Now write a report based on the questionnaire in Task F. Use numbers, fractions and percentages.



LESSON 2

INTRODUCTION

The topic of this lesson is alcohol abuse and binge drinking. Pupils practise reading large numbers.

OPTIONAL:

Divide the class into A and B pairs and explain you are going to dictate different numbers to the As and Bs. Prepare a list of about 16 numbers (8 for the As and 8 for the Bs) including ordinal and cardinal numbers, fractions and percentages. Dictate the numbers for A's and B's in turns and get pupils to write them down as figures (not in words!). Then A and B exchange notebooks. Write all the numbers on the board for pupils to check each other's answers and correct any mistakes.

Pupil A – *fifteen, ninety, seven hundred and twenty, the third, the eleventh, the thirty-first, a quarter, forty-five per cent*

Pupil B – *eighty, thirteen, three hundred and seventy, the second, the twelfth, the forty-fifth, a half, twenty-nine per cent*

Then get them to practise reading the numbers in pairs. Remind them that when you say or write a number over 100 in words, you put *and* before the number expressed by the last two figures.

READING

Task H, p. 22

- Write on the board: BINGE DRINKING. Ask for a show of hands to check how many pupils are familiar with the phrase, but don't let them tell the rest of the class what it means. Instead, read out definitions and get them to decide / guess which one is correct:
Binge drinking is when you... 1) knock back (finish) an alcoholic drink in one go 2) drink too much alcohol over a short period of time; 3) drive a car after having drunk too much alcohol; 4) mix different kinds of alcohol at once.
- Pupils read the first paragraph of the text and check their guesses.
- Then they look at the headings and predict information that might appear in each paragraph.
- After that they scan the whole text to check their predictions and match the headings with the paragraphs. Check answers.

Answer key: 1 What is binge drinking? 2 The situation in the UK and the USA 3 Why do teenagers get drunk? 4 Health problems 5 What can we do? 6 Dangerous consequences



READING

H This is Brian's poster about teenage binge drinking in the UK and the USA. Match the headings to the corresponding paragraphs orally.

The situation in the UK and the USA

What can we do?

Dangerous consequences

What is binge drinking?

Health problems

Why do teenagers get drunk?

TEENAGE BINGE DRINKING IN THE UK AND THE US

1 (?)

- When you drink large amounts of alcohol during a short period of time just to get drunk, it's called binge drinking.

2 (?)

- Drinking under the age of 21 is illegal in the USA, but the average age at which Americans begin drinking regularly is 15.
- Several million teenagers in the USA have a serious drinking problem.
- Britain has the third highest number of teenage drinkers in Europe.



3 (?)

- Peer drinking (*My friend is doing it, so why can't I?*)
- Curiosity.
- Looking cool and having fun.
- Family problems, but most teenagers just see it as a way of forgetting about typical growing up problems.

4 (?)

- Problems with memory, concentration and learning.
- It can damage your brain, heart, stomach and liver.
- Alcohol poisoning.

5 (?)

- Stricter laws for drinks companies which target under-age drinkers in their advertisements, and make drinking look cool, attractive and fun.
- Stricter laws and higher police fines for shops and pubs that sell alcohol to under-age drinkers.
- The government should spend more money on educating teenagers about the dangers of alcohol abuse.
- Students should spend their free time in a productive way, by doing sports or other extracurricular activities.

6 (?)

- Violent behaviour.
- Accidents and injuries.
- Every year, more than 5,000 deaths of people under the age of 21 in the USA are connected with under-age drinking.

Task I, p. 23

- Get pupils to read the text more carefully and do the task. Finally, check answers and ask what information they find most shocking.

Answer key: 1T 2F 3T 4T 5T 6F 7F 8F

SPEAKING**Task J, p. 23**

- Pupils say which statement they most agree with and which statement they most disagree with and explain why.

REMEMBER! p. 23

- Teach pupils how to write out large numbers as words. Point out that unlike some other languages, in English a comma is put after the first figure e.g. 1,526. When you use *hundred, thousand, million or billion* to indicate exact numbers, you put *a* or another number in front of them. However, they remain singular even when the number in front of them is greater than one.

Answer key: five thousand, one million



Workbook pp. 14, 15 Tasks C and D are quite demanding for pupils, so we suggest you do them in class. They provide pupils word-building practice using words from the text.

First get them to do as much as they can on their own, then they compare answers in pairs. Finally check answers with the whole class.

Homework: Workbook p. 15 Tasks E, F, G

I Are the following statements **true (T)** or **false (F)**? Correct the false ones while reading.

- 1 Alcohol abuse means drinking too much alcohol, which is bad for your health.
- 2 Drinking under the age of 21 is illegal in the UK.
- 3 Peers are people who are the same age as you.
- 4 Some teenagers think drinking is cool.
- 5 Drinks companies want to attract under-age drinkers in their advertisements.
- 6 Alcohol doesn't cause serious health problems.
- 7 Schools should spend money on educating teenagers about alcohol abuse.
- 8 You can't hurt other people when you're drunk.

REMEMBER

BIG NUMBERS

Write the following numbers as words in your notebook.

5,000 ...

1,000,000 ...

.....**SPEAKING**



J What information from Brian's poster is the most shocking for you? Discuss the following statements.

- 1 Drinking should be illegal for young people under the age of 18.
- 2 People who sell alcohol to under-age drinkers should go to prison.
- 3 It is best not to sell alcoholic drinks in supermarkets.
- 4 Parents should punish their children when they get drunk.
- 5 Only teenagers who have problems drink alcohol.
- 6 Teenagers who have good grades never have problems with alcohol abuse.
- 7 Boys binge drink more than girls.
- 8 Teenagers who often get drunk should talk to a psychologist.



1.4 WHAT'S EATING AMY?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I-ግጌጌ. 1, 2, 3, 4, 5, 6, 7, 8

GRAMMAR • Reported statements and questions with reporting verbs in the present tense

FUNCTIONS • Reporting what someone says, thinks, asks or wonders without repeating their actual words

VOCABULARY: • Friendship, teenage problems, peer pressure

SKILLS

SPEAKING • Reporting other people's typical questions

WRITING • A poem (optional)

LESSON 1

INTRODUCTION

This lesson introduces reported statements with reporting verbs in the present tense.

- Write on the board: *What's Amy eating? What's eating Amy?* Get a volunteer to explain the difference in meaning and explain that a different word order can change the meaning of the whole sentence. Make sure pupils understand that the title of this lesson *What's eating Amy?* means *Why does Amy seem annoyed or upset?* and brainstorm possible reasons why Amy might be upset. Write pupils' ideas on the board e.g. *Maybe she has argued with her parents. Maybe she has got a bad mark. Maybe she has lost her favourite possession etc.*

Task A, p. 24

- Pupils explain the situation and check their predictions.

Answer key: They are gossiping about Amy. Amy is eavesdropping on their conversation.

Task B, p. 24

- Pupils read the text again, decide if the sentences are true or false and find the corresponding sentence / question to justify their answers. They can correct the false answers before a whole class check.

Answer key: 1F 2T 3F 4 F 5F 6F 7F 8T

Task C, p. 24

- Ask the class which comment about Amy they find the most embarrassing and why. Discuss the questions with the whole class. Do they ever read gossips in magazines or on internet?

What's Eating Amy?

A What is going on in the picture? Who are the boys and girls gossiping about? What is Amy doing?



B What do the boys and girls from Amy’s school think about Amy? Are the following statements **true (T)** or **false (F)**? Correct the false ones while reading.

- 1 They love her clothes.
- 2 They don’t like her hairstyle.
- 3 They think she looks like a boy.
- 4 They think she’s not good at singing.
- 5 Everybody wants to hang out with Amy.
- 6 Amy goes out a lot.
- 7 Amy looks like a sports type.
- 8 They don’t remember her name.

C Do you sometimes gossip? How do you feel when other people gossip about you? Do you care about what other people think about you?

Task D, p. 25

- Brainstorm as many adjectives as possible. Write their ideas on the board: *angry, upset, sad, surprised, disappointed* etc... Pupils read the text and choose the adjective which best describes how Amy feels.

Answer key: miserable

- Pupils look at the text in the speech balloons once again. Explain that it includes examples of reported statements. Ask them to underline them.

REMEMBER! p. 25

- Ask a volunteer to read out the rules and examples. Remind them of the difference between *say* and *tell* – you say something (to somebody), you tell somebody something. The word *that* can be left out.

Task E, p. 25

- Get pupils to turn the reported statements into direct speech on their own. Check answers and draw their attention to the verb, pronoun and possessive adjective changes. Get them to circle all the words that have been changed. Pupils may find it useful to turn some direct speech into reported speech in their own language and notice if the same changes take place. Remind them that in writing you use quotation marks (inverted commas) to show you are reporting what someone else has said.

Answer key: 1 I'm sure she's not good at dancing. 2 I bet she's not on the school sports team. 3 She looks a bit strange. 4 She always carries around those stupid notes.



Workbook p. 16 Task A

Encourage pupils to complete the speech balloons from memory and look at the words in the box only if they can't remember what is missing.



Workbook p. 17 Task E

Ask pupils to complete only the first box in the table (statements).

Get them to work in pairs and write 2 more comments / statements that Amy's schoolmates might make about her.



Workbook p. 17 Task F

Pupils can choose which five statements they would like to report.

You can also ask them to report their own statements which they have added in pairs.

Homework: Workbook pp. 16, 17 Tasks B, C, D

D How does Amy feel when she overhears what other students in her school say about her? Read the text and say which adjective best describes how Amy feels.

- A worried
- B frightened
- C miserable

I'm never going to make any friends in this school. The girls say that my hair is always a mess and they wonder why I always wear such awful clothes. The boys even think that I dress like a boy. They say that I look a bit strange. I was thinking of joining a dance group, but the girls think that I'm not good at dancing. The boys think that I'm not on the school sports team. Do I really look that clumsy?

The boys wonder what kind of music I listen to, and the girls say that I always carry around those stupid notes. Is classical music really such a drag? The girls say that I never hang out with them, and the boys wonder if I ever go out. But, isn't it stupid to go out all by yourself? What's more, who wants to hang out with such a grump? The girls wonder if I'm ever in a good mood. And worst of all, they still ask what my name is!



REMEMBER

REPORTED SPEECH

We use **reported speech** if we do not want to repeat other people's exact words.

DIRECT STATEMENTS

"Her hair **is** always a mess."

"She **dresses** like a boy."

"She never **hangs out** with us."

→

→

→

REPORTED STATEMENTS

Girls **say that my** hair **is** always a mess.

Boys **think that I dress** like a boy.

Girls **say that I** never **hang out** with **them**.

What's the difference between **direct** and **reported** statements?

- We most often use verbs **say** and **tell** (which is always followed by an object) to report statements. We can also use the verb **think**.
- If we are reporting someone else's words in reported statements, **pronouns** and **possessive adjectives** change as well.

E Do you remember exactly what the students in Amy's school say about her? Write the direct statements in your notebook.

1 The girls think that I'm not good at dancing.
"...", the girls say.

2 The boys think that I'm not on the school sports team.
"...", the boys say.

3 They say that I look a bit strange.
"...", they say.

4 The girls say that I always carry around those stupid notes.
"...", the girls say.

LESSON 2

INTRODUCTION

This lesson introduces reported questions with reporting verbs in the present tense.

- After checking homework, remind pupils of the comments made by Amy's schoolmates. Put the following jumbled questions on the board and ask the class to unscramble the questions orally.

*ever / out / she / go / does?
she / mood / a / is / ever / in / good?
wear / why / clothes / such / does / always / she / awful?
is / her / anyway / name / what?*

Task F, p. 26

- Pupils write the direct questions from the board under the corresponding reported questions.

Answer key: in the **Remember** box

REMEMBER! p. 26

- Remind pupils that there are two main types of questions, and so there are two main types of report structures for questions. Point out the difference between yes / no questions and WH-questions. When you report a WH-question, you use a WH-word at the beginning of the reported clause. If there is no WH-question word, we introduce reported questions with *if*.
- Draw pupils' attention to the word order in reported questions and explain that it is the same as in affirmative statements (subject + verb + object). When you report a question you do not treat it as a question by using an interrogative word order and you do not use a question mark.
- Go through the **Remember** box with pupils and ask a volunteer to read out the rules and the examples.

Task G, p. 26

- Pupils do the task on their own.

Answer key: 1 she hates writing about herself 2 libraries are her favourite hang-out 3 history gives her a headache 4 if classical music is really such a drag 5 if she really looks that clumsy 6 if she is reading anything at the moment 7 why she spends so much time in front of her computer 8 where she hangs out at weekends

REMEMBER

REPORTED QUESTIONS

We most often use the verb **ask** to report questions, but we can also use the verb **wonder**.

The word order of reported questions is the same as in affirmative statements: **subject + verb**. **Pronouns** and **possessive adjectives** change as well.

YES / NO QUESTIONS

We introduce **yes / no questions** with the word **if + subject + verb**.

DIRECT QUESTIONS

"Does she ever go out?" →

"Is she ever in a good mood?" →

REPORTED QUESTIONS

Boys wonder if I ever go out.

Girls wonder if I'm ever in a good mood.

WH-QUESTIONS

We introduce **wh-questions** with the **wh-question word + subject + verb**.

DIRECT QUESTIONS

"Why does she always wear such awful clothes?" →

"What's her name, anyway?" →

REPORTED QUESTIONS

They wonder why I always wear such awful clothes.

They still ask what my name is.

F Can you remember what students in Amy's school ask about her?

Write the direct questions in your notebook.

- 1 The boys wonder if I ever go out.
"..." the boys wonder.
- 2 The girls wonder if I'm ever in a good mood.
"..." the girls wonder.
- 3 They wonder why I always wear such awful clothes
"..." the girls wonder.
- 4 They still ask what my name is.
".....?" they still ask.

G Report the following statements and questions in your notebook and read them out.

- 1 "I hate writing about myself." Amy says.
Amy says that
- 2 "Libraries are my favourite hang-outs." Amy tells Sarah.
Amy tells Sarah that
- 3 "History gives me a headache." Amy says.
Amy says that
- 4 "Is classical music really such a drag?" Amy wonders.
Amy wonders
- 5 "Do I really look that clumsy?" Amy wonders.
Amy wonders
- 6 "Are you reading anything at the moment?" Sarah asks Amy.
Sarah asks Amy
- 7 "Why do you spend so much time in front of your computer?" Amy's mum asks.
Amy's mum asks
- 8 "Where do you hang out at weekends?" Sarah asks Amy.
Sarah asks Amy

Task H, p. 27

- Pupils read the questions and statements and decide whether they like or dislike them. Find out which question / statement most pupils like the best / least.
- Then they think about which person they associate with each question or statement and turn the direct speech into reported speech – e.g. *My grandma often asks me if I need more pocket money.*

SPEAKING

Task I, p. 27

- Pupils complete at least 3 reported questions with their own ideas.

Answer key: Pupils' answers.



Workbook p. 17 Task E

Pupils sort the yes / no questions and WH-questions into the right boxes. They can add 2 more questions that Amy's schoolmates might ask about her.



Workbook p. 17 Task G

You can also ask them to report their own questions that they have added in pairs.



Workbook p. 19 Tasks J, K, L can also be done in class.

Homework: Workbook p. 18 H, I

Optional: Workbook p. 19 Task M (WRITING)

H Which of these questions and statements do you like to hear 😊, and which don't you like to hear ☹️?

- | | | | |
|---|--------------------------|--------------------------------------|--------------------------|
| 1 How are you today? | <input type="checkbox"/> | 8 Do you need more pocket money? | <input type="checkbox"/> |
| 2 Do you want to go out with me? | <input type="checkbox"/> | 9 Can I have your phone number? | <input type="checkbox"/> |
| 3 You look great. | <input type="checkbox"/> | 10 I'm so proud of you. | <input type="checkbox"/> |
| 4 Is everything OK at school? | <input type="checkbox"/> | 11 What are you doing this Saturday? | <input type="checkbox"/> |
| 5 Are you listening to me? | <input type="checkbox"/> | 12 Do you have any homework? | <input type="checkbox"/> |
| 6 Why do you always send text messages? | <input type="checkbox"/> | 13 Can you clean your room? | <input type="checkbox"/> |
| 7 I love your T-shirt. | <input type="checkbox"/> | 14 You're my best friend. | <input type="checkbox"/> |

.....**SPEAKING**



I Complete these reported questions. Then report back to the class.

- My mum usually asks...
- My dad always asks...
- My sister sometimes asks...
- My brother never asks...
- My teacher usually asks...
- My best friend sometimes asks...



FROM BRIAN'S BOOKSHELF: *GREASE*

SUGGESTED TEACHING TIME: 1-2 lessons

LEARNING OUTCOMES: **ገጽ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

- FUNCTIONS
- Reading for specific information
 - Doing a music quiz

- VOCABULARY
- Words related to music
 - Relationship verbs

SKILLS

- READING
- Musical *Grease*

- LISTENING
- Song *Grease* (optional)

- WRITING
- Writing about a musical

CULTURE and CLIL

- Musical *Grease*
- Music

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. It is a reading activity rounding up the topic and structures of the unit. Suggested time is 1 to 2 lessons, so you can combine it with the linguistic content from the previous lessons. In that way, you are free to manipulate these two 45-minute lessons depending on how interested your pupils are in the topic of the lesson and how you have organised the distribution of the unit content.

The lexical area covered in this lesson is music. Pupils test their knowledge through a quiz and then learn about the famous musical *Grease*.

We suggest you start with the music quiz, **Workbook p. 21 Task E**. Divide the class into pairs, small groups or teams. If you think they know a lot about the topic, they could do the music quiz in pairs. If not, groups of four or even larger teams may work better. Set a time limit for them to choose the right answers. Check answers, where possible making pupils give you the whole sentence (not just saying a, b, or c).

Task A, p. 28

Ask the class how they feel about musicals. Get some quick feedback from the class on the two questions. If anyone in the class has seen the musical *Grease*, get them to tell the class what it is about. Ask them if they liked it or not. Would they recommend it to the rest of the class? Why? / Why not?

READING

Task B, p. 28

- Read the introduction to the task with the class.
- Pupils read the text and complete the song titles.

Answer key: Grease, Summer Nights, Sandy, You're the One That I Want

Tapescript (Track 06)

GREASE

It's 1959. Rydell High School's fun-loving students start a new year, as the film opens with the title song *Grease*.

Danny and Sandy, a new girl at school, meet again after their brief summer romance. Sandy's new friend Frenchy is a member of the schoolgirls' group the Pink Ladies, while Danny is the leader of the boys' gang called the T-Birds. Both the T-Birds and the Pink Ladies want to know about their summer fling, so Danny and Sandy talk about it in the song *Summer Nights*.

When Sandy and Danny bump into each other at school, Sandy is happy to see Danny, while he ignores her, pretending to be cool. Some days later Danny meets Sandy at a cafeteria, and he tries to make up with her. He takes her to the school dance, where he ends up dancing with his ex-girlfriend. Sandy is upset and leaves the gym. Danny takes Sandy to a drive-in movie and apologizes for leaving her at the school dance. When he tries to kiss her, she throws back his class ring, and leaves him. Danny is miserable, and reveals his true feelings in the song *Sandy*.

On the last day of school carnival, Danny arrives dressed like a prep, while Sandy arrives wearing a black leather jacket, sandals with high heels, a tight black top, and curled hair. Danny falls at her feet, and then the two reunite, singing the song *You're the One That I Want*.

A Do you like musicals? How many musicals can you name?



READING

B Have you seen the musical **Grease**? It is a 1978 musical film based on a Broadway musical **Grease**, and one of the most popular musicals ever. It takes its name from the 1950s United States working-class youth subculture known as the "greasers" and its music celebrates the rock and roll popular in the 1950s. Orally read the plot and insert the missing song titles into the corresponding gaps.



TRACK 06

Summer Nights

You're the One That I Want

Grease

Sandy

GREASE

It's 1959. Rydell High School's fun-loving students start a new year, as the film opens with the title song

Danny and Sandy, a new girl at school, meet again after their brief summer romance. Sandy's new friend Frenchy is a member of the school girls' group, the Pink Ladies, while Danny is the leader of the boys' gang called the T-Birds. Both the T-Birds and the Pink Ladies want to know about their summer fling, so Danny and Sandy talk about it in the song



When Sandy and Danny bump into each other at school, Sandy is happy to see Danny, while he ignores her, pretending to be cool. Some days later Danny meets Sandy at a cafeteria, and he tries to make up with her. He takes her to the school dance, where he ends up dancing with his ex-girlfriend. Sandy is upset and leaves the gym. Danny takes Sandy to a drive-in movie and apologizes for leaving her at the school dance. When he tries to kiss her, she throws back his class ring, and leaves him. Danny is miserable, and reveals his true feelings in the song



On the last day of the school carnival, Danny arrives dressed like a prep, while Sandy arrives wearing a black leather jacket, sandals with high heels, a tight black top, and curled hair. Danny falls at her feet, and then the two reunite, singing the song



Task C, p. 29

- Pupils read the text again and answer the questions.

Answer key: 1 The Pink Ladies and the T-Birds. 2 He wants to look cool. 3 Danny ends up dancing with his ex-girlfriend. 4 Because Sandy leaves him. 5 She wears high heels, a black leather jacket and a tight black top. 6 The two reunite.

Task D, p. 29

- This gives pupils practice in finding words that match a definition, so it can be done as a group competition. Put pupils in groups and tell them to try to find the words and expressions as quickly as they can. The first group to finish can read the words out loud to the rest of the class.

Answer key: 1 fling 2 bump into 3 apologise 4 make up 5 reveal 6 reunite

Task E, p. 29

- This task should be done individually.

Answer key: bumps into (2), make up (3), reveals (5), reunite (6), fling (1), apologises (4)

OPTIONAL:

Resource Bank Activity 4.

Make enough copies of the song and give each pupil a sheet. Go through the words in the list and elicit their meaning. Give pupils time, in pairs, to read the lyrics and try to guess where some of the missing words might go. Highlight that they won't be able to complete most of the song until they listen to it. Play the song once or twice if necessary. Go through the song line by line and check answers.

Answer key: *light, danger, pain, shame, fight, meaning, time, way, pressure, chance, illusion, confusion, pressure, chance*



Workbook p. 20 Task C



OPTIONAL: Workbook p. 20 Task D

Put pupils in pairs and get them to decide which scene in Workbook Task D they find the most interesting. Set a time limit and tell them to write a short dialogue. Volunteers role-play the dialogue in front of the class.

Homework: Workbook p. 20 Tasks A and B extend the vocabulary introduced in the reading text.

WRITING

TASK F, p. 29

Optional: If pupils are interested in musicals they can write about a musical they have seen recently.

C Answer the following questions.

- 1 What are the names of the two main groups at Rydell High?
- 2 Why does Danny pretend that he doesn't care about Sandy?
- 3 What happens at the school dance?
- 4 Why is Danny miserable at the drive-in movie?
- 5 How does Sandy change her image?
- 6 What happens in the end?

D Go back to the text, find words and expressions which match the following definitions and write them in your notebook.

WORDSPOT

- 1 a f... a short relationship
- 2 to b... to meet someone by chance
- 3 to a... to say you're sorry
- 4 to m... to become friends again after fighting
- 5 to r... to show
- 6 to r... to get together again

E Complete these sentences with the right form of the words from Task D orally. Then put the sentences in the right order and write the summary of the plot in your notebook.

- ?** When Danny ... Sandy at school, he ignores her because he wants to look cool in front of his friends.
- ?** Danny meets Sandy at a cafeteria, and he tries to ... with her.
- ?** When Sandy finally leaves him at the drive-in, Danny is alone and he ... his true feelings singing the song *Sandy*.
- ?** In the end, Sandy and Danny ... at the school carnival.
- ?** The Pink Ladies and the T-Birds want to know about Sandy's and Danny's summer ...
- ?** After dancing with his ex-girlfriend at the school dance, Danny ... to Sandy and tries to kiss her at the drive-in.

F Write about a musical you have seen recently. Here are some questions that can help you plan your writing.

WRITING



- What's the name of the musical?
- Is it a musical film or a theatre musical?
- Who are the main characters?
- What is it about?
- Do you know any songs from the musical?
- What do you like most about the musical: the story, the dance, the costumes, the music, or something else?



/29

WORKBOOK REVISION

(UNIT 1) pp. 22, 23

SUGGESTED TEACHING TIME: 1 lesson

LESSON 1

- Before you play the game *Hot potatoes*, you might like to tell your pupils that a 'hot potato' is an idiomatic expression referring to a difficult situation or a problem – something you want to get rid of as soon as possible. Copy and cut up the cards on pages 22 and 23. Divide the class into groups and give each group the same number of cards. The aim of the game is for pupils to get rid of all their cards. Groups take turns answering the questions. If the groups get all 3 questions correct, they give their cards to the referee (teacher).
- When you have finished the game, ask the class to write the answers in the Workbook or set this task for homework. You can also ask each pupil to prepare an additional card based on grammar and vocabulary from Unit 1 for homework.

Revision
UNIT 1: TEENAGE KICKS

PLAY "HOT POTATOES". Students are divided into 6 teams. Each group gets 3 cards with three questions each. The team can get rid of their cards only if they answer all 3 questions on the card correctly. The winner is the team that gets rid of their cards ("hot potatoes") first. When you have finished the game, write your answers in the GRAMMAR and VOCABULARY cards.

GRAMMAR	VOCABULARY
A Use the present simple or the present continuous in the following sentences. 1 Sarah _____ (read) <i>Lord of the Rings</i> at the moment. 2 Amy _____ (not / like) history. 3 The Sherlocks _____ (work) on their new album.	B Fill in the missing prepositions. 1 Amy bumps _____ Sarah in the library. 2 Athletes sometimes have a lot of work to catch _____ 3 Celia needs help with picking _____ a new pair of jeans.
VOCABULARY	GRAMMAR
C Do you remember the words which match the following explanations? 1 a machine or a device 2 a student who studies a lot 3 the same as wonderful, amazing	D Unscramble the questions, and then answer them. 1 When / Brian's team / their first match / playing / is / this season? 2 Jill / have / every week / hip-hop classes / does? 3 Which / does / sport / like / Simon / playing?
VOCABULARY	GRAMMAR
E Complete the following sentences by changing the words in brackets. 1 Most hip hoppers know a lot about _____ (globe) problems. 2 High-flyers are very _____ (competition). 3 Athletes miss a lot of classes because of _____ (prepare) for important competitions.	F Insert the missing auxiliary verbs: am, is, are, do, or does. 1 Can you call me later? I studying in the library and nobody talking. 2 How often your brother have football training sessions? 3 Computer geeks care about fashion? Not really, but they crazy about new gadgets.
GRAMMAR	VOCABULARY
G Report what these people are saying. 1 "I love your new pair of jeans, Celia." Jill tells Celia _____ 2 "I don't believe you." Celia tells Brian _____ 3 "I'd like to have my own band." Adrian says _____	H Fill in the missing prepositions. 1 Hip hoppers are fascinated _____ African American urban culture. 2 Computer geeks are brilliant _____ science subjects. 3 Preps are fond _____ designer labels and they like to keep up _____ the latest trends.

22/

UNIT 1: TEENAGE KICKS
Revision

GRAMMAR	GRAMMAR
I Circle the correct word. 1 Simon is saving money to visit his / her / he's friend in the USA. 2 The Sherlocks' new album is awesome. Its / It / It's called Face it. 3 Hip hoppers draw graffiti on city walls, but sometimes you can see they / them / it in there / their / theirs notebooks, too.	J How do you pronounce these verbs in the present simple, 3rd person singular? Sort them out: belong, spend, play, go, wear, speak, say, tell, talk, do, put, listen, call, read, study, like, miss, buy, consider, help, look, practise, care. 1 /s/ 2 /z/ 3 /t/
GRAMMAR	VOCABULARY
K Change the following reported questions to direct questions. 1 Celia asks Sarah if she would like to come over to her place and watch <i>Grease</i> with her. 2 Sid wonders why his English teacher doesn't like him. 3 Sid's mum asks him if he can change his hairstyle.	L Match the halves to get the right words. 1 fashion A pet 2 extracurricular B victim 3 teacher's C activity
VOCABULARY	GRAMMAR
M Circle the correct answer. 1 Some teenagers start smoking because of pastime / curiosity. 2 Sid's best friend is such a geek / grump. He is always in a bad mood. 3 It is not nice to look down on / do without your classmates.	N Correct the mistake in each of the following sentences. 1 More than 50% teenagers prefer to spend their free time alone than with their friends. 2 This is not mine book and I have to return it to the library. 3 Emos sometimes think that nobody doesn't understand them.
GRAMMAR	VOCABULARY
O Write out these numbers as words to complete the following sentences: 30% 5,000 8 th 1,000,000 1 Several _____ teenagers in the USA have a serious drinking problem. 2 Every year, about _____ deaths of people under the age of 21 are connected with alcohol abuse. 3 Only _____ of teenagers enjoy reading books, while every _____ teenager does sports outside of school.	P Circle the correct answer. 1 A _____ enjoys reading books. A geek B bookworm C high-flyer 2 If you have two left feet, you're _____ and not very good at dancing. A miserable B exhausted C clumsy 3 Peers are people who _____ A are the same age as you. B go to the same school with you. C are your neighbours.
GRAMMAR	GRAMMAR
Q Correct the mistake in each of the following sentences. 1 I wonder would you like to go out with me. 2 I keep asking myself why is there so much injustice in the world. 3 I usually hang out with my friends on Sunday afternoon, but this Sunday I study for my history test.	R Make the present simple or the present continuous questions for the answers in bold. 1 Brian prefers water polo to basketball. 2 Celia and Jill are participating in a school fashion show this Friday. 3 Some teenagers drink because they want to forget about their problems.

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UNIT 2

I HAVE A PROBLEM

In this unit you will...

- ▶ express your feelings and opinions on different problem situations.
- ▶ learn about other teenagers' feelings when dealing with problems.
- ▶ learn more about bullying and its consequences.
- ▶ discuss the relationship between parents and children.
- ▶ read about the film *Billy Elliot*.
- ▶ talk about the need to follow your dreams.
- ▶ make a class anti-bullying poster.

UNIT 2: I HAVE A PROBLEM

2.1 IT'S NOT YOUR FAULT

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5

- | | |
|------------|---|
| GRAMMAR | • Indefinite pronouns |
| FUNCTIONS | • Referring to people, things and places in a general way |
| VOCABULARY | • Adjectives for feelings
• Topic-related (bullying) |

SKILLS

- | | |
|-----------|--|
| READING | • A blog post |
| LISTENING | • Giving advice |
| SPEAKING | • Talking about problems and solutions |

LESSON 1

INTRODUCTION

This lesson takes as its theme school violence and bullying. Pupils read a problem letter and suggest solutions to the problem.

Task A, p. 32

- Ask the class to look at the picture and describe what everybody is doing and what is going on. How many characters do they recognise? Elicit that the scene shows the problem of bullying in schools and that the boy on the bike is a school bully. What about the other characters? Whose side are they on? Amy's or the bully's side? Why do they think so? How do they think Amy is feeling?
- Brainstorm other typical things school bullies do and write pupils' ideas on the board. It is worth spending some time on this now, as they will need the relevant vocabulary to do the following tasks. The discussion helps to get pupils into the situation and identify with the characters and encourages them to predict the sort of language they will deal with later on.

Task B, p. 32

- Pre-teach the words *compassionate* and *indifferent* or ask the class which adjectives mean *feeling sympathy for people who are suffering / not at all interested in someone or something*. Then get them to decide how the situation in the picture makes them feel in order to find out which feeling is prevalent among your pupils.

WORDSPOT

Task C, p. 32

- Give pupils a few minutes to discuss what they think the words mean in pairs. Help them to explain the words in English by giving synonyms or by paraphrasing (*let down* = *disappoint*; *miserable* = *extremely unhappy*; *a failure* = *an unsuccessful person, a flop*; *turn to* = *trying to get help, advice or sympathy from someone*; *ashamed* = *embarrassed and feeling guilty because of something you have done*; *push* = *force someone to do something*; *deal with* = *handle*; *cope with* = *succeed in solving*). Elicit answers and model pronunciation.

READING

Task D, p. 32

- Ask the class if they remember who Archibald is. They should be familiar with this name from *English 7*. Remind them that Brian writes a blog in which he calls himself Archibald. Focus their attention on the questions and tell them to predict the answers in small groups. Ask volunteers to read their predictions out loud to the class.

Alternatively, do **Resource Bank Activity 5**. Make enough copies for each group of four pupils and get them to complete Amy's post to Archibald with their ideas. Pupils read out their messages to the class and compare their ideas. After that they read (and listen to) the original post and answer the questions in Task D (TRACK 07).

Answer key: 1 Because she has no one to talk to. 2 "The Untouchables" call her names, laugh at her and send her threatening messages. 3 She feels miserable. 4 Because her friends are afraid of "The Untouchables" and she doesn't want to let her parents down.

It's Not Your Fault!

A Look at the scene in the school playground. What's going on? What do you call a situation like that?



B How does the situation above make you feel?

It makes me feel...

- | | | |
|--------|---------|---------------|
| angry | worried | indifferent |
| scared | excited | compassionate |

C Do you know what these words and expressions mean? Check their meaning in the wordlist.

WORDSPOT

- injustice to call somebody names threatening miserable to deal with
 a victim to let somebody down a failure to push somebody to study a nightmare



READING

D Read Amy's post to Archibald and answer the questions.

- 1 Why is Amy writing to Archibald?
- 2 What happens to her at school?
- 3 How does she feel about it?
- 4 Why doesn't she talk to her friends or parents about her problem?



TRACK 01



Cinderella's blog

Hi, Archibald!

I'm writing to you because I have no one to talk to. You say you hate injustice, so maybe you'll understand. Well, there is this group of kids at school who call themselves "The Untouchables". They call me names and laugh at me. They even send me threatening text messages. It happens all the time, and it makes me feel miserable. I don't go out any more. I'm trying to deal with it by myself, but I just can't. I have no friends to talk to, because everybody's afraid of "The Untouchables". Nobody wants to be their victim. I can't talk to my parents either. I don't want to let them down. They'll think I'm a failure. My mum pushes me to study hard, because she wants me to be a lawyer like herself. She doesn't know anything about my problems. My dad is almost never around. He spends most of his time at the hospital. He is a doctor. The only creature who understands me is my dog Sugar. But there is nothing he can do. Why is all this happening to me? Is there anybody who can help me? I want to believe that someday, somewhere, somebody will wake me up from this nightmare.

Cinderella

LISTENING

Tasks E & F, p. 33

- Before pupils look at the suggestions, ask them what they think Amy should do about her problem. Encourage them to think of as many solutions to her problem as possible. Then get them to listen (TRACK 08) and choose the right answers. Check answers, ask them if they agree with Brian (Task F) and tell them to give reasons.

**Tapescript
Track 08**

Brian: Dear Cinderella,
I'm so glad to hear from you. I know what you are talking about. Today some kids were bullying a girl from another class in the school playground. It was awful to see that the other kids did nothing to help her. I ran to call the teacher, but when she came out, there was nobody out there. Cinderella, you are not alone! The only thing you have to do is to speak up. I'm sure your parents love you and they will help you if you let them. Talk to your teachers, too. It's not your fault! You are not a failure. You are special and that's why they pick on you. Don't let them do it! Just stand up for yourself.
Archibald

Answer key: Amy should talk to her parents, talk to her teachers, stand up for herself

SPEAKING

Task G, p. 33

- Pupils answer the questions orally.

OPTIONAL

If you're stuck for a ten-minute filler at the end of the lesson, you can hand out a copy of the problem letter from the **Resource Bank Activity 6** to each group of four pupils. This activity gives pupils more writing and speaking practise on the topic of (domestic) violence. First get them to put the verbs in brackets into the correct form of the present simple or the present continuous tense. Then they discuss what they think Tina should do about her problem.

Answer key: is making, beats, shut, slams, hits, does, go, I'm thinking, try, says, I'm lying

Homework: Workbook pp. 24, 25 Tasks A, B, C, D, E

INTRODUCTION

The grammar focus is on indefinite pronouns.

- Introduce some well-known proverbs and quotes from around the world that contain indefinite pronouns. Write them on the board or prepare them in advance on big sheets of paper. Pupils discuss what these sayings mean to them and which ones they like best. Are they similar to any in Georgian?

Nobody is perfect.

Everything comes to him who waits.

Everyone makes mistakes. (It is what you do afterwards that counts.)

No one can do everything, but everyone can do something.

He who is everywhere is nowhere.

A true friend is someone who is there for you – when he'd rather be somewhere else.

He who risks nothing, gets nothing.

Something is better than nothing.

He who wants too much, doesn't get anything.

When everybody is wrong, then everybody is right.

- Draw pupils' attention to the words in bold and tell them that they are called indefinite pronouns. Elicit that words ending in *-thing* refer to things, words ending in *-one* or *-body* refer to people and words ending in *-where* refer to places. You may want pupils to draw a chart in their notebooks and complete it with indefinite pronouns.

THINGS	PEOPLE	PLACES
Everything	everyone, everybody	everywhere
Something	someone, somebody	somewhere
Nothing	nobody, no one	nowhere
Anything	anybody, anyone	anywhere

LISTENING



TRACK 02

E What does Brian think Amy should do? Listen and choose the right answer.

- | | | |
|---------------|-----------------------|--------------------------|
| Amy should... | talk to her parents. | change her clothes. |
| | talk to her teachers. | fight back. |
| | go to the police. | stand up for herself. |
| | change schools. | forget about everything. |



F Do you agree with Brian? What do you think Amy should do?

SPEAKING



G Answer the questions.

- 1 How do you usually deal with a problem, when you have one?
- 2 What makes you feel miserable?
- 3 Have you ever felt like a failure? Why?
- 4 Have you ever let your friend down? How did you feel about it?
- 5 Have you ever received a threatening text message? What did you do?
- 6 Do your parents push you to study hard?



REMEMBER

INDEFINITE PRONOUNS

We use indefinite pronouns to talk about people, things or places.

Everybody is afraid of "The Untouchables".

Nobody wants to be another victim.

Is there **anybody** who can help me?

She doesn't know **anything** about my problems.

Look at the examples again. Match the halves of the sentences to get the rules about indefinite pronouns.

- 1 We use **somebody, something, somewhere** **everybody, everything, everywhere...**
- 2 We use **nobody, nothing, nowhere...**
- 3 We use **anybody, anything, anywhere...**

... in affirmative sentences with negative meaning.

... in questions and negations.

... in affirmative sentences.

H Complete the sentences with the correct **indefinite pronoun**, while reading them out.

- 1 If ... bullies you, you should stand up for yourself.
- 2 Is there ... you can talk to when you have a problem?
- 3 I have no friends. ... wants to talk to me.
- 4 She doesn't care about ... She only thinks of herself.
- 5 There's too much violence around us. We should do ... about it.
- 6 Stop picking on me or I'll tell my parents ... !



I Do or say something nice to a friend or a teacher.

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REMEMBER! p. 33

- Ask a volunteer to read the examples out loud. Then ask pupils to match the halves of the sentences to get the rules.
- A typical mistake for Georgian students is to use double negatives. It may be useful to translate these words into Georgian to compare them and see how they work.
- Note that all indefinite pronouns are written as one word except *no one*.
- Point out that you always use singular verbs with indefinite pronouns. Although you use singular verbs, if you want to use a pronoun to refer back to an indefinite pronoun, you use the plural pronouns *they, them, their or themselves*.
- Indefinite pronouns beginning with *any* – can be used as the object of a question or a negative clause and as the subject of both negative and affirmative questions. Note that they are not used as the subject of a negative statement.

Answer key: 1 in affirmative sentences 2 in affirmative sentences with a negative meaning 3 in questions and negations

- Write the following example on the board:

Amy has got nobody to talk to. = Amy hasn't got anybody to talk to.

- Add a few more examples and get pupils to rewrite them in a different way without changing the meaning:

- 1 She doesn't say anything to her parents. → She says nothing to her parents.
- 2 We are bored. We've got nothing to do. → We haven't got anything to do.
- 3 I don't like this town because there is nowhere to go. → There isn't anywhere to go.
- 4 There isn't anyone I really want to invite to my party. → There is no one I really want to invite to my party.

Task H, p. 33

Remind them to look carefully at each sentence and decide if the missing words are a person, place or thing before they make their choices.

Answer key: 1 somebody, 2 anybody, 3 Nobody, 4 anything, 5 something, 6 everything



Workbook p. 25 Tasks F and G give further practise of indefinite pronouns.

OPTIONAL:

You may want to teach pupils that *else* is often used after indefinite pronouns. Ask them to complete the following sentences using an indefinite pronoun followed by *else*.

- 1 I'm still hungry. Can I have _____ to eat? (something else)
- 2 I don't like it here. Let's go _____ (somewhere else)
- 3 I'll never love _____ but you! (anyone / anybody else)
- 4 Mum, please let me go to the disco! _____ in my class is allowed to go. (Everyone / everybody else)
- 5 I am going for a walk all alone because _____ wants to go. (no one / nobody else)
- 6 Have you got _____ to say? If not, I want to tell you something. (anything else)
- 7 I can only buy a pair of socks in the shop. _____ is too expensive. (Everything else)
- 8 If you don't want to go to the party with me, I'll ask _____ (someone / somebody else)

Explain that you will dictate some sentences in English and ask pupils to translate them immediately into Georgian in writing. Check their translations. 1 Do you know anyone who can fix my computer?

- 2 The party is a great success. Everybody is having fun.
- 3 Everything I say is true, but he doesn't believe me.
- 4 If someone phones when I'm out, could you ask them to phone back later?
- 5 There's nowhere to sit. Shall I get some more chairs?
- 6 We go everywhere by train when we travel abroad because we hate flying.
- 7 He's a really horrible person – no one likes him!
- 8 I don't want anything to eat. I'm not hungry.

Homework: translate the sentences (in the previous task) back into English!

LISTENING



TRACK 02

E What does Brian think Amy should do? Listen and choose the right answer.

- | | | |
|---------------|-----------------------|--------------------------|
| Amy should... | talk to her parents. | change her clothes. |
| | talk to her teachers. | fight back. |
| | go to the police. | stand up for herself. |
| | change schools. | forget about everything. |



F Do you agree with Brian? What do you think Amy should do?

SPEAKING



G Answer the questions.

- How do you usually deal with a problem, when you have one?
- What makes you feel miserable?
- Have you ever felt like a failure? Why?
- Have you ever let your friend down? How did you feel about it?
- Have you ever received a threatening text message? What did you do?
- Do your parents push you to study hard?



REMEMBER

INDEFINITE PRONOUNS

We use indefinite pronouns to talk about people, things or places.

Everybody is afraid of "The Untouchables".

Nobody wants to be another victim.

Is there **anybody** who can help me?

She doesn't know **anything** about my problems.

Look at the examples again. Match the halves of the sentences to get the rules about indefinite pronouns.

1 We use **somebody, something, somewhere** **everybody, everything, everywhere...**

2 We use **nobody, nothing, nowhere...**

3 We use **anybody, anything, anywhere...**

... in affirmative sentences with negative meaning.

... in questions and negations.

... in affirmative sentences.

H Complete the sentences with the correct **indefinite pronoun**, while reading them out.

- If ... bullies you, you should stand up for yourself.
- Is there ... you can talk to when you have a problem?
- I have no friends. ... wants to talk to me.
- She doesn't care about ... She only thinks of herself.
- There's too much violence around us. We should do ... about it.
- Stop picking on me or I'll tell my parents ... !



I Do or say something nice to a friend or a teacher.

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2.2 IT'S NOTHING SERIOUS, IS IT?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: Իշխցիկ. 1, 2, 4, 5

- | | |
|------------|---|
| GRAMMAR | • Reported commands and requests
• Adverbs of frequency |
| FUNCTIONS | • Reporting what other people tell and ask us to do
• Talking about how often we do things |
| VOCABULARY | • Verb and noun collocations |

SKILLS

- | | |
|-----------|---|
| LISTENING | • A recorded message |
| SPEAKING | • Talking about the relationship between parents and teenage children |

LESSON 1

INTRODUCTION

In this lesson pupils listen to a recorded message and learn to report commands and requests. The lexical area covered here is common verb and noun collocations.

Task A, p. 34

- Write the following verbs and nouns / noun phrases on the board in jumbled order and ask the class to form common collocations. Ask pupils to suggest other collocations with the verbs that are on the board e.g. *do homework, spend money, brush your teeth* etc.

<i>tidy up</i>	<i>your room</i>
<i>watch</i>	<i>TV</i>
<i>brush</i>	<i>your hair</i>
<i>put on</i>	<i>a jacket</i>
<i>study</i>	<i>for an exam</i>
<i>spend</i>	<i>time (in front of the computer)</i>
<i>turn down</i>	<i>the music</i>
<i>do</i>	<i>sports</i>
<i>eat</i>	<i>vegetables</i>
<i>drink</i>	<i>alcohol</i>

- Pupils compare answers in pairs to see if their parents usually say the same things. You can ask them which of these commands they hate most of all.

LISTENING

Task B, p. 34

- Pupils listen to Amy's answer phone (TRACK 09) and underline the sentences they hear. Check answers. Ask the class if their parents have anything in common with Amy's mum.

Tapescript Track 09

Amy's mum: Wake up you sleepyhead, or you'll be late for school again! Don't forget to brush your hair as usual. Put on a jacket. It's chilly outside. Why don't you put on that new skirt and your Mickey Mouse cardigan for a change? It suits you perfectly. Don't forget to study for your history test tomorrow. You can do better than just getting another C. Please don't spend so much time in front of the computer. You know it gives you a headache. Why don't you go for a walk with Sugar instead? Anyway, you look a little pale these days. It's all because of that junk food. Dinner is in the fridge. Eat some vegetables, too. Do NOT have a pizza again! And, please, don't play the piano late in the evening. The neighbours are already going crazy about it. I'm so sorry, but I have to work late again. I know you wanted to talk, but we can do that some other time. It's nothing serious, is it? Bye, I love you!

Answer key: Study for your exam. Don't forget to brush your hair. Eat some vegetables. Put on a jacket. Please don't spend so much time in front of your computer.

Task C, p. 34

- Pupils express their opinions orally.

REMEMBER!, p. 34

- Write the following sentence beginnings on the board and elicit examples.

Amy's mum tells her to...
Amy's mum tells her not to...
Amy's mum asks her to...
Amy's mum asks her not to...

- If necessary, have pupils listen to the message again.
- Ask them to complete direct commands and requests in the **Remember** box.
- In direct commands and requests we use the imperative.
- Note that in ordinary conversation, requests are often in the form of a question (e.g. *Could you...?*) or you use *please* when asking someone to do something. Elicit the difference and the rule. Explain that both *tell* and *ask* are followed by an infinitive clause. The person being addressed, who is to perform the action, is mentioned as the object of the reporting verb. To report the negative commands, we use *not* before the infinitive. Write on the board: *reported commands and requests = subject + verb + object + (not) + infinitive.*

Answer key: a) Put on a jacket. Don't forget to brush your hair. Please don't spend so much time in front of your computer. **b)** tell, ask

Task D, p. 34

- Tell the class to imagine they're talking to their parents. They should choose five sentence beginnings and finish them in writing. Dictate or write the beginnings on the board. Set a time limit of 3 minutes and then read the beginnings one by one and ask some pupils to read their requests.

Praise me when...
Don't tell me you...
Don't compare me to...
Give me...
Talk to me when...
Don't complain about...
Show me that you...
Please don't call me...
Please don't push me into... (-ing)
Don't expect me to...
Take my..... seriously.
Don't let me...
Spend more time...
Don't take your... out on me.

- Pupils compare their requests with the ones in Task D.
- Pupils can first decide which sentences they would ask their parents to do or not to do and then report them in writing. When reporting, they should add some of their own requests.

Homework: Workbook pp. 26, 27 Tasks A, B, C, D

A Which of the following do you often hear from your parents?

- Don't watch TV so much. Study for your exam. Come home straight after school.
- Don't forget to brush your hair. Do some sports. Eat some vegetables.
- Don't smoke. Don't drink alcohol. Tidy up your room, please. Put on a jacket.
- Could you turn down the music, please? Please don't leave your things all over the place.
- Please don't spend so much time in front of the computer.



LISTENING

B What is Amy's mum saying? Listen and write out the sentences from Task A.

TRACK 03

C How does Amy feel about the message? Explain your choice.

I think that In my opinion	she feels	angry, because...
		disappointed, because...
		happy, because...



REMEMBER

REPORTED COMMANDS and REQUESTS

a) What does Amy's mum tell her to do? Listen again and complete the chart orally.

REPORTED SPEECH	DIRECT SPEECH
Amy's mum tells her to put on a jacket.	" ... "
Amy's mum tells her not to forget to brush her hair.	" ... "
Amy's mum asks her not to spend so much time in front of the computer.	" ... "

b) Complete the rule.

We use the verb ... to report the commands and we use the verb ... to report requests.

D Which of these would you ask your parents to do or not to do? Add some of your own ideas.

Example: I would tell my parents to keep a promise.
I would ask them to spend more time with me.

- Always keep a promise.
- Don't call me a failure.
- Praise me when I do something well.
- Don't compare me to other kids.
- Please don't tell me you're too tired to talk.
- Give me a hug.
- Don't expect me to be perfect.
- Don't complain about my clothes.
- Show me that you trust me.
- Please don't push me into taking up hobbies I don't like.
- Talk to me when I have a problem.
- Please spend more time with me.
- Please take my fears seriously.
- Don't take your problems out on me.
- Don't let me do everything I want.



LESSON 2

INTRODUCTION

The lesson revises adverbs of frequency used with the present simple tense.

- Ask pupils how often their parents do the things mentioned in Student's Book Task D, e.g. *Is there anything your mum / dad always does? Is there anything your parents sometimes do? Is there anything your mum / dad never does?* Write the following adverbs of frequency on the board in random order: *occasionally, rarely, sometimes, generally, hardly ever, frequently, normally, usually* and *often*. Draw a diagram on the board and establish the two ends of the continuum.



- Pupils copy the diagram and complete it with the other adverbs of frequency from the list. It might be a good idea to translate some less common adverbs of frequency into Georgian. Pupils at this level still tend to mix up *often* and *usually* or they are not familiar with *frequently* (=very often), *generally* (=usually) and *occasionally* (sometimes, but not regularly and not often).

Task E, p. 35

- Remind pupils of the answer phone message in Task A. Pupils look at Task E, decide if the sentences are true or false according to the message and focus on adverbs of frequency. If necessary, let them hear the message again before you check answers.

Answer key: 1F 2T 3T 4F 5T 6F 7F 8F

DO YOU REMEMBER? p. 35

- Ask a volunteer to read the example sentences out loud and complete the rule. Ask pupils to think of their own examples to illustrate the rule.
- Note that with *never* and *hardly ever* we use the affirmative, not the negative.

Answer key: a) they tell us HOW OFTEN somebody does something or how often something happens b) before, after

Task F, p. 35

- Pupils complete the sentences about themselves. They can compare their answers with their partner to see if they have anything in common.

SPEAKING

Task G, p. 35

- This section allows pupils to further practise adverbs of frequency in a personalised context.
- Pupils work in pairs asking and answering the questions.
- Alternatively, ask them to close their books and write down numbers 1-7. Explain you will ask questions and encourage them to answer your questions using an appropriate adverb from the board – *never, hardly ever, sometimes, often, usually, always*. (Pupils should only write numbers and adverbs of frequency, not questions!) After they have answered all the questions, get them to work in pairs.

Homework: Workbook pp. 27, 28 Tasks E, F, G

E Say which of the following sentences are true according to the message?

- 1 Amy is never late for school.
- 2 She usually forgets to comb her hair.
- 3 She hardly ever wears a skirt.
- 4 She always gets good marks in history.
- 5 She normally spends too much time in front of the computer.
- 6 She often goes for a walk with Sugar.
- 7 She never plays the piano late in the evening.
- 8 Her mother rarely works late.

? DO YOU REMEMBER

ADVERBS OF FREQUENCY

a) Read the sentences. What do adverbs of frequency tell us?

Amy **usually** forgets to comb her hair. She is **usually** home alone.
 Amy **hardly ever** wears a skirt. She is **often** late for school.

b) Complete the rule.

We put the adverbs of frequency ... the main verb and ... the verb "to be".

F Complete the sentences with an **adverb of frequency** to make them true for you.

- 1 I ... stay out of fights.
- 2 I ... call the other kids names.
- 3 I ... drink alcohol.
- 4 I'm ... nice to my classmates.
- 5 I ... argue with my parents.
- 6 I'm ... home alone.

SPEAKING



G Work in pairs. Ask each other the following questions remember the answer and report them back.

	never	hardly ever	sometimes	usually	often	always
1 How often do your parents let you stay out late?						
2 How often do you spend weekends with your parents?						
3 How often do your parents shout at you?						
4 How often do you help with the housework?						
5 How often do you have breakfast with your parents?						
6 How often do you talk to them about your problems?						
7 How often do you lie to them?						



2.3 BULLYING BITES

SUGGESTED TEACHING TIME: 3-4 lessons

LEARNING OUTCOMES: **1-7** 1, 2, 3, 4, 5, 6, 7, 8

- | | |
|------------|---|
| GRAMMAR | • Adjectives and adverbs of manner |
| FUNCTIONS | • Describing nouns and describing how somebody does something |
| | • Developing communication skills (taking part in a debate) |
| | • Expressing opinions, agreeing and disagreeing |
| VOCABULARY | • Text and topic-related (bullying in schools) |
| | • Collocations (optional) |

SKILLS

- | | |
|-----------|--|
| READING | • An article about bullying |
| LISTENING | • A conversation about The Anti-Bullying Club |
| SPEAKING | • Everyday English – expressing opinions, agreeing and disagreeing |
| | • Discussing bullying and violence |
| WRITING | • Project 1: Stop Bullying (anti-bullying poster) |

LESSON 1

INTRODUCTION

In this lesson pupils extend their vocabulary related to the topic of bullying in schools, its causes and consequences.

WORDSPOT

Task A, p.36

- Ask a volunteer to read out the words and check pronunciation. Ask: *What part of speech are the words?* Pupils check the meaning of the words they are not familiar with in the Wordlist and match them to the definitions.

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

READING

Task B, p. 36

- Write the title *Bullying Bites* on the board and elicit its meaning. Then write the headings as a substitution table and ask the class to create four headings.

Why	is	bullying?
What	are	the victims?
Who	does	bullying bite?
		some children aggressive?

- Discuss possible answers with the class.
- Ask pupils to skim the article and match the headings to the paragraphs. Tell them not to worry about unknown words at this stage, but to focus on key words instead. Check answers, asking pupils which words helped them to match the headings to the paragraphs.

Answer key: 2, 4, 3, 1

A Match the words to the definitions orally. Use the wordlist at the end of the book to help you.

- | | |
|-----------------|--|
| 1 insecure | <input type="checkbox"/> a grown up person |
| 2 tough | <input type="checkbox"/> a way of acting or being towards other people |
| 3 a consequence | <input type="checkbox"/> aggressive behaviour |
| 4 verbally | <input type="checkbox"/> on purpose |
| 5 behaviour | <input type="checkbox"/> a result of something |
| 6 violence | <input type="checkbox"/> by means of words |
| 7 an adult | <input type="checkbox"/> showing no feelings |
| 8 deliberately | <input type="checkbox"/> not safe |

WORDSPOT



READING

B Read the article and match the headings to the paragraphs.



TRACK 04

- | | |
|---------------------------|-------------------------------------|
| 1 Why does bullying bite? | 3 Who are the victims? |
| 2 What is bullying? | 4 Why are some children aggressive? |

BULLYING BITES!

Do you know that every fourth boy and every fifth girl gets bullied at school? Bullying is a serious problem today, but how much do you really know about it?

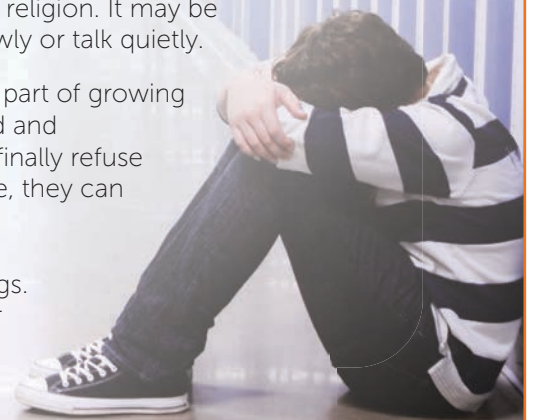
Kids sometimes tease or play jokes on each other, or even get involved in school fights. Still, that doesn't mean that they are bullies. Bullying begins when a child or a group of children deliberately and repeatedly bully another child verbally or physically.

One of the possible reasons is that bullies think that aggressive behaviour makes them look tough and that it makes them popular. Another reason is that the bullies themselves are often the victims of violence in their own homes. They copy the aggressive behaviour they live with, and they bring it to school. They act aggressively because they don't know how to deal with their own problems.

The victims are usually kids who do not fit in any group. Most of them are different in some way. It may be because of their looks, clothes, colour or religion. It may be because they are new at school or simply because they walk slowly or talk quietly.

Some people don't take bullying seriously. They think it is a part of growing up. But, bullying bites! Children who get bullied are lonely, scared and frightened. They feel insecure and they think it's their fault. They finally refuse to go to school and to hang out with other children. What's more, they can also feel the consequences of bullying as adults.

It is not easy to deal with violence, but you can help change things. You must do something about it, because bullying bites! Do it for yourself and for your friends.



Task C, p. 37

- Pupils read (and listen to) the text (TRACK 10) again and more carefully to find out if the sentences are true or false.

Answer key: 1F 2F 3T 4 F 5T 6F

OPTIONAL:

At this point you could go through the article with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases. Alternatively, you could draw pupils' attention to common collocations by organising a "race". Divide the class into three teams (rows) and explain they have to look at the text to find certain words as quickly as possible. The team that is the first to find the right word gets a point. Ask them the following questions:

- Which adjective in the text collocates with problem? (serious)*
- Which verb collocates with jokes? (play)*
- Which verb collocates with deliberately, repeatedly, verbally, and physically? (bully)*
- Which noun collocates with aggressive? (behaviour)*
- Which verb collocates with aggressively? (act)*
- Which phrasal verb collocates with problems and violence? (deal with)*
- Which adverb collocates with walk? (slowly)*
- Which adverb collocates with talk? (quietly)*
- Which verb collocates with insecure? (feel)*
- Which noun collocates with feel? (consequences)*

Get the class to close their books, write the words in brackets on the board and ask if they remember the words that collocate with them. The teams score an extra point for every correct collocation. However, they lose a point if they come up with a wrong collocation.

OPTIONAL:

Ask each pupil to write down ten words from the text. In pairs, pupils give each other a spelling test with books closed.

Homework: Workbook p. 29 Task A – Ask pupils to complete the extracts from letters with the missing words and then write a short reply to an extract of their choice.

LESSON 2

INTRODUCTION

The grammar focus of this lesson is on the difference between adjectives and adverbs of manner.

- Check homework (Workbook p. 29 Task A) and ask some pupils to read their replies out loud.

Task D, p. 37

- Pupils circle the correct word in the questionnaire and then give answers which are true for them. They compare their answers in pairs and check their scores. How many pupils in the class belong to each group?

Answer key: 1 involved 2 deliberately 3 aggressively 4 adults 5 aggressive 6 seriously

REMEMBER! p. 37

- Write the following sentences from the article on the board and elicit the missing words, but don't explain the difference between adjectives and adverbs yet:

Bullies think that _____ behaviour makes them look _____. (aggressive, tough)
They act _____ because they don't know how to deal with their own problems. (aggressively)
Children who get bullied feel _____. (insecure)

- After they have completed the sentences, ask the class which sentence contains an adjective and which contains an adverb. Write the adjectives aggressive, tough and insecure on one side of the board and the adverb aggressively on the other.
- Refer pupils to the **Remember** box and ask a volunteer to read the examples out loud. Help them to answer the questions.

Answer key:

- a) Adjectives come before nouns or after verbs of perception (look, feel, sound, taste, smell, seem); adverbs of manner come after verbs.
- b) Adjective + -ly. Highlight that adjectives ending in -y change the -y to -i and add -ly (e.g. easy – easily). Some adverbs have slightly different spellings from the adjectives they are related to, for example terribly or gently.

- Get the class to find more examples of adjectives and adverbs in the text. Check answers and ask what word (noun or verb) each adjective or adverb modifies.

Task E, p. 37

- Pupils do the task on their own.

Answer key: 1 angry, serious 2 carefully 3 perfectly 4 well 5 good 6 Violent, aggressively

OPTIONAL:

Ask pupils to rewrite the sentences using adverbs of manner instead of adjectives e.g. It was a bad game. Our team played badly.

Ben is a fast runner. Ben...
Her job is very hard. She...
Her English is very good. She...
Sue is very quiet. Sue...
She always gives me a sweet smile. She...
We usually have a brief stop in York. We...

OPTIONAL:

Resource Bank Activity 7 (MIMING GAME) allows pupils to further practise adverbs. Divide the class into groups or do the activity with the whole class. Copy the worksheet and cut it up into separate cards. Give them out to individual pupils who must mime an action using the adverb on the card. The other pupils have to guess what the action is and how the pupil is doing it. Demonstrate the game by miming some actions yourself (e.g. eat an ice cream slowly or shout at the pupils angrily). Set a time limit of e.g. 15 seconds for each group / class to guess the action and adverb.

Homework: Workbook pp. 29, 30 Tasks B, C, D

C Say which of the following statements is **true (T)** or **false (F)**.
Correct the false ones while reading them out.

- 1 Girls get bullied more often than boys.
- 2 Bullying doesn't have to happen repeatedly.
- 3 Bullies are often angry because they cannot deal with their own problems.
- 4 The victims are usually very different from the other children.
- 5 The victims often think it's their fault.
- 6 There is nothing we can do about bullying.

D Write the correct word in the questionnaire in your notebook. Then answer the questions with „yes“ or „no“. Check your score on page 159.

- 1 Do you generally get **bullied** / **involved** / **indifferent** in school fights?
- 2 Do you often hurt your friends **slowly** / **quietly** / **deliberately**?
- 3 Do you act **aggressively** / **verbally** / **hard** when you don't know how to deal with your own problems?
- 4 Do you think there is no point in telling **adults** / **members** / **victims** that your friend gets bullied at school?
- 5 Do you think that **scared** / **aggressive** / **frightened** behaviour brings popularity?
- 6 Do you think we shouldn't take bullying **deliberately** / **physically** / **seriously**?

REMEMBER

ADJECTIVES and ADVERBS OF MANNER

Adjectives describe a noun.
Bullying is a **serious** problem.

Adverbs describe a verb.
Some people don't take it **seriously**.

- a) Where do we put adjectives in a sentence? Where do we put adverbs?
- b) How do we form most adverbs of manner?

Some adverbs have got irregular forms (good – **well**, hard – **hard**, late – **late**, fast – **fast**).
Bullying bites **hard**.

We use adjectives after some verbs (**be**, **look**, **feel**, **sound**, **seem**).
Children who get bullied are **lonely**, **scared** and **frightened**.

E Choose the right answer.

- 1 He always looks **angry** / **angrily**. Maybe he has got a **serious** / **seriously** problem he cannot deal with.
- 2 I can always count on my dad. He always listens to me **careful** / **carefully**.
- 3 My best friend understands me **perfect** / **perfectly**.
- 4 She is popular because she can dance **good** / **well**.
- 5 I can't believe that bullying can make somebody feel **good** / **well**.
- 6 **Violent** / **violently** computer games can make kids act **aggressive** / **aggressively**.



LESSON 3

INTRODUCTION

Pupils learn to express opinions, agree and disagree with other people's ideas.

LISTENING & READING

Task F, p. 38

- Draw pupils' attention to the picture. Ask them who is in the picture and what they think Brian is doing. Elicit ideas and tell them that he is filling in a form. What kind of information do they think is required to complete a form?
- Pupils read the questions in Task F, cover the text and listen to the conversation (TRACK 11). Check answers and get pupils to explain why Celia and Simon disagree with Brian.

Answer key: 1 The Anti-Bullying Club. 2 Sarah and Brian. 3 Celia, because she believes bullies will pick on them and Simon, because he doesn't think they can do anything about the problem. 4 Pupils' own answers.

- Play the recording again (TRACK 11) while pupils read and / or get them to read the conversation in roles.

EVERYDAY ENGLISH

Task G, p. 38

- Pupils complete the grid on their own or in pairs.

Answer key:

Expressing opinion: I believe..., I don't think...

Agreeing: Absolutely. True. That's right.

Agreeing up to a point: Perhaps, but...

Disagreeing: I don't think so. I don't agree with...

SPEAKING

Task H, p. 38

- Put pupils into groups, set a time limit and ask them to discuss one statement at a time. Encourage them to use the phrases in Task G when agreeing or disagreeing or simply expressing their opinions.

OPTIONAL:

For My Portfolio

Project 1 Stop Bullying! p. 44

Pupils work in the same groups as before and make an anti-bullying poster for their class. They can use their ideas from the discussion in Task H and include some anti-bullying messages. Encourage them to collect photographs or draw pictures to make their displays as illustrative as possible. Give each group a large sheet of paper and sticky tape or glue. Each group should prepare a short presentation to explain their poster to the class. Display the posters around the class. If you wish, the class can vote for the best one. In a big school you may like to run an interclass competition for the most interesting poster.

Homework: Workbook p. 31 Tasks E, F



LISTENING & READING

F Listen and read. Then answer the questions.

TRACK 05

- 1 What is the ABC?
- 2 Who thinks the ABC is a good idea? Why?
- 3 Who thinks the ABC is not a good idea? Why?
- 4 Who do you agree with? Why?

Celia: Hi, Brian, what are you doing?
Brian: I'm filling in the form for the ABC.
Simon: The ABC? What's that?
Brian: The Anti-Bullying Club.
Simon: The Anti-Bullying... what? You must be kidding.
Brian: No, I'm dead serious about it. I believe there are too many kids suffering. Everybody should do something to help.
Celia: Oh, Brian, I think you are too romantic. Everybody should stand up for themselves.
Simon: Absolutely.
Sarah: I don't think so. If we do nothing, nothing will change.
Brian: True. And doing nothing means you support the bullies.
Celia: I don't agree with you. I don't like bullies, but if we join the club, they will pick on us!



Simon: That's right. I don't think we can do anything about it.
Brian: Are you telling me you're scared?
Simon: Of course, not. We're only being realistic.
Brian: No, you're not. You're being selfish. You only think of yourself.
Simon: And you're pretending you're Superman!
Brian: Remember that Superman always wins!
Celia: Perhaps, but you don't have Lois Lane.
Brian: Well, maybe I do.
Celia: Really? Who is she?
Brian: Sorry, guys, but I have to fly away now. Duty calls.

G Copy the grid into your notebook and complete it with the right phrases from the dialogue in Task F.

EVERYDAY ENGLISH

EXPRESSING OPINION

In my opinion...

AGREEING

Of course.

I agree (with...).

AGREEING UP TO A POINT

True, but...?

Yes, maybe, but...

DISAGREEING



SPEAKING

H Work in groups. Choose one of the following statements and discuss it. Use the phrases from Task G.

There is no violence in our school.

Bullying is not a serious problem.

If you hit a bully, they won't hit you a second time.

Only the weak are victims.

Example: **Person A:** If you hit a bully, they won't hit you a second time.
Person B: True. I think he will become afraid of you and won't touch you again.
Person C: I don't agree. In my opinion, violence is never a solution.

2.4 PARENTSINTROUBLE.COM

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I-ግጋፊ. ነጻፊ. 1, 2, 3, 6, 7, 9, 10

- GRAMMAR • Modal verbs: can, be able to, must, have to, should / shouldn't, don't / doesn't have to, mustn't, can't
- FUNCTIONS • Talking about ability, possibility, permission, obligation and prohibition
• Giving advice

SKILLS

- READING • Internet forum posts
WRITING • Writing a problem letter
• Replying to a problem letter

CULTURE and CLIL

- Biology and religion

LESSON 1

INTRODUCTION

This lesson revises and extends pupils' knowledge of modal verbs which express ability, possibility and permission. The general topic is the conflict between parents and their teenage children.

Task A, p. 39

- Pupils look at the picture. Ask: Who do you think this is? Where is she? What's going on? Focus on the title of the lesson and ask what they think it means. What do they think Amy's mum's problem is? What do they think the message on the floor says?

Tasks B & C, p. 39

- Tell the class to read Amy's mum's post and check their predictions.
- Why do they think Amy has left the message for her parents?

REMEMBER! p. 39

- Ask pupils to find examples of the modal verb can in the text in Task B.
- Refer them to the **Remember** box, ask them to complete the sentences and match the rules with the examples.
- Go through the text with the class and elicit the rule (a, b or c) for each example of can.
- Remind them that can is followed by an infinitive without to.
- Point out that be able to is possible instead of can in the first case, but it is more formal and less common than can.
- Write on the board:

Amy can play the piano. = Amy is able to play the piano.

Answer key:

- a) 1 can, 'm not able to 2 can, can, can't 3 can
b) a) 2 b) 3 c) 1

Task D, p. 39

- Make sure they understand be able to is possible only when we say that someone has a particular skill or ability to do something. You can ask them why be able to is not possible in sentences 1 and 3.

Answer key: 2, 4

OPTIONAL:

Read out further examples of can and ask the class to identify its use (a, b or c):

- You can borrow that pen if you want to. (a)
You can all read and write. (c)
I can smell gas. (b)
I can see a few stars in the sky. (b)
Can you swim? (c)
He can speak Italian fluently. (c)
I can understand what she is saying. (b)
Hello, can I speak to Amy please? (a)
Some people can ski better than others. (c)
You can park here. (a)

You may want to ask them once again to replace can with be able to where possible.



Workbook p. 32 Task A

- Tell the class to look at another post on the Internet forum.
- Ask them to cover the multiple choice answers at the bottom of the page and read the text silently, ignoring the gaps, to get a clear idea of what it is about. To check their understanding, ask: Who is Josh? Is he a good student? What are his hobbies? Has he got any pets? What's his problem? What's his parents' problem? etc.
- Read out the text, stop before each gap and get the class to predict the missing words without looking at the options below.
- Finally, tell them to choose the options that fill the gaps correctly. Advise them to consider all the options carefully before deciding on an answer.

Homework: Workbook p. 33 Tasks B, C, D

A There is a message on the floor. What do you think it says?

I hate you. Go away!

Taken Sugar for a walk.

Don't disturb! I'm practising.

I'll be back in a minute.



B Amy's mum has written about her problem on an internet forum. Read about it and compare your answer in Task A with what she has written.

parentsintrouble.com

#1

My 14-year-old daughter hates me. She doesn't let me enter her room. She locks herself in and plays the piano all day. She doesn't want to talk to me, but I can hear her talking to her dog, Sugar. I know you can play with a dog, take care of it, and you can even let it sneak into your bed, but you can't really talk to a dog! They can't really understand you, can they? Still, there is something I have in common with Sugar. I can smell trouble. I'm so worried. Why is she so angry with me? I can't figure it out. I can solve the most complicated cases, but I'm not able to deal with this one. Please, give me a clue!

Amy's mum

C Why do you think Amy has left the message for her parents?

REMEMBER

CAN and BE ABLE TO

a) Look at the text and complete the sentences orally. When do we use **can** and **be able to**?

- 1 I ... solve the most complicated cases, but I ... deal with this one.
- 2 I know you ... play with a dog, take care of it, and you ... even let it sneak into your bed, but you ... really talk to a dog!
- 3 I ... smell trouble.

b) Read the rules and match them with the correct examples above.

- a) We use **can** to say that someone is allowed to do something or that it is possible to do something.
- b) We use **can** with the verbs: **hear, feel, see, smell, remember, taste, understand.**
- c) We use **can** or **be able to** to talk about a person's ability to do something.

D Replace **can** with the right form of **be able to** where possible.

- 1 I can talk to my parents whenever I have a problem.
- 2 I'm terrible at P.E. I can't run fast, jump high or score a point for my team.
- 3 I can hear my neighbour playing the piano late at night.
- 4 My brother is the most popular guy in his school. He can play football, he can play the guitar, he can speak French, he can help you with maths and he can even make you laugh.

LESSON 2

INTRODUCTION

This lesson revises and extends pupils' knowledge of modal verbs which express obligation and prohibition. Pupils read about other people's problems and learn how to give advice.

- Remind the class of Amy's mum's post on the Internet forum. Ask them if they remember what her problem is. Refer them to Student's Book Task B, p. 39 once again. Tell pupils to work in pairs and decide what advice they would give to Amy's mum. They should write five sentences. Write on the board:

You must...
You mustn't...
You have to...
You can't...
You don't have to...
You should...
You shouldn't...

READING

Task E, p. 40

- Pupils read (and listen to) the text (TRACK 12) and compare their advice with the answers to Amy's mum's post and decide whose advice she should take. Ask them to give reasons for their answer.

Answer key: Pupils' answers.

Task F, p. 40 is optional.






READING

E Read the answers to Amy's mum's post. Whose advice should Amy's mum take?



TRACK 06

Catwoman	#2
 <p>I feel sorry for you, Amy's mum. In my opinion, your daughter is spoiled. I don't think she really has a problem. She is probably trying to get something in this way. You can't let her fool you like this anymore. She mustn't get everything she wants. You must be strict. Kids like it when you're strict, believe me.</p>	
Peter Pan	#3
 <p>Adolescence is a very hard period for children, and for parents, too. We think we're doing our best to understand our kids, but still, sometimes, they shut us out of their lives. You don't have to blame yourself for that. They think nobody understands them. Maybe we really don't. We shouldn't be ashamed of that. But there is someone who has to understand their thoughts. Take your daughter to the psychologist. It works; trust me.</p>	
Snoopy	#4
 <p>Dear Amy's mum, I think your daughter needs you desperately. You say she talks to her dog. It is true that dogs can't talk, but they are always there when we need them. They can feel our pain better than people. I'm sure your daughter doesn't hate you. She hates the fact that you can't understand her. You should tell her you're sorry and that you love her very much. She'll forgive you, I'm sure.</p>	

F Think of Catwoman's, Peter Pan's or Snoopy's profile. Write down in your notebook the missing information. Read your profile to the class and see if they can guess who it is.

Name: Age: Location: Children: Occupation: Interests:	Catwoman	Peter Pan	Snoopy



REMEMBER! p. 41

- Pupils complete the sentences in **a)** the **Remember** box. They may find it useful to translate some of the sentences from the text into Georgian and compare their translations.

Answer key: 1 must 2 has to 3 shouldn't 4 should 5 don't have to 6 mustn't 7 can't

- Focus pupils' attention on the grid in **b)** in the **Remember** box and get them to complete it.

Answer key:

strong obligation	must, have to
mild obligation	should, shouldn't
advice	should, shouldn't
no obligation	don't / doesn't have to
prohibition	mustn't, can't

- Explain immediately that both must and have to are used to say that it is necessary to do something. With must the speaker is expressing his or her own feelings, saying what he or she thinks is necessary. With have to the speaker is giving facts.
- Remind pupils that must, mustn't, should, shouldn't, can and can't are followed by an infinitive without to.

Task G, p. 41.

- Remind pupils to think carefully about each situation before they choose the correct modal verb. Check answers, asking pupils to explain their choice of verb.

Answer key: 1 mustn't 2 must / have to 3 mustn't 4 should 5 should 6 don't have to 7 mustn't 8 must / have to

WRITING

Task H, p. 41.

- Tell the class that if they don't feel like writing about a problem of their own, they can write about a problem someone else has (friend / sister / brother) but they should use the first person, as if it were their own.
- When everyone has finished, give each pupil someone else's letter and ask them to write a reply giving advice.
- Alternatively, you can give their problem letters to another class to answer and present their replies in the next lesson.



Workbook p. 34 Tasks E, F could be done in class.

Homework: Workbook, p. 35 Tasks G, H

REMEMBER

MUST, MUSTN'T, SHOULD, SHOULDN'T, HAVE TO, DON'T HAVE TO, CAN'T

a) Look at the text in Task E and complete the sentences orally. Discuss the examples.

- 1 You ... be strict.
- 2 But there is someone who ... understand their thoughts.
- 3 We ... be ashamed of that.
- 4 You ... tell her you're sorry and that you love her very much.
- 5 You ... blame yourself for that.
- 6 She ... get everything she wants.
- 7 You ... let her fool you like this.

b) Orally complete the grid with the following words to get the rules:

strong obligation	mild obligation
	must, have to
	should, shouldn't
	should, shouldn't
	don't / doesn't have to
	mustn't, can't

G Amy's mum wants to be friends with her daughter again. This is what she has written. Orally complete the list with **must, have to, should, don't have to** or **mustn't**.



- 1 I ... break a promise again.
- 2 I ... talk to her regularly.
- 3 I ... push her into being a lawyer like myself.
- 4 We ... go out for pizza together.
- 5 I ... drive her to school so she doesn't have to wake up early.
- 6 I ... work late so often.
- 7 I ... complain about her clothes.
- 8 I ... tell her how much I love her.

WRITING



H Write about your problem on a piece of paper. Sign it with a code name. Put all the papers in a pile. Take a paper and write an answer to somebody's problem. Use: **must, have to, should, don't have to, mustn't** or **can't**.

FROM BRIAN'S BOOKSHELF: *BILLY ELLIOT*

SUGGESTED TEACHING TIME: 1-2 lessons

LEARNING OUTCOMES: **1** 1, 2, 3, 4, 5, 6, 7

VOCABULARY • Jobs

SKILLS

READING • Film *Billy Elliot*

SPEAKING • Talking about dreams and ambitions

WRITING • Project 2: A film / book review

CULTURE and CLIL

- Film *Billy Elliot*
- Georgian

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. It is a reading activity rounding up the topic and structures of the unit. Suggested time is 1 to 2 lessons, so you can combine it with the linguistic content from the previous lessons. In that way, you are free to manipulate these two 45-minute lessons depending on how interested your pupils are in the topic and how you have organised the distribution of the unit content. Pupils learn about the film *Billy Elliot*. The lexical area covered in this lesson is jobs.

- Play a GUESSING GAME with your pupils. Explain you will think of a job and they have to guess what it is by asking you yes / no questions, e.g. *Do you usually work indoors? Is it a well-paid job? etc.* With weaker classes, you can demonstrate the game by asking them to think of a job first while you try to guess what it is by asking questions and then you swap roles.

Task A, p. 42

- Discuss the jobs with the class. If they had to choose one of the jobs from the list, which one would they choose and why?

Answer key: Pupils' answers.

READING

Task B, p. 42

- Ask the class if they have seen the film *Billy Elliot*. Did they like it? Would they recommend it to the other pupils in the class? Why (not)?
- Pupils read the text and put the paragraphs in order.
- Then they listen to the text (TRACK 13) and check their answers. Discuss the jobs that appear in the story.

Answer key: 4, 2, 1, 3; a miner, a ballet dancer, a boxer

Billy Elliot

A Which of the following jobs are often considered: a) typically male or female, b) well-paid or badly-paid, c) interesting or boring and d) dangerous?

- a miner a hairdresser a fashion designer a doctor a lawyer
- a ballet dancer a boxer a teacher a film director
- a shop assistant a pilot a psychologist a football player
- a police officer an architect a nurse a sailor an astronaut

Are any of the classifications in a) to d) above prejudiced?



READING

B Have you seen the film *Billy Elliot*? Put the paragraphs in the right order to find out the plot of the film. Which of the previously mentioned jobs appear in the story?



TRACK 07



BILLY ELLIOT

? The movie ends with a scene that takes place years later, where his father and brother are at the ballet waiting to see Billy perform the lead in *Swan Lake*. *Billy Elliot* is a heart-warming story that talks about Billy's battle with his prejudiced father, and his need to express himself. It is a tale of one boy who follows his heart's desire against all odds.

? When Billy's brother gets arrested in a miners' strike, Billy misses a few classes, so his dance instructor goes to their house to tell his father about it. When Billy's father discovers that Billy is spending money on dancing lessons instead on boxing lessons, he is furious. He thinks that dancing is not a manly career, certainly not for a miner's son. Afraid of what his friends might say, Billy's father forbids him to take classes. Meanwhile, Mrs Wilkinson encourages Billy to try out for the Royal Ballet School in London, where he can refine his talent and escape the hard miner's life.

? *Billy Elliot* is a film which is set in a poor industrial town in Northern England, where Billy, a shy 11-year-old boy, lives with his father and older brother Tony, who are miners. Billy's father hopes that Billy will become a champion boxer, but Billy is more interested in music, a passion he inherited from his mother. When his father takes him to the boxing gym, he finds out that he doesn't really like the sport, and has no real talent for it. Part of the boxing gym is used by a ballet class run by Mrs Wilkinson, the dance instructor, and, with her help, Billy secretly starts taking ballet classes.

? One night, on his way home from the pub, Billy's father witnesses his boy dancing for his school friend Michael. Moved almost to tears by the boy's passion, Billy's father suddenly realizes that ballet might be his son's future. He starts raising money and decides to take him to the audition in London himself. Billy feels that the audition went badly, but he gets accepted and moves to London to attend the school.

Task C, p. 43

- Pupils read the text again more carefully and do the task.

Answer key: 1 in a poor industrial town in Northern England. 2 is more interested in music. 3 taking ballet classes 4 is furious 5 try out for the Royal Ballet School in London. 6 realises that ballet might be his son's future. 7 takes place years later. 8 Billy's battle with his prejudiced father, and his need to express himself.

WORDSPOT**Task D, p. 43**

- Encourage pupils to find the words and phrases 1-8 in the text and to look at their context for clues to their meaning. Check answers. At this point you can deal with any other vocabulary problems pupils might have.

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

Task E, p. 43

- Ask some pupils which sentence they have chosen and why.

SPEAKING**Task F, p. 43**

- Pupils can ask and answer the questions in pairs or you can do it as a whole class activity.

OPTIONAL:**For My Portfolio****Project 2 A review, p. 44**

Focus pupils' attention on Project 2. Brainstorm titles of books or films that deal with teenage problems. Ask pupils to choose one and answer the questions in the book. They should plan their review before writing it. Pupils can read out their reviews to the rest of the class. The class can vote for the best review.

Homework: Workbook pp. 36, 37 Tasks A, B, C, D, E

C Go back to the text and finish off the following sentences orally.

- 1 *Billy Elliot* is a film which is set...
- 2 Billy's father hopes that Billy will become a champion boxer, but Billy...
- 3 Billy secretly starts...
- 4 When Billy's father finds out that he is spending money on dancing lessons, he...
- 5 Mrs Wilkinson encourages Billy to...
- 6 When Billy's father sees Billy dancing, he...
- 7 The movie ends with a scene that...
- 8 *Billy Elliot* is a heart-warming story about...

D Match the words with the corresponding explanations.

WORDSPOT

- | | |
|--------------------|--------------------------------------|
| 1 to witness | ? a story |
| 2 an audition | ? to refuse to allow |
| 3 prejudiced | ? a test performance |
| 4 against all odds | ? to see with your own eyes |
| 5 to inherit | ? to support |
| 6 to encourage | ? happening in spite of difficulties |
| 7 to forbid | ? to receive from one's parents |
| 8 a tale | ? having a wrong or unfair opinion |

E Choose the sentence which best describes the message of the movie and explain why.

- 1 Inside every one of us there is a special talent waiting to come out. We just need to find it.
- 2 Always be yourself.
- 3 You can do anything you want to if you just set your mind on it.
- 4 Never give up on the things that are worth fighting for.
- 5 We shouldn't be afraid to accept ideas different from our own.

F Answer the questions.

- 1 Do you have a dream or an ambition?
- 2 Would you be prepared to follow your heart's desire against all odds, like Billy did?
- 3 Do your parents encourage you to follow your dreams and express yourself?
- 4 Do your parents forbid you to do anything?
- 5 What talents did you inherit from your parents?
- 6 Have you ever taken part in an audition?

SPEAKING



WORKBOOK REVISION (UNIT 2) pp. 38, 39

SUGGESTED TEACHING TIME: 1 lesson

LESSON 1

- We suggest you start with **Task D pp. 38, 39** (Reading). Ask the class to skim the letter to find out who the letter is from and what his problem is. Then they read it and answer the questions. Check answers. They can read the letter again, circling all the verbs in the present simple tense and underlining the verbs in the present continuous tense.
- Task E p. 39** revises indefinite pronouns. Pupils do it on their own. They decide which sentences are true according to Justin's letter. You can ask them to cover the letter while doing this task.
- Task F p. 39** can be done in pairs or groups.

Homework: Workbook, p.38, Tasks A, B, C

OPTIONAL:

Do a short quiz to revise modal verbs, reported commands / requests, adverbs of frequency and the difference between adjectives and adverbs. Write the numbers 1-12 on the board and divide the class into 3 groups / rows. Pupils choose numbers in turn and answer coinciding questions.

Questions and answer key:

- Which modal verb is often used with hear, feel, see, smell, remember, taste and understand? (can)
- Which modal verbs are used for prohibition? (mustn't, can't)
- Which modal verb is used for advice? (should, shouldn't)
- What does don't / doesn't have to express? (no obligation)
- What's the difference between adjectives and adverbs? (adjectives describe nouns, adverbs describe verbs)
- How do we form most adverbs of manner? (-ly)
- Name 3 adverbs that have the same form as adjectives. (hard, late, fast)
- What's the difference between good and well? (adjective, adverb)
- Name at least 5 adverbs of frequency. (never, hardly ever, sometimes, usually, often, always...)
- Which verb is used to report commands? (tell)
- Which verb is used to report requests? (ask)
- How do you report negative commands? (not to)

UNIT 2: I HAVE A PROBLEM...

Revision

A Complete the sentences with:

1 indefinite pronouns.

- _____ I say is true, but he doesn't believe me.
- The party is a great success. _____ is having fun.
- There's _____ to sit. Shall I get some more chairs?
- I don't want _____ to eat. I'm not hungry.

2 reported commands and requests.

- Don't throw your things all over the floor. My mum tells me _____
- Don't forget to do your homework. My teacher tells me _____
- Please, call me later. My friend asks me _____

3 modal verbs.

- He _____ speak French fluently.
- I _____ tidy up my room. I _____ go out now.
- You _____ tell your parents about your problems. You _____ deal with them by yourself.
- I _____ hear you. You _____ shout all the time!

B Circle the correct option.

- My dad works very **hard / hardly**. I **hardly ever / hard ever** see him.
- He is a **terrible / terribly** driver. He drives **fast / fastly** and **dangerous / dangerously**.
- I can't hear you **good / well**. Why do you speak so **quiet / quietly**?

C Express your opinion; say if you agree or disagree.

- The ABC is a good idea.
- It is normal for parents to shout at children.

READING

D Read the letter from a teenage magazine on the opposite page. Then answer the questions.


- Why is Justin writing to Tinkerbell? _____
- What do "The Fab Five" do to him? _____
- Do the other kids do anything about it? _____
- Can he talk to his best friend about it? Why? _____
- Do the teachers know what is going on? _____
- What do his parents say about the whole thing? _____
- How does Justin feel about everything? _____
- What is he doing today? _____

38/

UNIT 2: I HAVE A PROBLEM...

Revision

Hi, Tinkerbell!



Hi, Tinkerbell!

I'm writing to you because you're my last hope. I'm going through a really bad period at school. It's all because of "The Fab Five", a group of kids who are doing their best to make my life miserable. They call me a nerd and they laugh at me because I wear glasses. They also hide my schoolbag or they throw my stuff around. I even get threatening phone calls and messages. Why are they doing this? Am I really such a failure? The other kids tease me about it or they just do nothing. Even my best friend doesn't talk to me anymore. The teachers don't know what is going on because everybody pretends nothing is happening. My parents are not much help either, because they don't take it seriously. My mum thinks I should just forget about it, and my dad says it's all just kids' stuff. But it's not. I'm getting more and more depressed every day. I don't laugh any more. I stay at home all the time and play the guitar. Now I'm working on a song called 'You're not alone'. Isn't that funny? It's Saturday evening and I'm sitting here all alone playing that song. It seems that you're not alone doesn't work in my case.

Justin

E Choose the correct indefinite pronoun. Which of the sentences are true according to Justin's letter? Tick them.

- Nobody / Anybody knows anything / something about Justin's problem.
- Anybody / Everybody calls him names and laughs at him.
- His best friend is trying to do everything / something about it.
- His dad says it's nothing / everything serious.
- His mum thinks he should forget about something / everything.
- He doesn't go anywhere / nowhere. He stays at home all the time.
- There is somebody / nobody who can do nothing / something to help him. It's Tinkerbell.

F What should Justin do? Write Tinkerbell's answer for the magazine.

/39

UNIT 3

LOOKS ARE NOT ALL THAT MATTERS

In this unit you will...

- ▶ talk about fashion and clothes.
- ▶ discuss the pressure to look good and its consequences.
- ▶ learn about the risks of irresponsible behaviour.
- ▶ find out information useful for your health.
- ▶ compare different ideals of beauty through history.
- ▶ learn about the history of the Converse All Star sneaker.

UNIT 3: LOOKS ARE NOT ALL THAT MATTERS

3.1 PRETTY, POPULAR... UNHAPPY?

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: 1-7, 9, 10, 11, 12, 13, 14, 15

- | | |
|------------|---|
| GRAMMAR | <ul style="list-style-type: none">• Present perfect simple tense (1)• Present perfect simple tense with <i>just, already, yet</i>• Comparatives and superlatives, as... as comparatives |
| FUNCTIONS | <ul style="list-style-type: none">• Talking about the indefinite past• Talking about actions or events that happen around the present time• Making comparisons |
| VOCABULARY | <ul style="list-style-type: none">• Text-related• Adjectives describing appearance and personality |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none">• A blog post• Text messages |
| LISTENING | <ul style="list-style-type: none">• A conversation about the party |
| SPEAKING | <ul style="list-style-type: none">• Talking about people's similarities and differences |

OPTIONAL:

Make enough copies of Amy's post in **Resource Bank Activity 8** and give a copy to each pair. Ask pupils to read the text (ignoring the gaps) to check their predictions. Make sure that they read the text through once to get a general understanding before they begin filling in the gaps. Remind them to underline the sentences in the text that help them find the answers. While they are reading, write the following sentences on the board, in random order:

What a relief!
Isn't it great?
I just fancy him, you know.
Not about me, of course.
Sorry, I got carried away.

Explain that these sentences have been deleted from Amy's post. Ask them to put them back where they think they belong. Check the answers and refer pupils to Student's Book Task B. If you are short of time, skip the optional activity and have pupils read (and listen to) the text immediately to check their predictions (TRACK 14).

LESSON 1

INTRODUCTION

The grammar focus is on the present perfect simple tense used to talk about the indefinite past and actions or events that happen around the present time (with *already, yet, just*).

Task A, p. 46

- There are two phrases in the task you might like to pre-teach – *make a bet* and *fall out with someone*.
- Pupils read the sentences out loud and say „yes” or „no” in answer to the statements.
- After that they can change the sentences so that they are true for them – they can either do it by making the sentence negative or by replacing a word in the sentence with another word: e.g. *I haven't fallen out with my friend* or *I have fallen out with my sister*.
- Finally ask them if their family members have done any of these things recently.

READING

Task B, p. 46

- Pupils are to cover Amy's post and predict whether the sentences are true or false. Encourage them to give reasons for their predictions. Spend some time discussing each of the things that pupils think might have happened to Amy.

Answer key: 1T 2T 3F 4F 5T 6F

Task C, p. 46

- Discuss the question with the class.

Answer key: Pupils' answers.

A Which of the following things have you done recently? Read the sentences out loud and say „yes“ or „no“.

I have been to a party.

I have been on a diet.

I have told a lie.

I have read an interesting book.

I have made a bet.

I have fallen out with my friend.

I have helped an old person.

I have kissed someone I love.

I have won a competition.

I have chatted on the Internet.

I have bought new clothes.

I have seen a great movie at the cinema.



READING

B What has happened to Amy recently? Read her post to Brian and decide if the statements are true (T) or false (F). Correct the false ones.

TRACK 01

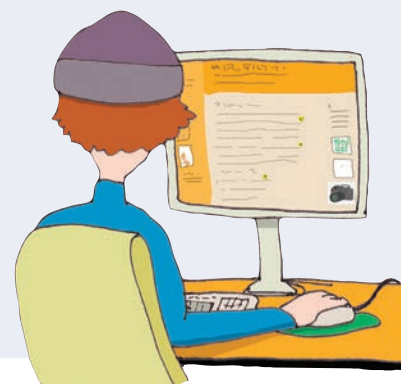
- 1 She has talked to her parents about her problem.
- 2 She has joined the ABC campaign at school.
- 3 She has had trouble with "The Untouchables".
- 4 She has made friends.
- 5 She has met someone interesting.
- 6 Someone has invited her to a party.

Cinderella's blog

Dear Archibald,

Your advice has helped me a great deal. Thanks to you, I've found the strength to do the most important thing. To speak up. I have told my parents everything and we have already talked the problem over. They have been so understanding and supportive. I feel much better now. I don't have to pretend any more. What a relief! I haven't seen much of "The Untouchables" lately. It's probably because of the ABC (Anti-Bullying Club) campaign at school. It seems that everybody has started to care! We are even having a party to support the Club. Isn't it great? Unfortunately, I'm not going. I haven't really made friends yet. And... nobody has asked me out. Actually, I've met someone interesting. It's not that we have got to know each other or anything like that. I just fancy him, you know. He is really special and... he is a member of the ABC. He really seems to care! Not about me, of course. He doesn't even know I exist. Besides, he has a crush on another girl. He has probably invited her to the party already... I've just realized how boring I am. I don't want to bother you with silly things like that. Sorry, I got carried away. I have to practise the piano now. Maybe I'll be a famous piano player one day...

Love,
Cinderella



C Who do you think are the boy and the girl Amy is writing about?

Task D, p. 47

- Draw pupils' attention to the text messages and ask them what the abbreviations mean. What do the messages tell them about Amy's problem? Are things really the way she sees them?

WORDSPOT

Task E, p. 47

- Give pupils a few minutes to discuss what they think the words mean in pairs. Encourage pupils to look at the words in their context and to try to give synonyms or definitions, rather than just translations. Elicit answers and model pronunciation.
- Pupils answer the questions.
- At this point you could go through the text with the class and deal with any other vocabulary problems pupils might have. You can also ask pupils to write their own sentences using the words from the task.

Answer key: 1 Because they have helped her with her problem. 2 With her parents. 3 Because she doesn't have to pretend any more. 4 Against bullying. 5 He is really special. 6 Brian.

OPTIONAL Resource Bank Activity 9 (TEXT MESSAGING ABBREVIATIONS)

Ask the class: *Do you use any abbreviations when texting your friends? Which ones?*

Put pupils into groups, give each group a copy of the worksheet and ask them to try to work out what the abbreviations stand for. You can explain / elicit some of the rules and ask them to find examples, e.g. single letters can replace corresponding words (y = why; b = be); single letters or digits can replace a syllable (gr8 = great, b4 = before).

Answer key:

gr8 Great
2mro Tomorrow
B4 Before
Bbl be back later
Btw by the way
H. A. N. D. – have a nice day
Hru – how are you?
Idc – I don't care
Idk – I don't know
Jj – just joking
Lol – laugh (ing) out loud; lots of love
Np – no problem
Ofc – of course
Plz – Please
Sry – Sorry
Trx – Thanks
Wb – write back
B – Be
Imo – in my opinion
Y – Why

REMEMBER! p. 47

- Pupils complete the sentences from the post. Help them to work out the rules.
- Explain that the present perfect simple is used to talk about an action in the (recent) past without saying when the action happened specifically.
- Elicit how to form the present perfect simple tense (*have / has + past participle*).

Answer key:

- have told, haven't seen, has asked
- recently, don't know
- already, yet, just
- Already* (something has happened before the time of speaking) and *just* (something happened a short time / a moment ago) are put in the middle, between *have / has* and the past participle. They are used mainly in positive statements. *Yet* (something has not happened up to the point of speaking but is likely / expected to happen) is placed at the end of the sentence. It is used in questions and negatives.

- Ask the class to look at Task A again and remind them of the difference between regular and irregular verbs and elicit examples. You could ask them to sort these verbs into two groups – regular (*helped, kissed, chatted*) vs. irregular (*been, told, made, won, bought, read, fallen out, seen*).

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

D Are things really the way Amy sees them? Read the messages and find out.



E Check the meaning of the words and expressions in colour, then answer the questions.

WORDSPOT

- 1 Why does Amy say her parents have been supportive and understanding?
- 2 Who has she talked the problem over with?
- 3 Why does she feel relief?
- 4 What is the campaign at Amy's school against?
- 5 What is the boy she fancies like?
- 6 Who does she think has a crush on Celia?

REMEMBER

THE PRESENT PERFECT SIMPLE (1)

a) Look back at Amy's post and complete the sentences.

- I ... my parents everything.
 I ... much of "The Untouchables" lately.
 Nobody ... me out.

b) Look at the examples again and read out the right answer.

We use the **present perfect simple** to talk about an action that has happened **a long time ago / recently**. We **know / don't know** when the action happened.

c) Orally complete the sentences from Amy's post with the time expressions we often use with the present perfect simple.

- We have ... talked the problem over.
 I haven't made friends ...
 I've ... realized how boring I am.

d) What's the position of these expressions in a sentence? Which of these do we use in a positive sentence and which in a negative sentence?

LESSON 2

INTRODUCTION

Pupils practise the present perfect simple tense with *already*, *yet* and *just*.

- Remind pupils of Amy's post to Brian. Ask them some questions to check how much they remember about it: *Why is Amy writing to Brian? What has she done recently? How does she feel about it? Is she going to the ABC party? Why not? Who is the boy she is writing about? Who is the girl she is writing about?* Alternatively, ask them to read Amy's post to Brian again carefully, and to try to remember as much as possible. Pupils then close their books. Read the text aloud slowly and pause before key words that are easily predictable. Pupils call out the missing words.



Workbook p. 41 Tasks E & F

Pupils complete the sentences based on Amy's post to Brian.

Task F, p. 48.

- Ask pupils to describe the pictures first and say what is going on and how Celia is feeling in each picture.
- Brainstorm adjectives describing feelings such as: *confused, annoyed, surprised, furious, bored, upset* etc.
- After that they read the prompts and make sentences using the present perfect simple.

Answer key: 1 She has just fallen out with Sarah. 2 She has already sent two messages to Brian. He hasn't answered yet. 3 Celia has just finished another chocolate. 4 She hasn't done her homework yet. 5 She has already got another D in chemistry. 6 Her friends have just said something bad about her behind her back.



Workbook p. 42 Task G

Pupils look at the example and then complete the sentences about Celia's "things to do" list. Explain that *so far* means *until now*.

OPTIONAL:

Resource Bank Activity 10 allows pupils to further practise the present perfect with *just*. Do this as an activity with the whole class. Cut out the cards and mime the first prompt yourself. Pupils try and guess what you have just done. You can simply nod or shake your head if they are right or wrong. Pupils must answer correctly, producing statements like: *You've just won the lottery*. The pupil who guesses correctly comes to the front of the class and chooses a prompt for the rest of the class to try to guess.

LISTENING

Task G, p. 48

- Pupils listen to the conversation between Brian and Sarah and answer the questions.

Tapescript Track 15

Brian: I've got some great news. The Sherlocks have just finished the ABC anthem.

Sarah: That's cool! And Jill and I have already sent invitations to our special guests. We have put posters on the walls, too.

Brian: Everything is under control.

Sarah: Everything, except one tiny thing.

Brian: What is it?

Sarah: Nobody has asked me to the party yet.

Brian: Oh, no! Now I have to choose between you and...

Sarah:... Celia. Am I right?

Brian: No, I have just turned her down, to tell you the truth.

Sarah: No! That means...

Brian: There is a girl I like, but I haven't invited her to the party yet.

Sarah: Now, I'm really curious. Who is it?

Brian: It's Amy.

Sarah: Amy? I'm so happy for both of you. Listen, why don't you call her now?

Answer key: 1 They have already sent invitations and put posters on the walls. 2 Nobody has asked her to the party yet. 3 No, he hasn't. 4 He has just turned her down. 5 She advised him to call Amy immediately. 6 Pupils' own answers.

OPTIONAL:

Tasks H & I, p. 48

- Ask the class to read Amy's thoughts and answer the questions.
- Individual pupils say if they agree with Amy and explain why or why not.



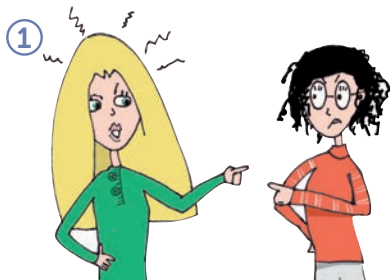
Workbook p. 41 Task D

The focus is on the phrases and phrasal verbs used in this lesson. After pupils have completed the text you can play a NOUGHTS AND CROSSES game. Draw a pattern of nine squares on the board and write the numbers 1-9 in the squares. Pupils play in two teams trying to win with a row of three Os or three Xs. The teams take turns in picking a square and the teacher defines the phrases / phrasal verbs from this lesson. Note that all the phrases / phrasal verbs appear in Task D except for *sign up*, which appears in Workbook Task G.

- to have a strong feeling of romantic love for someone (have a crush on)*
- to have a quarrel with someone (fall out with)*
- to invite someone, esp. someone of the opposite sex, to go to the cinema, restaurant etc. with you (ask out)*
- to gradually become familiar with someone (get to know)*
- to put your name on a list for something because you want to take part in it (sign up)*
- to be so excited by or interested in something that you are no longer in control of what you do or say (be / get carried away)*
- to come to a particular place in order to take something / someone away (pick up)*
- to say something, especially to express your opinion (speak up)*
- to discuss a problem with someone before deciding what to do (talk over)*

Homework: Workbook p. 42 Task H

F What has happened to Celia? Look at the pictures and make sentences using the **present perfect simple**.



She / just / fall out / with Sarah.



She / already / send / two messages to Brian.
He / answer / yet.



Celia / just / finish / another chocolate.



She / not do / homework / yet.



She / already / get / another D in chemistry.



Her friends / just / say / something behind her back.



LISTENING

G Listen to Brian and Sarah talking about the party. Then answer the questions.

- TRACK 02
- 1 What have the members of the ABC already done for the party?
 - 2 What's Sarah's problem?
 - 3 Has Brian invited anybody to the party yet?
 - 4 What has happened between him and Celia?
 - 5 What advice does Sarah give Brian?
 - 6 Who do you think is a better company for Brian - Celia or Amy? Why?

H Why does Amy think Celia doesn't have problems? Read and find out.

... Celia... No wonder Brian doesn't even notice me. She is so much prettier and more popular than I am. She is taller, she wears smarter clothes... her hair is longer and blonder... well, she's as pretty as a film star. She probably doesn't have problems at all. She always smiles and everybody loves her. Things must be easy for you when you are the prettiest and the most popular girl at school.



I Do you agree with Amy? Why?



LESSON 3

INTRODUCTION

This lesson introduces the topic of looks and appearance. Pupils revise comparative and superlative adjectives. The language focus extends the vocabulary used for these topics.

DO YOU REMEMBER? p. 49

- Pupils complete the sentences and the rules.
- They look for other comparatives in the text (*taller, smarter, longer, blonder*).
- It may be useful to remind pupils of spelling rules: for one syllable adjectives, add *-er / -est*; for one syllable adjectives ending in a consonant + vowel + consonant, double the final consonant + *-er / -est*; for two syllable adjectives ending in a consonant + *-y*, delete the *-y* and add *-ier / -iest*. For two or more syllable adjectives add *more / the most* in front of the adjective.
- Remind them not to forget *the* with superlatives.
- Point out that we can use *as... as* to say that two nouns are the same and *not as... as* to say that the first noun is less than the second.

Answer key:

- prettier, more popular; *as... as* short adjectives + *-er*; *more + long adjectives*
- the prettiest, the most popular short adjectives + *-est*; *most + long adjectives*
- good → better, the best, bad → worse, the worst, far → further, the furthest

OPTIONAL:

Have pupils work in pairs and compare Amy and Celia in their own words. With weaker classes you can write adjectives on the board, e.g. *popular, attractive, happy, cheerful, interesting, hardworking, shy, friendly etc.* Elicit answers and encourage pupils to give reasons for their choice of adjectives.

Amy is _____ than Celia.
Celia is _____ than Amy.
Amy is as _____ as Celia.
Amy is not as _____ as Celia.
Celia is not as _____ as Amy.

Task J, p. 49

- Explain that they have to read out the things that are true for them as well as add some things of their own. Write pupils' additional ideas on the board and ask the class to choose / vote for the most original, the funniest, the silliest, the strangest, the most interesting... idea.

Task K & L, p. 49

- Put the following sentences on the board and ask pupils to work in groups in order to complete them with their ideas (comparatives and superlatives).

The _____ girls are usually the most popular at school.
Girls usually fall in love with the _____ boys.
Boys and girls who wear trendy clothes are _____ to the opposite sex than those who do not.
The _____ boys and girls usually drink and smoke.
Wearing make-up makes girls look _____.
Shy and mysterious boys are _____ to girls than loud and talkative ones.

- Get a spokesperson from each group to present their views to the rest of the class. This can lead to a certain amount of discussion and disagreement. Allow discussion for as long as it is interesting and productive.
- Remove the sentences from the board and ask pupils to look at Task K. They complete the sentences and compare them with their own ideas.

Answer key:

1 prettiest, 2 cleverest, 3 more attractive, 4 coolest, 5 prettier, 6 more interesting

- Pupils decide which statements they agree or disagree with (Task L). Elicit a few comments from individual pupils around the class.

Homework: Workbook p. 43 Tasks I and J give pupils further practise of comparatives and superlatives. You can ask the class to add one more idea / sentence to each part of Task I. Next time ask the class which of the products advertised in Task J they find the most useful / they would like to have.

? DO YOU REMEMBER

COMPARISON OF ADJECTIVES

a) Complete the sentences in your notebook. How do we make the **comparative?**

She is so much ... and ... than I am.
She's ... pretty ... a film star.

b) Complete the sentences in your notebook. How do we make the **superlative?**

Things must be easy for you when you are ... and ... girl at school.

c) Which adjectives have irregular comparatives and superlatives?

J Would any of these things make you feel better or happier? Add some of your own, too.

I would like to be...

taller / as tall as...
prettier / as pretty as...
more handsome
stronger
smarter
more popular
richer
healthier
thinner
a better friend / son / daughter
better at sports

I would like to have...

better marks
a bigger house / apartment
smarter clothes
more interesting school lessons
more understanding teachers
more supportive parents
more free time

K Write in your notebook the correct **comparative** or **superlative** of the adjectives in brackets.

- 1 The ... girls are usually the most popular at school. (pretty)
- 2 Girls usually fall in love with the ... boys. (clever)
- 3 Boys and girls who wear trendy clothes are ... to the opposite sex than those who do not. (attractive)
- 4 The ... boys and girls usually drink and smoke. (cool)
- 5 Wearing make-up makes girls look ... (pretty)
- 6 Shy and mysterious boys are ... to girls than loud and talkative ones. (interesting)



L Choose one of the statements from Task K and discuss it.

..... **SPEAKING**



3.2 WHAT AN AWFUL WEEK FOR CELIA!

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5

GRAMMAR	<ul style="list-style-type: none"> Present perfect simple tense (2) with <i>since, for, ever, never, today, this week, (recently)</i> Present perfect simple questions
FUNCTIONS	<ul style="list-style-type: none"> Talking about unfinished situations, recently completed actions and general life experiences
VOCABULARY	<ul style="list-style-type: none"> Text-related; topic-related (looks, love and school problems)
SKILLS	
READING	<ul style="list-style-type: none"> A picture story about Celia's problems
LISTENING	<ul style="list-style-type: none"> A telephone conversation
SPEAKING	<ul style="list-style-type: none"> Problems Best friends

LESSON 1

INTRODUCTION

The topic of this lesson is teenage problems.

Task A & B, p. 50

- Focus on the question and give pupils a few minutes to read and discuss their answers with a partner.
- Ask them to rank their choices in order of importance from 1 to 10 (1 = the thing they care about most; 10 = the thing they care about least).
- Get some feedback from the class and write the problems they seem to be most concerned with on the board. What problem do they find the most serious?
- Ask volunteers to answer the questions in Task B.

READING

Task C, p. 50

- Focus pupils' attention on the pictures in the Student's Book on page 51 and the lesson title.
- Encourage them to speculate about what Celia is doing and what problems she might have.
- You may pre-teach the following words with the help of the pictures in the book: *pimples, to preach, to freak out, to starve*.
- Read the following sentences in random order and ask the class to match them with the right picture: *I haven't eaten anything since yesterday. (6); I have put on weight. (1); Where are my fashion magazines? (7); This is the worst week I have ever had. (8); I'm so disappointed with Brian. (3); Sarah says I'm a coward. (2); I haven't been to my dancing class this week. (5); I haven't told my mum about the Chemistry test yet. (4)*
- Get pupils to work in pairs, read (and listen to) the texts below the pictures (TRACK 16) and write down in their notebooks the sentence that best summarises Celia's problem in each picture. Get feedback. Start with the first picture and ask some pairs which sentence they suggest. Do the same with the other seven pictures.
- Alternatively, stronger classes can find the topic or the main point in each text and give a short heading or title to each paragraph, which will express in a word or brief phrase the subject of the paragraph.

- Pupils are to answer the questions on their own or in pairs.

Answer key:

1 She has problems with her looks, friends, love, school and health. 2 Pupils' own answers 3 No, she doesn't. 4 Pupils' own answers. 5 Pupils' own answers. 6 Pupils' own answers.

WORDSPOT

Task D, p. 50

- Write the words in colour on the board, especially if you didn't pre-teach them beforehand. Ask the class if anyone can explain the meaning of the words in English. Encourage them to give synonyms or paraphrase them. Write simple definitions on the board.
- Pupils can now complete the sentences with the information from the text (in pairs or on their own).

Answer key:

1 she has put on weight. 2 she has eaten too much chocolate. 3 she hasn't signed up for the ABC. 4 he's all into the ABC. 5 he doesn't even notice she is around. 6 she has never understood them. 7 she hasn't told her about the chemistry test yet. 8 this is the worst week she has ever had.

Homework: Workbook pp. 44, 45 Tasks A, B, D

What an Awful Week for Celia!

A Which of the following things do you care about most? Make the list of your top five priorities in your notebook. Compare it to your friend's list.

- | | |
|--------|----------------------------------|
| looks | friends |
| money | health |
| grades | hobbies and free time activities |
| love | future career |
| family | global problems |

B Have you ever had problems with any of the items from the list? What were they?



READING

C Read about Celia on the opposite page and answer the questions.



TRACK 03

- | | |
|--|---|
| 1 What problems does Celia have? | 4 What is the most / the least serious problem she has? |
| 2 Are these problems difficult to cope with? | 5 What do you think the real cause of her problems is? |
| 3 Does she do anything about it? | 6 What should she do about it? |

D Check the meaning of the words in colour and then finish the sentences orally.

WORDSPOT

- Celia thinks she looks **awful** because...
- She thinks she has got **pimples** because...
- Her friend Sarah says she is a **coward** because...
- She says she can't **recognise** Brian because...
- She is **disappointed** with him because...
- She calls the chemistry **formulae** frightening because...
- She thinks her mum is going to **freak out** because...
- She thinks everything has **turned against** her because...

REMEMBER

THE PRESENT PERFECT SIMPLE (2)

We use the **present perfect** to talk about a period of time that continues from the past until now.

a) Look back at the text and complete the sentences with the missing expressions we use in these sentences:

- I haven't spoken to Sarah ... a week now.
- I haven't eaten anything ... yesterday.
- I haven't been to my dancing class ... week.
- I have ... understood all those frightening formulae.
- This is the worst week I have ... had.

b) Write in your notebook the missing time expressions that we use with the present perfect simple.

- | | | | | | |
|-------|-----------|-----------|--------|------------|---------|
| | never | yesterday | year | a few days | |
| | | | | | |
| since | last week | for | a week | this | week |
| | Monday | | | five years | morning |
| | | | | | |
| | | | | | today |

LESSON 2

INTRODUCTION

Pupils revise and extend their knowledge of the present perfect simple tense, which is used to talk about unfinished situations, recently completed actions and general life experiences with *since*, *for*, *ever*, *never*, *today*, *this week*, (*recently*).

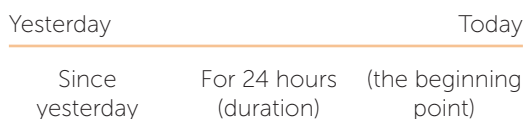
REMEMBER! p. 50

- Tell the pupils to put down in their notebooks the sentences you dictate to them and ask them to choose the ones which are true for them. They compare their answers with a partner to see how many things they have in common. Elicit answers. Then ask them to change the sentences they haven't ticked so that they are true for them. They can either replace a word in the sentence or make it negative, but they mustn't change the time expressions. E.g. ***I have surfed the Internet today.* → *I haven't surfed the Internet today.***
I have been to the theatre recently. → *I have been to the cinema recently.*
So far *I have visited ten European countries.*
I have seen my cousin this week.
I have never played the synthesizer.
I have known my best friend for twelve years.
I have travelled abroad this year.
I haven't eaten anything since last night.
I have been to a birthday party this month.
I have sent a text message this morning / afternoon.
- Ask individual pupils to read their (corrected) sentences to the class.
- Tell the class to identify the time expressions (*today*, *recently*, *so far*, *this week*, *never*, *for 12 years*, *since last night*, *this month*) and explain that they refer to a period of time that continues from the past until now.
- Remind them that we use the present perfect with *this morning / this evening / today / this week / this term* etc. when these periods are not finished at the time of speaking.
- Stress the importance of the position of the adverbs in sentences.
- Refer pupils to the **Remember** box and ask them to complete the sentences from memory. Ask a volunteer to read the rule and the examples out loud.

Answer key:

- a) *for*, *since*, *this*, *never*, *ever*
b) *since yesterday*, *for a few days*, *this year*, *never*

- Elicit or explain the difference between *for* and *since*: we use *for* to show duration; we use *since* to show the beginning point. Draw this time-line on the board:



- Call out a few more time expressions at this point in order to check that pupils have understood when to use *for* and when to use *since*. For example:

December, three days, half an hour. You can also ask them to complete the table with correct information and add more examples. You might like to ask them to make up sentences using their new examples.

since	for
2004	
Sunday	_____ years
my last birthday	_____ days
I started learning English	

LESSON 2 What an Awful Week for Celia!

A Which of the following things do you care about most? Make the list of your top five priorities in your notebook. Compare it to your friend's list.

looks	friends
money	health
grades	hobbies and free time activities
love	future career
family	global problems

B Have you ever had problems with any of the items from the list? What were they?

READING

C Read about Celia on the opposite page and answer the questions.

- 1 What problems does Celia have?
- 2 Are these problems difficult to cope with?
- 3 Does she do anything about it?
- 4 What is the most / the least serious problem she has?
- 5 What do you think the real cause of her problems is?
- 6 What should she do about it?

D Check the meaning of the words in colour and then finish the sentences orally. **WORDSPOT**

- 1 Celia thinks she looks awful because...
- 2 She thinks she has got pimples because...
- 3 Her friend Sarah says she is a coward because...
- 4 She says she can't recognise Brian because...
- 5 She is disappointed with him because...
- 6 She calls the chemistry formulae frightening because...
- 7 She thinks her mum is going to freak out because...
- 8 She thinks everything has turned against her because...

REMEMBER

THE PRESENT PERFECT SIMPLE (2)

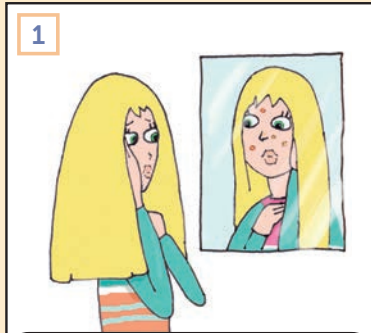
We use the **present perfect** to talk about a period of time that continues from the past until now.

a) Look back at the text and complete the sentences with the missing **expressions** we use in these sentences:

I haven't spoken to Sarah ... a week now.
I haven't eaten anything ... yesterday.
I haven't been to my dancing class ... week.
I have ... understood all those frightening formulae.
This is the worst week I have ... had.

b) Write in your notebook the missing **time expressions** that we use with the **present perfect simple**.

	never	yesterday	year	a few days	
since	last week	for	a week	this	week morning
Monday		five years			ever
					today



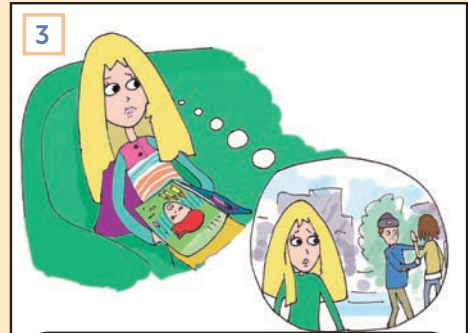
1

I look awful. I've put on weight. It's from too much chocolate. My hair has become thinner. And I've got pimples!



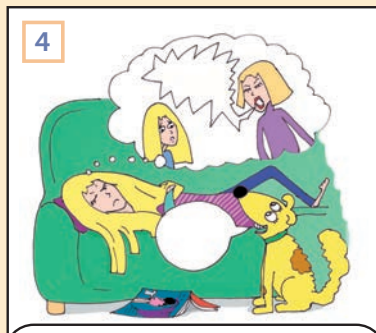
2

I haven't spoken to Sarah for a week now. She thinks she is so clever. She's always preaching at me. She says I'm a coward because I haven't signed up for the ABC.



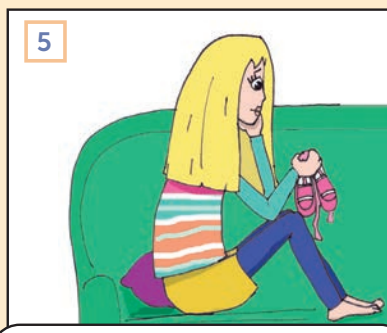
3

And then Brian. He has been very strange recently. I can't recognise him. He's all into this silly ABC. He doesn't even notice I'm around. I'm so disappointed with him.



4

I haven't told my mum about the chemistry test yet. The most boring subject in the world. I've never understood all those frightening formulae. Anyway, my mum is going to freak out.



5

I haven't been to my dancing class this week. The girls are so jealous of me. It's all because I'm prettier and more popular than they are. Not to mention that I'm the best dancer, too. But it's not my fault, is it?



6

I'm starving. I haven't eaten anything since yesterday. I've never felt so tired. What's wrong with me? It's from too much stress. I haven't had fun for ages.

I almost forgot! The stupid party. Nobody has asked me out. I have to call Sarah. What am I going to wear, anyway? Where are my fashion magazines? I've just seen them... Oh, no! Muffy, what have you done?!



7



8

Everything has turned against me. This is the worst week I have ever had.

Task E, p. 52

- Before completing the sentences, pupils identify the characters and talk about their relationship with Celia.
- Then they listen to the recording and check their answers.

Tapescript Track 17

Jill: She hasn't been to dance class **since** last Friday. I don't miss her much, to tell you the truth. She has been a real pain **recently**.

Brian: She hasn't answered my calls **for** days. She has hardly spoken to me. And then she asks me out to the ABC party. I have got two messages **this morning**. Strange, isn't it?

Sarah: Some people think she is arrogant, but that is only because they don't know her well. She is the best friend I have **ever** had.

Teacher: Celia is a nice girl and we have **never** had problems until recently. I have taken three magazines away from her **this month**. And **today** she brought another one into class!

Answer key: in the **tapescript**

OPTIONAL:

THE TRUTH GAME – Pupils work in groups of 3 or 4. Each pupil needs 10 matches / coins etc. The aim is for pupils to say things they have never done, and which they think other people in their group have done. Everyone in the group who has done it has to hand over a match / coin; anyone who hasn't done it keeps all their matches / coins (pupils have to tell the truth!) It is then the next pupil's turn. The game is over when one pupil has lost all his / her matches. The winner is the pupil with the most matches.

Remind the class of Celia's problems and get them to do Workbook Task C. Check answers and ask pupils if they have anything in common with Celia: Are any sentences true for them?

Homework: Workbook pp. 45, 46 Tasks C, E, F



E

What do they say about Celia? Complete the sentences with the right time expressions orally, then listen and check.

TRACK 04

ever since for today recently never this month this morning



1 She hasn't been to the dancing class _____ last Friday. I don't miss her much, to tell you the truth. She has been a real pain _____.

2 She hasn't answered my calls _____ days. She's hardly spoken to me. And then she asked me out to the ABC party. I have got two messages _____. Strange, isn't it?



3 Some people think she is arrogant, but this is only because they don't know her well. She is the best friend I have _____ had.

4 Celia is a nice girl and we have _____ had problems until recently. I have taken three magazines away from her _____. And _____ she has brought another one into class!



F

LISTENING

Listen to the conversation between Celia and Sarah, then say which of the following sentences are true.

TRACK 05

- 1 Celia is disappointed to hear Sarah calling.
- 2 She has been ill for some time.
- 3 She hasn't really had problems with Muffy.
- 4 Brian has invited Amy to the ABC party.
- 5 Celia gets upset because she has been in love with Brian for a long time.
- 6 She accepts Sarah's suggestion to go to the party together.

G

Who do the following sentences describe: Celia or Sarah? Say C or S.

- | | |
|--------------------------------------|--|
| 1 She is a good listener. | 5 She likes to be the centre of attention. |
| 2 She doesn't share her feelings. | 6 She is easily hurt. |
| 3 She loves helping people. | 7 She always says what's on her mind. |
| 4 She doesn't like to be criticised. | 8 She takes relationships seriously. |

H

Who seems to be a better friend: Celia or Sarah? Why?

LESSON 3

INTRODUCTION

This lesson revises statements in the present perfect simple tense and introduces questions.

To revise the affirmative form of the present perfect simple, do **Resource Bank Activity 11 (SPOT THE MISTAKES)**. Divide the class into pairs (pupil A and pupil B) and give each pupil in a pair a different sheet. Ask them to work alone, spot the mistakes and correct them. Make sure pupils can't see each other's sheets. When everyone has finished, get them to compare their answers with their partner. Explain that one pupil in each pair has the correct sentence while the other has the incorrect version of the same sentence.

Answer key:

The correct sentences are 1, 3, 5, 7, 9 (pupil A); 2, 4, 6, 8, 10 (pupil B).

LISTENING

Task F, p. 52

OPTIONAL:

Write the beginning of the telephone conversation between Sarah and Celia, without Celia's responses, on the board. Put pupils in pairs, set a time limit and get them to complete Celia's responses. Elicit ideas from different pairs, accept answers that are grammatically correct and make sense in the given context.

Sarah: Hi, it's Sarah. How are you doing?

Celia: _____

Sarah: Hey, what's happened? You sound pretty bad.

Celia: Nothing. _____

Sarah: I've been worried about you. Where have you been?

Celia: What do you mean? _____

Alternatively, write the following sentences on the board, put pupils in pairs, set a time limit and ask them to write a short conversation between Celia and Sarah (or any two friends) using at least three out of six sentences from the board:

Hey, what's happened?

What do you mean?

I can't believe my ears.

You're right.

I've got an idea.

Whose side are you on, anyway?

- Focus on the task and give pupils a few moments to read the six sentences. Ask them to do task I while they're listening to the conversation. Play the recording once (TRACK 18). Check answers.

Tapescript

Track 18

Sarah: Hi, it's Sarah. How are you doing?

Celia: Oh, it's you.

Sarah: Hey, what's happened? You sound pretty bad.

Celia: Nothing. I've been busy doing my homework.

Sarah: I've been worried about you. Where have you been?

Celia: What do you mean? I've been around all the time.

Sarah: Well, you haven't been to dance class for a week.

You haven't called me since last Friday. You haven't even sent me any messages. You haven't...

Celia: Have you really missed me?

Sarah: Of course, I have! What's going on? Would you, please, tell me?

Celia: Err... Nothing. I've had some problems... with Muffy, you know. She hasn't been well.

Sarah: Have you called the vet?

Celia: No, I haven't. She's getting better. Have you seen Brian? I haven't heard from him for ages.

Sarah: Well, we've been quite busy organizing the ABC party... And, you know what? Brian has invited Amy to come. Isn't that great? It's important that we all give her our support.

Celia: What? He's stood me up! For Amy Watson?! I can't believe my ears! How long have you known this?

Sarah: Only since this morning. Why are you getting upset, anyway?

Celia: Because he's made a fool of me, that's why.

Sarah: Now, I see! You're jealous.

Celia: Me? I have never really fancied him. It's him who has always been at my heels.

Sarah: But you can't stand seeing him with another girl, can you?

Celia: Whose side are you on, anyway?

Sarah: You know I'm always on your side, even if you're wrong. That's what friends are for.

Celia: You're right. I got carried away. Sorry.

Sarah: I've got an idea. Why don't we go to the party together?

(A mobile phone is ringing)

Celia: Err... I have to hang up now. I'll call you back in a minute!

Celia: *(Happily)* Hi, Simon...

Answer key: 1T 2F 3T 4T 5F 6F

Tasks G & H, p. 52

- Pupils do the task in pairs. Elicit answers and opinions from the whole class.

Answer key: 1S 2C 3S 4C 5C 6C 7S 8S



E

What do they say about Celia? Complete the sentences with the right time expressions orally, then listen and check.

TRACK 04

ever since for today recently never this month this morning



1 She hasn't been to the dancing class _____ last Friday. I don't miss her much, to tell you the truth. She has been a real pain _____.

2 She hasn't answered my calls _____ days. She's hardly spoken to me. And then she asked me out to the ABC party. I have got two messages _____. Strange, isn't it?



3 Some people think she is arrogant, but this is only because they don't know her well. She is the best friend I have _____ had.

4 Celia is a nice girl and we have _____ had problems until recently. I have taken three magazines away from her _____. And _____ she has brought another one into class!



F

LISTENING

Listen to the conversation between Celia and Sarah, then say which of the following sentences are true.

TRACK 05

- 1 Celia is disappointed to hear Sarah calling.
- 2 She has been ill for some time.
- 3 She hasn't really had problems with Muffy.
- 4 Brian has invited Amy to the ABC party.
- 5 Celia gets upset because she has been in love with Brian for a long time.
- 6 She accepts Sarah's suggestion to go to the party together.

G

Who do the following sentences describe: Celia or Sarah? Say C or S.

- | | |
|--------------------------------------|--|
| 1 She is a good listener. | 5 She likes to be the centre of attention. |
| 2 She doesn't share her feelings. | 6 She is easily hurt. |
| 3 She loves helping people. | 7 She always says what's on her mind. |
| 4 She doesn't like to be criticised. | 8 She takes relationships seriously. |

H

Who seems to be a better friend: Celia or Sarah? Why?

REMEMBER! p. 53

Pupils do the task on their own.

Answer key:

- a) 3, 4, 1, 2
- b) Have / has + subject + past participle.

Task I, p. 53

- Do the task with the whole class. Pupils complete the questions.
- Ask individuals how long they have known their best friends (Question 1) in order to determine who has known their best friend the longest.

Answer key: 1 have you known 2 have ever done 3 Have you ever had 4 Have you ever been 5 Have you ever been 6 Have you talked 7 Have you ever fallen out 8 Has your friend ever helped

Task J, p. 53

- Pupils work in pairs and tell their partners about their best friends.
- Then get them to choose one question and tell the rest of the class about their experiences. If there are any interesting points discuss them further.

SPEAKING

Task K, p. 53

- Divide the class into 4 groups and refer each group to one of the cards with three questions. Get pupils to mingle and ask as many pupils as possible the three present perfect questions and until they find someone whose answer is yes. They should only ask one question before moving on to the next person. Joining in the activity yourself means you can monitor what is being said, and pupils can find out a bit about you, too. Elicit the names of pupils who fit each category.



Workbook p. 47 Task J

While pupils are finishing the questions monitor and help as necessary, making sure pupils are using the question forms correctly. Ask pairs to give feedback to the class on the most interesting facts they have found out.

Homework: Workbook pp. 46, 47 Tasks G, H, I

REMEMBER

THE PRESENT PERFECT SIMPLE - QUESTIONS

a) Match the questions and the answers.

- | | |
|---|--------------------------|
| 1 Have you really missed me? | Nothing. |
| 2 Have you called the vet? | Only since this morning. |
| 3 What's happened ? | Of course, I have. |
| 4 How long have you known this? | No, I haven't. |

b) How do we form **questions** in the **present perfect simple**?

I Use the cues to make the questions in the **present perfect simple**.

- 1 How long ... (you / know) your best friend?
- 2 What is the best thing you ... (ever / do) for him / her?
- 3 ... (you / ever / have) a crush on the same boy / girl?
- 4 ... (you / ever / be) jealous of your friend? Why?
- 5 ... (you / ever / be) disappointed with her / him? Why?
- 6 ... (you / talk) to your friend today? What about?
- 7 ... (you / ever / fall out) with your friend?
- 8 ... (your / friend / ever / help) you? How?

J Talk about your friend. The questions in Task I can help you.

K Work in four groups. Ask questions to find someone who...

SPEAKING



Group 1

- ...has eaten chocolate today.
- ...has been to a party this month.
- ...has fallen in love recently.



Group 2

- ...has been on a date this week.
- ...has put on make-up.
- ...has never been abroad.



Group 3

- ...hasn't done his / her English homework.
- ...has tried smoking a cigarette.
- ...has dyed his / her hair.



Group 4

- ...has read a book this weekend.
- ...has met someone interesting on the Internet.
- ...has drunk beer.

3.3 WHAT'S THE PRICE OF PERFECTION?

SUGGESTED TEACHING TIME: 2-3 lessons	
LEARNING OUTCOMES: 1 2, 3, 4, 5, 6, 7, 8, 9, 10	
GRAMMAR	• Modal verbs <i>may</i> and <i>might</i> (possibility)
FUNCTIONS	• Talking about possibility
VOCABULARY	• Body and health
SKILLS	
READING	• A text about the pressure to look good and its consequences • Shakespeare's sonnet CXXX
LISTENING	• Shakespeare's sonnet CXXX
SPEAKING	• Talking about obsession with good looks (issues: Botox injections, lip augmentation, steroid abuse, anorexia)
WRITING	• Writing a modern version of Shakespeare's sonnet
CULTURE and CLIL	
• William Shakespeare • Biology	

LESSON 1

INTRODUCTION

In this lesson the general topic is obsession with good looks and its potential consequences.

Task A, p. 54

- Give pupils one minute to predict the topic from the title and the pictures. Hopefully, some of them will come up with some interesting facts and ideas. Do not tell them if they are right or wrong.

Tasks B & C, p. 54

- Read and discuss the questions with the whole class and get them to match the pictures with the words.
- Elicit the meaning of the word *augmentation* and move on to further discussion in Task C. Ask pupils why they think these actions may be risky to your health and what harmful side effects they could have.
- You can also ask them to put the pictures in order from 1 to 6 according to how harmful they believe they are (1 = the most harmful – 6 = the least harmful).

Answer key: 1 botox injections 2 tattooing 3 steroid abuse 4 eating disorder 5 piercing 6 lip augmentation

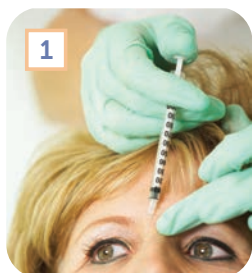
WORDSPOT

Task D, p. 54

- You could use pictures to pre-teach some of the vocabulary: *wrinkles*, *implants* etc. Make sure you pre-teach the other words from task D as well.

What's the Price of Perfection?

A Look at the pictures. What do they have in common? What are the people in the pictures trying to achieve?



B In which pictures can you see the following? Match the words to the right pictures from Task A.

- steroid abuse
- tattooing
- botox injections
- piercing
- lip augmentation
- eating disorder

C Which pictures show actions that may be risky to your health?

D Do you know what these words mean? Check their meaning in the wordlist.

WORDSPOT

- wrinkles
- substances
- muscles
- to increase
- side effects
- breasts
- bleeding
- to apply
- implants
- underweight



READING

E Read the article opposite and decide if the following statements are true (T) or false (F).



TRACK 06

- 1 Botox injections paralyse your face for some time.
- 2 Lip silicone implants last no longer than collagen injections.
- 3 Steroid abuse makes boys look more like girls and the other way around.
- 4 By starving themselves, anorexic people are trying to feel powerful.

READING

TASK E, pp. 54, 55

- If you spent enough time on the lead-in introducing key words from the text, pupils should be able to predict the content of each paragraph. Write the headings on the board, have pupils close their books and divide them into four groups. Assign each group a different heading and give them a few minutes to discuss what they think the paragraph is about. Pupils make predictions without reading any of the text. Ask each group to note down their ideas. The representative of each group then presents their ideas to the rest of the class for further discussion. You may wish to list pupils' ideas on the board.
- Pupils read the text quickly to check their predictions. After they have read the whole text, ask the class which group has predicted the content of their paragraph most accurately.
- On their own, pupils are to read (and listen to) the text (TRACK 19) again more carefully and decide if the sentences are true or false. Check answers and discuss some relevant sections of the text and the key words that helped them to find the answers.

Answer key: 1T 2F 3T 4T

SPEAKING

Task F, p. 55

- Read the questions with the class and encourage further discussion.

WHAT'S THE PRICE OF PERFECTION?

It is difficult to be indifferent to the sight of all those perfect bodies and pretty faces that smile back at us on TV, in magazines or on billboards. They look good, they are famous, they are rich, and it seems they are happy, too. But, are they really that perfect? What is the price of perfection?

Why don't they smile?

It is Oscar night in Hollywood. Everybody is trying to look perfect. Your favourite actress looks gorgeous. But, why doesn't she smile? It is Botox, a drug that removes facial wrinkles, but at the same time it paralyses certain muscles and it makes your face look like a mask. Other side effects may include flu-like symptoms, a headache or stomachache. The good thing is that these effects last about three to four months, so after that period you can choose between wrinkles or a smile again.

Want to have fuller lips? Better think twice.

"Big beautiful lips" seems to be what everybody wishes for these days. The procedure is simple; fat is removed from another part of the patient's body and transferred to the lips through an injection. For those who want to have fuller lips for a longer period, doctors will apply synthetic collagen or silicone implants. Side effects may include allergic reaction, swelling, redness or even bleeding. Silicone can make a real mess of your lips, but once you have it, there is no way back! Your "good old lips" have gone forever.

Powerful outside, rotten on the inside

Remember Popeye? Some real guys have looked up to his muscles, but instead of spinach they have grabbed for a package of anabolic steroids. Anabolic steroids are synthetic substances that help build up muscles. Although they do increase strength and power, there is a dark side to using them. They may cause pimples to pop out and make hair fall out. They can make guys grow breasts and girls grow beards. They can damage your liver and your heart. Steroids can, in fact, shorten your life.

Thin, thinner, almost dead

Look at the models walking down the catwalk – so skinny, so pale, that they almost look like ghosts. Anorexia is a growing problem, but it doesn't only hit models. Girls start starving themselves, thinking that by being thinner they might become happier, more popular and more successful. Even when they are dangerously underweight, they don't want to stop dieting. They refuse help, which may lead to emotional pain, isolation and serious health damage such as hair loss, loss of menstrual periods, heart and kidney problems, and finally death.



.....**SPEAKING**



F Answer the questions.

- 1 Which article do you find the most interesting / shocking?
- 2 Have you already come across a similar article in the magazines you read?
- 3 Have you ever met or heard of people who these articles may concern?
- 4 Have you learnt anything that is worth remembering from these articles?

/55

Task G, p. 56

- Get pupils to work in pairs and translate the words into Georgian.

Answer key: flu-like symptoms = simptomi poput onih kod gripe; headache = glavobolja; stomachache = trboblja; allergic reaction = alergijska reakcija; emotional pain = emotivna bol; redness = crvenilo; swelling = oticanje; bleeding = krvarenje; pimples = prištići; hair loss = gubitak kose.

Task H, p. 56

- Write the words in colour on the board, especially if you didn't pre-teach them beforehand. Check pronunciation, particularly word stress.
- Ask the class if anyone can explain the meaning of the words in English. Encourage them to give synonyms or paraphrase them.
- Write simple definitions on the board, have pupils close their books and write down in their notebooks the words from memory next to the definitions.
- Pupils answer the questions.

Answer key: 1 with Botox injections. 2 It paralyses certain muscles, flu-like symptoms, a headache or stomachache. 3 Synthetic collagen or silicone implants. 4 Strength and power. 5 They think that by being thinner they might become happier, more popular or more successful. 6 Hair loss, loss of menstrual period, heart and kidney problems, even death.

Homework: Workbook pp. 48, 49 Tasks A, B, C, D**INTRODUCTION**

The grammar focus is on modal verbs *may / might* to talk about possibility.

SPEAKING**Task J, p. 56**

- We suggest that you start with the speaking task. Focus on the statements. Pupils discuss each of the statements in groups. Go around the class and make sure all pupils are taking part in the discussion.
- Ask the class to call out any key words they remember from the text *The Dark Side of Perfection* and write them on the board. When the board is full of words, ask individual pupils what the text is about. Erase the words from the board as they are mentioned.

REMEMBER! p. 56

- Write the following sentence beginnings on the board and elicit possible endings:

*Anorexic girls often refuse help, which may lead to... (emotional problems).
Lip augmentation might result in... (allergic reactions or swelling).
Botox injections might cause... (headaches or stomachaches).
Anabolic steroids may damage... (your liver and heart).*

- Ask pupils if it is certain that these consequences will happen and elicit: *No, they are only possible.*
- Elicit / explain that *may* and *might* are used to say that it is possible that something is true or that something will happen in the future. They are both followed by an infinitive without *to*.
- Refer pupils to the **Remember** box and get them to find further examples in the text.

Task I, p. 56

- Pupils rewrite the sentences in a different way using *may* or *might*.

Answer key: 1 If you use steroids, you **may / might have** heart problems. 2 My sister has been obsessed with calories for the last few months. I'm afraid she **may / might have** anorexia. 3 She **may / might have** silicone in her lips. They look so plastic. 4 His face looks like a mask. He **may / might use** Botox.



Workbook p. 49 Task E allows pupils to practise the difference between *may / might* and the present simple tense.

Homework: Workbook, p. 49 Task F, G

G How would you explain what these health problems are about? How do you say them in Georgian?

flu-like symptoms headache stomachache allergic reaction
emotional pain redness swelling bleeding pimples hair loss

H Explain the meaning of the words in colour and then answer the questions.

- 1 How can you remove facial wrinkles?
- 2 What are the side effects of Botox injections?
- 3 What will doctors apply for those who want to have fuller lips for a longer period?
- 4 What do anabolic steroids increase?
- 5 Why do anorexic people starve themselves?
- 6 What are the severe health problems caused by anorexia?

REMEMBER

MAY and MIGHT

We use **may** or **might** to talk about a possibility.

Other side effects **may include** flu-like symptoms, a headache or stomachache.

I Rewrite the following sentences in your notebook using **may** or **might**.

- 1 If you use steroids, you'll probably have heart problems.
- 2 My sister has been obsessed with calories for the last few months. I'm afraid she's got anorexia.
- 3 Maybe she has got silicone in her lips. They look so plastic.
- 4 His face looks like a mask. Perhaps he uses Botox.



SPEAKING

J Work in groups. Choose one of the following statements and discuss it.

- 1 Girls and women can never be thin enough.
- 2 We should blame the fashion industry for the growing problem of anorexia.
- 3 We tend to choose our friends according to how good-looking they are.
- 4 We should accept ourselves as we are and we should not interfere with nature.
- 5 Only people who have a low opinion of themselves will undergo plastic surgery to improve their looks.
- 6 Women are under more pressure than men to look pretty and young.



CULTURE CORNER

INTRODUCTION

This lesson is optional. It is a reading activity rounding up the topic of the unit.

- Write the title *Beauty is in the Eye of the Beholder* and ask the class if they are familiar with the proverb. Elicit / explain what it means (the perception of beauty is subjective). Ask the class if they agree. You can add a few other proverbs on beauty such as:

Everything has beauty, but not everyone sees it.
(Confucius)
Beauty is not real. It only exists in perception.
(unknown)
Beauty is no quality in things themselves; it exists merely in the mind which contemplates them. (David Hume)

- Read the following sentences to the class and ask them to guess who you are talking about. (William Shakespeare)
He is one of the most identifiable icons of England. Aside from writing 37 plays and composing 154 sonnets, he was also an actor who performed in many of his own plays as well as in those by other playwrights. Although his plays were not published until after his death, they have now been translated into every major world language.
- Ask pupils if they know anything else about Shakespeare. Have they read any of his works or seen any of his plays at the theatre? Did they like it?
- Then ask a volunteer to read the text about Shakespeare in the book out loud.

Task K, p. 57

- Ask the class if they can define the word sonnet (a poem made up of 14 lines that rhyme in a fixed pattern).
- Tell them to read (and listen to) the sonnet (TRACK 20) and underline the words that rhyme.
- Pupils check the meaning of some words in the glossary.
- You may need to explain some other words that pupils are not familiar with.
- Then ask them to decide which sentences in the task describe The Dark Lady. Ask individual pupils to refer to the poem and explain their answers.
- For more information about this sonnet, visit [www.shakespeares-sonnets.com / sonnet / 130](http://www.shakespeares-sonnets.com/sonnet/130)

Answer key: 1F 2T 3F 4T 5T 6F

SPEAKING & WRITING

Task L, p. 57

- Discuss the questions with the whole class.

Task M, p. 57

- Divide the class into groups and ask them to do the task together.
- You may want to help pupils review their poem and make any changes to improve it.

Homework: If pupils like this sonnet, you may ask them to search for other sonnets written by Shakespeare and bring them to the next class.

CULTURE CORNER

BEAUTY IS IN THE EYE OF THE BEHOLDER

William Shakespeare [1564-1616] was born in Stratford-upon-Avon in England in 1564, during the reign of Queen Elizabeth I. He was a playwright and a poet, and is often considered the greatest British writer of all times. He wrote a sequence of sonnets dedicated to a mysterious lady that became known as *The Dark Lady Sonnets*.

K Read and listen to sonnet CXXX. Which of the following sentences describe The Dark Lady in the right way?



TRACK 07

- 1 She is beautiful.
- 2 She has dark hair.
- 3 Her cheeks are rosy.
- 4 Her breath smells badly.
- 5 She has a harsh voice.
- 6 She walks elegantly.

CXXX

My mistress' eyes are nothing like the sun;
 Coral is far more red, than her lips red.
 If snow be white, why then her breasts are dun;
 If hairs be wires, black wires grow on her head.
 I have seen roses damasked, red and white,
 But no such roses see I in her cheeks;
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.
 I love to hear her speak, yet well I know
 That music hath a far more pleasing sound.
 I grant I never saw a goddess go,
 My mistress, when she walks, treads on the ground.
 And yet by heaven, I think my love as rare,
 As any she belied with false compare.



Glossary

dun – greyish-brown
 damasked – pink
 reek – stink
 hath – has
 pleasing – giving pleasure
 to grant – to agree
 to tread – to step
 to belie – to deny

CORNER
 CULTURE

SPEAKING & WRITING



L Discuss these questions.

- 1 Do you think a dark complexion was considered beautiful in Shakespeare's time?
- 2 Look at Botticelli's painting *The Birth of Venus*. In what way is Venus different from Shakespeare's Dark Lady?
- 3 Do you think Venus is beautiful? Why (not)?
- 4 What would a modern Venus look like?

M Rewrite the sonnet in your notebook in the modern English language.



3.4 WHAT SHOULD I WEAR?

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: I-ეცხ. სპბ. 1, 2, 3, 4, 5, 6, 7, 8

GRAMMAR • Contrast between the present simple, present continuous and present perfect simple tenses

FUNCTIONS • Suggesting, accepting and refusing

VOCABULARY • Fashion and clothes

SKILLS

READING • Texts about the main characters' party outfits

LISTENING • A conversation at a party

SPEAKING • Talking about fashion and tastes in clothes

• A role-play (at a party)

WRITING • A dialogue (how to accept or refuse an invitation)

LESSON 1

INTRODUCTION

The lexical area covered in this lesson is fashion and clothes.

OPTIONAL LEAD-IN:

Divide the class into groups and ask them to write down the letters of the English alphabet. Set a time limit and get them to name one item of clothing beginning with as many different letters as possible. Elicit answers and write less known items mentioned by groups on the board.

Tasks A & B, p. 58

- Pupils look at the pictures. Do they recognise the people in the pictures? 1 Leonardo Di Caprio (actor) 2 Gwen Stefani (singer) 3 Robert Pattinson (actor) 4 Cara Delevingne (model) 5 Queen Elizabeth 6 Katy Perry (singer) 7 Beyonce (singer) 8 Pharrell Williams (singer) 9 Lady Gaga (singer)
- Ask a pupil to read the adjectives in the box out loud. Check pronunciation and understanding of the meanings. If necessary, put the adjectives into example sentences. Do the adjectives have positive or negative meanings? Pupils use the adjectives to talk about the pictures and discuss the question in Task B.

What Should I Wear?

A Look at the pictures. What do you think of some of these styles? Use these adjectives to talk about them.

elegant scruffy casual old-fashioned original glamorous trendy expensive
tacky showy interesting weird uncomfortable chic flashy



1



2



3



4



5



6



7



8



9

B Whose style do you like best?

LISTENING & READING

Tasks C & D, p. 59

- Focus pupils' attention on the pictures, get pupils to cover the text and identify the characters.
- Give them a short time to briefly describe what everyone is wearing but tell them not to go into detail about it.
- Pupils listen to the recording (TRACK 21) and match the descriptions with the right characters. Check answers.
- Ask them to read the descriptions and underline the relevant sections and key words which helped them to match the texts with the characters. Elicit answers and discuss Task D with the whole class.

Answer key: 1–Amy, 2–Simon, 3–Jill, 4–Adrian

SPEAKING

Task E, p. 59

- Focus on the items of clothing and footwear. You can ask the class to list the words in 4 categories: *on your head, above your waist, below your waist, on your feet*. Point out that some clothes, like a *suit*, belong above and below your waist.
- After that, focus on the adjectives. You can ask the class to find the words that describe *style* and *material*.
- Finally, get them to complete the sentences at the bottom of the page: *I'm wearing... / I have never worn... / I sometimes wear... /*
- Pupils read out their sentences to the rest of the class.



Workbook, p. 50 Task A Go through the list of adjectives with pupils and elicit / explain the meaning. Then get them to tick the right box(es) in the grid.

Homework: Workbook pp. 50, 51 Tasks B, C, D

OPTIONAL:

Resource Bank Activity 12 (ODD MAN OUT) – This activity can be done as a follow-up or at the beginning of the next lesson as a revision of clothes and fashion vocabulary. Divide the class into groups and give each group a copy of the worksheet. Tell them to cross out the word that doesn't belong in each group. Elicit answers and ask them to explain why that one word is different from the other three.

Answer key: 1 trashy 2 tie 3 heels 4 leopard-print 5 silk
6 elegant 7 military 8 clothes

LISTENING & READING



TRACK 08

C Brian, Simon, Amy, Jill, Adrian and Sarah are getting ready for the ABC party. Some of them are talking about their outfits. Listen and read. Match the descriptions with the right character.



1 I'm wearing jeans, a new pair, to be honest, and a hooded sweater. My mum says these aren't clothes for a party, but I simply don't care about fashion. I usually wear jeans, sweatshirts and trainers. I have never worn a mini skirt before, so why wear it to a party and feel stupid in it?

2 I've always liked trendy clothes. I like a neat and tidy look. To tell you the truth, I've bought a pair of baggy trousers, hoping to look cool. But they simply don't suit me. I've worn them only once! So, I'm wearing slim-fit trousers, a pink shirt and a loosely-tied tie. I hope Celia likes it!

3 I think clothes tell you a lot about a person's personality. That's why I always try to be myself. I usually wear inexpensive but interesting pieces. My mum has recently bought me a new pair of trainers, but I haven't worn them so far. I like my old worn-out ones better. I haven't dressed up much for the party, either. I'm wearing my old clothes combined in a different way.

4 Sometimes teachers get angry with me because they say I look so scruffy. I think it's because of my hair. It never looks tidy. I never wear trendy clothes. It's so boring. I like funky and colourful outfits. They match my military boots perfectly. I always wear them. I'm wearing them even now. I haven't worn shoes since my sister's wedding. Oh, by the way, I looked awful in them.

D Whose description is the most similar to your own attitude towards fashion?

SPEAKING



E Look at the words for different items of clothing and footwear. Which items have you never worn so far? Which items do you sometimes wear? Are there any items you are wearing now?

baggy trousers boxers a mini skirt a cotton T-shirt military boots high heels
a silk shirt a baseball cap a suit a tie a hoodie an evening dress

I'm wearing...

I have never worn...

I sometimes wear...

LESSON 2

INTRODUCTION

The grammar focus is on the contrast between the present simple, present continuous and present perfect simple tenses.

- If you didn't do **Resource Bank Activity 12 (ODD MAN OUT)** in the previous lesson, you can do it now.

REMEMBER! p. 60

- Introduce the contrast between the present simple, present continuous and present perfect in the following way:
- First, write the following sentence prompts on the board:

- 1 *When I go to a party I often wear...*
- 2 *I'm wearing..... today.*
- 3 *I haven't worn..... for a long time.*
- 4 *I don't usually wear..... for school.*
- 5 *I'm not wearing..... now.*
- 6 *I haven't worn..... since I was a child.*

- Tell the class to complete the sentences so that they are true for their partner but they mustn't speak to him or her while writing. Encourage them to use the adjectives and items of clothing mentioned in the previous lesson, such as: *trendy clothes, slim-fit jeans, military boots etc...* Set a time limit and then have them exchange notebooks with their partner and tick the sentences about themselves that are correct.
- While they are completing the sentences, write on the board:

- A an action that happens repeatedly*
B an action that is happening now
C an action that continues from the past until now

- Ask individual pupils how many sentences are true and what is wrong with the ones that are false.
- Pupils look at the board and match the rules (A, B, C) with examples (1-6) and identify the tenses.

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

- Refer them to the **Remember** box and ask volunteers to complete and read further examples out loud. Ask pupils to go back to the text and find one more example for each tense.

Answer key:

- a)** wear, am wearing, have worn
b) see the explanations above: present simple (A), present continuous (B), present perfect (C)

Task F, p. 60

- Focus on the picture and ask: *Who is in the picture? Where is she? What's she doing? What's her problem?* Get quick feedback from the class, but don't tell them if they are right yet.
- Ask them to read the text (ignoring the gaps) and check their predictions. Elicit answers.
- Pupils complete the text with the correct form of the verbs in brackets.
- Remind them of the rules (A, B, C) mentioned above.
- Play the recording (TRACK 22) while pupils check their answers.

Answer key: haven't dressed, get, I'm sitting, 've tried, look, are, have (always) been, 'm wearing, haven't (even) put on, has done, is (probably) drinking, does (he always) come



Workbook pp. 51, 52 Tasks E, G give pupils more practise of contrasting the three tenses.

- Task E focuses on time expressions whereas Task G focuses on tenses.
- Before pupils do Task E, write all the time expressions mentioned in the task on the board and have the pupils copy them under the following headings: *present simple, present continuous, present perfect*.
- Point out that some time expressions, such as *never* can be used with both the present simple and present perfect tenses.
- Then read the gapped sentences in Task E and ask the class to call out the missing time expressions. Accept all time expressions that are appropriate in the context.
- After that, pupils are to do Task E on their own.
- For Task G you can follow a similar procedure: ask the class to cover the options below the text and predict the missing verbs orally without writing them down. Pupils can then choose the correct option to fill in the gaps.



Workbook p. 52 Task F can be done as a running dictation.

- Copy the jumbled sentences on separate pieces of paper and stick them on the board or around the classroom.
- Divide the class into groups of 4. In each group pupils choose 2 secretaries (who will have to write) and 2 runners (who will have to run). (With two of each the activity will finish more quickly.) The secretaries sit with their pencils ready. One of the runners has to run to the board and read sentences 1-4 and dictate them to one of the secretaries. The other runner has to run and dictate sentences 5-8 to the other secretary.
- After the groups have got all the sentences written down, they put the words into the correct order and read the unscrambled sentences to the rest of the class.

OPTIONAL

Divide the class into 6 groups. Give each group a copy of **Resource Bank Activity 13 (PRESENT SIMPLE, PRESENT CONTINUOUS OR PRESENT PERFECT?)** and ask them to complete as many sentences as they can within the time limit. They will get 1 point if they use an appropriate verb in the correct tense and they will win an extra point if their sentence is different from the other groups. Set a time limit for pupils to complete the sentences. Pupils then exchange their worksheets with another group, who will keep score for them. Read the beginning of each sentence, elicit the missing verb from each group and award them 1 or 2 points. However, groups do not get any points if they have used the wrong tense or an inappropriate verb.

Answer key: 1, 3, 5, 8 – present perfect; 2, 7, 9 – present simple; 4, 6, 10 – present continuous

Homework: Workbook p. 53 Tasks H, I

REMEMBER

THE PRESENT TENSES CONTRASTED

a) Write the correct form of the verb *to wear*, rewriting the sentences in your notebook.

- The present simple** I usually ... (**wear**) jeans, sweatshirts and trainers.
- The present continuous** Today I ... (**wear**) jeans and a hooded pullover.
- The present perfect simple** I ... never ... (**wear**) a mini skirt before.

b) When do we use each tense?



TRACK 09

F Everybody has dressed up for the party except Celia. Write in your notebook the text with the **present simple**, the **present continuous** or the **present perfect simple** of the verbs in brackets and find out why. Then listen and check.

Simon is coming and I ... (dress) yet. I usually ... (get) ready on time, but now I ... (sit) here in my pyjamas, and I've got no idea what to wear. I ... (try on) my best clothes, but I ... (look) awful. I can't even button up my new slim-fit jeans! And my dresses and mini skirts ... (be) all out-of-date. I ... always ... (be) trendy. And now look at me. I ... (wear) my mum's pyjamas. I ... even ... (put on) my make-up yet. I'm sure Amy ... (do) her best to impress Brian. She ... probably ... (drink) juice now, all dressed up and waiting for him to pick her up. Oh, no! It's Simon. Why ... he always ... (come) on time?



G What's going on at the party? Look at the picture and talk about it.



60/

**OPTIONAL:
Task G, p. 60**

Focus on the picture and ask pupils to describe what they see: *Who is at the party? What are they wearing? What are they doing? What are they talking about? Are they having fun?*

LESSON 3

INTRODUCTION

Pupils learn to make, accept and refuse suggestions.

Task G, p. 60

- Focus on the picture and ask pupils to describe what they see: *Who is at the party? What are they wearing? What are they doing? What are they talking about? Are they having fun?*

LISTENING & READING

Task H, p. 61

- Focus on the instructions and give pupils a few minutes to read the dialogue.
- Play the recording (TRACK 23) for pupils to identify the correct phrases.
- To check understanding, ask the class: *What are Simon and Celia talking about? Does Simon fancy Celia? Does Celia fancy Simon? How do you know?*

Answer key: why don't you, I'm sorry but I can't, We could, That would be nice, How about, No, thanks, Let's, That's a great idea, Shall I, Why don't you, OK.

Task I, p. 61

Discuss the question with the whole class.

EVERYDAY ENGLISH

Task J, p. 61

- Tell the class to cover the **Everyday English** grid.
- Write the 3 headings on the board: *suggesting, accepting, refusing* and ask the class to copy them into their notebooks.
- They look for phrases in the dialogue in Task H and write them down in the correct columns.
- Alternatively, read the phrases from the grid out loud in random order and have pupils write them down in the correct columns. Then they look at the grid and check their answers.
- Ask them which phrases are missing from the grid.
- Highlight that *Let's...* and *Why don't we...?* are followed by an infinitive without *to* whereas *How about...?* or *What about...?* are followed by an -ing form or a noun phrase e.g. *How about a drink?*

Answer key: Suggesting – Would you like to...? How about? Accepting – Yes, all right. Yes, great! Refusing – I'm sorry but I can't. No, thanks.

Task K, p. 61

- Pupils match the suggestions with the answers. Check answers with the whole class.

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

SPEAKING

Task L, p. 61

- Put pupils in pairs. Tell them to imagine they are at a party talking to someone they like.
- Pupils role-play the dialogue for the class.
- Point out that they should use the phrases from the **Everyday English** grid and give a reason if they're not accepting the suggestion.

Homework: Workbook pp. 53, 54 Tasks J, K, L, M

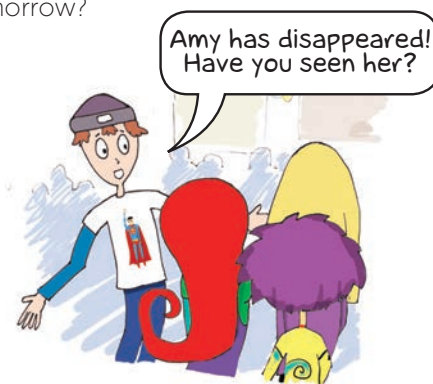
.....**LISTENING&READING**



TRACK 10

H Celia is talking to Simon and Sarah. Listen and read. Try to remember the correct phrases in the dialogue. Then listen and check.

Simon: ...and I scored a game-saving basket, with only 15 seconds to go. Are you listening, Celia?
 Celia: What? Sorry, the music is too loud. I haven't heard anything you've said.
 Simon: I have never played that well. Listen, **why don't you / let's** come and watch me play on Saturday?
 Celia: Err, I'm sorry but I can't / no, thanks. I have to study chemistry.
 Simon: That's no problem for me. **Would you like to / We could** study together.
 Celia: **That would be nice / Yes, all right**, but Sarah has already offered to help me. She'll be angry if I turn her down, you know.
 Simon: Hmm, I see. **Let's / How about** going out for a pizza tomorrow?
 Celia: A pizza? **No, thanks. / Why not?** I'm on a diet, you know.
 Sarah: Here you are, guys. Don't waste time talking.
Why don't we / Let's dance.
 Simon: Yes, I'd love to. / **That's a great idea**. Are you coming Celia?
 Celia: I have to powder my nose.
 Sarah: **Shall I / Would you like to** come with you?
 Celia: No, thanks. **Let's / Why don't you** go dancing with Simon? I'll be back in a minute.
 Sarah: OK. / Yes, great!



I Where is Amy? What do you think has happened?

J Copy the grid and complete it with the right expressions from the dialogue in Task H.

EVERYDAY ENGLISH

SUGGESTING

Let's...
 Why don't we...?
 Shall I / we...?
 ...
 We could...
 ...

ACCEPTING

That's a great idea!
 ...
 Yes, I'd love to.
 Yes, that would be nice.
 ...
 OK.

REFUSING

I'm sorry, but...
 ...
 I'd love to, but...
 ...

K Match the suggestions to answers.

- | | |
|---|---|
| 1 Let's go to the cinema tomorrow. | That would be nice. I like musicals. |
| 2 Shall we go to the Rats' concert on Sunday? | Sorry, I can't. Tomorrow I have to study for my exam. |
| 3 How about asking Kate to come? | Why not? I haven't seen her for a long time. |
| 4 We could go for a walk. | No, thanks, I've already had three. |
| 5 Would you like to go see <i>The Phantom of the Opera</i> on Saturday? | I'd love to but I don't have a ticket. |
| 6 Why don't you have another cookie? | That's a great idea. I need some fresh air. |

.....**SPEAKING**



L Work in pairs. You are at a party talking to a boy / a girl you like. Make a few suggestions about going out together. Act out a dialogue.

FROM BRIAN'S BOOKSHELF: AN AMERICAN ICON

SUGGESTED TEACHING TIME: 1-2 lessons	
LEARNING OUTCOMES: 1. 2, 3, 6, 7, 9, 10	
VOCABULARY • Clothes	
SKILLS	
READING	• A text about Converse All Star sneakers
LISTENING	• An extract about Converse All Star sneakers
WRITING	• Project 1: Fashion • Project 2: A sneaker with a message
CULTURE and CLIL	
• History	

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. It is a reading activity rounding up the topic and structures of the unit. Suggested time is 1 to 2 lessons, so you can combine it with the linguistic content from the previous lessons. In this way, you are free to manipulate these two 45-minute lessons depending on how interested your pupils are in the topic and how you have organised the distribution of the unit content. It expands the topic of fashion and clothes. Pupils read about the famous fashion product Converse All Star sneakers and learn about important events in American history.

Tasks A & B, p. 62

- You can follow the same procedure as in 3.4, Lesson 1.
- Focus on the items of clothing and footwear in the pictures. You can ask the class to list the words in 4 categories: *on your head, above your waist, below your waist, on your feet*.
- Then get them to read out loud the words that match with the pictures.
- You might like to write the following sentences on the board and ask pupils to complete them with the words from the box: *I have never worn... / I sometimes wear... / I'm wearing...* Pupils read out their sentences to the rest of the class and discuss the answers to the questions in Task B.

LISTENING

Task C, p. 62

- Pupils listen to the recording (TRACK 24) and guess the item of clothing being described.

Tapescript Track 24

Narrator: There are few fashion brands that have remained as cool over the last 100 years as this product has. So far, about 800 million pairs have been sold and they are still popular all over the world. Over the last 100 years they have united people of all ages and with all types of occupations and interests. They have been worn by celebrities from James Dean, Kurt Cobain and Larry Bird to Kate Moss and Avril Lavigne, as well as by ordinary people in local coffee shops and high school playgrounds. From being a symbol of basketball players, youthful rebellion, hippies and the punk rock movement of the past, they have turned into a fashion classic loved by both hip-hoppers and business people.

Answer key: Converse All Star sneakers

Task D, p. 62

- Play the recording (TRACK 24) again and ask pupils to decide if the sentences are true or false.

Answer key: 1T 2F 3F 4T

WORDSPOT

Task E, p. 62

- Focus on the word partnerships. Elicit / explain the meaning of the words pupils are not familiar with. Ask the class to match the verbs with the nouns and then check their answers in the text in Task F. You might like to do the first one as an example together.

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

An American Icon

A Do you know these words? Match some of them to the pictures below.

- 1 flip flops 2 Ray Ban sunglasses 3 bermudas 4 a white T-shirt 5 legwarmers
 6 jeans 7 a black leather jacket 8 Converse All Star sneakers 9 a beret
 10 leggings 11 a mini skirt 12 capris 13 high-heeled pumps 14 a black turtleneck



B Answer the questions.

- 1 Have you ever had any of the items in the pictures?
- 2 Do you still wear it / them?
- 3 Have you ever seen your parents wear any of them?
- 4 Do you think these items will be trendy in 10 years' time? Why?



LISTENING

C Listen and guess which item is being described.

TRACK 11



D Listen again. Are the following statements **true (T)** or **false (F)**? Correct the false ones orally.

TRACK 24

- 1 Converse sneakers have been around for a century.
- 2 So far 80,000 pairs have been sold.
- 3 They have been popular mostly with teenagers.
- 4 A great number of celebrities have worn them.

E Check the meaning of the following words. Then match them in your notebook to get collocations.



- | | | | |
|--------------|----------------------------------|---------------------|-------------------------------------|
| 1 to enter a | <input type="checkbox"/> appeal | 4 to defeat another | <input type="checkbox"/> rivals |
| 2 to buy a | <input type="checkbox"/> war | 5 to compete with | <input type="checkbox"/> difference |
| 3 to lose | <input type="checkbox"/> company | 6 to make a | <input type="checkbox"/> team |

READING

Task F, p. 63

- Pupils read (and listen to) the text (TRACK 25) again and put the paragraphs in the correct order.

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

BACKGROUND INFORMATION FOR THE TEACHER

- Charles H. Taylor (1901-69) – an American basketball player and shoe salesman. He is best known for his association with the Chuck Taylor All Stars sneaker, the most successful selling basketball shoe in history.
- James Dean (1931-55) – a US actor who has come to represent the popular image of a young person resisting authority. He appeared in only three films, *East of Eden* (1955), *Rebel Without a Cause* (1955) and *Giant* (1956), before being killed in a car accident.

Task G, p. 63

- In small groups, pupils are to read and discuss the questions. Ask some pupils to tell the class their ideas, giving reasons for their answers. Monitor pupils' fluency without interrupting.

Answer key: Pupils' answers.



Workbook p. 55 Tasks B and C allow pupils to further practise the words from the text. Check answers with the class.

OPTIONAL:

For My Portfolio

Project 2 A Sneaker with a Message p. 64

Read the instructions as a class. Encourage them to think about the unique qualities of their sneakers and how the picture will link with the text. Pupils design and write descriptions of their sneakers. Display the projects around the class. Pupils can vote for the best project.

Homework: Workbook pp. 55, 56 Tasks A, D

OPTIONAL (HOMEWORK):

Project 1 (Fashion) Student's book, p. 64.



F Read and put the paragraph numbers in the correct order in your notebook to get the story of Converse All Star sneakers. Then listen and check.

TRACK 12

AN AMERICAN ICON

Do you know that over 60% of all Americans are proud owners of at least one pair of Converse All Star sneakers? For them, the popular "Chucks" are not just shoes or a fashion statement. They have witnessed so many important moments in American history that they have become an American legend. This is their story.



? Thanks to Chuck Taylor, basketball becomes more and more popular in the USA. In 1936 basketball is played as an official Olympic sport for the first time. The US All Star team defeats Canada 19-8 and wins the gold medal.

? On December 7, 1941, America enters World War II after the bombing of Pearl Harbour. During the war Converse produces boots, parkas, suits and ponchos for pilots and troops, and shoes for soldiers.

1 In 1908, Marquis M. Converse opens the Converse Rubber Shoe Company in Malden, Massachusetts. Eight years later the world's first basketball shoes, the Converse All Star, were born. In 1921 Chuck Taylor, a basketball player for the Akron Firestones, gets his first pair. With the help of Converse, he teaches the game of basketball to Americans across the country.

? In spite of their long history and tradition Converse can't compete with rivals such as Adidas, Nike and Reebok. In 2003 Nike buys out the company for \$305 million. Some people may say that Chucks have lost some of their appeal since then, but the truth is that Converse sneakers are still extremely popular around the world today. And they still make a difference!

? They are still a statement of an alternative lifestyle for hippies in the 60s, punk rock culture in the 70s, and new kids on the block in the 80s.

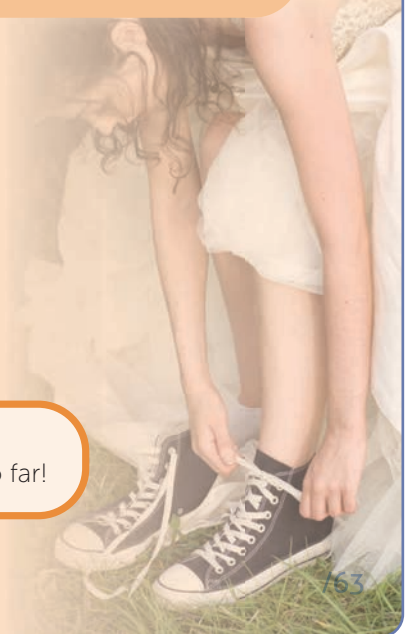
? Hollywood makes Converse shoes even more popular. In the 1950s they become the symbol of youth rebellion with the film legend James Dean as its fashion icon.

G Answer the questions.

- 1 Which events in the history of Converse have been of the greatest importance for the history of the USA?
- 2 Why have Converse All Star sneakers always been a statement of an alternative lifestyle?
- 3 If you could choose between Converse All Star and Nike sneakers, which would you buy? Why?
- 4 Is there an item of clothing or footwear that could be called a Georgian icon?

Did you know?

Black high-top and low-cut Chucks have appeared in 74% of all films so far!



WORKBOOK REVISION (UNIT 3) pp. 57, 58, 59

SUGGESTED TEACHING TIME: 2 lessons

LESSON 1

INTRODUCTION

- We suggest that you start with a revision of grammar.
- **Task C p. 57** revises auxiliary verbs used in the present continuous, present simple and present perfect tenses. Ask the class to insert the missing auxiliary verbs and identify the tenses. Check answers and then ask pupils to write three similar sentences with the auxiliary verb missing. Weaker pupils can find and copy sentences from the book, leaving out the auxiliary verbs. Then they exchange notebooks with their partner and insert the missing auxiliaries.
- Focus on the pictures in **Task D p. 58**. Ask the class to make predictions about the four characters without looking at the texts. You may ask them the following questions: *What kind of music does he like? Which band is he listening to at the moment? Has he ever been to a concert?* First they read the texts while ignoring the gaps in order to check their predictions. Quickly revise the forms and uses of the present simple, present continuous and present perfect tenses. Then they complete the texts with the correct tenses. Check answers. If pupils are still making mistakes, which is quite likely, refer them to the *Remember* box in Student's Book Lesson 3.4.
- **Task E p. 59** revises present simple, present continuous and present perfect questions. When pupils have unscrambled the questions and answered them, you can ask them to write further questions based on the texts in Task D.

LESSON 2

- Move on to vocabulary revision.
- Put all the missing words from **Task A p. 57** on the board and ask individual pupils to define them. Don't let them copy the words. Remove the words from the board. Pupils do Task A in pairs. Alternatively, with stronger classes, you can skip the previous stage and ask pupils to work in pairs and try to complete as many words as possible. Set a time limit. Check answers and tell the class to sort the words into nouns, verbs and adjectives.
- **Task B p. 57** is word formation. Pupils write the missing adjectives or nouns. Check answers and ask individual pupils to spell out the missing words.
- **Task F p. 59** revises comparison of adjectives. Write a few incorrect examples on the board and ask the class what is wrong with them. Elicit the missing words:

not	<i>Italian is √ as useful as English.</i>
as	<i>Thrillers are about √ exciting as action movies.</i>
than	<i>My friend is much prettier √ I am.</i>
most	<i>My uncle is the √ generous person in my family.</i>
the	<i>February is √ shortest month of the year.</i>
more	<i>Football is √ popular than volleyball.</i>

- Pupils do Task F on their own and compare their answers with a partner before you check the answers with the whole class. Quickly revise the comparative and superlative forms of adjectives and remind them that the choice between adding *-er* and *-est* or using *more* and *the most* usually depends on the number of syllables in the adjective. Elicit a few common adjectives that have irregular comparative and superlative forms. You can also ask pupils to rewrite the first and the last sentences above in a different way without changing the meaning: *English is more useful than Italian. Volleyball is not as popular as football.*
- Pupils do **Task G p. 59** on their own. Then they work in pairs and read their sentences to their partners, who try to guess which situation they are talking about.

OPTIONAL

If pupils need further practise of the vocabulary, grammar and structures from Units 1-3 you can do **Resource Bank Activity 14 (YOU BET!)**. Divide the class into groups of 4 or 5 and give each group a copy of the worksheet. Tell pupils that each sentence contains a grammatical or vocabulary error. Ask them to work in groups to identify and correct the mistakes. When the groups have finished, ask them to bet on each sentence according to how confident they are that they have successfully corrected it. The more confident the pupils are, the more they should bet. Give each group an imaginary total of 100 pounds and tell them that the maximum bet per sentence is 10 pounds and the minimum is 1 pound. Ask them to write the amount they would like to bet on each sentence in the box. Tell them to make sure the total amount does not exceed 100 pounds. Ask groups to exchange worksheets for correction. For each successfully corrected sentence, the group wins the amount they bet. If the sentence was not successfully corrected, the money is lost. The group with the most money at the end is the winner.

Answer key:

- 1 My best friend is on a diet because she has put on a lot of weight recently.
- 2 I have known my English teacher since I started primary school.
- 3 Jeans are as expensive as trousers but they are more fashionable.
- 4 When he is on holiday he goes to bed late – usually at midnight.
- 5 Amy has finally found the strength to speak up.
- 6 Things must be easy for you as you are the prettiest girl in the school.
- 7 She doesn't care about anybody – she only thinks of herself.
- 8 I can't lend you this mobile phone because it's not mine.
- 9 I wonder if she ever wears casual clothes.
- 10 Great! No school today – I don't have to get up early.
- 11 I haven't eaten pizza for a long time.
- 12 My parents tell me not to spend so much time in front of the computer.
- 13 My cousin can speak both English and German very well.

UNIT 4

AFFAIRS OF THE HEART



In this unit you will...

- ▶ talk about love, love relationships and possible love problems.
- ▶ learn some well-known love proverbs.
- ▶ read about some famous 20th century couples.
- ▶ talk about different ways of getting to know someone.
- ▶ understand the risks of chatting on the Internet.
- ▶ give a short account of how couples met.
- ▶ give a short account of Shakespeare's *Romeo and Juliet*.
- ▶ tell the message of the play.
- ▶ write about a famous couple of your choice.

UNIT 4: AFFAIRS OF THE HEART

4.1 LOVE HURTS

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES

- | | |
|------------|--|
| GRAMMAR | • Past simple, ability and possibility in the past (could, couldn't, was / were able to) |
| FUNCTIONS | • Talking about past events, past ability and possibility |
| VOCABULARY | • Phrasal verbs and idioms |

SKILLS

- | | |
|-----------|-----------------------------------|
| READING | • A text about Amy's love problem |
| LISTENING | • A message |
| SPEAKING | • Giving advice |
| WRITING | • A message |

LESSON 1

INTRODUCTION

The topic of this lesson is personal relationships with a focus on love problems.

- Write the following words and phrases on the board and ask the class what the missing word is. Elicit the word *love*. Discuss the meanings of the phrases as a class.

true ~; ~ at first sight; ~ story; the ~ of your life; ~ triangle; ~ affair; ~ letter

READING

Task A, p. 66

- Focus on the lesson title *Love Hurts* and ask the class what they think it means. Before reading the text, pupils look at the pictures and guess why Amy didn't sleep well.
- Get them to read and listen to the text (TRACK 26) and find out. Elicit the answer to the question.

Answer key: Amy dreamt about what had happened at the party. She didn't know Celia was lying about her relationship with Brian, so she thought that Brian was just making a fool of her.

Task B, p. 66

- Do the task as an open class question. Encourage them to give reasons.

Task C, p. 66

- Pupils read and listen (TRACK 27) to find out how Brian feels.

Answer key: Brian is confused, because he doesn't know why Amy is angry with him.

SPEAKING

Task D, p. 66

- Write the beginnings of the tips on the board (*Forget about... Try to... Wait for her... and... Ask a friend to... Send her... and tell her... Don't ever...*) and ask pupils to use some of them to give Brian advice.
- They compare their sentences with those in Task D. Check how many pupils agree with each tip.

OPTIONAL

Resource Bank Activity 15 (SPOT THE MISTAKE)

Tell the class to close their books. Divide them into groups of 4 or 5 and give each group a copy of the worksheet. Ask them to read the text and tell you what is wrong with it. Elicit that some words in the text have been changed. Get them to underline the mistakes in groups. Check answers and ask them if they remember the original words.

Answer key: *Why did I do wrong? We really had fun yesterday until she appeared. Celia saw her talking at the restaurant with another boy. And it was Celia who chatted him up! They argued and had a good time. Luckily she liked him better. She probably didn't trust me at all. I was such a nerd, obviously. Bothering her with stupid jokes. I didn't even ask her to stay! She hated Archibald, and not me. Well, I wanted to ask her, but I waited for the right moment. I really made it. What a genius! But I'm almost Archibald, aren't I? Powerful, insecure and just!*



READING

A Amy didn't sleep well. What do you think might be the reason? Read and check.

TRACK 01

He doesn't love you. He feels sorry for you. He has always been in love with me!



It wasn't just a nightmare. It really happened. At the party. Yesterday... I met Celia in the ladies' room. She told me everything. Brian asked her out, but she turned him down. He couldn't bear that. That's why he invited me. Just to make Celia jealous. She decided to tell me the truth. She didn't want him to make a fool of me. Oh, how stupid I was! I knew he was head over heels in love with Celia, but still... I trusted him. I even liked him and I hoped he liked me. He was so sweet to me all the time. I liked the way he talked and smiled...



B If you were Amy, would you answer Brian's call? Why?

C How does Brian feel about the situation? Read and find out.

TRACK 02

I can't figure it out. What did I do wrong? We really had fun yesterday, until she disappeared. Just like that! Celia saw her talking at the bar with another boy. And it was Amy who chatted him up! They laughed and had a good time. Maybe she liked him better. She probably didn't like me at all. I was such a pain, obviously. Bothering her with stupid stories. I didn't even ask her to dance! She fancied Archibald, and not me. If only she knew... Well, I wanted to tell her, but I was waiting for the right moment. I really blew it. What a jerk! But, I'm still Archibald, aren't I? Powerful, brave and just. Come on, pal, let's get us out of trouble!



SPEAKING

D If Brian was your friend, what advice would you give him? Choose from the following or think of some of your own.

- Forget about Amy, Celia is much prettier.
- Try to get her on the phone again.
- Wait for her in front of her house and apologise.
- Ask a friend to help you talk to her.
- Send her an e-mail and tell her everything that's on your mind.
- Don't ever talk to her again. She made a fool of you.

WORDSPOT

Task E, p. 67

- In pairs, give pupils time to work out the meanings using contextualised clues (questions) to help them. Encourage them to write down synonyms or paraphrases in their notebooks, e.g. *turn down* = *refuse*; *ask out* = *invite someone to go out*; *chat up* = *talk to someone in a way that shows you are attracted to them*; *figure out* = *think about and understand*; *be head over heels in love* = *love someone very much*; *bear* = *accept an upsetting situation*; *a pain (in the neck)* = *a very annoying person*; *trust* = *believe that someone is honest*; *blow* = *lose an opportunity by making a mistake or by being careless*.
- As an example discuss the first question with the whole class. Ask individual pupils to answer the question. Then, in pairs, give pupils time to discuss the other questions. Monitor and help with any words they need while they are talking. Get quick feedback from the class as to what they answered for each question.

Answer key: Students' answers

Homework: Workbook p. 60 Tasks A, B

LESSON 2

INTRODUCTION

Pupils talk about events in the past and revise the rules for the form and use of regular and irregular verbs in the past simple tense.

- Revise the new words and phrases from the previous lesson (Task E) before you check homework. Play a NOUGHTS AND CROSSES game. Draw a pattern of nine squares on the board and write the numbers 1-9. Pupils play in two teams trying to win with a row of three Os or three Xs. The teams take turns picking a square and the teacher defines the words (for definitions see the end of the previous lesson). Then check homework.
- Quickly revise the content of Tasks A and C.

DO YOU REMEMBER? p. 67

- Pupils look at Tasks A and C and write in their notebooks examples of the simple past tense (regular and irregular verbs). Tell them to write the infinitive forms of irregular verbs.
- Draw pupils' attention to the spelling rules: when a verb ends in a consonant + *-y*, you change *-y* into *-i*, e.g. *replied*, *bullied*. Remind them to double the final consonant if a verb ends with a stressed vowel and a single consonant, e.g. *chatted*. When a verb ends in *-e*, you just add *-d*, e.g. *decided*, *invited*.
- Revise the simple past of the verb *to be* and elicit the difference between *was* and *were*.
- Refer pupils to the **Do You Remember** box, ask them to complete the sentences and answer the questions.

Answer key:

- 1 was 2 wasn't 3 had, disappeared 4 didn't ask
- regular verbs – by adding *-(e) d* to the base **form** of the verb / irregular verbs have special past tense forms; to talk about an action that happened and finished in the past
- c) (the day before) yesterday, a long time ago, half an hour ago, in the 20th century, last night, last January, when I was a child etc.

- Elicit the difference between the affirmative and negative forms of the past simple. Make sure they understand that *didn't* carries the past meaning and that the main verb in negative sentences is always in the infinitive. Remind them of the negative form of the verb *to be*.

Task F, p. 67

- Remind the class that Amy disappeared at the party and ask them to guess why. What do they think happened at the party? Then let them complete the text and find out. They listen (TRACK 28) and check.
- Finally ask the class, in small groups, to discuss whether they have ever eavesdropped on a private conversation or phone call and whether they heard anything interesting.

Answer key: didn't show up, knew, was, went, didn't do, moved, stopped, heard, tried, came, saw, bumped, didn't tell

Homework: Workbook pp. 61, 62 Tasks C, D, E

E Check the meaning of the words **in colour**, then answer the questions.

WORDSPOT

- 1 Whose invitation to a party would you politely **turn down**?
- 2 Who would you **ask out** to the cinema?
- 3 What do you say when you want to **chat somebody up**?
- 4 How can you **figure out** that someone **is head over heels in love** (with you)?
- 5 Could you **bear** seeing your best friend chatting up a boy / a girl you like?
- 6 How would you describe someone who is **a pain**?
- 7 Do you think you can **trust** someone you've met only recently?
- 8 What is the best thing to do when you **blow** something?

? DO YOU REMEMBER

THE PAST SIMPLE

a) Look back at the texts in Tasks A and C and complete the sentences in your notebook with the right form of the verb.

- 1 He ... **(be)** so sweet to me all the time.
- 2 It ... **(not be)** just a nightmare. It really happened!
- 3 We really ... **(have)** fun yesterday, until she ... **(disappear)**.
- 4 I ... even ... **(not ask)** her to dance!

b) How do we form the **past simple** tense? When do we use it?

c) Which **time expressions** do we use with the past simple tense?



F

Did Sarah do the right thing yesterday? Orally complete the text with the **past simple** of the verbs in brackets and find out. Then listen and check.

TRACK 03

Sarah was waiting for Celia for half an hour, but she ... **(not show up)**. She ... **(know)** Celia could do funny things, but now she ... **(be)** really worried. She ... **(go)** to the ladies' room to check if everything was alright. But there was nobody in there.

Sarah could leave at any moment, but she just ... **(not do)** it. She couldn't see anyone, but she could hear someone crying behind the cabin door. She ... **(move)** closer, but then she ... **(stop)**. She ... **(hear)** Celia's voice. Sarah ... **(try)** to shout "Hello", but she just couldn't say a word.

She could hear Celia talking. She couldn't understand everything she was saying, but she could hear one thing for sure; Celia was talking about Brian. Sarah could always do the right thing, but now, she couldn't move.

Somehow, she ... **(come)** to her mind and she was finally able to run out before Celia ... **(see)** her. Then she ... **(bump)** into Brian. He couldn't find Amy. She had disappeared. Sarah knew exactly where Amy was. But she ... **(not tell)** Brian anything.



LESSON 3

INTRODUCTION

Pupils practise the past simple tense and learn to talk about ability and possibility in the past.

OPTIONAL:

To practise past tense statements (and direct speech) you can play a game called CONSEQUENCES. Divide the class into groups of six. Have each group sit in a circle. Each pupil has a sheet of paper and writes down a male name, folds the paper so that the name is hidden and passes it on to the next pupil in the group. The second step is to write "and" followed by a female name and to fold and pass the paper on again to the next pupil in the group. Then come *where they met, what he said, what she said, what happened then* and finally *The consequence was that...* Then the papers are unfolded and read out, often with ludicrous results, such as *William Shakespeare met Cinderella at the airport. He said "It's going to rain". She said "When is your birthday?" Then they fell into the lake. The consequence was that they lived happily ever after.* Totally absurd, but many teenagers love it.

OPTIONAL:

Resource Bank Activity 16 (IRREGULAR VERBS ALPHABET RACE) gives pupils further practise of irregular verbs in the simple past tense. Hand out the worksheets and divide pupils into two groups. Each group in turn chooses a letter of the alphabet and tries to complete the sentence with the correct verb in the simple past tense.

Answer key: A – ate, B – became, C – caught, D – drank, F – fought, G – grew, H – hid, K – kept, L – left, M – made, P – paid, Q – quit, R – rode, S – sang, T – taught, W – woke

REMEMBER! p. 68

- Write the sentences from the **Remember** box on the board in jumbled order. You can organise a race by asking the class to unscramble the sentences in groups. Elicit answers and write them on the board. Underline the verbs *could*, *couldn't* and *was able to* in each sentence. Go through the **Remember** box with pupils, checking for understanding. If they have any problems, get them to translate the verbs / sentences into Georgian.

Answer key: A1 B2 C4 D3

Task G, p. 68

- Pupils do the task on their own.

Answer key: 1 couldn't, could 2 couldn't 3 was able to 4 couldn't 5 could, couldn't 6 couldn't, was able to

LISTENING

Task H, p. 68

- Draw pupils' attention to the picture in the bottom right-hand corner and give them a minute or two to speculate about what is going on. Elicit answers but don't tell them if they are right or wrong. Pupils read the questions in Task H before they listen to the recording. Then they listen (TRACK 29) and answer the questions. Check answers.

Tapescript

Track 29

Amy (reading a message):

Dear Cinderella,

Why did you run away yesterday? I wanted to tell you so many things, but I couldn't. I tried to find you, but I wasn't able to. I have to talk to you. I need to. Give me another chance. Meet me in the school playground today after lessons.

Archibald

Amy: I can't believe this!

OPTIONAL:

Play the recording again and ask pupils to reconstruct the message with the following prompts on the board:

Dear Cinderella,

W____ d____ y____ r____ a____ y____? I

w____ to t____ y____ so m____ t____, b____

l c____, I t____ to f____ y____, b____ I w____

a____ to. I h____ to t____ to y____, I n____ to.

G____ me a____ c____, M____ me in the s____

p____ t____ a____ l____

Archibald

WRITING

Task I, p. 68

- Pupils do the task on their own. You might like to give them the target language before starting the activity: *Why don't we meet...? Let's meet... Shall we meet...? Would you like to...? How about...? We could... or refer them to the **Everyday English** grid on page 61 (Unit 3). Collect all the messages (signed with a code name) and give them out to pupils. Ask them to guess who the message was written by. They can reply to their classmates' messages orally or in writing.*

Homework: Workbook p. 62 Tasks F, G

REMEMBER

COULD, WAS / WERE ABLE TO

a) Look at the examples. How do you say them into your language?

- 1 Sarah knew Celia **could** do funny things, but now she was really worried.
- 2 She **couldn't** see anyone, but she **could** hear someone crying behind the cabin door.
- 3 Somehow, she came to her mind and she **was** finally **able to** run out before Celia saw her.
- 4 Brian **couldn't** find Amy.

b) Match the examples and the rules orally.

- | | |
|---|---|
| A We use could to say that something was possible or that someone had the ability to do something. | 1 |
| B We use could with the verbs: see, hear, smell, taste, feel, remember, understand. | ? |
| C We use couldn't in all situations. | ? |
| D We use was able to with the meaning of "managed to". | ? |

G Complete the sentences orally with **could, couldn't or was able to.**

- 1 Sarah ... see Celia, but she ... recognise her voice.
- 2 Sarah wanted to shout "Hello", but she ... say a word.
- 3 Celia ... fool Amy about Brian.
- 4 Amy ... stop crying.
- 5 Sarah ... always do the right thing, but now, she ... move.
- 6 Brian ... understand why Amy had disappeared. It was only Sarah who ... figure it out.



LISTENING

H

Amy has found a message in her locker. Listen, then answer the questions. Whose message is it? What does it say? How does Amy feel about it?

TRACK 04



WRITING

I

Write a similar message for someone in your class using a code name. Say why, where and when you'd like to meet them.

4.2 SWEET LITTLE LIES

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **Իրոցի. ԵՏՁ.** 1, 2, 3, 4, 5, 6, 7

- | | |
|------------|---|
| GRAMMAR | • Past simple – questions |
| FUNCTIONS | • Asking and answering questions about events that happened in the past |
| VOCABULARY | • Text-related expressions / collocations |

SKILLS

- | | |
|-----------|----------------------------------|
| LISTENING | • A conversation about the party |
| SPEAKING | • Acting out a dialogue |
| WRITING | • Writing a dialogue |

LESSON 1

INTRODUCTION

This lesson is about lies and secrets. The grammar focus of the lesson is on past simple questions. Pupils practise the difference between yes / no and WH-questions in the past. There are further opportunities for pupils to revise the affirmative and negative forms of the past simple tense as well as short answers.

OPTIONAL WARM-UP:

Pupils work in groups. They must talk for one minute using as many past simple verbs as they can to describe what they did yesterday. If a pupil makes a mistake with a past tense verb, the others can make a buzzer sound to show that they are out. You can use a large clock or timer for this and the pupil who can talk for one minute without making a mistake is the winner.

Task A, p. 69

- Remind pupils of Brian's message to Amy from the previous lesson. Ask them if they remember what the message said. Before they open their books, copy the speech balloons from Task A onto the board in random order. Ask the class to guess who is talking (Amy and?) and who says what. Finally get them to predict the correct order of the speech balloons. Don't let them look in their books and don't tell them if they are right yet. Accept a different order from the one in the book if it makes sense and encourage them to justify their order. Pupils open their books and look at the pictures, comparing their predictions with Task A. Discuss the pictures with the whole class. You can ask questions to get them talking.

Task B, p. 69

- This task revises the affirmative and negative forms of the simple past tense. Pupils do the task on their own and explain their answers to the class.

Answer key: 1 wanted 2 didn't know 3 didn't want 4 got angry 5 pretended 6 wasn't, was able to

WORDSPOT

Task C p. 69

- Ask individual pupils to explain the words in English. Tell them to translate the words into Georgian if you think pupils are misunderstanding the meaning.

A Look at the pictures and talk about what happened.



B Read out loud the correct form of the verb to get true sentences.

- 1 Celia just **wanted** / **didn't just want** to say "Hi" to Amy.
- 2 She **knew** / **didn't know** Amy was reading a message.
- 3 Celia **wanted** / **didn't want** Amy to drop her books on the floor.
- 4 Amy **got angry** / **didn't get angry** when Celia grabbed the message.
- 5 Amy **pretended** / **didn't pretend** the message was not important to her.
- 6 It **was** / **wasn't** a good idea to throw the message away, because Celia **was able to** / **wasn't able to** read it.

C Look up the meaning of the following expressions in the wordlist at the end of the book.

WORDSPOT

to solve a case to be in the mood to carry out an investigation to count on somebody

LISTENING

Task D, p. 70

- Pupils listen to the recording (TRACK 30) and put the questions in order.

Tapescript Track 30

Adrian: Tough night, ha? She dumped you, didn't she?
Brian: What are you talking about?
Adrian: Come on, pal, you know you can always count on me.
Brian: Sorry, but I'm waiting for someone...
Adrian: **Why did she dump you?**
Brian: She didn't dump me. She just ran away.
Adrian: **What did you do to her?**
Brian: Nothing. That's the point, you see.
Adrian: Something stinks here. It's too simple to be true.
Brian: But it is simple. She didn't like me. That's all.
Adrian: Oh, I see. **Did she suddenly notice your nose is too big?**
Brian: Look, I'm not really in the mood...
Adrian: Calm down. I'm just trying to solve your case.
Brian: My case? Are you serious?
Adrian: We have to carry out an investigation.
Brian: You've read too many Agatha Christie novels.
Adrian: You'd better concentrate on remembering every detail.
Brian: But, I've told you everything!
Adrian: Hold on a second. I have to write everything down. Let's start from the beginning. **So, when did you come to the party?**

Answer key: 3, 4, 1, 2

Task E, p. 70

- Pupils listen (TRACK 31) and decide if the sentences are true or false. They correct the ones that are false.

Tapescript Track 31

Adrian: When did you come to the party?
Brian: At around 8.15 pm.
Adrian: What did you talk about?
Brian: Music, pets, school... the usual stuff.
Adrian: Did you notice anything strange about her?
Brian: No, I didn't. She seemed happy.
Adrian: Did you see anybody talking to her?
Brian: No, I didn't.
Adrian: Did she drink anything?
Brian: Yes, she did: a Coke.
Adrian: What did she last tell you?
Brian: 'I'll be back in a minute.'
Adrian: At what time did she disappear?
Brian: After about an hour.
Adrian: Were you there at that time?
Brian: Yes, of course, I was. I was looking for her.
Adrian: Did you notice any of your friends missing?
Brian: Hmm. Let me think. Yes, I did. I remember Simon was looking for Celia, too.
Adrian: Did your friends notice anything strange?
Brian: Yes, one of them did. Celia saw her talking to some guys at the bar. Why don't you leave me alone now? I'm waiting...
Adrian: I know, I know. Who is she, by the way?
Brian: You're really impossible!

Answer key: 1F 2F 3T 4T 5T 6F

Task F, p. 70

- Pupils cover the questions and look at Brian's answers. Write on the board: *yes / no questions* and *WH-questions* and ask them to sort the answers into two columns. Ask them to reconstruct the questions in writing, based on the answers. Pupils then look at the questions and match them with the answers. Finally, they listen to the conversation between Brian and Adrian once again (TRACK 31) and check their answers.

Answer key: 3, 1, 2, 4, 5, 9, 8, 7, 10, 6

DO YOU REMEMBER? p. 70

- Pupils complete the questions.
- Highlight the difference between past simple questions with the verb *to be* and other verbs.

Answer key:

a) YES / NO QUESTIONS: Did she drink; Were your friends; **WH-QUESTIONS:**... did you come;... were you
b) Did + subject + infinitive; with the verb *to be* we exchange the subject and verb.



Workbook pp. 63, 64 Tasks B, C, D, E give pupils further practise of past simple and continuous questions. You can do Tasks B and C in class and leave Tasks D and E for homework.



LISTENING

D

Brian is waiting for Amy. He meets Adrian who asks too many questions. Listen, read out loud Adrian's questions in the right order.

TRACK 05

Did she suddenly notice your nose is too big?

So, when did you come to the party?

Why did she dump you?

What did you do to her?



E

Listen and decide if the following statements are true (T) or false (F).

TRACK 06

1 Brian arrived at the party at 8.25.

4 Amy disappeared from the party.

2 They talked about films.

5 Celia was missing, too.

3 Nobody talked to Amy.

6 Brian was looking for Celia.



F

This is what Adrian wrote down. Try to match his questions to Brian's answers. Then listen and check.

TRACK 31

1 When did you come to the party?

No, I didn't. She seemed happy.

2 What did you talk about?

At around 8.15 p.m.

3 Did you notice anything strange about her?

Music, pets, school...

4 Did you see anybody talk to her?

Yes, she did, a Coke.

5 Did she drink anything?

No, I didn't.

6 What did she last tell you?

Yes, I did. I remember Simon was looking for Celia, too.

7 When did she disappear?

Yes, of course, I was.

8 Were you there when that happened?

After about an hour.

9 Did you notice any of your friends missing?

Yes, one of them did. Celia saw her talking to some guys at the bar.

10 Did your friends notice anything strange?

"I'll be back in a minute."

? DO YOU REMEMBER

THE PAST SIMPLE - QUESTIONS

a) Complete the questions in your notebook.

YES / NO QUESTIONS

... (she / drink) anything? Yes, she did, a Coke.

... (your friends / be) there all the time? Yes, they were.

WH-QUESTIONS

When ... (you / come) to the party? At around 8.15 p.m.

Where ... (you / be) at that time? I was there, of course.

b) How do we form the past simple questions?

INTRODUCTION

In this lesson, pupils practise talking about the past and asking and answering questions in the simple past. At the end of the lesson they can take a personality test on honesty and discuss **situations in which people could be motivated to tell lies**.

OPTIONAL:

Ask pupils to draw a picture of what they did last weekend. You'll probably have to inspire them with your own drawing on the board. Pupils work in pairs and ask their partner yes / no questions in the simple past tense until they are able to guess what their partner did last weekend. Hopefully, their drawing skills won't be very good, which will generate a lot of wrong guesses before they get the correct answers.

Task G, p. 71

- Focus on the picture and discuss the questions with the class.

Answer key: Celia is coming to the park because she has read Brian's message to Amy and she wants to spoil their date. Brian is not happy to see her. Adrian is happy to see her because he wants to ask her some questions about the party, too.

Task H, p. 71

- Pupils do the task on their own. Let them compare the questions in pairs before they listen to the recording (TRACK 32). Pause the recording for pupils to check their answers if necessary.

Tapescript
Track 32

Adrian: Hi, Celia. We were just talking about the party.

Did you have a good time yesterday?

Celia: Yes, I did. It was absolutely fantastic.

Adrian: Did you see Amy?

Celia: Yes, I did.

Adrian: Did you notice anything strange about her?

Celia: No, I didn't. Why are you asking me all these questions?

Adrian: Was she alone?

Celia: No, she wasn't. She was with Brian.

Adrian: Where were you when she disappeared?

Celia: Err, I don't remember. Why is this important, anyway?

Adrian: Were you with Sarah?

Celia: No, I wasn't. I was with Simon all the time.

Adrian: Did you leave the party at any time?

Celia: No, I didn't. I stayed to the end.

Adrian: That's strange. Didn't you notice that Simon was looking for you?

Celia: No, I didn't. Look, what's this all about?

Adrian: It's about figuring out what really happened at the party. Somebody is lying. That could be you Celia.

Celia: What?! How dare you!

Task I, p. 71

- Pupils work in groups. Set a time limit and get them to find as many arguments as possible. Elicit answers and then ask the class: *If you were Adrian, what else would you ask Celia to prove that she was lying?*

Answer key: Pupils' answers.

SPEAKING

Task J, p. 71

- Pupils can do the task in pairs.
- Have them write down further questions on their own and then swap notebooks with their partner, who must guess whom the questions are for, and what he / she might say. While pupils are doing this, go round the class and help if necessary. Ask pairs to act out the dialogues: pupil A reads out the questions and pupil B answers them. After each exchange the rest of the class tries to guess who is talking.

OPTIONAL:

Ask the class: *Why do people lie?* Brainstorm possible reasons and write them on the board, rephrasing pupils' ideas if necessary e.g. *to avoid or escape punishment, to impress somebody, to get what they want, to protect themselves, to win favour with friends, to avoid confrontation, to get out of trouble, to avoid hurting other people's feelings etc.*

Ask the class to look at the reasons on the board and tell you why they think Celia is lying.

Remind pupils of the title of the lesson (*Sweet little lies*), write the following statements on the board and explain whichever words pupils aren't familiar with, e.g. *to compound* = *to make something worse*. Ask the class if they agree or disagree and tell them to copy the statement they like best.

Honesty is the best policy.

Who lies for you will lie against you.

A half truth is a whole lie.

A lie compounds the problem, it doesn't solve it.

The worst lies are the ones you tell yourself.

OPTIONAL:

Resource Bank Activity 17 (HOW HONEST ARE YOU?)

Make copies of the questionnaire and give them out. Ask pupils to circle their answers (A, B or C) individually. Explain new words from the questionnaire as they come up. Have pupils add up their scores and find out what it means. You might like to ask them what they think would be the correct thing to do in these situations.

Homework: Workbook p. 63 Task A, p. 65 Task F

G Look at the picture. Why is Celia coming to the park? Is Brian happy to see her? How about Adrian?

What's Celia doing here?
I've picked the wrong place!

Wow! This is better than I expected!



H Adrian didn't miss the chance to ask Celia some questions. Look at her answers and write the questions in your notebook with the help of the prompts. Then listen and check.

TRACK 07

Example: you / have / a good time yesterday? Did you have a good time yesterday _____?
Yes, I did. It was absolutely fantastic.

- 1 you / see / Amy? ...
Yes, I did.
- 2 you / notice / anything strange about her...
No, I didn't. Why are you asking me all these questions?
- 3 she / be / alone? ...
No, she wasn't. She was with Brian.
- 4 where / be / you when she disappeared?...
Err, I don't remember. Why is this important, anyway?
- 5 you / be / with Sarah? ...
No, I wasn't. I was with Simon all the time.
- 6 you / leave / the party at any time? ...
No, I didn't. I stayed to the end.
- 7 you / not notice / Simon was looking for you?...
No, I didn't. Look, what's this all about?

I Adrian thinks Celia could be lying. Go back to Task H and find arguments to prove this.

.....**SPEAKING**



J Who would you ask the following questions: Amy, Celia, Sarah, Brian or Adrian? What do you think their answers would be?

- 1 How did you find out Celia was lying?
- 2 Why didn't you tell Brian anything?
- 3 Why didn't you tell Amy your secret name is Archibald?
- 4 Why did you lie about Brian and yourself?
- 5 Why did you pretend the message wasn't important to you?

4.3 GREAT ROMANCES OF THE 20TH CENTURY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

GRAMMAR • The contrast between subject and object questions

FUNCTIONS • Asking questions about the past

VOCABULARY • Text-related

SKILLS

READING • A text about three famous couples

SPEAKING • Discussing statements about relationships, love and marriage

WRITING • Project 1: Great Romances or
• Project 2: A Couple I Know

CULTURE and CLIL

• History and religion

LESSON 1

INTRODUCTION

The topic of this lesson is romantic relationships. Pupils learn about some famous couples from the 20th century.

OPTIONAL WARM-UP:

Ask the class to help you make a list of famous couples they are familiar with. Encourage them to tell you what they know about their relationships.

Task A, p. 72

- After pupils have matched the two parts of the quotes, discuss their meanings.

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

WORDSPOT

Task B, p. 72

- Focus on the task and give pupils a few minutes to discuss what they think the words mean in pairs. Encourage them to give synonyms or definitions rather than just translations. Ask them to identify the parts of speech. Elicit answers and model pronunciation. You can also ask pupils to write their own sentences using the words. Due to rewriting and personalisation, this will help them to remember the words better.

Task C, p. 72

- Pupils look at the pictures and guess who the sentences refer to before reading the text. Elicit answers but don't tell them yet if they are right.

Answer key: 1 Bonnie & Clyde 2 Marilyn Monroe & Joe DiMaggio 3 John Lennon & Yoko Ono 4 Marilyn Monroe & Joe DiMaggio 5 John Lennon & Yoko Ono 6 Bonnie & Clyde

BACKGROUND INFORMATION FOR THE TEACHER

Marilyn Monroe (1926-1962) was an American actress, singer and model. Her films include *Niagara*, *Gentlemen Prefer Blondes*, *The SevenYear Itch*, *Bus Stop*, *The Prince and the Showgirl*, *Some Like It Hot*, and *The Misfits*.

Joe DiMaggio (1914-1999) was one of America's most famous baseball players. He played for the New York Yankees. He was named Most Valuable Player in the American League three times and was elected to the Baseball Hall of Fame in 1955.

Bonnie Parker (1911-1934) and Clyde Barrow (1909-1934) were a notorious crime duo whose story was romanticised in the film *Bonnie and Clyde* (1967), with Faye Dunaway and Warren Beatty in the leading roles.

Yoko Ono Lennon, born in Tokyo on 18 February 1933, is known for her work as an avant-garde artist and musician and for her marriage to John Lennon.

John Lennon (1940-1980) was a singer and guitar player with the Beatles, and, along with Paul McCartney, wrote most of the group's songs. After the group broke up in 1970, Lennon began a new career with his wife Yoko Ono and the Plastic Ono Band, recording the song *Give Peace a Chance* in 1970 and the album *Imagine* in 1971. He was murdered in New York in 1980 by a mentally ill fan.

A Match the beginnings of the sentences with their endings to get the famous love quotes. Which one do you like best? Are there similar quotes in Georgian?

- 1 True love is like ghosts, ... but love in friendship, never.
- 2 Love is not just looking at each other, ... has the coldest end.
- 3 No three words have greater power... We can only do small things with great love.
- 4 The hottest love... than "I Love You".
- 5 Friendship often ends in love; ... which everybody talks about and few have seen.
- 6 In this life we cannot do great things. it's looking in the same direction.

B Do you know what these words mean? Check their meaning in the wordlist.

WORDSPOT

notorious stormy career innocent divorced thief
retired poverty rumours inseparable

C Work in pairs. Look at the couples on the opposite page and guess who the following sentences refer to.

- 1 They both came from poor Dallas families and wanted more from their lives.
- 2 He wanted a wife who would stay at home and look after him, but she didn't want to give up her career.
- 3 They also promoted world peace by a series of "bed-in" protests against the Vietnam War.
- 4 They got divorced, but remained best friends.
- 5 After their son Sean was born in 1975, the couple lived a private life.
- 6 The couple soon became known as notorious criminals who travelled the Central United States during the Great Depression.

READING

Task D, p. 73

- Pupils do the task. Then they listen (TRACK 33) and check. At this point you could go through the texts with the class, highlighting useful expressions one by one and dealing with any vocabulary problems.

Answer key:

Marilyn Monroe and Joe DiMaggio – 2 He wanted a wife who would stay at home and look after him, but she didn't want to give up her career. 4 They got divorced, but remained best friends. **Bonnie and Clyde** – 1 They both came from poor Dallas families and wanted more from their lives. 6 The couple soon became known as notorious criminals who travelled throughout the Central United States during the Great Depression. **John Lennon and Yoko Ono** – 3 They also promoted world peace through a series of "bed-in" protests against the Vietnam War. 5 After their son Sean was born in 1975, the couple lived a private life.

- Divide the class into groups of three. Explain that each pupil in the group should read one of the stories again, this time more carefully. While they are doing this, they can write down 10 key words from the text. Give examples: M. Monroe and Joe DiMaggio – key words: *blind date, 6 red roses...*; Bonnie and Clyde – *poor, bank robberies...*; John Lennon and Yoko Ono – *exhibition, friendship...* etc. Set a time limit and then have pupils close their books and practise retelling their stories in groups, with the help of the key words. While one pupil is retelling his or her story, the other two can keep their books open and help if the first pupil gets stuck.



Workbook p. 66 Task A can be done in class.

Homework: Workbook pp. 66, 67 Tasks B, C, D



D Read and try to put the sentences from Task C in the right places. Then listen and check.

TRACK 08

GREAT ROMANCES OF THE 20TH CENTURY



Marilyn Monroe and Joe DiMaggio

He was an American baseball legend; she was the most famous actress in the history of Hollywood. They met on a blind date, and got married two years later. The marriage was stormy from the start. He was 39 and already retired, she was 27 and at the height of her career.

? They quarrelled all the time, and nobody was surprised when they split up after only nine months.

? When Marilyn died at the age of 36, DiMaggio was heartbroken. For twenty years he sent six red roses to her grave three times a week until his own death in 1999. He never married again and never had a relationship with another woman.



Bonnie and Clyde

At the age of 19, Bonnie Parker was a part-time waitress who was bored with her life. At the age of 21, Clyde Barrow was already a petty thief. **?** They met in January 1930. She was at a friend's house, when Clyde dropped by. It was love at first sight for both of them. **?** At that time, most people, especially farmers, lived in poverty, so people often compared the couple's bank robberies with Robin Hood's adventures. Unfortunately, the robberies which were innocent at the beginning, led to more violent crimes. Bonnie and Clyde were killed in 1934 on an isolated road in Louisiana. Although she herself never fired a shot, Bonnie followed her man wherever he went, even if it meant the death of nine police officers and finally her own.



John Lennon and Yoko Ono

Yoko Ono, a Japanese artist, first met John Lennon when he visited her exhibition at the Indica Gallery in London, in 1966. They developed a friendship which turned into a romance. They got married in 1969 and became inseparable. When the Beatles broke up in 1970, there were rumours that Yoko was the cause. The couple continued to work on music, together and alone.

? They invited the world's press into their hotel room and while sitting in bed, they talked about peace. At that time Lennon wrote the song *Give Peace a Chance*. **?** They started to record again in 1980. On December 8, they were returning to their apartment, when Mark Chapman killed John in front of Yoko. After the murder Yoko went into complete isolation for a long period.

LESSON 2

INTRODUCTION

- The grammar focus of this lesson is on the difference between subject and object questions in the simple past.

SPEAKING

Task G, p. 74

- Ask the class to decide if they agree or disagree with the sentences. Then ask individual pupils to choose one and give reasons for their choice.
- Remind the class of the text *Great Romances of the 20th Century*. Read out the following words and ask individual pupils to say which couple they associate with each word: *exhibition, red roses, baseball, poverty, crime, music, world peace, protests, blind date, robbery, isolation, etc.*

Task E, p. 74

- Pupils work in pairs to find answers to the questions. To encourage them to scan the text solely for the information that they need to answer the questions, you might like to set a time limit or set the activity up as a race between the pairs to see who can find the required information first. Elicit answers. To check that pupils have understood the texts, ask them further comprehension questions.

Answer key: 1 Bonnie and Clyde were killed. 2 Marilyn Monroe and Joe DiMaggio. 3 John Lennon. 4 Joe DiMaggio. 5 Bonnie. 6 John Lennon and Yoko Ono.

REMEMBER! p. 74

- Direct pupils' attention to the questions in Task E and ask them what they notice about the verbs. Elicit that they are in the simple past tense and that there are no auxiliary verbs (*did*). Explain that we don't use a question auxiliary when the question word is the subject of the question. The word order is the same as that of a clause in the declarative mood – the subject comes first, followed by the verb. Subject questions begin with *who, what* or *which*. Refer pupils to the **Remember** box and ask them to complete the questions and the rules.

Answer key:

- 1 got 2 met 3 happened
- 1 do not use "did" 2 who, which and what

- Write on the board:

Mark Chapman killed John Lennon in 1980.

- Tell the class that the pronoun *who* is used to ask questions about a person's identity. *Who* can be the subject or object of a sentence. Ask pupils to write two different questions beginning with *who*. Elicit the questions: *Who killed John Lennon?* (*subject question*) and *Who did Mark Chapman kill?* (*object question*).
- Explain the difference between object and subject questions. When the question word is the object of a question, we use a question auxiliary followed by

the subject – if using the simple past tense of any verb except *to be*, we put *did* in front of the subject. Point out that in object questions, the question word may be the direct object or indirect object of the question, e.g. *Who did he marry? Who did he send red roses to?*

Task F, p. 74

- Pupils do the task on their own. Encourage them to answer the questions without looking at the text.

Answer key:

1 met 2 did John Lennon visit 3 happened 4 sent 5 did John and Yoko promote 6 met

- Ask pupils to work in pairs and write further questions based on the text. Elicit a few examples before they start the activity, e.g. *Which couple met on a blind date? Who came from a poor Dallas family? What happened on 8 December 1980?* Pairs take turns reading out their questions and have other pupils answer them.
- Alternatively, write the following answers on the board and divide the class into two teams who take turns asking appropriate WH-questions:

After nine months; In January 1930; The Beatles; In 1970; At the age of 36; Six; Three times a week; At a friend's house; On an isolated road in Louisiana; They lived a private life; Baseball; During the Great Depression; Yoko Ono; Bonnie and Clyde; The Vietnam War, etc.

Set up the activity as a competition between two teams. They win a point for each correct question.



Workbook tasks on p. 68 give extra practice of subject and object questions. Do **Tasks E** and **F** in class.

Homework: Workbook p. 69 Tasks G, H

OPTIONAL (HOMEWORK):

Student's Book, p. 80 Project 1 (Great Romances) or Project 2 (A Couple I Know)

E Answer the questions.

- 1 What happened in 1934 on an isolated road in Louisiana?
- 2 Which couple got divorced after only nine months of marriage?
- 3 Who gave up the Beatles for love?
- 4 Who never had a relationship with another woman after his ex-wife died?
- 5 Who followed her lover into death?
- 6 Which couple protested against war?



REMEMBER

THE PAST SIMPLE – SUBJECT QUESTIONS

a) Complete the questions in your notebook with **happened, met and got**.

- 1 Who ... married at the age of 27?
- 2 Which couple ... in London?
- 3 What ... on December 8 in 1980?

b) Read out the correct answer to get the rules.

- 1 When we ask about the subject, we **use "did" / do not use "did"**.
- 2 This happens most often with **who, which and what / when, why and where**.

F Read out the correct question form. Can you answer the questions without looking at the text?

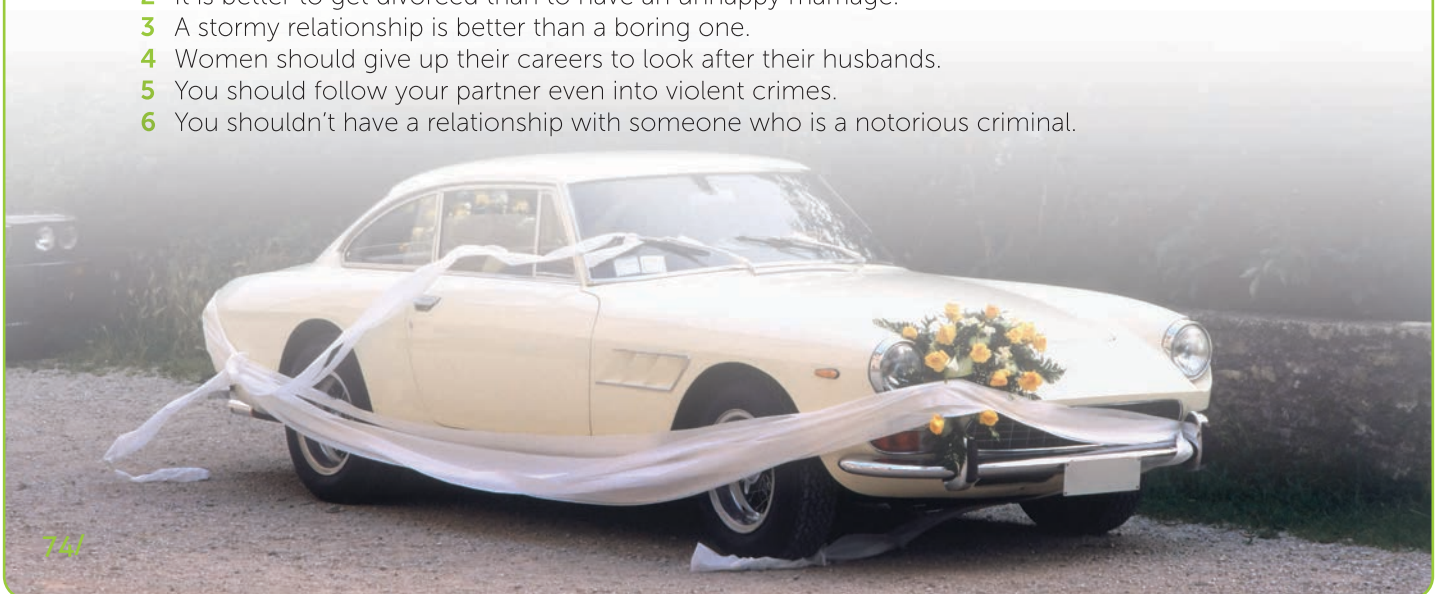
- 1 Which couple **met / did meet** on a blind date?
- 2 Which gallery **visited John Lennon / did John Lennon visit** when he first met Yoko Ono?
- 3 What **did happen / happened** on December 8 in 1980?
- 4 Who **sent / did send** red roses to his ex-wife's grave three times a week until his own death?
- 5 What **did John and Yoko promote / promoted John and Yoko** by a series of bed-in protests?
- 6 Who first **met / did meet** her lover at a friend's house?



SPEAKING

G Which of the sentences do you agree with? Choose one and talk about it.

- 1 Celebrities should spend their free time promoting world peace.
- 2 It is better to get divorced than to have an unhappy marriage.
- 3 A stormy relationship is better than a boring one.
- 4 Women should give up their careers to look after their husbands.
- 5 You should follow your partner even into violent crimes.
- 6 You shouldn't have a relationship with someone who is a notorious criminal.



4.4 HOW DID THEY MEET?

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: I-ეცხ. სპბ. 1, 2, 3, 4, 5

- GRAMMAR • The contrast between the past simple and the present perfect simple
- FUNCTIONS • Talking about “finished time” and “time up to now”
- VOCABULARY • Love stories and relationships

SKILLS

- READING • Three love stories
- LISTENING • A conversation about a date
- SPEAKING • Discussing statements about dating

LESSON 1

INTRODUCTION

The first part of the lesson is about different love stories. Pupils are given further opportunities to discuss the theme of the lesson and talk about their own experiences or those of people they know.

- Ask pupils what they think is the best way to meet a friend or a life partner. List their ideas on the board.

Task A, p. 75

OPTIONAL:

Play a guessing game with the whole class. Divide them into two or three teams and ask them to guess the words from Task A. Define the words one by one and write them on the board as soon as they are guessed by one of the teams.

- Tell the class to open their books and look at Task A. Discuss the question with the whole class and encourage them to explain why some places provide a better opportunity for new encounters than others. Have a class vote on which one is the best.

Task B, p. 75

- Focus on the task and ask a volunteer to read the extracts from three different stories out loud.
- Write the following words on the board: *ball, beach, birthday card, check-up, holiday, hospital, job interview, lunch, taxi*. Divide the class into groups. Pupils work together to predict which story each word belongs to. Don't confirm or deny any suggestions at this stage.
- Then pupils choose one of the extracts and expand it into a short story by writing the beginning and the end. They do so in groups. Remind them to include three words from the board in their story.
- Encourage them to use adverbs of time to structure their stories properly. Set a time limit and then have them swap their stories with other groups or ask them to read their stories out loud to the rest of the class. You might like to display all of the finished stories in the classroom and allow time for everyone to read all of them before asking pupils to vote for the best, the funniest, the most interesting, the silliest or the saddest one.

Answer key: Pupils' answers.

READING

Task C, p. 75

- Tell pupils to read (and listen to) the original stories (TRACK 34). Ask: *Whose story was the closest to the original? Elicit pupils' reactions to the three stories: Which story do you like best?*
- Ask pupils if they know any other true story that is similar to the ones they have read. Get individual pupils to tell some true stories to the rest of the class.

How Did They Meet?

LESSON 4

A Which of the following places do you think are the best to start a romance?

- a bus a hospital a chat room a school a taxi a party
a local supermarket a beach a lift a library

B Read the extracts from three different love stories. Answer the questions.

- 1 What do you think: how did the romance begin and how did it end?
- 2 What has happened since? A week later they bumped into each other in the lift.

With the help of her friend, I somehow managed to ask her out.

We exchanged our e-mail addresses and started sending each other e-mails regularly.

C Read the original stories. How close is your story to the original?

READING



TRACK 09



Adrian's story

Last summer I went on holiday to Italy. One day I was on the beach with my parents when a ball hit me right in the head. I looked around angrily, but when I saw a beautiful dark-haired girl smiling at me, I forgot everything. I fancied her immediately. I tried to chat her up, but there was a problem. She didn't understand a word of English. I couldn't speak Italian either. The only word I understood was - Anna, her name. With the help of her friend, I somehow managed to ask her out. I was the happiest man in the world when she said "yes". It took me hours to get ready that evening. But Anna didn't show up. I haven't been on a date since then. Still, I've taken up a course in Italian.

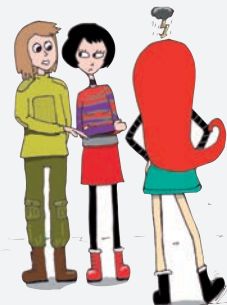


Sarah's story

My parents first met on a cold December morning. They were late for a job interview and they both grabbed the same taxi. At first they quarrelled because neither wanted to give up the ride. Then they realized they were going in the same direction. When the taxi stopped they both got out and rushed into the same building without even saying goodbye. But fate brought them together again. A week later they bumped into each other in the lift. They had both got a job in the same place! They couldn't stop laughing. Mum asked dad out for lunch. And then, while having their sandwiches, dad asked mum to marry him. She almost choked, but said "yes". They have been happily married for fifteen years now.

Jill's story

A few months ago I went to the hospital for a check-up. I had this bandage around my twisted ankle and was using crutches to walk. A guy with a bandaged nose sat down next to me and said: "What's a nice girl like you doing in a place like this?" We both burst into laughter. His name was Tim. We chatted and as time passed, I liked him better and better. We exchanged e-mail addresses and started sending each other e-mails regularly. When he asked me out I was thrilled. I couldn't wait to see him again! We met and the whole world tumbled down in front of my eyes. He wasn't alone. "Meet Kate, my girlfriend", he said. I have never ever felt that stupid. Last week he sent me a birthday card. I've just sent it to the recycle bin.



Tack D, p. 76

- Pupils answer the questions in pairs. Elicit answers.

Answer key: 1 He was meeting the girl he fancied. 2 Anna is / was Italian. 3 Neither wanted to give up the ride in the taxi. 4 They bumped into each other in the lift. 5 She had twisted her ankle. 6 He was with his girlfriend Kate.

Homework: Workbook pp. 70, 71 Tasks A, B, C. Tasks A and B give pupils further practise of the words from the text. Task C revises prepositions and phrasal verbs from the text.

LESSON 2

INTRODUCTION

In the second part of the lesson pupils revise and extend their knowledge of the past simple and present perfect simple by looking at the two tenses in contrast.

Resource Bank Activity 18

Remind pupils of the three accounts of how people first met. Ask them who the stories were about, but don't go into detail about them. Instead, copy and give out worksheets from the Resource Bank. Pupils read through sentences 1-20. Explain that they may not always find enough information in the story for an answer. Pupils read the stories again if necessary and mark the sentences *T* (true), *F* (false) or *N* (not enough information). They can compare answers in pairs before a whole class check. Finally they should correct the false answers.

Tell the class to look again at statements 1-20. Ask them which sentences refer to completed actions in "finished" time (Answer key: all except 6, 13 and 20) and which sentences refer to actions in time "up to now" (Answer key: 6, 13 and 20). Ask the class to identify the tenses and forms. Pupils look back at the texts and find further examples of the two tenses.

Answer key: 1F 2N 3T 4F 5N 6N 7T 8T 9N 10T 11F 12T 13F 14N 15F 16F 17F 18F 19F 20N

- Write two headings on the board:

"Finished" time Time "up to now"

- Ask the class to copy the headings into their notebooks and write the following time expressions under the correct one: *when he was in Italy, recently, in December, for two weeks, a few months ago, so far, since 2002, for a long time, yet, last summer, today, never, at 6 p.m., yesterday, in 2010, this week.* Then ask them to add three more time expressions of their own under each heading. Elicit and write the new time expressions that pupils have come up with under the appropriate headings.

REMEMBER! p. 76

- Ask a volunteer to read out the examples and answer the questions. The given time lines may help them visualise and understand the difference between "finished time" and "time up to now" and hence the difference between the past simple and present perfect simple.

Answer key: 1 definite time in the past (it can be implied or expressed with a time expression or a clause) 2 an indefinite (unknown) time before now 3 past simple 4 present perfect simple

Task E, p. 76

- Discuss the questions as a whole class.

Answer key: Pupils' answers.

Task F, pp. 76-77

- In pairs, pupils do three different tasks. All of them practise the past simple and present perfect simple tenses in contrast. Play the recording (TRACK 35) for pupils to check their answers.

Answer key:

- a) met, talked, didn't understand, asked, smiled, nodded, kept, admitted, didn't have, flew, have never seen, has improved
- b) have known, started, knew, had to, asked, have been, haven't fallen out
- c) met, had, was, have sent, suggested, hasn't replied

Homework: Workbook pp. 71, 72 Tasks D, E, F

D Read the stories again and answer the questions.

- 1 Why did it take hours for Adrian to get ready?
- 2 Why has Adrian taken up a course in Italian?
- 3 Why did Sarah's parents quarrel when they first met?
- 4 How did fate bring Sarah's parents together again?
- 5 Why did Jill go to hospital for a check-up?
- 6 Why did the whole world tumble down for Jill when she met Tim again?

REMEMBER

THE PAST SIMPLE vs. PRESENT PERFECT SIMPLE

Look at the examples. Answer the questions.

- 1 What is "finished" time?
- 2 What is time "up to now"?
- 3 Which tense do we use to talk about "finished" time?
- 4 Which tense do we use to talk about the period of time that comes from the past up to now?



E What do you think the answers to the following questions are?

- 1 Why didn't Anna show up for the date?
- 2 Why did Sarah's dad ask her mum to marry him on their first date?
- 3 Why did Tim bring Kate to meet Jill?



F Complete the following three different tasks for the three different stories and find out the answers to the questions in Task E. Then listen and check.

TRACK 10

a) Choose the correct tense, the **past simple** or the **present perfect simple**.

Anna's story

Last summer I **met / have met** an English guy. I liked him, but he **talked / has talked** too much. I **didn't understand / haven't understood** a thing he was saying, so I **asked / have asked** my friend for help. She just **smiled / has smiled** and **nodded / has nodded** her head and **kept / has kept** saying "Yes, I understand". Later, she **admitted / has admitted** she **didn't have / hasn't had** any idea what he was talking about. The next day I **flew / have flown** back to Rome. I **never saw / have never seen** the English guy again. But, my English **improved / has improved** since then, hasn't it?

INTRODUCTION

- Pupils revise the structures previously learned.

SPEAKING**Task H, p. 77**

- You can either discuss all of the statements with the whole class or you can put pupils in groups and let them discuss one of the statements. Ask them to share their feedback with the rest of the class.

LISTENING**Task G, p. 77**

- Have pupils look at the pre-listening question and listen to the recording (TRACK 36), but stop the recording after Amy says, "Yes, I did. Why?" Ask the class to guess Sarah's answer. Tell them to write it down. Elicit answers and then let them listen to the end of the conversation. Elicit the answer to the pre-listening question. Ask: *What do you think Amy is going to do? How does she feel about the fact that Archibald is actually Brian?*

**Tapescript
Track 36**

Sarah: Amy, I have to tell you something.

Amy: Sure, maybe next time? I'm in a hurry, you know.

Sarah: What's going on?

Amy: I've got a date.

Sarah: Really? Who is he?

Amy: I don't know. I've never seen him. I met him on the Internet. He helped me when nobody else did. I told him about The Untouchables and everything. We became real friends.

Sarah: Goodness, Amy! Don't you know that you should never give important information about yourself to strangers on the Net? He could be a maniac!

Amy: Who? Archibald? No way!

Sarah: Did you say Archibald?

Amy: Yes, I did. Why?

Sarah: Oh, boy! That must be Brian! It's his secret code name!

Amy: You must be kidding, Sarah!

Sarah: I'll explain everything later. Hurry up, Amy, you'll be late.

Answer key: Amy finds out that Archibald is actually Brian (it's his secret code name).



Workbook p. 72 Task G gives pupils further practise of the past simple and present perfect simple tenses in contrast.

**Workbook pp. 72, 73 Task H**

Tell the class it's time to test their partner's knowledge of the difference between the simple past and present perfect simple. Explain that they're going to compete against their partners. First, pupils do the task on their own, and then they swap workbooks with their partners. Read out the story to the class and ask them to check and correct each other's answers. Finally ask them who the winner is (the pupil with the fewest mistakes).

**Workbook p. 73 Task I**

Pupils do the task in pairs.

Homework: Workbook p. 73 Tasks J, K

b) Complete the story with the **past simple** or the **present perfect simple** of the verbs in brackets.

Sarah's dad's story


I ... always ... (**know**) she was the right one, but when she ... (**start**) singing Frank Sinatra's *Fly Me to the Moon* while eating her sandwich, I ... (**know**) I ... (**must**) do it straight away. I ... (**ask**) her to marry me. A beautiful girl, eating my favourite tuna sandwich and singing my favourite song! We ... (**be**) together for fifteen years now and we ... (**not / fall out**) yet! Except for that small taxi incident at the very beginning.

c) Complete the story with the **past simple** or the **present perfect simple** of the verbs below.

send have meet not reply be suggest

Tim's story

I first ... her in hospital three months, two weeks and six days ago. She ... a twisted ankle and the most beautiful smile I had ever seen. By the time I came home I ... head over heels in love with her. Since then I ... her tons of love messages, but she only wanted us to be friends. "Make her jealous," a friend of mine It didn't work out. Since then, she ... to any of my e-mails.

- **LISTENING** 
- G** Amy is talking to Sarah about her date. What does she find out about Archibald? Listen and find out.

TRACK 11

- **SPEAKING** 
- H** Work in groups. Choose one of the following statements and discuss it.

- 1 Having a boyfriend or girlfriend is too much pressure.
- 2 Cyberspace can be a dangerous place to meet people.
- 3 You should never go out with somebody you have never seen.
- 4 To get married you should know the person very well.
- 5 It is important that your parents like your boyfriend or girlfriend.
- 6 A boy should ask a girl out. It isn't natural for a girl to ask a boy out.



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FROM BRIAN'S BOOKSHELF: *ROMEO AND JULIET*

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I-ეცხ. საბ. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

VOCABULARY • Text-related

SKILLS

READING • *Romeo and Juliet*

SPEAKING • Discussing the message of the play

WRITING • Changing the ending of the play

CULTURE and CLIL

- William Shakespeare, *Romeo and Juliet*
- Georgian

LESSON 1

INTRODUCTION

This lesson expands the unit topic through the story of *Romeo and Juliet*.

- Write the following words on the board and ask pupils to guess which story they come from: *sleeping potion, message, tomb, poison, dagger, masked ball, enemies, balcony*. You may want to pre-teach or elicit the meaning of *dagger* and *tomb*.
- Write the title of the story *Romeo and Juliet* on the board and elicit that the play was written by William Shakespeare (1546-1616). Talk briefly about the author. Ask the class if they have read the play in Georgian and whether they liked it or not. Elicit the names of the main characters, write them on the board and drill pronunciation where necessary. Give phonetic transcription for words where the spelling / pronunciation relationship is unusual.

READING

Task A, p. 78

- Ask pupils to read the plot summary and match the days with the right endings. Check answers. Then they listen (TRACK 37) and check.

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

Romeo and Juliet



READING

A

Romeo and Juliet are two of the most famous lovers in history, and their story is one of the greatest tragedies. Shakespeare's play consists of five acts, each act standing for one day of their story. Match the beginnings of the days in the play (1-5) with the right endings to get the plot summary. Then listen and check.



TRACK 12

Day 1 – Sunday

The Capulets and the Montagues, two noble families, have hated each other for years.

Day 2 – Monday

The next afternoon, Friar Laurence married Romeo and Juliet hoping to make peace between the two families.

Day 3 – Tuesday

Meanwhile, Juliet's father decided that she should marry Paris in just three days.

Day 4 – Wednesday

Early on Wednesday morning, the Capulets discovered Julia's body.

Day 5 – Thursday

At dawn, the two families, the Prince of Verona and the Friar all entered the tomb.

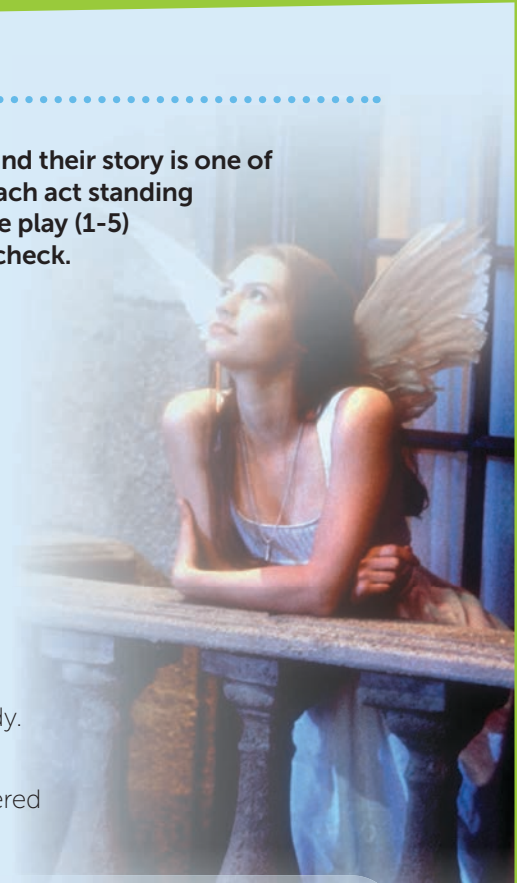
? ... Juliet was desperate and asked Friar Laurence for help. He gave her a sleeping potion to make her sleep for 42 hours. During that time, the Friar would send the message to Romeo so that he could return to Verona and take Juliet away from her tomb. Juliet returned home and agreed to marry Paris. Her father was so happy that he decided to move the wedding to the very next day. Juliet was forced to drink the potion that night, so there was less time for the message to reach Romeo.

? ... Later that day, Romeo and his friend Mercutio met Tybalt, Juliet's cousin. Tybalt started a fight, because he saw Romeo at the Capulets' party. Tybalt killed Mercutio and Romeo got so angry that he killed Tybalt. While he was hiding at Friar Laurence's place, Romeo heard that he was banished from Verona. Romeo visited Juliet secretly that night, and at dawn he left Verona.

? ... The Capulets were devastated and placed her in the family tomb. Unfortunately, Romeo never got the Friar's message, but he heard about Juliet's death instead. He was so desperate that he bought poison and returned to Verona. He went to Juliet's tomb, met Paris there, and killed him. Still thinking that Juliet was dead, he took the poison and died. When Juliet woke up and saw Romeo's dead body, she killed herself with his dagger.

1 ... That night, the Capulets held a masked ball to introduce their daughter, Juliet, to Count Paris who wanted to marry her. Romeo, Montague's son, and his friends, Benvolio and Mercutio, decided to go to the party in disguise. Romeo hoped to see a girl named Rosaline there, but instead he met Juliet. It was love at first sight for both of them, but at the end of the evening they discovered their families were bitter enemies. After the ball, Romeo climbed into the Capulets' garden to see Juliet again. Juliet appeared on her balcony, and the couple exchanged vows of love. They agreed to marry the next day.

? ... The Friar told them what had happened and the Capulets and the Montagues finally agreed to end their family quarrel. The death of their children made the families make peace and they promised to build a monument in their memory.



Task B, p. 79

- Pupils read the plot summary once again and do the task.

Answer key: 9, 2, 1, 6, 4, 3, 5, 10, 8, 7

WORDSPOT

Task C, p. 79

- Tell pupils to find the words in the text and work out their meaning in pairs. If you have already introduced the words *dagger* and *tomb*, spend some time discussing the meaning of other words. Pupils can then answer the questions in pairs.

Answer key: 1 Romeo hoped to see Rosaline. 2 They agreed to marry. 3 Because he killed Tybalt. 4 To make her sleep for 42 hours. 5 They thought she was dead. 6 He heard about Juliet's death. 7 She saw Romeo's dead body. 8 The death of their children.

- At this point you could go through the text with the class highlighting useful expressions and eliciting / explaining the meaning of any other words or phrases pupils are not familiar with.

Homework: Workbook p. 74 Tasks A, B, C

LESSON 2

INTRODUCTION

- Remind pupils of the summary of the play *Romeo and Juliet*. Ask a volunteer to start retelling the story and then someone else can continue.

WRITING

Task F, p. 79

- Divide pupils into groups and tell them to do Student's Book Task F. They should write a different ending to the play. Set a time limit.

SPEAKING

Task D & E, p. 79

- Tell pupils to close their books, write the statements from Task D on the board in jumbled order and ask the class to match the beginnings with the right endings. Then discuss the statements with the whole class. Alternatively, with stronger classes, you can write only the beginnings and ask pupils to finish the sentences with their own ideas and then compare them with the original statements.

<i>Parents shouldn't prohibit...</i>	<i>everything.</i>
<i>It is Fate that dictates...</i>	<i>the lives of their children.</i>
<i>It is not right that family quarrels influence...</i>	<i>dying for.</i>
<i>Love conquers...</i>	<i>young people to date.</i>
<i>Hatred may have...</i>	<i>the course of our lives.</i>
<i>True love is worth...</i>	<i>tragic consequences.</i>



Workbook p. 75 Task D

Pupils are introduced to a number of phrases from *Romeo and Juliet*. They work in pairs to match the phrases with their equivalents in modern English. Check answers. You can ask them to write a short dialogue using at least three phrases from this task.



Workbook p. 75 Task E

Pupils look at the book titles and cross out the ones that are not related to William Shakespeare. Ask the class if they have read any of Shakespeare's plays in translation.



Workbook p. 75 Task F

Tell the class to match the titles from Task E with their authors. Check answers and elicit other books written by the same authors. Write the titles on the board. Ask them if they have read any of the above mentioned books. Would they recommend them to their classmates? Why (not)?

Homework: Workbook p. 77 Tasks E, F (Revision Unit 4)

B Read the story again and put the events below into the correct order in your notebook.

- ? He entered her tomb, took the poison and died.
- ? They fell in love passionately.
- ? Romeo, son of Montague, met Juliet, daughter of Capulet, at the ball.
- ? Juliet's father decided that she was to marry Paris, a prince.
- ? Romeo got into a fight with Tybalt, Juliet's cousin, and killed him.
- ? Since their families were enemies, they married in secret.
- ? He was banished from Verona.
- ? When Juliet woke up and saw Romeo lying dead beside her, she killed herself with his dagger.
- ? Romeo returned to Verona thinking Juliet was dead.
- ? Juliet asked Friar Laurence for advice and he gave her a potion to make her sleep for 42 hours.

C Check the meaning of the words in colour and then answer the questions.

WORDSPOT

- 1 Why did Romeo and his friends go to the Capulets' party in disguise?
- 2 What did Romeo and Juliet agree to do after they exchanged vows of love in the garden of the Capulets?
- 3 Why was Romeo banished from Verona?
- 4 Why did Friar Laurence give Juliet a sleeping potion?
- 5 Why did the Capulets place Juliet's body in the family tomb?
- 6 Why was Romeo desperate?
- 7 Why did Juliet kill herself with Romeo's dagger?
- 8 What made the Capulets and the Montagues end their family quarrel?

D Choose the sentence that best delivers the message of the play.

SPEAKING

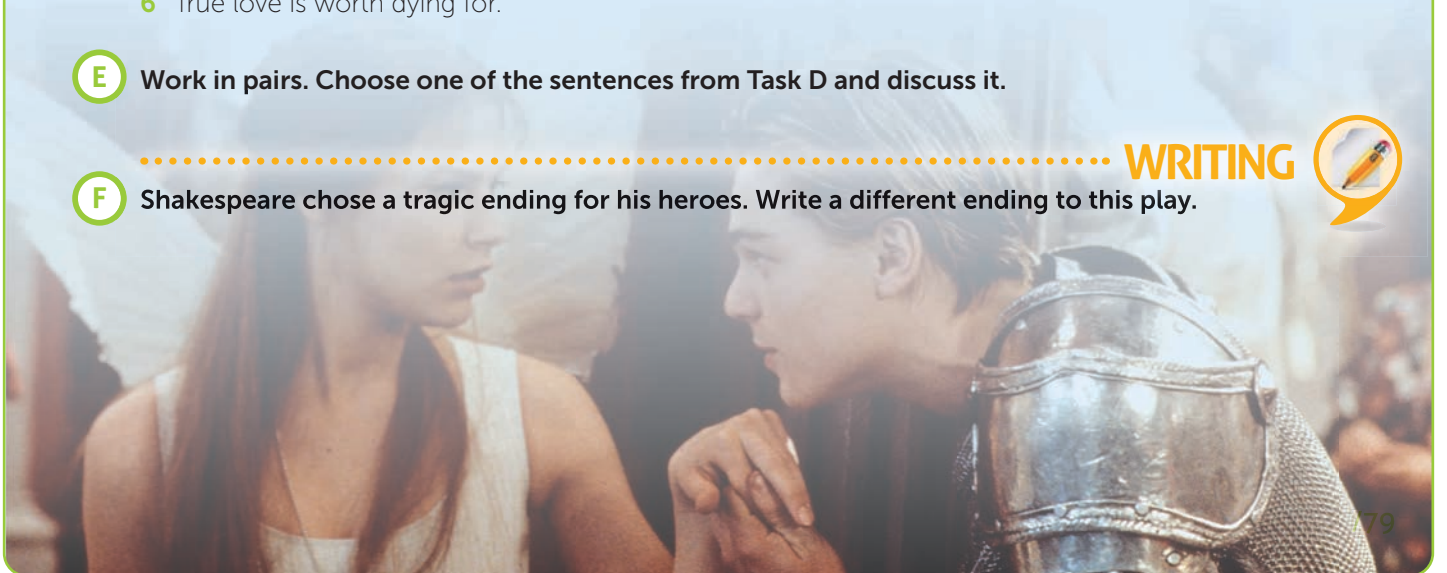


- 1 Parents shouldn't prohibit young people to date.
- 2 It is fate that dictates the course of our lives.
- 3 It is not right that family quarrels influence the lives of their children.
- 4 Love conquers everything.
- 5 Hatred may have tragic consequences.
- 6 True love is worth dying for.

E Work in pairs. Choose one of the sentences from Task D and discuss it.

F Shakespeare chose a tragic ending for his heroes. Write a different ending to this play.

WRITING



WORKBOOK REVISION (UNIT 4) pp. 76, 77

SUGGESTED TEACHING TIME: 1 lesson

Task A p. 76

- Pupils do the task in pairs / groups. Set a time limit.
- If pupils need more practise of the vocabulary from Task A, you can ask them to make connections between two words or expressions and explain them to the class, e.g. *fancy* and *chat up* / *ask out*

Tasks E & F p. 77

- Check homework. If pupils are still making mistakes, which is quite likely, refer them to the **Remember** box in the Student's Book on p. 76 (Lesson 4.4).

Tasks B, C & D pp. 76, 77 give pupils further practise of the past simple tense based on the story of *Othello*.

- Remind them not to change the meaning of the original sentences in Task C. Do the first sentence with the whole class and let them do the rest in pairs.

Revision
UNIT 4 : AFFAIRS OF THE HEART

VOCABULARY

A Complete the words to match the definitions.

- two people in love = a c _____
- to try to start a relationship with someone = to c _____ up
- to end a relationship = to _____ p _____
- to end a marriage = to _____ v _____
- to like somebody = to f _____ y _____
- the union of a man and a woman = a _____ r _____
- very sad, desperate = d _____ v _____ d _____
- a meeting between a boy and a girl who have never met before = a _____ d _____
- to invite somebody to go out on a date = to _____ o _____
- to refuse to go out with somebody = to t _____ somebody d _____

GRAMMAR

B Complete the story of *Othello* by using the past simple of the verbs in brackets.

Iago (1) _____ (decide) to take revenge on his Commander Othello. He (2) _____ (hate) him because he (3) _____ (promote) young Cassio to be his Lieutenant. First he (4) _____ (tell) Desdemona's father that his daughter (5) _____ (want) to marry Othello. Her father (6) _____ (be) furious, because he (7) _____ (not / want) Desdemona to marry an African. Then he (8) _____ (manage) to get Cassio drunk and (9) _____ (push) him into a street fight. Othello (10) _____ (punish) Cassio for fighting and (11) _____ (take) away his rank. Next, he (12) _____ (tell) Othello that Cassio and Desdemona (13) _____ (be) lovers. He (14) _____ (put) Desdemona's handkerchief in Cassio's room to prove it. Othello (15) _____ (be) so jealous that he (16) _____ (kill) his wife. Finally, Iago's wife Emilia (17) _____ (figure out) that it (18) _____ (be) all Iago's fault and (19) _____ (decide) to tell Othello everything. When Othello (20) _____ (find out) the truth, he (21) _____ (be) so desperate that he (22) _____ (kill) himself.

C Rewrite the sentences using **could**, **couldn't** or **was able to**.

- It wasn't possible for Desdemona's father to stop her from marrying Othello.
Desdemona's father _____
- Iago managed to get Cassio drunk and pushed him into a street fight.
Iago _____
- It was possible for Iago to take revenge on Othello, because he was a jealous man.
Iago _____
- It wasn't possible for Desdemona to make Othello believe her.
Desdemona _____
- Iago's wife Emilia managed to figure out that it was all Iago's fault and told Othello everything.
Iago's wife Emilia _____
- It wasn't possible for Othello to live with his mistake.
Othello _____

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UNIT 4 : AFFAIRS OF THE HEART
Revision

D Use the given words to write the past simple questions and then answer them.

- what / Iago / decide / to do / ? _____
- why / Iago / hate / Othello / ? _____
- why / be / Desdemona's father / furious / ? _____
- how / Othello / punish / Cassio / ? _____
- what / Iago / put / in Desdemona's room / ? _____
- why / be / Othello / jealous / ? _____
- how / Othello / find out / the truth / ? _____
- what / Othello / do / in the end / ? _____

E Complete the sentences using the past simple or the present perfect simple of the verbs in brackets.

- Shakespeare _____ (write) 37 plays, but he _____ (not / write) any novels.
- His works _____ (be) an inspiration for many famous artists, filmmakers and musicians over the ages.
- Some theatre companies _____ (shorten) his plays and they perform all 37 of them in an hour in a very funny way.
- I _____ (read) *Romeo and Juliet*, but I _____ (not / read) Othello yet.
- Shakespeare _____ (live) in the 16th century, and he _____ (spend) most of his life in Stratford-upon-Avon.
- In Shakespeare's time there _____ (be) no actresses. Men _____ (play) the female parts.

F Complete the questions by using the past simple or the present perfect simple of the verbs in brackets and then answer them.

- Whose works _____ (be) an inspiration for many famous artists since the 16th century? _____
- How many plays _____ (Shakespeare / write)? _____
- How many of Shakespeare's plays _____ (you / read)? _____
- _____ (you / see) any of Shakespeare's plays in the theatre? _____
- Where _____ (Shakespeare / spend) most of his life? _____
- Who _____ (play) the female parts in Shakespeare's time? _____

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UNIT 5

HEROES



In this unit you will...

- ▶ discuss the difference between different types of newspaper articles.
- ▶ write a short newspaper article or an interview.
- ▶ talk about what makes someone a hero / heroine.
- ▶ read about important people in the 20th century.
- ▶ write a short biography of a famous person.
- ▶ read and talk about special presents.
- ▶ practise asking for things, asking people to do something, and asking for permission.
- ▶ practise making offers, thanking people for something and apologising.
- ▶ read about famous athletes who have made history at the Olympic Games.
- ▶ do a quiz related to the history of the Olympic Games.
- ▶ write about an athlete you admire.

UNIT 5: HEROES

5.1 A FRIEND IN NEED IS A FRIEND INDEED

SUGGESTED TEACHING TIME: 2-3 lessons

LEARNING OUTCOMES: ስህተት. 1, 2, 3, 4, 5, 6, 7, 8

- | | |
|------------|---|
| GRAMMAR | • Past continuous tense
• Contrast between the past simple and the past continuous |
| FUNCTIONS | • Describing past activities |
| VOCABULARY | • Text and topic-related (a fire accident) |

SKILLS

- | | |
|-----------|--|
| READING | • A picture story and two articles about a fire accident |
| LISTENING | • An interview for the local radio |
| SPEAKING | • Giving a short account of an accident |
| WRITING | • Project 1 (A Newspaper Article) |

LESSON 1

INTRODUCTION

The topic of this lesson is friendship, which is explored through a story about a fire accident. Pupils compare an article in a daily newspaper and a teen magazine.

OPTIONAL

To introduce the topic, copy and cut out the worksheet in **Activity 19, Resource Bank (FRIENDSHIP QUOTES)** and have pupils match the two halves in pairs or groups to make famous proverbs and quotes about friendship. Tell them that one of the quotes is the title of the first lesson in Unit 5 and ask them to guess which one it is. Then check the other quotes and discuss their meanings. Pupils decide whether or not they agree with them.

Answer key:

A friend in need is a friend indeed.

Friends are those rare people who ask you how you are and wait to hear the answer.

Make new friends but keep the old: one is silver, the other is gold.

Anyone can give advice, but a real friend will lend a helping hand.

If you can buy a person's friendship, it is not worth having.

A good friend is one who neither looks down on you nor keeps up with you.

A friend is never known till he or she is needed.

You can buy friendship with friendship, but never with dollars.

True friends are like diamonds, precious but rare; false friends are like autumn leaves, found everywhere.

It is better to be in chains with friends than to be in a garden with strangers.

We should behave to our friends as we would wish our friends would behave to us.

WORDSPOT

Task A, p. 82

- Make use of the pictures in Task B to revise some vocabulary and introduce new words such as *chemistry lab, to catch fire, to spread, to lose consciousness, to be unconscious, fire-extinguisher, mouth-to-mouth respiration, first aid, rescue.*

Task B, p. 82

- Ask the class what they think happened first. Then get them to work in pairs and put the pictures in order. Elicit answers before pupils read the text.

Answer key: 1, 3, 9, 6, 4, 5, 2, 7.

A Friend in Need Is a Friend Indeed

A Do you know what these words and expressions mean? Check their meaning in the wordlist.

WORDSPOT

- a chemistry lab to save to hesitate to be unconscious
- to lose consciousness a fire extinguisher to cough mouth-to-mouth respiration
- first aid an ambulance a fire brigade a fire alarm to go off

B Put the pictures in the right order to say what happened yesterday. Use the words from Task A to talk about it.



READING

Task C, p. 83

- Focus pupils' attention on the headlines and check that they understand them. Point out that newspaper headlines are written in a shortened style, omitting unimportant words.
- Pupils sort out the paragraphs and put them in the right order. Then they listen and check (TRACK 38).

Answer key:

Article 1 TEEN HEROES: 1D, 2A, 3F;

Article 2 DATE ON FIRE: 1B, 2E, 3C

Task D, p. 83

- Discuss the question as a class. Ask pupils which article is more informative. Which article do they find more interesting?

Answer key: TEEN HEROES (newspaper); DATE ON FIRE (teen magazine)

- At this point, you might want to go through the articles again explaining any unknown vocabulary.

Task E, p. 83

- Get pupils to cover the text and let them do the task in pairs. Check answers.

Answer key: 1 she heard a bang and then a loud scream. 2 when the fire brigade and the ambulance arrived. 3 Amy was mixing some test tubes in the lab. 4 she lost consciousness and fell down. 5 her friends were already heading for her rescue. 6 the fire alarm went off.

- Then ask questions from Task E using a different order, e.g. *What was Sarah doing when she heard a bang? What were they all doing when the fire brigade and the ambulance arrived? What was her date doing while Amy was mixing some test tubes in the school lab? What was Amy doing when she lost consciousness? What was Amy doing while her friends were already heading to her rescue? What was Sarah doing when the fire alarm went off?* Put some of the answers on the board.
- Get pupils to identify the tense (past continuous) and underline the examples in the task.



Workbook pp. 78, 79, Tasks A, B, C give pupils further practise of words and phrases from the text. If you are short on time, these exercises can be set for homework, but there are many benefits to doing them in class.



C The paragraphs of two articles about the accident have been mixed up. Copy the grid into your notebook, sort out the paragraphs under the right headings and put them in the right order. Then listen and check.

Article 1 TEEN HEROES

Article 2 DATE ON FIRE

1

2

3

1

2

3

F It was Amy! She was lying on the floor. She was unconscious. They carried her out of the building and Celia gave her mouth-to-mouth respiration. Her first aid gold medal finally paid off. Amy woke up. They were all coughing, crying and laughing at the same time when the fire brigade and the ambulance arrived.

D Sarah R. (13), Celia G. (13) and Brian B. (14) put their lives at risk while they were saving their friend Amy W. (14) in a fire yesterday. Sarah was just leaving the school building when she heard a bang and then a loud scream. It was coming from the chemistry lab. She ran towards the lab, but there was already smoke in the hall. Her eyes were itching and she started coughing.

E But things can always get worse. A fire! And on your first date! Sounds unbelievable? This is exactly what happened to Amy W. (14) yesterday. While her date was waiting for her in the school playground, Amy was mixing some test tubes in the school lab. Suddenly the lab caught fire and soon there was heavy smoke all around. While Amy was trying to escape, she lost consciousness and fell down.

A She wanted to call 999, but her mobile phone went dead. While she was shouting for help, the fire alarm went off. Celia and Brian came running from the nearby playground. They didn't hesitate a moment. Amy had to be saved! The girls soaked their jackets in water, Brian took the fire extinguisher, and off they went. While they were running to the lab, Brian tripped over something.

C Luckily, while she was lying on the floor, her friends were already heading to her rescue. They pulled her out and, after a while, Amy opened her eyes. The nightmare turned into a fairy tale as Amy looked right into the eyes of her date, Brian.

B Have you ever been late for work, school, an appointment or a date? You probably have. I just hope you were not among those with bad luck who were robbed while they were running to work or among those who broke their leg while they were getting off the school bus.

D Which article would you find in a daily newspaper and which in a teen magazine?

E How many sentences can you finish without looking back at the articles?

- 1 Sarah was just leaving the school building when...
- 2 They were all coughing, crying and laughing at the same time when...
- 3 While her date was waiting for her in the school playground,...
- 4 While Amy was trying to escape,...
- 5 Luckily, while she was lying on the floor,...
- 6 While Sarah was shouting for help,...

LESSON 2

INTRODUCTION

In this lesson, pupils are introduced to the past continuous tense. They then do some grammar on past tense forms, choosing between the past simple and the past continuous.

- First, ask the class what they remember about the fire accident.

Task E, p. 83

- Get pupils to cover the text and let them do the task in pairs. Check answers.

Answer key: 1 she heard a bang and then a loud scream. 2 when the fire brigade and the ambulance arrived. 3 Amy was mixing some test tubes in the lab. 4 she lost consciousness and fell down. 5 her friends were already heading for her rescue. 6 the fire alarm went off.

- Then ask questions from Task E using a different order, e.g. *What was Sarah doing when she heard a bang? What were they all doing when the fire brigade and the ambulance arrived? What was her date doing while Amy was mixing some test tubes in the school lab? What was Amy doing when she lost consciousness? What was Amy doing while her friends were already heading to her rescue? What was Sarah doing when the fire alarm went off?* Put some of the answers on the board.
- Get pupils to identify the tense (past continuous) and underline the examples in the task.

REMEMBER! p. 84

- Pupils complete the sentences in a) and answer the questions in b) and c).
- Elicit that we use *was* in the first and third person singular and *were* for all other persons.
- Remind them of the spelling rules for *-ing* forms if necessary. If a verb ends in *-e*, we leave out *e* before *-ing* (*make* → *making*). Exceptions to this rule are: *be* → *being* and verbs ending in *-ee* (*see* → *seeing*, *agree* → *agreeing*). We double the final consonant of words ending in *consonant-vowel-consonant* before *-ing* (*run* → *running*). However, if the final syllable is not stressed we do not double the final consonant (e.g. *visiting*, *listening*). The exception to this rule is verbs ending in *-l* (*travel* → *travelling*) but only in British English. Note that we do not double *y* or *w* at the end of words.
- Point out that the present participle of the verb *lie* is *lying*.
- Elicit that *while* is used to introduce the past continuous and that *when* is usually used to introduce the past simple though it can be used with the past continuous as well.
- Give them a few minutes to re-read the texts and find further examples of the past continuous and match them to the rules in the **Remember** box.
- Write on the board:

While Amy was trying to escape, she lost consciousness. = Amy was trying to escape when she lost consciousness.

Answer key:

- 1 was coming 2 was waiting, was mixing 3 was trying
- b) *was* / *were* + *-ing* form of the main verb
- c) A-3, B-1, C-2

Task F, p. 84

- This task allows pupils to practise the two past tenses in contrast. Encourage pupils to work individually, but allow them to compare their answers in pairs or small groups before listening (TRACK 39) and checking.

Answer key:

- 1 was leaving, going, heard, thought, didn't give
- 2 was waiting, didn't show up, didn't answer, was going, heard
- 3 was trying, rang, was listening, were shaking, dropped
- 4 arrived, were sitting, were shaking, crying, were, was having, took

Task G, p. 84

- Pupils match the names with the right paragraphs.
- You can ask them to work in groups and write a similar paragraph about what Amy's teacher might have said about the fire accident in the chemistry lab. Encourage them to use both past tenses as well as appropriate linking words to make it sound more interesting. Pupils compare their accounts with other groups.

Answer key: Amy's mum – 3, the doctor – 4, Jill – 2, Adrian – 1

OPTIONAL:

Ask pupils to practice telling the story from Brian's, Celia's or Sarah's point of view.

REMEMBER

THE PAST CONTINUOUS

a) Put the verbs in the **past continuous** rewriting the sentences into your notebook.

- 1 The scream ... **(come)** from the chemistry lab.
- 2 While her date ... **(wait)** for her in the school playground, Amy ... **(mix)** some test tubes in the school lab.
- 3 While Amy ... **(try)** to escape, she lost consciousness and fell down.

b) How do we form the **past continuous**?

c) When do we use the **past continuous**? Match the examples above with the correct use.

- A In contrast to the past simple, to describe something that was in progress when something else happened.
- B To talk about an action that was going on for some time in the past.
- C To talk about two actions that were going on at the same time in the past.



F

Orally complete the texts with the right form of the verbs in the brackets. Use the **past continuous** or the **past simple**. Then listen and check.

TRACK 02

1 "I ... **(leave)** the school playground and ... **(go)** home, when I ... **(hear)** the fire alarm go off. I just ... **(think)** it was another one of those false alarms, so I ... **(not / give)** it much thought."

2 "I ... **(wait)** for Sarah for over half an hour, but she ... **(not / show up)**. I kept calling her, but she ... **(not / answer)**. While I ... **(go)** to my dancing practice alone, I ... **(hear)** what happened."

3 "I ... **(try)** to get Amy on her mobile phone when the telephone ... **(ring)**. It was the police. While I ... **(listen)** to the police officer, my hands ... **(shake)** so much that I ... **(drop)** the receiver on the floor."

4 "When we ... **(arrive)** at the place of the accident, the children ... **(sit)** on the floor. They ... **(shake)** and ... **(cry)**. There ... **(be)** no serious injuries, but Amy W. ... **(have)** some breathing problems, so we ... **(take)** her to hospital for a check-up."

G

Who said the things above? Match the names with the right texts.

Amy's mum

the doctor

Jill

Adrian

LISTENING

Task H, p. 85

- Pupils predict the correct answers, then listen (TRACK 40) and check.

Tapescript Track 40

Narrator: Hi, I'm Mick Bronsky and this is Up Close and Personal live! We bring you the intimate details on the fire accident, which happened when the chemistry lab in our local school caught fire. Behind the smoke there is a touching story of love and friendship. Celia, I'm happy to have you here with us. Tell us your story.

Celia: Hi, well... It may sound crazy, but it was the smoke that made me see through the web of my own lies and secrets. While I was making my way through the smoke, I was saying to myself that it was all my fault. It was me who wanted to stop Amy from dating Brian and now she was lying there, caught in the smoke and maybe fighting for her life. I suddenly realised how much I hurt my friends and how important they are to me. I lied to them; I was jealous and selfish, thinking only of myself. I promised myself I was going to tell them everything. The moment Amy opened her eyes, I started to cry and the words just started pouring out of my mouth. But Amy just whispered: 'Hush!' and hugged me. From that moment on I knew we would be friends for life.

Answer key: 1, 3, 4

SPEAKING

Task I, p. 85

- Give pupils a few minutes to prepare what they are going to say.
- Ask volunteers to give their accounts of the accident.

Task J, p. 85

- Discuss the questions as a class.

Homework: Workbook pp. 79, 80 Tasks D, E, F

..... LISTENING



TRACK 03

H Celia gave an interview for the local radio about the fire accident. Which of the following things do you think she said? Listen and check.



- 1 It was all my fault.
- 2 I'm sure I impressed everybody, especially Brian.
- 3 My friends are really important to me.
- 4 I lied to my friends; I was really selfish and jealous.
- 5 Amy was angry with me when I told her everything.
- 6 Amy and I can never be friends.

..... SPEAKING



I Imagine you were a witness to this accident. Give a short account of it. Where were you when the accident happened? What were you doing? What did you see? What did you do about it?

J Answer the questions.

- 1 Is there a fire extinguisher in the place where you live? Do you know how to use it?
- 2 Do you know which number to call in Georgia for the fire brigade, the police and an ambulance?
- 3 Have you had any lessons in first aid at your school?
- 4 Do you know how to give mouth-to-mouth respiration?
- 5 Do you know what you should do if somebody is unconscious?
- 6 Have you ever lost consciousness? When? What happened?
- 7 Is there a chemistry lab at your school? How often do you do experiments?
- 8 Have you or anybody you know witnessed a fire accident? What happened?



LESSON 3

INTRODUCTION

This lesson is optional. Pupils revise the difference between the past simple and the past continuous.

- To check that pupils have understood the difference between the two tenses, give them the following sentences and ask them to explain what they mean. Remind them to think about which action happened first. Is the meaning the same or different?

- a) *When Amy got home from school, her mum cooked a meal.*
(She cooked a meal after Amy got home.)
- b) *When Amy got home from school her mum was cooking a meal.*
(Her mum was in the middle of cooking a meal when Amy got home.)
- a) *While Brian was talking to Adrian, Celia arrived.*
- b) *Brian was talking to Adrian when Celia arrived.*
(a and b have the same meaning)

Then give pupils the **Resource Bank Activity 20** worksheets and ask them to match each pair of sentences with their meanings below. Alternatively, dictate the sentences without their meanings and ask pupils to work out the difference in meaning on their own.

Answer key: 1 a, b 2 a, b 3 b, a 4 b, a 5 a, b 6 b, a

If pupils need more practise in using the past simple and past continuous do **Resource Bank Activity 21**.

Answer key: was staying, were doing, decided, went, turned, were running, went, lying, fell, was sailing, came, was making, was struggling, woke up, heard, came, realised, jumped, ran, was rushing, slipped, fell, came, was pouring, was lying

OPTIONAL:

For My Portfolio

Project 1 A Newspaper Article, p. 98

Ask pupils which events usually make headline news. Read out the headlines one by one and ask pupils what the story behind each headline could be about. Which article would they read first and why? Divide the class into groups and get them to invent the stories. Tell them to think about the background as well as the details of the story. Pupils then write their articles in groups. The articles are read out and pupils can vote for their favourite version.

Homework: Workbook p. 80 Task G

For My Portfolio:

* projects

Choose one project and do it in a group.

Project 1 A Newspaper Article

Choose one of the headlines and write a short newspaper article for your school magazine.

School Bus Drama
Hero Teacher

Trapped in School Bathroom
Cyber Date Turns into Nightmare

School Kids on Ghost Hunt
UFO on School Excursion

Project 2 The Athletes We Admire

Write about an athlete you admire, both past and present. Include the following details:

- his / her place of birth
- his / her major sports achievements
- something about his / her personal life
- the reasons why you admire him / her

* my learning diary

What do you think about this unit?

- 1 What did you like most about it, and why?
- 2 What did you like least, and why?
- 3 What new grammar have you learned? Was it difficult?
- 4 What new words and expressions did you learn? Which do you like most?

Say what you can do after this unit.

- I can tell the difference between different types of newspaper articles.
- I can tell the difference between the past continuous and the past simple.
- I can ask questions in the past simple and the past continuous.
- I can write a short newspaper article or an interview.
- I can talk about what makes someone a hero / heroine.
- I can talk about important people in the 20th century.
- I can use relative clauses to give information about people, things, animals or places from the main clause.
- I can use adverbs and adverbial phrases of time and place in the right place in a sentence.
- I can write a short biography of a famous person.
- I can ask for things, ask people to do something, and ask for permission.
- I can make offers, thank people for something, and apologise.
- I can talk about different Olympic sports.
- I can talk about famous athletes who have made history at the Olympic Games.
- I can write about an athlete I admire.

5.2 YOU'VE GOT IT ALL WRONG!

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1ግጋ። 1, 2, 4, 5, 6, 7

- | | |
|------------|---|
| GRAMMAR | • Past continuous (and past simple) – questions |
| FUNCTIONS | • Asking questions about the past |
| VOCABULARY | • Friendship issues |

SKILLS

- | | |
|-----------|---|
| LISTENING | • A telephone conversation |
| SPEAKING | • A role-play |
| WRITING | • An interview for the local newspapers |

LESSON 1

INTRODUCTION

This lesson expands on the topic of friendship and covers two aspects of the subject – misunderstandings and suspicions. The grammar focus is on past continuous questions.

- Read the following question and ask pupils to write their answers down: *What were you doing when I entered the classroom (today)?*
- Then ask them a number of questions until most of them have said *Yes, I was*, e.g. *Were you doing your homework? Were you looking through the window? Were you talking to your classmates? Were you eating / drinking? Were you reading? Were you sending a text message? Were you gossiping about your teachers? Were you looking for something? Were you playing a game on your mobile phone?*
- Ask the class which questions they remember and put them on the board. Get them to add other possible questions as well as the ones that correspond to their replies.
- Elicit short answers *Yes, I was. No, I wasn't*. Then ask them if they remember the original WH-question you asked (*What were you doing when I entered the classroom?*) and write it on the board. Remind pupils of word order in *yes / no* and WH-questions.

LISTENING

Task A, p. 86

- Focus on the task. Ask the class to predict what Jill and Simon are talking about before listening. Then play the recording (TRACK 41) and tell pupils to choose the right option.

Tapescript Track 41

Jill: Hi, it's Jill.

Simon: Hi. What's up? Don't you know it's Saturday? (*yawning*) And it's only... 8 o'clock!

Jill: Are you coming to the City Hospital with us?

Simon: Thanks, but I'm not ill.

Jill: I know it's early, but it's not the right time for making jokes. They almost got killed while they were saving her!

Simon: Who was saving whom? I have no idea who you're talking about.

Jill: Don't you know what happened yesterday? I'm talking about Brian, Amy, Sarah and Celia.

Simon: Did you say Celia? **Were they saving Celia?**

Jill: No, they weren't. They were saving Amy. She almost choked.

Simon: What! How did it happen? **Was she eating a sandwich?**

Jill: No, she wasn't. She was doing some experiments in the lab. And then...

Simon: But, **what was Celia doing there?** She hates chemistry!

Jill: She wasn't there. Amy was alone.

Simon: That's terrible. **Was she still doing experiments when somebody tried to choke her?**

Jill: What?! Weren't you listening? She was choking because of the smoke when the others arrived.

Simon: The smoke? **Where was the smoke coming from?**

Jill: Listen, I have to go now or I'll be late. Bye!

Simon: But, you didn't tell me what happened! Wait a second... Jill? (*Jill hangs up*). Did she say the City Hospital?

Answer key: 1a, 2a, 3b, 4b

Task B, p. 86

- Pupils should put the questions in order before listening. Then they listen (TRACK 41) and check.

Answer key: in the tapescript

Task C, p. 86

- Pupils role-play the conversation between Jill and Simon.

REMEMBER! p. 86

- Pupils complete the questions in a) and answer the question in b).

Answer key:

a) YES / NO QUESTIONS: Were... saving, Was... eating;

WH-QUESTIONS: What was Celia doing there?, Where was the smoke coming from?

b) Was / were + subject + ing form of the main verb

OPTIONAL:

Focus on the end of the conversation where Simon says, "Wait a second..." and explain that there was something else Simon wanted to ask Jill. Elicit further questions in the past continuous that Simon might have asked Jill and write them on the board. Tell pupils to copy the questions and invent Jill's answers.

Task D, p. 86

- Focus on the task. Ask pupils to skim the conversation and tell you who is talking and what they are talking about. They then complete the conversation using the past continuous form of the verbs. Then they listen (TRACK 42) and check. Ask individual pupils to read the conversation in roles.

Answer key: Was he sleeping, was lying, was she doing, was she just hanging around, was she waiting, were you doing, were you just hanging around, were you waiting, were you doing

Homework: Workbook p. 82 Task D

Ask pupils to add three questions of their own as well as answers to the questions.



LISTENING

A

Listen to the conversation between Jill and Simon and choose the right answer.

TRACK 04

- 1 When Jill called, Simon was
 - a) sleeping.
 - b) getting ready to go to hospital.
- 2 Simon
 - a) had no idea what Jill was talking about.
 - b) knew exactly what Jill was talking about.
- 3 Simon was interested in
 - a) what happened to his friends.
 - b) only to what happened to Celia.
- 4 Jill's explanations were
 - a) short and precise.
 - b) short but confusing.



B

Listen again and put Simon's questions in the right order.

TRACK 41

- | | |
|---|----------------------------------|
| Were they saving Celia? | Who was saving who? |
| Was she still doing experiments when somebody tried to choke her? | Was she eating a sandwich? |
| What was Celia doing there? | Where was the smoke coming from? |

C

In pairs, role-play the conversation with the help of the questions from Task B.

REMEMBER

THE PAST CONTINUOUS - QUESTIONS

a) Complete the questions.

YES / NO QUESTIONS

- ... they ... **(save)** Celia? No, they weren't.
- ... she ... **(eat)** a sandwich? No, she wasn't.

WH-QUESTIONS

- What ... Celia ... **(do)** there? She wasn't there. Amy was alone.
- Where ... the smoke ... **(come)** from? It was coming from...

b) How do we make questions in the **past continuous**?



D

Read the conversation and complete the questions in your notebook using the **past continuous** of the verbs in brackets. Then listen and check.

TRACK 05

- Jill: Hi, sorry I'm late. It took me ages to tell Simon what happened.
 Sarah: ... (he / sleep) when you called?
 Jill: Yes, he was. He sounded like somebody from another planet.
 Adrian: Hi, guys! Have you seen this? She finally admitted that she was lying.
 Sarah: Who ... (lie)?
 Adrian: Celia! I knew she was the one who caused a mess at the ABC party.
 Sarah: Good for you, Sherlock!
 Adrian: What ... (she / do) in the playground yesterday, anyway? ... (she / just hang around), or ... (she / wait) for something to happen?

LESSON 2

INTRODUCTION

Pupils practise past simple and past continuous questions.

Task D, p. 86

- Focus on the task. Ask pupils to skim the conversation and tell you who is talking and what they are talking about. They then complete the conversation using the past continuous form of the verbs. Then they listen (TRACK 42) and check. Ask individual pupils to read the conversation in roles.

Answer key: Was he sleeping, was lying, was she doing, was she just hanging around, was she waiting, were you doing, were you just hanging around, were you waiting, were you doing

Task E, p. 87

- Pupils read the conversation again and decide if the sentences are true or false. Ask them to correct the false statements orally.

Answer key: 1F 2F 3F 4T 5F 6F

Task F, p. 87

- Pupils read out the correct question.

Answer key: 1 did the fire break out (In the chemistry lab.)
2 was Simon doing (He was sleeping.) 3 Was Amy eating (No, she wasn't.) 4 was Amy doing (She was mixing some test tubes.) 5 Did Amy, Brian and Sarah save (Yes, they did.)
6 Did Simon find out (No, he didn't.) 7 Was Adrian drinking (No, he wasn't.) 8 was Amy waiting (In the City Hospital.)

OPTIONAL:

Tell the class to look back at the two articles from the previous lesson and elicit some WH-questions in the past continuous based on the text, e.g. *Where were they running when Brian tripped over something? What was Amy trying to do when she lost consciousness?...* Then elicit a few WH-questions in the past simple, e.g. *Who did Amy want to call? Who gave Amy mouth-to-mouth respiration?...* Ask pupils to write further WH-comprehension questions related to the articles using the past simple and continuous as appropriate. Tell them they don't need to answer the questions. Instead, play TEST THE TEACHER. They can test you (or test each other) by asking you the questions. Make it more interesting by deciding on a way to measure scores and grades.

WRITING

Task G, p. 87

- Focus on the cover of *Flash New* and ask the class to predict the content of the news report. Divide the class into groups and ask them to write an interview. Encourage them to use both the past simple and continuous as appropriate.



Workbook p. 81 Tasks A, B, C give pupils further practise of new words, phrases and collocations.

Homework: Workbook pp. 82, 83 Tasks E, F, G

Brian: What are you trying to say?
 Adrian: Maybe she set fire to the lab. She hated chemistry, and she hated Amy, too!
 Brian: Ha, ha, ha! You've really got carried away. What ... (you / do) in the playground yesterday? ... (you / just hang around) or ... (you / wait) for something to happen?
 Adrian: Hey, that's not fair!
 Brian: What ... (you / do) while we were trying to save Amy? Why did you run away?
 Adrian: Look, guys, I was only trying to figure out what happened...
 Brian: You were probably drinking cocoa at home, while Celia was giving Amy mouth-to-mouth respiration.
 Sarah: Calm down, guys. It's all over. Amy is waiting for us.
 Adrian: You're right. I'm sorry. But, what did the police say? Did they find anything suspicious?



E Are the following statements **true (T)** or **false (F)**? Correct the false ones orally.

- 1 Jill was late because she fell asleep.
- 2 Adrian found out Celia was lying from the newspapers.
- 3 Celia set fire to the chemistry lab.
- 4 Adrian was in the playground when the accident happened.
- 5 While Celia was saving Amy, Adrian was drinking cocoa at home.
- 6 Amy didn't know her friends were going to visit her.

F Read out the correct question, the **past simple** or the **past continuous**. Answer the questions.

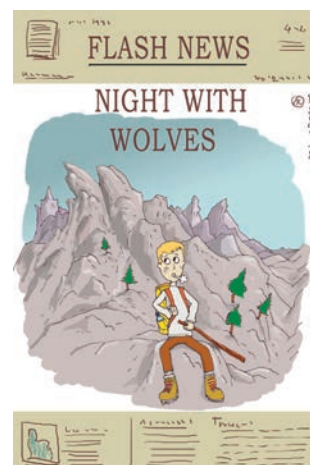
- 1 Where did the fire break out / was the fire breaking out?
- 2 What did Simon do / was Simon doing when Jill phoned him?
- 3 Was Amy eating / Did Amy eat a sandwich when she almost choked?
- 4 What did Amy do / was Amy doing in the chemistry lab?
- 5 Were Amy, Brian and Sarah saving / Did Amy, Brian and Sarah save Celia?
- 6 Did Simon find out / Was Simon finding out what really happened?
- 7 Was Adrian drinking / Did Adrian drink cocoa while Celia was saving Amy?
- 8 Where did Amy wait / was Amy waiting for her friends?

WRITING



G Look at the picture and the newspaper headline. Which questions would you ask to find out as much as possible about the details of what happened? Use some of the following question words and write an interview for the local newspaper.

- Where...?
- Who...?
- How many...?
- How...?
- Why...?
- What...?
- When...?



5.3 20TH CENTURY HEROES

SUGGESTED TEACHING TIME: 3 lessons	
LEARNING OUTCOMES: I-ეცხ. საბ. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
GRAMMAR	<ul style="list-style-type: none">Relative clausesAdverbs and adverbial phrases of time and place
FUNCTIONS	<ul style="list-style-type: none">Giving information about people, things or places
VOCABULARY	<ul style="list-style-type: none">Text-related
SKILLS	
READING	<ul style="list-style-type: none">Important people of the 20th century
SPEAKING	<ul style="list-style-type: none">Talking about what makes someone a heroA brief presentation about a famous person's life
WRITING	<ul style="list-style-type: none">A short biography
CULTURE and CLIL	
<ul style="list-style-type: none">History	

LESSON 1

INTRODUCTION

Pupils learn about some important people of the 20th century.

The lesson ends with a writing activity in which pupils write a short biography of a famous person.

Task A, p. 88

- Warm-up: Before pupils open their books ask them to finish the following sentence with their own ideas: *A hero is someone who...* Elicit possible definitions of the word *hero*.
- Get pupils to open their books and compare their definitions with the ones in the task. They can vote for the definition that best describes a hero.

Task B, p. 88

- Write the names from the task on the board and ask the class if they have heard of all of them. Elicit as much information from the pupils as possible about each person.
- Then read out the following words and phrases in random order and ask the class which person they associate with each one: *moustache, blind, deaf and mute, heavyweight, love affairs, rap-style poems, Nobel Prize, bowler hat, autobiography, knight, women's rights, stage, eight children*. Leave out the words pupils might have already mentioned, or skip this part if pupils know a lot about the people.
- Tell pupils to cover the texts while they are matching the sentences.

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

READING

Task C, pp. 88, 89

- Pupils read (and listen to) the texts (TRACK 43) and check their answers. Encourage them to scan the text for specific information, rather than trying to read and understand every word.

A In your opinion, which of the following definitions best describes a hero?

- 1 A hero is someone who helps other people unselfishly.
- 2 A hero is someone who is remembered for his or her exceptional work.
- 3 A hero is someone who has showed great courage in the face of danger.
- 4 A hero is someone whose lifestyle is adventurous and exciting.
- 5 A hero is someone who fights against injustice.
- 6 A hero is someone who never gives up in spite of the difficulties.

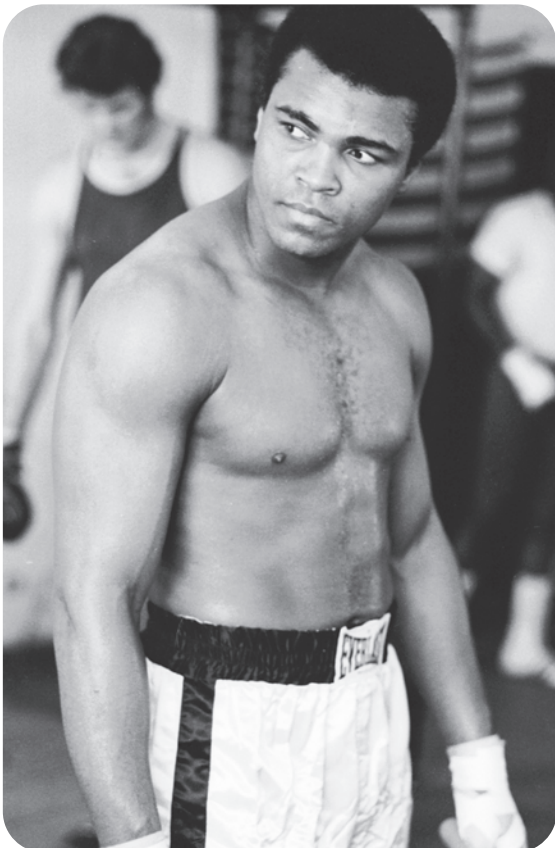
B Have you ever heard of Muhammad Ali, Helen Keller or Charlie Chaplin? What do you know about their lives? Match the following sentences.

- | | |
|--|---|
| 1 Muhammad Ali is a boxer... | where his body was stolen from a grave. |
| 2 Ali was the first boxer... | whose real name was Cassius Clay. |
| 3 Helen Keller was an American activist and educator... | who became blind, deaf and mute when she was less than two years old. |
| 4 Helen lectured in Europe, South Africa, the Middle East, Latin America, India and Japan... | where her story inspired millions of people. |
| 5 Charlie Chaplin acted in silent comedies... | in which he usually appeared as 'The Little Tramp' character. |
| 6 Chaplin died in Switzerland... | who won the world heavyweight title three times. |

READING

C Read the biographies of Muhammad Ali, Helen Keller and Charlie Chaplin and check.

TRACK 06



MUHAMMAD ALI (1942-2016)

Muhammad Ali, whose nickname was 'The Greatest', was one of the most fascinating boxers of all times. He was also a man who fought for the rights of black people and gave a lot of money to charity. Muhammad Ali was born Cassius Clay in Louisville, Kentucky, USA in 1942, but he changed his real name when he joined the Nation of Islam. He won the gold medal at the Rome Olympics in 1960, and became the world heavyweight boxing champion at the age of twenty-two. He was known for his special style of boxing, as well as the amusing rap-style poems that he often recited. When he refused to join the US army during the Vietnam War, he was arrested and his title was taken away from him. He was not allowed to box for three and a half years, but made a comeback in 1970. He became the first boxer who won the world heavyweight title three times. In 1996 he lit the flame at the Summer Olympics in Atlanta, while his other arm was trembling from the consequences of Parkinson's disease. Ali made boxing, one of the most aggressive sports, appealing to many people, and it was what he loved doing most.

READING

Task C, pp. 88, 89

- Pupils read (and listen to) the texts (TRACK 43) and check their answers. Encourage them to scan the text for specific information, rather than trying to read and understand every word.

Task D, p. 89

- Ask pupils to read through the questions. Check any vocabulary problems. If necessary, elicit / explain the words *refuse*, *achievements*, *overcome* and *disabilities*. Pupils read the text again and answer the questions.

Answer key: 1 He was arrested and his title was taken away from him. 2 For the amusing rap-style poems that he often recited. 3 Her teacher. 4 She visited wounded soldiers during WWII and lectured throughout Europe. 5 Miserable. 6 For political reasons.

SPEAKING

Task E, p. 89

- First discuss the task as a class.
- Then put pupils into groups of four and get them to practise talking about one of the people for one minute.
- Make sure that each pupil in the group talks about a different person. Let the rest of the group have their books open and help if the speaker gets stuck. Monitor and check that pupils are taking turns to talk for one minute.
- When all the groups have finished, ask the class who read about each hero and get four volunteers to speak about a different text to the class. While they are doing this, ask the rest of the class to assess each pupil's oral performance.

HELEN KELLER (1880-1962)

Helen Keller, an American writer, activist and educator, was born in Tuscumbia, Alabama in 1880. When she was less than two years old, a high fever left her deaf, blind, and mute. With the help of her teacher, Keller overcame her disabilities and learnt to read, speak, and write. Keller eventually went to college, where she graduated with honours. While at college, she wrote her autobiography, *The Story of My Life*, which made her famous. She became known worldwide as a lecturer and an activist, and as one of the first spokespersons for women's rights, people with disabilities and the underprivileged. She visited wounded soldiers during World War II, and travelled and lectured throughout Europe, South Africa, the Middle East, Latin America, India and Japan. She died in 1962. Her story inspired millions of people because she overcame almost impossible obstacles to achieve great things in life.



CHARLIE CHAPLIN (1889-1977)

Charles Spencer Chaplin, the English film actor, director, composer and writer, and one of the icons of 20th century film, was born in London in 1889. The son of poor entertainers, Chaplin had a miserable childhood and started performing on stage at the age of eight. He went to Hollywood in 1914, where he began acting in silent comedies in which he usually appeared as "The Little Tramp" character with a small moustache, baggy trousers, large worn-out shoes, a bowler hat and a cane. After WWII, various personal scandals ruined his public image, and in 1952, he was prohibited from re-entering the United States for political reasons. In 1972 he returned to the USA to receive a special Academy Award, and in 1975 he was knighted by Queen Elizabeth II. He settled with his fourth wife, Oona O'Neill, in Switzerland where they raised eight children, and where he died in 1977. In a bizarre episode after his death, his body was stolen from its grave, but was returned the following year.

D What else did you find out about these people? Answer the following questions.

- 1 What happened to Muhammad Ali when he refused to join the US army during the Vietnam War?
- 2 What else is Ali famous for, other than his sports achievements?
- 3 Who helped Helen to overcome her disabilities?
- 4 How did Helen Keller help other people?
- 5 What kind of childhood did Charlie Chaplin have?
- 6 Why did Chaplin have to leave the USA?

.....**SPEAKING**



E In your opinion, whose biography is the most fascinating? Read it once again and then talk about this person's career, achievements, interests and personal life for a minute.

WORDSPOT

Task F, p. 90

- First ask the class to find the words in the texts and to try to work out their meaning in pairs. Elicit answers and then have them complete the sentences.
- You can expand the sentences into a short discussion: *Do you know anyone who walks with a cane? How do mute people communicate with others? How do people cope with their physical, mental or learning disabilities? What kind of scandals are famous people often involved in? What does a spokesperson do? etc...*

Answer key: 1 a cane 2 Mute 3 a disability 4 bizarre 5 an obstacle 6 A spokesperson

Homework: Workbook p. 84 Task A, B, C, D

LESSON 2

INTRODUCTION

The grammar focus is on (defining) relative clauses and examining how these are used in the texts about 20th century heroes.

- Remind the class of the texts about 20th century heroes. Ask them what they remember about each of them.
- To revise new words from the previous lesson, write the following letters and numbers in alphabetical order on the board:

A1, A2, B, C, D1, D2, F1, F2, G, H1, H2, M1, M2, N, O1, O2, S, T1, T2

- Divide the class into two teams. Explain that these are the first letters of some of the words from the text. The teams take turns choosing letters and guessing the word that you define. When you define nouns from the list, try to use a relative clause, e.g. *cane = a long, thin stick with a curved handle that you can use to help you walk; front = the area where fighting happens in a war; spokesperson = a person whose job is to speak officially for a group, organisation, or government; tramp = someone who has no home and moves from place to place (often asking for food or money); flame = hot bright burning gas which you can see when something is on fire.*

A1 (achievement) A2 (appealing) B (blind) C (cane) D1 (deaf) D2 (disability) F1 (flame)
F2 (front) G (grave) H1 (heavyweight) H2 (hero) M1 (miserable) M2 (mute) N (nickname)
O1 (obstacle) O2 (overcome) S (spokesperson) T1 (tramp)
T2 (turbulent)

- Ask the class if they remember your definitions of the words *cane*, *front*, *spokesperson*, *tramp* and *flame*. Write the definitions on the board and underline the relative pronouns. Alternatively, write the following sentences on the board and ask pupils to join them together, using *that*, *where*, *whose*, *who* and *which*.

A cane is a long, thin stick with a curved handle. You can use it to help you walk.

The front is an area in a war. Fighting happens there. A spokesperson is a man or a woman. Their job is to speak officially for a group, organisation, or government.

A tramp is a person. He or she has no home and moves from place to place.

A flame is hot, bright, burning gas. You can see it when something is on fire.

REMEMBER! p. 90

- Explain that you use relative clauses to make it clear exactly who, or what, you are talking about. A relative clause gives information about a person, a thing or a place introduced in the main clause. Go through the **Remember** box with pupils.

Answer key: We use *who* or *that* for people, *which* or *that* for things (and animals), *where* for places. You use a noun group containing *whose* at the beginning of a relative clause to show who or what something belongs to or is connected with.

Tip: Don't go into detail about the difference between defining and non-defining relative clauses.

OPTIONAL:

Refer pupils to Task B again and ask them to look at further examples of relative clauses. Divide the class into pairs and ask each pupil in a pair to cover a different half of the sentence – pupil A must cover the beginnings of the sentences and the boxes while pupil B must cover the endings (relative clauses) and the boxes. Pupil B reads out the beginnings of sentences 1-4 and pupil A finds the endings. Then they switch roles – pupil A reads out the beginnings of sentences 5-8 while pupil B finds the endings. Finally, tell pupils to close their books and ask them who can remember two sentences about each hero.

- Ask the class to define the words *grave*, *nickname* and *obstacle* using appropriate relative pronouns. Write the beginnings on the board, e.g. *A grave is the place in the ground where..... (a dead body is buried).*

Task G, p. 90

- Ask pupils to choose the correct relative pronoun to complete the sentences. Remind them to look carefully at the subject of each sentence before they decide which word to choose. If some pupils finish early, they can practise making sentences of their own.

Answer key: 1 who 2 which 3 who 4 which 5 whose 6 where



Workbook p. 85 Task E

Pupils can do the task in pairs. Encourage them to say which people, places or things the sentences refer to without looking at the text in the Student's Book. You can organise a race – the first pair to complete both parts of the task (without looking at the book) is the winner.

Homework: Workbook p. 85 Task F

You can also ask pupils to write 5 questions related to the text about Walt Disney.

F Do you know what these words and expressions mean? Check their meaning and then use them in the sentences below.

WORDSPOT

bizarre a spokesperson mute a cane an obstacle a disability

- 1 Some old people can't walk without ...
- 2 ... people can't speak.
- 3 Someone who has ... is not able to use their body properly.
- 4 Some celebrities, like Lady Gaga, are famous for their ... outfits.
- 5 Chaplin's family background was not ... to his success.
- 6 ... represents a group of people.

REMEMBER

RELATIVE CLAUSES

We use **relative clauses** to give information about people, things, animals or places from the main clause.

MAIN CLAUSE

- 1 He became **the first boxer**...
- 2 He was known for the amusing **rap-style poems**...
- 3 Charlie Chaplin acted in **silent comedies**...
- 4 He went to **Hollywood** in 1914...

RELATIVE CLAUSE

- who** won the world heavyweight title three times.
that he often recited.
 in **which** he usually appeared as "The Little Tramp" character.
where he began acting in silent comedies.

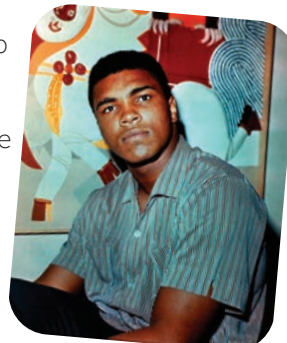
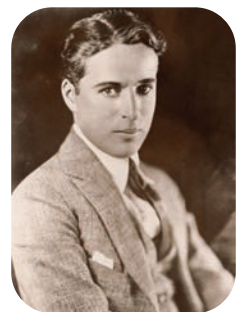
We also use the **relative clauses** for the possessive case.

- 1 Muhammad Ali is **a boxer**... **whose** real name is Cassius Clay.

Which **relative pronouns** do we use to talk about **people, things or places**? Which relative pronoun do we use for the **possessive case**?

G Complete in your notebook the sentences with **who, which, where or whose**.

- 1 Muhammad Ali was a boxer ... is considered to be one of the greatest athletes of the 20th century.
- 2 Other than boxing, reciting rap-style poems was another thing ... Ali loved doing.
- 3 Charlie Chaplin was an English actor ... is often called the funniest man in the world.
- 4 Chaplin's personal life was full of scandals ... ruined his public image in the USA.
- 5 Helen Keller was a woman ... disabilities did not stop her from becoming one of the world's greatest heroines.
- 6 Helen travelled throughout Europe, South Africa, the Middle East, Latin America, India and Japan ... she gave lectures and fought for the rights of the underprivileged.



LESSON 3

INTRODUCTION

The grammar focus of the lesson is adverbs and adverbial phrases of time and place and their position in a sentence.

OPTIONAL

Resource Bank Activity 22. This activity reinforces relative clauses revising information about some characters and topics that have been discussed in the course book so far.

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

REMEMBER! p. 91

- Prepare cards with the following adverbs and adverbial phrases of time and place in advance: *at the age of 24, during World War II, in 1934, after his death, next year, in Switzerland, in Louisville, Kentucky USA, in 1942.*
- Write the sentences from the **Remember** box on the board, but omit the adverbials. Ask the class which sentence each adverb / adverbial phrase belongs to and whether they would put it at the beginning, in the middle or at the end of the sentence. Put adverb cards in the right places in the sentences on the board.

*He became the world heavyweight champion at the age of 24.
She visited wounded soldiers during World War II.
In 1934 Hemingway went on a safari in Africa.
After his death, his body was stolen from his grave, but returned the next year.
He settled with his fourth wife in Switzerland.
Muhammad Ali was born Cassius Clay in Louisville, Kentucky USA in 1942.*

Answer key:

- beginning, end
 - end, before
 - subject, verb, object, place, time
- Note that if more than one adverbial is used in a clause, the usual order is manner, then place, then time.

Task H, pp. 90, 91

- Ask the class what they know about J. F. Kennedy before they look at the information in the task. You can prepare each jumbled sentence on a separate sheet of paper in advance, divide the class into eight groups and give each group a different sentence. When they have put the parts of each sentence in the right order, ask them to copy their sentence onto the board. Then they put the sentences into chronological order to get JFK's complete biography. If there is not enough time, skip this activity and have the class do Task H in their notebooks.

Answer key: John F. Kennedy was born in Brookline, Massachusetts in 1917. He came from a large and wealthy Irish family. Kennedy graduated from Harvard in 1940. He married Jacqueline Bouvier in 1953. Kennedy and his elegant wife Jackie became icons of style and popular culture. He became the first Roman Catholic and the youngest president in American history in 1960. During his presidency he supported the rights of black people and social programmes for old and poor people. In 1963 he was shot and killed by Lee Harvey Oswald in Dallas, Texas.

WRITING

OPTIONAL:

Task I, p. 91

Ask pupils if they have any heroes / heroines. If so, who are they? Ask them to give reasons why they like these people. Then focus on the task. Tell the class to do some research at home and write a short biography. Encourage them to organise their work so that each paragraph answers one of the questions. Remind them to refer back to the model text in Task H if necessary.



Workbook pp. 86, 87 Task G, H give pupils practise of adverbials of time and place.

First get pupils to do Task G in pairs. Check answers.

Move on to Task H, but before pupils do it in writing, you can do it orally as a class activity. Prepare five big sheets of paper (in different colours) with information from the task and put them on the board. Divide the class into groups and explain that they must make sentences about the 20th century heroes using information from at least four different sheets of paper. They get a point only if they use the correct word order in the sentence. Cross out the information on the board as it is used by pupils. Then get them to write the sentences down using as much information as possible about each hero.

Homework: Workbook p. 87 Task I

OPTIONAL HOMEWORK:

Workbook p. 87 Task J (WRITING)

REMEMBER

WORD ORDER – ADVERBS AND ADVERBIAL PHRASES OF TIME AND PLACE

a) Look at the following sentences and complete the rule.

We use **adverbs** and **adverbial phrases of time** at the ... of a sentence, or at the ... of a sentence.

- 1 He became the world heavyweight boxing champion **at the age of twenty-four**.
- 2 She visited wounded soldiers **during World War II**.
- 3 **After his death**, his body was stolen from its grave, but returned **the next year**.

b) Look at the following sentences and complete the rule.

We use **adverbs** and **adverbial phrases of place** at the ... of a sentence, but ... adverbs and adverbial phrases of time.

- 1 He settled with his fourth wife, Oona O'Neill, **in Switzerland**.
- 2 Muhammad Ali was born Cassius Clay **in Louisville, Kentucky, USA in 1942**.
- 3 He went **to Hollywood in 1914**.

c) Look at the following sentence and complete the rule with the words below.

time subject place verb object

The usual **word order** in a sentence is:

_____ + _____ + _____ + _____ + _____ .
He + **won** + **the gold medal** + **at the Rome Olympics** + **in 1960** .

H Here's the scrambled biography of John Fitzgerald Kennedy, another hero of the 20th century. Put the parts of each sentence in the right order. Then put the sentences in the right order to get JFK's complete biography.

- graduated / Kennedy / in 1940. / from Harvard
- in 1953. / Jacqueline Bouvier / married / He
- icons of style and popular culture. / became / Kennedy and his elegant wife Jackie
- from a large and wealthy Irish family. / came / He
- In 1960 / in American history. / became / he / the first Roman Catholic and the youngest president
- the rights of black people / supported / he / and social programs for old and poor people. During his presidency
- by Lee Harvey Oswald / In 1963 / was shot and killed / he / in Dallas, Texas.
- in Brookline, Massachusetts / was born / in 1917. / John F. Kennedy



I Which famous person is your hero / heroine of the 20th century? Do some research and write his/her short biography. Say something about:

- the date and place of his / her birth
- his / her work
- interesting details from his / her personal life
- the reasons for which he / she will be remembered
- the date and place of his / her death

WRITING



5.4 A SPECIAL PRESENT

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1-7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

FUNCTIONS • Making requests, asking for things, asking for permission, offering, thanking somebody, apologising

VOCABULARY • Text-related (presents)

SKILLS

READING • Articles about special presents

LISTENING • A conversation at the florist's
• A conversation at the bookshop

SPEAKING • Talking about special presents
• Role-play (buying a present)

WRITING • A conversation – buying a present

LESSON 1

INTRODUCTION

This lesson is about receiving and buying presents.

OPTIONAL:

Write the following questions on the board:

*When did you last get a present? What was it?
What was the occasion? Who was the present from? Did you like it?*

- Tell the class to ask and answer the questions in pairs and give feedback to the rest of the class.
- Write all the presents mentioned by pupils on the board and ask them which presents are the most popular or common with their age group.

Task A & B, p. 92

- Pupils continue discussing the questions in pairs.
- You can do Task B as a class.

OPTIONAL:

Put pupils in pairs and ask them to define one of the presents from Task A in writing. Remind them to use relative clauses in their definitions. When everyone has finished, pairs can read out their definitions and the rest of the class guesses the words. Encourage them not to make their definitions sound too obvious.

READING

Task C, p. 92

- Focus on the photos and ask the class to predict what the articles are about. Elicit as much information from the pupils as possible about the characters in the photos.
- Ask them to read (and listen) to the text (TRACK 44) and decide who wrote each article. Encourage them to explain their choice of answer.

Answer key: 1 Simon 2 Celia 3 Adrian 4 Sarah

Task D, p. 92

- Discuss the question as a class. Ask them how they feel about the heroes mentioned in the articles. How many James Bond films have they seen? How many different actors have played the part of James Bond? Did the girls in the class use to play with Barbie dolls? Have they read any novels about Sherlock Holmes? Have they read *Bambi*? Have they seen the film?

A Look at the words below and discuss the following questions.

a doll a box of chocolates a bunch of flowers a DVD a mobile phone a book
 a computer game a play station a lip gloss pyjamas a mug a toy action hero

- Have you ever got any of the things above as a present? When was it? Who was it from?
- Which of these things would you like to get? Is there anything you wouldn't like to get?
- Which of these would you choose as a present for your best friend?
- Is there anything you would choose for someone in your family?



B What is the best present you have ever got? Who was it from?

READING

C Sarah, Celia, Simon and Adrian wrote about the presents that have been special to them. Which article do you think did each of them write?

TRACK 07

March 12
Buzz

1
 I love getting DVDs, especially ones with James Bond adventures. This British spy is one of my favourite heroes. He is intelligent, brave and invincible. He drives the coolest cars, wears the smartest clothes, uses the most amazing gadgets, fights the bad guys and always arrives in time to save the world. No wonder all the pretty girls fall for him.



2
 I still remember my first Barbie doll. She was wearing a long, shiny party dress and a tiara. She looked like a princess. Combing her long blonde hair and changing her flashy clothes was my favourite game. I used to carry her around everywhere, until one day I came home crying. While I was playing in the park, my heroine mysteriously disappeared. "She ran away with Ken", my mum said.



3
 My dad used to call me Sherlock, as my favourite hobby was examining ants, breadcrumbs and our cat's fur with his magnifying glass. So, Sherlock was my hero long before I met him in one of the Conan Doyle novels I got for my birthday. He was the most famous detective and the world's first forensic scientist. Nothing could ever escape his powers of observation and deduction.



4
 Books have always been my favourite presents. But, there is one that was really special. It was *Bambi*. The sweet, little fawn whose mother was killed by hunters became my hero. He was clever, gentle and a real friend. He was strong enough to face all troubles and finally became the king of the forest and the king of my heart.



D Do Sarah, Celia, Simon and Adrian have anything in common with their heroes? Talk about it.

WORDSPOT**Task E, p. 93**

- Ask some volunteers to read the articles in Task C out loud. When they mention a word from Task E, ask the class to work out the meaning and write the new word on the board.
- Repeat the same procedure for the other words in Task E and any other word pupils are not familiar with (such as *spy, to fall for, shiny, tiara, flashy, breadcrumbs, to face, gentle*), some of which appear in Workbook Tasks C and D. Encourage them to translate the words into Georgian as well.
- Pupils can now do Task E on their own. Check answers and then tell them to close their books. Rephrase the questions from Task E so that pupils must answer using the new words, e.g. *Which method do you use in chemistry? What do a laser knife and an MP3 player have in common? What do stamp collectors need? etc...* You can include questions related to other new words that you have introduced from the articles.

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



Pupils are now ready to do **Workbook pp. 88, 89 Tasks C, D, E**

OPTIONAL:

If there is time, ask the class to take a piece of paper and write a short article about a present that has been special to them. Remind them to use the articles in Task C as a model. Collect pupils' articles, pick out a few, read them out for the class to guess who wrote each article. Correct the mistakes in the articles and return them in the next lesson.

Homework: Workbook p. 88 Tasks A, B

INTRODUCTION

The topic of this lesson is choosing and buying presents. This leads into some work on making offers, apologies and requests.

LISTENING & READING**Task F, p. 93**

- Write the questions from the task on the board and put pupils in pairs.
- Ask them to choose two questions that are likely to appear in the same conversation and decide who is talking and where they are. Tell them to write a short dialogue between two speakers (A and B) including two of the questions.
- Set a time limit and then get different pairs to read out the conversations to the rest of the class, who need to guess who is doing the talking (*What is the relationship between the speakers?*)
- Pupils look at the picture in Task F. Ask: *Who is in the picture? Where are they? What are they doing? Does Simon look happy / sad / surprised...? What about the shop assistant?* They read the conversation at the florist's and put the missing questions in the right places. Then they listen to the recording (TRACK 45) and check. Ask two volunteers to read out the conversation. In pairs, they can then act out the dialogue.

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

WORDSPOT

E Check the meaning of the words below and then answer the questions.

invincible gadget magnifying glass forensic observation deduction fawn

- 1 Which of the following heroes is invincible?
A Darth Vader. **B** Terminator. **C** Spiderman.
- 2 Which of the following is not a gadget?
A A car. **B** A laser knife. **C** A tablet.
- 3 In which of the following school subjects do you need to use methods of observation and deduction?
A Chemistry. **B** P.E. **C** Music.
- 4 For which of the following activities do you need a magnifying glass?
A Swimming. **B** Stamp collecting. **C** Playing video games.
- 5 Which of the following does a forensic scientist not do?
A Analyse blood samples. **B** Examine fingerprints. **C** Work in the garden.
- 6 Which of the following does a fawn have?
A Wings. **B** Paws. **C** Hair.

LISTENING & READING



TRACK 08

F Simon is at the florist's. He is talking to the shop assistant. Listen and read. Orally fit the following questions in the right places.

- | | |
|--|---------------------------------------|
| 1 How about some tulips? | 4 Can I give you some advice? |
| 2 Shall I get you a cup of coffee? | 5 Can you wait a moment? |
| 3 Can I have a bunch of flowers, please? | 6 Would you like me to show you some? |

Simon: Good morning.
 Shop assistant: Hi. [?] I have to finish my sandwich.
 Simon: Could you hurry up, please? I don't have much time.
 Shop assistant: [?] You look pretty tired.
 Simon: No, thanks. I would like...
 Shop assistant: Take it easy, pal. I'll give you some advice. Slow and steady wins the race!
 Simon: Is this a florist's or not? I'm not here to get advice.
 Shop assistant: No hard feelings, pal. How can I help you?
 Simon: [?]
 Shop assistant: Yes, of course. Who are they for?
 Simon: For someone I like.
 Shop assistant: Ha, ha, ha! You've disappointed me, pal. [?]
 Simon: No, thanks! I'd just like...
 Shop assistant: ...a bunch of flowers, ha, ha. Don't you know that flowers are not in these days? Have you ever heard of mobile phones, perfumes or jewellery?
 Simon: I think I should look for flowers somewhere else.
 Shop assistant: [?]
 Simon: Finally! Yes, please.
 Shop assistant: Look! The latest model.
 Simon: What's this?! I thought you were offering me flowers!
 Shop assistant: No, pal. I was offering you mobiles.
 Simon: Now, I've really had enough. Bye, pal.
 Shop assistant: [?] Or some daisies? I'm sure she'd love them. Hey, I'm terribly sorry! Wait!



Task G, p. 94

- Pupils do the task on their own.

Answer key: 4, 3, 1, 2

LISTENING & READING**Task H, p. 94**

- Focus on the picture and ask: *Where is Celia? What does she want to buy? Who is the book for? Why? What else can you buy at a bookshop?*
- Pupils read the conversation and check their predictions. Then they listen (TRACK 46) and read the conversation again and do the task.

Answer key: It's all right. Yes, please do. Yes, sure. Here you are. Thanks. Not at all.

Task I, p. 94

- Pupils decide if the sentences are true or false. Remind them to backup their answers with information from the conversation.

Answer key: 1T 2F 3F 4T

Task J, p. 94

- Discuss the task as a class. [Simon bought flowers for Celia (not for Amy) because he thought that she was the one who had been hurt in the fire accident. Now he realised that he had got it all wrong.]

G Put the following sentences in the right order.

- The shop assistant offers Simon some flowers and apologises.
- Simon refuses the mobile phone and says goodbye.
- The shop assistant offers Simon a cup of coffee, but he refuses.
- Simon asks for a bunch of flowers, but the shop assistant offers him a mobile phone.



LISTENING & READING

H Celia is at the bookshop. She is talking to the shop assistant. Listen and read. Put the correct phrases into your notebook.

TRACK 09

- Celia: Good morning. Is there anybody here?
- Shop assistant: Oh, I'm sorry to keep you waiting. I was feeding my cat.
- Celia: It's all right. / Sorry. Can I have a look at the books on the shelf?
- Shop assistant: No, thank you. / Yes, please do.
- Celia: I'd like to cheer up my friend at hospital.
- Shop assistant: Goodness, no! What happened?
- Celia: A long story. She's fine now.
- Shop assistant: Can I make a suggestion?
- Celia: Yes, sure. / It doesn't matter.
- Shop assistant: A good crime story would certainly cheer her up. *Footsteps in the Snow* is my favourite. It's about...
- Celia: I'm sorry, but I don't think she'd like it.
- Shop assistant: Would you like a romance, then? *Forever Yours* is a great one. It's about...
- Celia: I'm sure it is great, but I've changed my mind. Could I just have a get-well card, please?
- Shop assistant: Here you are. / Yes, please.
- Celia: But this is a birthday card!
- Shop assistant: Sorry, but we've run out of get-well cards. What's wrong with a birthday card, anyway?
- Celia: Err... Could you just tell me where the nearest florist's is?
- Shop assistant: Just around the corner.
- Celia: Thanks. / No, thank you.
- Shop assistant: Yes, I'd love to. / Not at all. But, I thought you were going to the hospital...



I Are the following statements true (T) or false (F)? Correct the false ones.

- 1 The shop assistant apologises for keeping Celia waiting and she accepts the apology.
- 2 The shop assistant offered Celia some books and she accepted.
- 3 Celia asked for a get-well card, but the shop assistant refused to give it to her.
- 4 Celia thanks the shop assistant for telling her where the florist's is.

J Did Simon really buy the flowers for Amy? What do you think?



EVERYDAY ENGLISH

Task K, p. 95

- Focus on the task and ask the class to write the titles in the box.
- Check answers and ask a volunteer to read the examples out loud.

Answer key: 1 Making requests 2 Offering 3 Thanking
4 Apologising

Task L, p. 95

- Pupils match the expressions and the responses.
- Alternatively, before pupils do Task K in their books, you can play a MEMORY GAME with the whole class. Divide them into two teams and write the numbers (1-6) and letters (A-F) on the board. The two teams take turns choosing a number and a letter – they win a point if the two expressions match.

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

SPEAKING & WRITING

Task M, p. 95

- Pupils work in pairs and write a short conversation. Set a time limit.
- Pupils then role-play the conversation.



Workbook p. 90 Task G

Ask individual pupils to read situations 1-8 out loud and ask pupils to choose the best answer on their own.

Homework: Workbook pp. 89, 91 Task F, H, I

K Match the titles with the right group of useful phrases in the Everyday English box.

OFFERING THANKING MAKING REQUESTS APOLOGISING

EVERYDAY ENGLISH

- | | |
|--|---|
| <p>1
Can I have a bunch of flowers, please?
Can I have a look at the books on the shelf?
Could you tell me where the nearest florist's is?
I'd like a bunch of flowers.</p> | <p>Yes, of course. / Here you are. /
Yes, sure. / I'm sorry...</p> |
| <p>2
Shall I get you a cup of coffee?
Would you like a romance, then?
How about some tulips?
I'll give you some advice.</p> | <p>Yes, please. / No, thank you. /
Thanks a lot. / Sure, why not?</p> |
| <p>3
Thanks.
Thank you very much.</p> | <p>Not at all. / You're welcome.</p> |
| <p>4
Sorry.
I'm terribly sorry.</p> | <p>It's all right. / It doesn't matter. / That's OK.</p> |

L Match the following expressions to their responses.

- | | |
|--|---|
| 1 Can I use your phone? | <input type="checkbox"/> Here you are. |
| 2 I'm sorry I'm late. | <input type="checkbox"/> It doesn't matter. |
| 3 Would you like a cup of tea? | <input type="checkbox"/> Sure, no problem. |
| 4 Can I have some cake, please? | <input type="checkbox"/> You're welcome. |
| 5 Thank you very much. | <input type="checkbox"/> Of course you can. |
| 6 Could you turn down the music, please? | <input type="checkbox"/> No, thank you. |

SPEAKING & WRITING

M Work in pairs. Imagine you're buying a present for your friend. Use some of the expressions from the Everyday English box and write your own conversation. Role-play it.



5.5 FROM BRIAN'S BOOKSHELF: MEMORABLE OLYMPIC HEROES

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: **1** (1, 2, 3, 6, 7, 10)

VOCABULARY • Sports (text-related)

SKILLS

READING • A text about famous athletes

WRITING • Project 2 (The Athletes We Admire)

CULTURE and CLIL

• Physical Education

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. The topic is sports, with a focus on the Olympic Games and information about memorable Olympic heroes.

OPTIONAL:

Divide the class into two teams and play an ASSOCIATION GAME.

	A	B	C	D
1	boxing	~centre	gold	Athens
2	round	team~	silver	ancient
3	finger	PE	bronze	ruins
4	wedding	~club	winner	mythology
	RING	SPORTS	MEDAL	GREECE

THE OLYMPIC GAMES

Alternatively, ask pupils to brainstorm different types of sports. Divide the class into three groups and explain you will name letters of the alphabet in random order and they have to come up with a sport beginning with that letter. The first group to name a sport with a particular letter wins a point.

Task A, p. 96

- Have pupils work in groups and answer the questions about which of the sports they have named belongs to each category.
- Ask questions such as: *Has anyone ever done any of the sports in Task A? Do you do sports regularly? If so, which sports do you do? How often do you do them? Are they team or individual sports? Which sports would you recommend to someone who hasn't done much sport recently?*

READING

Task B, p. 96

- Draw pupils' attention to the lesson title. Ask them if they can name any memorable Olympic heroes and what they know about them. Write the names of the athletes on the board.
- Pupils look at the pictures and scan the texts to match the sports with the athletes. Then they read the profiles of the athletes to find out why they made Olympic history. Elicit answers.

Answer key: Jesse Owens – running, long jump (He won four gold medals and proved Hitler's racist theories wrong.); Michael Phelps – swimming (He was the first athlete in history to win 8 gold medals in a single Olympic Games.); Lasha Shavdatuashvili was the first Georgian to win the Gold medal in Judo. (He got the title of the Chevalier of 2 Orders for his sporting merits).

Task C, p. 96

- Pupils read the text again more carefully and correct the sentences.

Answer key:

- 1 Hitler believed that white athletes were better than black athletes.
- 2 Jesse Owens won gold medals in four athletic disciplines.
- 3 Michael Phelps comes from Baltimore.
- 4 Michael had school problems (his teachers complained about hyperactive behaviour).
- 5 The 2012 Summer Olympics were held in London.
- 6 Lasha Shavdatuashvili won the gold medal at the Summer Olympics in London.

Task D, p. 96

- Discuss the question as a class.

A How many Olympic sports can you name? Which of them...

- ... are athletics disciplines? ... are played on ice? ... are martial arts?
- ... are skiing disciplines? ... are gymnastics disciplines? ... are team sports?
- ... are played in the water? ... are played with a racket? ... are individual sports?



READING

B Which Olympic sports are connected with these famous athletes? Why did they make Olympic history? Read and find out.

MEMORABLE OLYMPIC HEROES

JESSE OWENS – BERLIN 1936

The first Olympics that were broadcast on television were the 1936 Summer Games. They took place in Berlin, where Adolf Hitler wanted to show the power of Nazi Germany and the superiority of German athletes. However, the star of these games was a black American athlete Jesse Owens who completely surprised the German crowd when he won the 100- and 200-metre races and the long jump. Owens triumphed by winning the fourth gold medal in the 4x100-metre relay race and proved Hitler's racist theories wrong.



MICHAEL PHELPS – BEIJING 2008



The sensational American swimmer, who eats around 12,000 calories a day, swims about 5 hours a day and loves hip hop, started breaking world records when he was only 15. Michael Phelps, whose nickname is the Baltimore Bullet, made history at the Beijing Olympic Games in 2008, when he became the first athlete in history who won 8 gold medals at a single Olympic Games. It is true that Michael's teachers often complained about his hyperactive behaviour, but when he first started swimming at the age of 7, he found a perfect way to use his energy, and it turns out that he found a career for life.

LASHA SHAVDATUASHVILI – LONDON, 2012

He is known not only for his amazing talent, but also for his hard work and determination in doing the thing he loves. Although he came from a country with no great tradition of judo, the Georgian judoka Lasha Shavdatuashvili turned out to be one of the greatest sensations at 2012 Summer Olympics in London. Among many famous Georgian sportsmen, Lasha Shavdatuashvili was the first to win the Gold medal in the 66 kg event of men's judo. Despite being very young, he is the winner of four Gold, three silver and four bronze medals at different European championships as well.



C Correct the following sentences.

- 1 Adolf Hitler believed that black athletes were better than white athletes.
- 2 Jesse Owens won gold medals in three athletics disciplines.
- 3 Michael Phelps comes from Philadelphia.
- 4 Michael didn't have any problems at school.
- 5 The 2012 Summer Olympics were held in Canada.
- 6 Lasha Shavdatuashvili won the silver medal at the Winter Olympics in London.

D Whose sports achievements are the most fascinating? Why?

WORDSPOT

Task E, p. 97

- Organise a race among groups to see who will be the first to find all of the words / expressions.
- At this point, you can deal with any other vocabulary problems pupils might have.

Answer key: 1 broadcast 2 relay race 3 determination
4 superiority 5 hyperactive 6 athlete

Task F, p. 97

- Hold class Olympics. Either divide the class into three big groups / rows (A, B, C) and get them to compete against one another, or divide each row into three groups and get them to compete against the other groups in the same row. In either case, tell them in advance that the winners of the silver medal will get more homework than the winners of the gold medal and the winners of the bronze medal will get the most homework. Read through the instructions with pupils. Tell each group to complete a different Olympic Games Fact File with the missing words from the box.

Answer key:

Group A – competition, god, compete, medals

Group B – rings, win, modern, soldier

Group C – motto, crown, flame, peace



Workbook p. 92 Task A, B

Task A – Pupils complete the table with the missing words. When you elicit answers, you can ask pupils to spell out the words so that you can check their spelling as well. You might like to add a fourth column headed *Equipment*.

Task B – Pupils do the task on their own but let them compare their answers with a partner before a whole class check. Encourage them to explain why one of the sports does not fit into the group.

HOMEWORK:

bronze medal winners – Workbook pp. 92, 93 Tasks C, D, E, F, G, H

silver medal winners – Workbook Tasks pp. 92, 93 Tasks C, D, E, F, G

gold medal winners – Workbook Tasks p. 92 C, D, E

OPTIONAL HOMEWORK 1:

Student's Book, p. 98 Project 2 (The Athletes We Admire)
Tell the class to use the texts in Task B as a model when writing about their favourite athlete.

OPTIONAL HOMEWORK 2:

Ask pupils to invent a new Olympic sport. This could be one that combines their favourite parts of traditional sports or something completely new. Ask them to make up some rules for their new sport and include some details about it (how many players are involved, what equipment they need, where it is played, etc.)

E Which words and expressions in the text match the following definitions?

WORDSPOT

- | | |
|---|---|
| 1 to show on television | 4 the quality of being much better than someone else |
| 2 a race in which members of different teams run or swim part of the total distance | 5 having too much energy |
| 3 a strong will to do something | 6 a sportsperson; or a person who practises athletics |

F Have your own class Olympics! Work in groups. Each group gets one Olympic Games Fact Sheet. Choose the words from the box to complete your Olympic Games Fact Sheet in your notebook. The first group that finishes the task gets the gold medal, the second gets the silver medal and the third group gets the bronze medal.

peace rings god soldier medals motto win crown modern flame competition compete

GROUP A 

- The Olympic Games are an international sports ... , held every four years in a different place, in which athletes from different countries compete against each other in various sports.
- The first ancient Olympic Games were held in Olympia, Greece in 776 BC, in honour of the Greek ... Zeus.
- Women were not allowed to ... in the ancient Olympic Games or to watch them.
- The gold, silver and bronze ... are given for the highest athletic achievements at the Olympic Games.

GROUP B 

- The five interlocking ... on the Olympic flag, which are blue, black, red, yellow and green, represent the five continents, Europe, Asia, Africa, Australia and the Americas, and symbolize friendship.
- The Olympic creed is: "The important thing in the Olympic Games is not to ... but to take part."
- The first ... Olympic Games were held in Athens, Greece in 1896, and were started by the French educator Baron Pierre de Coubertin.
- The Marathon is run in memory of Pheidippides, a Greek ... who ran 40 km from Marathon to Athens to tell the news about the Greeks' success in the battle with the Persians, and then fell to the ground dead.

GROUP C 

- The ... of the Olympic Games is "Citius, altius, fortius", a Latin phrase which means "Faster, higher, stronger".
- The prize for winning an event in the ancient Olympic Games was a ... of olive branches.
- One of the most important symbols of the Olympic Games is the Olympic ... , which is lit at the beginning of the Olympic Games and is kept burning until the closing ceremony.
- The Olympic Games promote world ... and the ideals of sportsmanship and fair play.

WORKBOOK REVISION (UNIT 5) pp. 94, 95, 96, 97

SUGGESTED TEACHING TIME: 2 lessons

LESSON 1

VOCABULARY

Task A, p. 94

- Pupils do the crossword puzzle in pairs.
- If pupils need more practise of the vocabulary from Task A, you can ask them to make connections between two words or expressions from the crossword puzzle and explain them to the class, e.g. *A hero is someone who shows great courage.*

Pupils can play a game of SIXTY-SECOND COUNTDOWN with the vocabulary cards from the previous task (**Resource Bank Activity 23**). Copy the word cards from the Resource Bank and cut them up. Shuffle them and put them face down on a desk at the front of the class. The class works in two teams of equal numbers. Team A selects a pupil to come to the front. The pupil has a one-minute time limit. They turn over the top card. Their team must guess the word on the card as quickly as possible. The pupil can use definitions, synonyms, antonyms, etc. When Team A guesses the word, the pupil puts the card on the desk face up and takes another card, repeating the procedure as many times as possible in one minute. When the minute is up, you shout *Stop!*, count the number of words Team A guessed, and write their score on the board. Then Team B chooses a pupil to go to the front and call out the words. They repeat the above procedure. The game continues, with teams alternating for one minute each, until there are no words left in the pile. The winning team is the team with the highest score when there are no words remaining.

EVERYDAY ENGLISH

Tasks G & H, p. 97

- Before pupils do Task G you can read out the situations and ask individual pupils what they would say. Then get them to cross out the inappropriate phrases. Once you have checked answers, you can ask them how they would reply in each situation before they do Task H.

LESSON 2

GRAMMAR

Task B & C, p. 95

- First ask pupils to complete the text. Check answers and move on to question forms in Task J. Refer them to the **Remember** box in Lesson 5.1 if necessary.

Task D, p. 96 revises relative clauses.

- Briefly revise the differences between *who*, *which*, *whose* and *where* before pupils begin completing the sentences.

Tasks E & F, pp. 96, 97

- practise word order with adverbs and adverbial phrases of time and place, which were dealt with in Lesson 5.3.
- Pupils first read the sentences in Task E and underline the word or phrase that is in the wrong place. Elicit answers and then ask them to put them in the right place. Remind them of time and place adverbials' correct position in a sentence.
- Task F is a personalised practise of the same grammar structure. You may want to give your pupils further practise with word order. If so, you can ask them to translate a few sentences from English into Georgian and then back into English, e.g.
 - 1 *Last Saturday afternoon, I went to an exciting basketball match in London.*
 - 2 *The first ancient Olympics took place in Olympia, Greece in 776 BC.*
 - 3 *My favourite athlete played her first big tournament in Wimbledon in 1996.*

OPTIONAL

If pupils need further practice of vocabulary, grammar and structures from Units 4 and 5, you can do **Resource Bank Activity 24**. Divide the class into groups of 4-5 and give each group a copy of the worksheet. Tell them that each sentence contains a vocabulary or grammatical error. Ask them to identify the mistakes. Then they match each sentence with the appropriate grammar rule.

Answer key: 1H 2F 3C 4A 5E 6B 7G 8D

Revision UNIT 5 HEROES

Do the crossword puzzle.

ACROSS

- 1 Someone who is brave (5)
- 2 A person who is admired by many people (10)
- 3 A hero is someone who is remembered for their _____ (5)
- 4 If you start on something straight away, you _____ (5)
- 5 To use this to put out a fire _____ (5)
- 6 If you cancel something, you _____ (5)
- 7 Someone who cannot be defeated is _____ (5)
- 8 Unable to hear _____ (5)
- 9 Charlie Chaplin used this to walk _____ (5)

DOWN

- 10 A person who fights for their country _____ (5)
- 11 A person who is admired by many people _____ (10)
- 12 Facing and full of adventures _____ (5)
- 13 The same as secret _____ (5)
- 14 If you lose consciousness you _____ (5)
- 15 If someone has been hurt in an accident, you should give them the _____ (5)
- 16 An act of helping someone _____ (5)
- 17 Unable to speak _____ (5)
- 18 A funny film _____ (5)

Revision UNIT 5 HEROES

GRAMMAR

Complete the text about Derek Redmond, another memorable Olympic hero, by using the past simple or past continuous of the verbs in brackets. What is fascinating about this British sprinter?

British sprinter Derek Redmond (1) _____ (win) at the Barcelona Olympics in 1992 after qualifying in 1988 because of an injury. He was one of Britain's favourites to win a medal, but he lost his right leg when he (2) _____ (run) in the 400-metre semi-final. Redmond (3) _____ (get up) and (4) _____ (begin) limping on one leg to the finish line. He (5) _____ (try) hard, but he wasn't able to continue any further and (6) _____ (fall) again. A moment later, his dad (7) _____ (appear) at his side because he wanted to talk him out of continuing the race. When Redmond (8) _____ (try) to get up and keep running, his dad (9) _____ (hold) his son around the track. Although the race (10) _____ (end) and he was disqualified, the crowd (11) _____ (cheer) Redmond and his father support by standing up and clapping while he (12) _____ (complete) the remaining distance of the race.

Complete the questions by using the past simple or the past continuous of the verbs in brackets and then answer the questions.

- 1 When _____ (Derek Redmond / return) to the Barcelona Olympics?
- 2 What _____ (he / do) when he lost his right leg?
- 3 _____ (he / try) to continue the race?
- 4 How _____ (Derek / walk) to the finish?
- 5 Who _____ (appear) at his side a moment later?
- 6 What _____ (Derek's father / do) to help his son?
- 7 What _____ (the crowd / do) while Derek Redmond was completing the remaining distance of the race?
- 8 _____ (Derek Redmond / finish) the race?

Revision UNIT 5 HEROES

Complete the sentences with *who*, *which*, *where* or *whence*, and then say which people, places or things the words in colour refer to.

- 1 This was the sprinter _____ with one of Britain's favourites to win a medal at the Summer Olympics in 1992.
- 2 This was the country _____ Derek Redmond came from.
- 3 This was the city _____ the 1992 Summer Olympics were held.
- 4 This was the race in _____ Derek Redmond lost his right leg.
- 5 This was the part of body _____ Derek Redmond lost during the race.
- 6 This was the man _____ helped Derek Redmond keep the race.
- 7 This was the man _____ son didn't quit the race when he lost his right leg.
- 8 They were the people _____ gave Redmond and his father support by standing and clapping their hands.

One word or phrase is in the wrong place in each sentence about Derek Redmond. Put them in the right place.

- 1 British sprinter Derek Redmond quit in 1988 the Olympic Games because of an injury.
- 2 He to the Barcelona Olympics returned in 1992.
- 3 He his right leg lost in the 400-metre semi-final.
- 4 To the finish line he began limping on one leg.
- 5 His dad helped around the track his son.
- 6 The crowd gave support during the race to Derek and his father.
- 7 Derek Redmond in the end managed to get to the finish line.
- 8 At the Summer Olympics in Barcelona he didn't win any medals in 1992.

Revision UNIT 5 HEROES

Put the words in the following sentences in the correct order, and then tick the sentences that are true for you.

- 1 I / a leg / lost / one / when / was / playing / basketball.
- 2 I / at / a local / sports / competition / a / silver / medal / won / 1 / 1 / six / months / ago.
- 3 I / a / football / match / I / last / Sunday / watched / at / the / stadium / I.
- 4 I / was / jogging / yesterday / afternoon / I / I / for / an / hour.

EVERYDAY ENGLISH

For each situation below, circle the best answer.

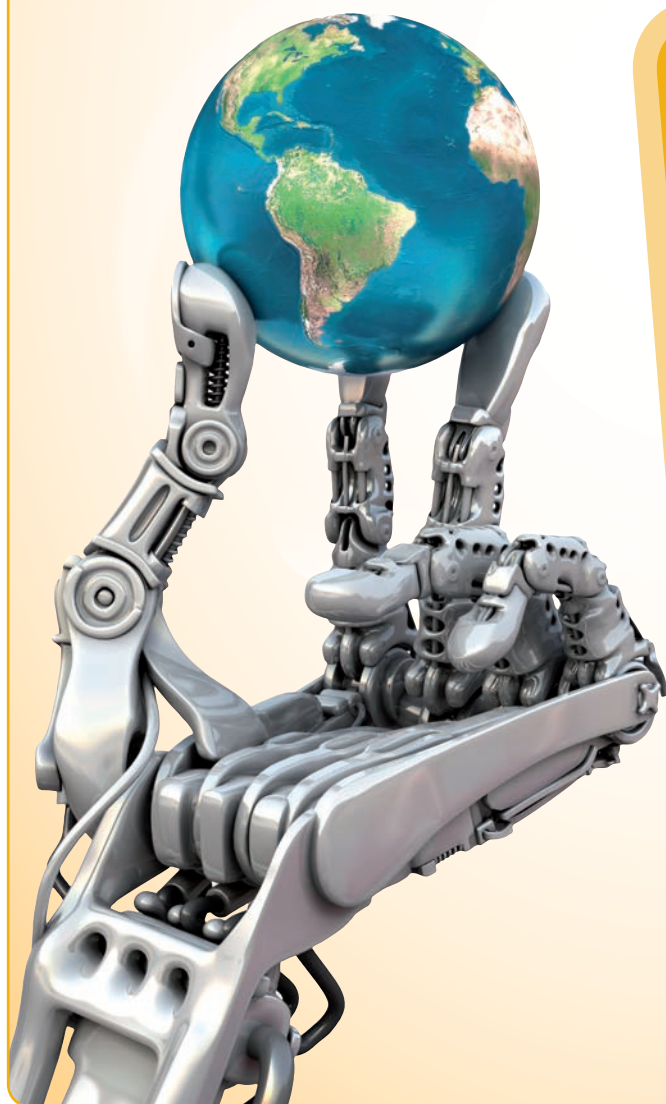
- 1 You would like to offer your guest some cake. You say:
 - A Would you like some cake?
 - B Can you have some cake?
 - C How about some cake?
- 2 You are in the school canteen. You would like to have some fish for lunch. You say:
 - A "Don't have some fish, please!"
 - B Can I have some fish, please?"
 - C Is there some fish, please?"
- 3 You would like to ask someone how to get to the nearest post office. You say:
 - A Can you tell me where the nearest post office is?"
 - B Could you tell me where the nearest post office is?"
 - C How about telling me where the nearest post office is?"
- 4 You would like to ask for permission to use someone's mobile phone. You say:
 - A Can I use your mobile phone?"
 - B Could I use your mobile phone?"
 - C Can I borrow your mobile phone?"
- 5 You would like to thank somebody for the present you got. You say:
 - A Thank you very much.
 - B That's OK.
 - C Thank you.
- 6 You would like to apologise for bumping into someone in the street. You say:
 - A I'm so sorry.
 - B Sorry.
 - C No, thank you.

Match the situations from Task 5 with the right answers.

<input type="checkbox"/> Sure, no problem.	<input type="checkbox"/> It's all right.
<input type="checkbox"/> Yes, please do.	<input type="checkbox"/> Yes, thank you.

UNIT 6

THE WORLD AROUND US



In this unit you will...

- ▶ read and talk about important inventions and discoveries of the 20th and 21st centuries.
- ▶ read and listen about people and events that are important for 20th and 21st centuries history, sports and culture.
- ▶ read and talk about global problems.
- ▶ make predictions about the future of the world and your own future.
- ▶ talk about your eating habits and the importance of healthy school meals.
- ▶ read about Jamie Oliver.
- ▶ write a school meals report.
- ▶ read and talk about the importance of new technology in the lives of teenagers today.

UNIT 6: THE WORLD AROUND US

6.1 20TH & 21ST CENTURIES

INVENTIONS AND DISCOVERIES

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: **1** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- GRAMMAR**
- Present simple passive
 - Past simple passive
 - Contrast between passive and active voices

- VOCABULARY**
- Text and topic-related (science, inventions, discoveries)

SKILLS

- READING**
- The Science Museum in London
- SPEAKING**
- Museums and museum collections
 - Inventions and discoveries of the 20th and 21st centuries
- WRITING**
- An article about the most important inventions of the 20th and 21st centuries
 - Project 1: Top Ten Inventions in the 20th and 21st Centuries

CULTURE and CLIL

- History

LESSON 1

INTRODUCTION

The topic of this lesson is a light-hearted look at science. Pupils learn about The Science Museum. The grammar focus is on the present simple passive.

- Ask the class: *When did you last visit a museum? Which museum did you go to? What did you see there?* Talk about the different museums in their town/city that pupils have been to.

Task A, p. 100

- Write on the board: *The Natural History Museum, The Science Museum, The Museum of Modern Art* and ask pupils what kind of exhibits / displays they associate with each one. Brainstorm words such as *plants, animals, wildlife, dinosaurs, insects, fossils, minerals, inventions (aeroplanes, helicopters, locomotives, cars, computers, space shuttles) paintings, photographs, sculptures* and write them under the corresponding headings.

WORDSPOT

Task B, p. 100

- Pupils match the words to definitions and translate them into Georgian.

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

READING

Task C, p. 100

- Pupils read (and listen to) the text about *The Science Museum* (TRACK 47) and take notes. Remind them that they don't have to understand every word in the text at this stage. Check answers as a class.

Answer key:

- Steam engines, locomotives, aeroplanes, helicopters, cars, space shuttles, computers.
 - You can see how things work, do experiments, solve scientific problems, see documentaries.
 - There are many interactive exhibits.
- Deal with any other vocabulary problems that pupils might have and ask them which words, apart from the ones in Task B, they would like to try to remember.

A What do you think are the 10 most important inventions and discoveries of the 20th and 21st centuries? In which of the following museums can you find out about them?

- A The Natural History Museum B The Science Museum C The Museum of Modern Art

B Match the words to their definitions. How would you say these words in Georgian?

WORDSPOT

- | | | |
|------------------|--------------------------|--|
| 1 remarkable | <input type="checkbox"/> | human beings in general |
| 2 to fasten | <input type="checkbox"/> | something important or successful that you have done |
| 3 humanity | <input type="checkbox"/> | something that is shown, especially in a museum |
| 4 an achievement | <input type="checkbox"/> | amazing, worth remembering |
| 5 an exhibit | <input type="checkbox"/> | an amusement park based on a single subject |
| 6 a theme park | <input type="checkbox"/> | to make something fixed |

READING

C Read about the Science Museum in London and find out:

- which famous inventions and discoveries are displayed in the museum
- what you can do at the museum
- what makes it special

TRACK 01

THE SCIENCE MUSEUM – NOT JUST ANOTHER MUSEUM

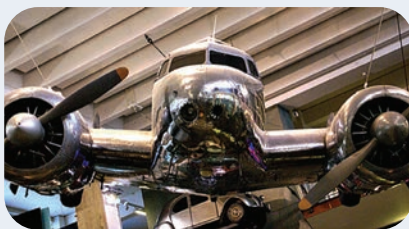
You don't like science? Physics gives you a headache? You'll definitely change your mind if you go to the Science Museum, which is an amazing place to visit even if you're not interested in science. It is fascinating to see so many remarkable inventions which humanity has created. They are wonderfully restored and displayed in chronological order, telling the story of man's technological and scientific achievements.



Steam engines, locomotives, full-sized aeroplanes and helicopters, cars, space shuttles and the earliest and latest computers are included in its various collections, as well as such historic exhibits as Puffing Billy (the oldest steam locomotive), a reconstruction of Crick and Watson's model of DNA or an Apollo space capsule. And these are just some of the amazing things which aren't seen every day.



But, what makes this museum so special? Throughout the museum there are many interactive exhibits where you can see for yourself how they work. For example, there's a light aeroplane which is fastened to the floor, so you can climb into the pilot's cabin and see how the tail moves when you move the controls. And for those who think that science is complicated, at the Science Museum you can do experiments, solve scientific problems, and see how it all makes sense.



Science and nature documentaries are shown in the IMAX 3D Cinema, some of them in 3-D. No wonder this fantastic place is often compared to a theme park about science, which is why it is visited by hundreds of tourists every day, and is especially enjoyed by young people.

REMEMBER! p. 101

- You can introduce the present simple passive in the following way: Ask the class how they would define the word *museum*. Elicit possible definitions from pupils and then write the following dictionary definition on the board:

A museum is a place where important cultural, historical or scientific objects are kept and shown to the public.

- Then ask some questions in the passive voice about *The Science Museum*, e.g. *How are the inventions displayed in the Science Museum? What is shown in the IMAX 3-D cinema?* Elicit the answers and write them on the board:

The inventions are displayed in chronological order. Science and nature documentaries are shown in the IMAX 3-D cinema.

- Underline the verbs and tell the class that this structure is called the passive voice.
- Then ask if the sentences are in the present or past simple. Elicit that this is the present simple passive.
- Explain that we use the passive voice when we want to focus on the person or thing affected by an action (which would be the object of an active form of the verb). We can report the same event by using either an active or passive form of a verb, the difference is where the attention is focused. Using the passive form gives you the option of not mentioning the agent. You may point out that *by + proper noun* (a person's name, job, etc.) is only included at the end of a passive sentence if it is important that we know who performed the action. The agent is not mentioned, however, when the focus is on what happens and not on who or what makes it happen.
- Point out the changes that occur when a sentence goes from active to passive. Elicit the differences (the active object becomes the passive subject). Write an example on the board:

*School visits to the Museum are frequently organised by teachers.
Teachers frequently organise school visits to the Museum.*

- Draw pupils' attention to the **Remember** box and get pupils to read the rules and examples as well as to answer the questions a) and b).

Answer key: a) present simple, past participle b) 2, 4 / 1, 3

- Pupils go back through the text and find two more examples of the present simple passive. Elicit answers. You may want to ask pupils to translate some examples into Georgian as a different structure is often used to express the same thing.

Task D, p. 101

- Pupils do the task on their own.

Answer key: 1 aren't used 2 are done 3 are considered 4 are kept 5 is organised, are invited 6 are invited 6 are found

OPTIONAL

Make one copy of **Activity 25 Resource Bank (The Museum of Natural History)** for each group of about 4 to 5 pupils. Explain that the grammar in the sentences is correct, but the sentences don't make sense, as the passive verbs have been mixed up. Tell pupils to rearrange the sentences so that they make sense.

Answer key:

Entry to the Museum is free, but a small charge is made for some events.

For your security most areas of the Museum of Natural History are protected by CCTV.

Gifts, souvenirs, toys and books are sold in the museum shop.

School visits to the Museum are frequently organised by teachers.

Healthy meals are served in many of the museum restaurants and cafés.

Free maps are given out at the entrance.

You can take photos and videos for personal use, but the use of tripods is not permitted.

Visitors are reminded not to leave personal belongings unattended at any time.

Homework

Workbook pp. 98, 99 Tasks A, B, C, D, F, G

REMEMBER

THE PASSIVE VOICE

In an **active sentence** we say what the subject does.

Hundreds of tourists **visit the Science Museum** every day.

In a **passive sentence** we say what happens to the subject. The object of an active sentence becomes the subject of a passive sentence.

The Science Museum **is visited** by hundreds of tourists every day.

THE PRESENT SIMPLE PASSIVE

We use the **present simple passive** to talk about the present.

- 1 The Science Museum **is visited** by hundreds of tourists every day.
- 2 Inventions **are** wonderfully **restored** and **displayed** in chronological order.
- 3 The museum **is** especially **enjoyed** by young people.
- 4 Science and nature documentaries **are shown** in the IMAX 3D Cinema.

a) Look again at the sentences above and complete the rules.

We form the **present simple passive** with the ... of the verb **"to be"** + the ... of the main verb.

b) In which sentences do we use **the passive voice** when...

... we don't know the subject of an active sentence, or when it is unimportant?

... we want to stress the object of an active sentence, and we use the preposition **by** to say who does or what causes the action?

D Orally complete the following sentences with the right form of the **present simple passive** (positive or negative) of these verbs.

keep do find organise consider invite use

- 1 Steam locomotives were used in the past, but they ... today.
- 2 A lot of experiments ... in chemistry classes.
- 3 Science subjects ... to be difficult to understand by many students.
- 4 Old and precious things ... and looked after in a museum.
- 5 "Science Night" ... for children and their parents when they ... to spend an evening doing fun science-based activities and then spend the night in the museum among the exhibits.
- 6 Some amazing inventions and discoveries ... at the Science Museum.



LESSON 2

INTRODUCTION

Pupils look at some of the life-changing inventions of the 20th and 21st centuries and evaluate their importance. The grammar focus is on the past simple passive.

- Draw pupils' attention to the lesson title and ask them what they think was the greatest invention of the 20th century and why. What about the 21st century? Elicit pupils' ideas. Ask them if they know when exactly these items were invented and who invented them. Write a few suggested dates on the board.
- Tell the class they're going to read about some life-changing inventions and ask them to guess what they are. Read the first part of the following compound nouns and ask them to guess the second half: *television (set), personal (computer, stereo), washing (machine), heart (transplant), atomic (bomb), mobile (phone)*. Alternatively, pupils match the words in **Workbook p. 99 Task E**.

SPEAKING

Task E, p. 102

- Focus on the questions. Put pupils into groups and have them discuss the questions and then give feedback about their opinions to the rest of the class.

Task F, p. 102

- Pupils complete the text with the corresponding inventions and discoveries. Elicit answers and ask volunteers to read the whole text out loud. There is some difficult vocabulary in the text, but pupils shouldn't have too much trouble with it, as technical vocabulary is fairly international. You may adopt a group approach in dealing with this vocabulary. Ask them to make a list of difficult words individually, then to compare lists with other group members before referring to you for confirmation of the meanings.

Answer key: 1 television set 2 personal computer
3 automobile

Task G, p. 102

- When you have cleared up any vocabulary problems ask pupils to read the text again if necessary, and correct the sentences that are false in writing.

Answer key: 1F 2 F 3T

REMEMBER! p. 102

- Pupils complete the auxiliary verbs.
- Read the examples with the class and elicit the difference between the past and present simple passive, which they were introduced to in the previous lesson. The past simple passive is formed by using the past simple of the verb *to be* (*was / were*) and the past participle of the main verb.
- Pupils can go back through the text and find more examples of the past simple passive.

Answer key: 1 was 2 was 3 were



SPEAKING

Here are some important inventions and discoveries of the 20th and 21st centuries. Think about the following questions.

the television set the personal computer the washing machine
 the fridge the heart transplant the atomic bomb DNA
 the personal stereo the automobile the mobile phone

- In what way have they changed our lives?
- Which ones have had the greatest impact on most people around the world?
- Which ones would be the most difficult to live without?
- Which one is the most important for you personally?
- Are there any inventions that are harmful?
- Are there any inventions or discoveries that you would add to this list?

F Orally complete the following legends from the Science Museum with the names of the corresponding inventions and discoveries from Task E.

1 ... was invented by a Scottish inventor, John Logie Baird in 1926, and it was first demonstrated in Selfridges, a department store in London. The first television set was built of old cans, bicycle parts, lenses, string and sealing wax.



2 The first ... that was made for individual use was called Apple II, and it was launched in 1977 by Apple Computers. It was sealed in a plastic case; it had a keyboard, a video unit and removable floppy discs. It was sold for €3,800 in today's money.



3 The world's first practical four-wheeled ... that was powered by a gasoline engine was designed and built in 1885 by Karl Benz. The first cars were mass-produced by Henry Ford, after he introduced his Model T, the first affordable car, in 1910.



G Are the following statements **true (T)** or **false (F)**? Correct the false ones in your notebook.

- 1 The television set was first shown in a bookshop.
- 2 The first personal computer was launched by Microsoft.
- 3 The first affordable cars were produced in the USA.

REMEMBER

THE PAST SIMPLE PASSIVE

We use **the past simple passive** to talk about the past.

Orally complete the sentences with the missing auxiliary verbs.

- 1 The television set ... first **shown** in a department store in London.
- 2 The first personal computer ... **launched** in 1977 by Apple Computers.
- 3 The first cars ... **mass-produced** by Henry Ford.

Task H, p. 103

- Pupils do the task on their own. Check answers and then ask pupils to choose one sentence and translate it into Georgian. Then they swap notebooks in pairs and translate their partner's sentence back into English.

Answer key: 1 were used, was developed, was called
2 was cloned, was taken 3 were hand-washed 4 were used

Homework: Workbook p. 100 Task H

LESSON 3

INTRODUCTION

The grammar focus is on the contrast between the passive and active voice.



Workbook p. 101 Task I

Divide the class into two teams and have them make sentences by selecting the correct words from the substitution table. After that, ask them to write down four sentences from memory – two in the simple present and two in the simple past. You can also make cards with information from the task and give one set of the so-called "passive bricks" to each group so that they may make sentences.

OPTIONAL

If your pupils need more practise of the present and past simple passive, you can do **Resource Bank, Activity 26**. First write the following words on the board in random order and ask the class to make as many compound nouns as possible: *bulb machine traffic credit light oven card extinguisher dish magnifying satellite tin answering fire opener microwave glass light cash register*. Set a time limit. With weaker classes, you can write the words in two columns or dictate the words in the first column to students A and those in the second column to students B, who then work together to make compound nouns.

<i>fire</i>	<i>machine</i>
<i>light</i>	<i>register</i>
<i>credit</i>	<i>oven</i>
<i>traffic</i>	<i>glass</i>
<i>microwave</i>	<i>card</i>
<i>magnifying</i>	<i>opener</i>
<i>satellite</i>	<i>dish</i>
<i>answering</i>	<i>extinguisher</i>
<i>tin</i>	<i>bulb</i>
<i>cash</i>	<i>light</i>

Then divide the class into groups of five to six pupils and give each group a copy of the worksheet. The groups take turns guessing the missing verbs. Explain that they are either in the present or past simple passive.

Answer key:

The first credit cards were given out in the 1920s by oil companies, so that motorists could buy petrol.

A *light bulb* is a form of electric lighting, which is filled with a gas.

A magnifying glass is a lens that makes objects look bigger when it is placed close to them.

A satellite dish collects signals, which are sent from satellites.

Before the first tin openers appeared, tins (cans) were opened with a hammer.

The first traffic lights appeared in New York City in 1914, but they were worked by hand.

A meal is prepared in a few minutes using a microwave oven.

A *cash register* is a calculating machine whose keys are marked with different amounts of money.

Modern fire extinguishers were invented by the Englishman George Manby in 1816.

An answering machine is switched on by the ringing of a telephone.



Workbook p. 101 Task J gives pupils more practise of the present and past simple passive.

Task I, p. 103

- Pupils do the task on their own. They must decide if the verb should be active or passive. Ask them to underline the subject and decide if it does the action or not. If it does the action, the sentence will have to be active, if not, passive.

Answer key: were invented, was born, settled, set up, invented, patented, constructed, was patented, started, became, appeared



Workbook p. 102 Task K

Tell pupils to complete the text and answer the questions. Let them compare answers before checking. At this point, you may like to ask extra comprehension questions to be answered in the passive, e.g. *When was the compact disc invented? When and where was it first introduced? etc...* If there is no time, you can set this task for homework.

Homework: Task J, p. 103

We suggest you should either set this task for homework or get pupils to do the project below for homework, as the topic of the two tasks is the same.

OPTIONAL:

For My Portfolio

Project 1 Top Ten Inventions in the 20th and 21st Centuries p. 122

Brainstorm important or useful inventions from the 20th and 21st centuries and write them on the board. Divide the class into teams and give them a few minutes to choose their invention or encourage stronger classes to come up with their own ideas. The teams should do some research and prepare a PowerPoint presentation. Their presentations will need to be a minimum of five minutes per group. Groups take turns giving their in-class presentations.

H Complete the following sentences in your notebook with the **past simple passive** of the verbs in brackets.



1 The first TV remote controls ... in the 1950s in the (use) USA. One of the early models ... (develop) in 1952, and it ... (call) "Lazy Bones".



2 In 1996, a sheep called "Dolly" ... (clone) by British scientists from a single cell that ... (take) from a six-year-old female sheep.

3 Clothes ... (hand-wash) by rubbing the clothing with rocks in a river, or by using a wash board, before the invention of the washing machine.



4 Text messages ... (use) in Asia and Europe before they became popular in the USA in the mid-2000s.



I Read about one of the most famous Croatian inventors, Eduard Slavoljub Penkala. Circle the correct form of the verbs – the **present simple** or the **past simple**, **active** or **passive**. What makes Slavoljub Penkala a great inventor?



EDUARD SLAVOLJUB PENKALA

Both the technical pencil and the fountain pen **were invented / invented** by a Croatian engineer and inventor, Eduard Slavoljub Penkala. He **was born / is born** in Slovakia, but **was settled / settled** in Zagreb at the beginning of the 20th century. He **was set up / set up** a chemical laboratory and workshops, where he **was invented / invented** and **patented / was patented** about 80 chemistry, mechanical and aviation devices. Penkala was an extremely talented and innovative person, who first recorded opera arias on a gramophone record in 1909. He was an amateur pilot and **was constructed / constructed** his own aeroplane in 1910. Although Penkala's background was in chemistry, he is best known as the inventor of the first mechanical pencil, which **patented / was patented** in Budapest in 1906. Shortly after, its production **was started / started** in various shapes and sizes in Zagreb. Penkala soon **was become / became** a synonym and brand name for the mechanical pencil before modern types of technical pencils and pens **appeared / were appeared**.

WRITING



J Write an article about what you believe is the most important invention of the 20th and 21st centuries. Your article should include:

- the name of the invention and the date or year it was invented
- a picture or a drawing of the invention
- the name of the inventor and interesting details from his / her biography
- an interesting story, or facts about how it was invented
- a description of what it does or how it works
- arguments explaining how this invention has improved the quality of our lives

6.2 AMY IS PREPARING FOR HER HISTORY TEST

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **Իրոյցի ևսծ.** 1, 2, 3, 4, 5, 10

- GRAMMAR
- Present simple passive – questions
 - Past simple passive – questions
 - Use of the definite article (1)
 - Use of the indefinite article

- VOCABULARY
- Quiz and topic-related collocations

SKILLS

- LISTENING
- 20th and 21st Centuries Quiz
- SPEAKING
- Important 20th and 21st century people and events

CULTURE and CLIL

- History

LESSON 1

INTRODUCTION

In this lesson pupils take part in a general knowledge quiz and learn about people and events that are important from 20th and 21st century history, sports and culture.

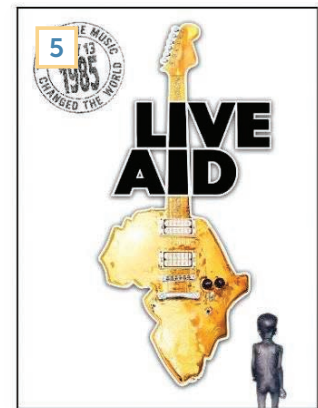
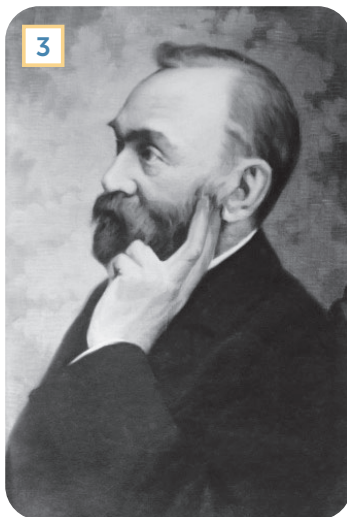
Task A, pp. 104, 105

- Ask pupils if they like history at school. Are they good at remembering historical dates, events and facts? Which period are they learning about at the moment? Do they usually study history on their own? Discuss this as a class.
- Then focus on the task and go through the instructions with pupils. You could ask individual pupils to read the questions out loud or ask the class to read through the quiz and answer the questions individually. Explain any new words that pupils are not familiar with, such as *to fund*, *fortune*, *famine*, *to dismantle*, *currency*. Let them compare their answers with a partner and ask pairs to give feedback to the class, but do not give answers at this stage.
- They should also match the photos on p. 104 with the questions.

Answer key: 1 explosives 2 Yalta, USSR 3 Sputnik 4 I Have a Dream 5 New York, 1970s 6 Do They Know It's Christmas? 7 No 8 No

Amy's Preparing for Her History Test

A Amy's history test is coming up, and it always gives her a headache. Is history really such a pain? Not if you are preparing for the test with a friend. Amy and Celia have done this general knowledge on-line quiz and they scored 80%. Why don't you do the same quiz and see what your score will be?



Task A, pp. 104, 105

- Ask pupils if they like history at school. Are they good at remembering historical dates, events and facts? Which period are they learning about at the moment? Do they usually study history on their own? Discuss this as a class.
- Then focus on the task and go through the instructions with pupils. You could ask individual pupils to read the questions out loud or ask the class to read through the quiz and answer the questions individually. Explain any new words that pupils are not familiar with, such as *to fund*, *fortune*, *famine*, *to dismantle*, *currency*. Let them compare their answers with a partner and ask pairs to give feedback to the class, but do not give answers at this stage.
- They should also match the photos on p. 104 with the questions.

Answer key: 1 explosives 2 Yalta, USSR 3 Sputnik 4 I Have a Dream 5 New York, 1970s 6 Do They Know It's Christmas? 7 No 8 No

LISTENING

Task B, p. 105

- Play the recording (TRACK 48) for pupils to listen to and check their answers to the quiz in Task A. Pupils work out how many they got correct and then compare with other pairs as well as with Amy and Celia's score (80%). Who is the class winner?

Tapescript Track 48

- 1 The Nobel Prize is any one of several prizes that are given in Sweden each year to people from any country for important work in science, medicine, economics, literature or world peace. It was established by Alfred Nobel, a Swedish engineer and chemist, who invented dynamite and left his large fortune, made from selling **explosives**, to fund the prize.
- 2 WWII was the greatest and the most expensive conflict in the history of the world, with over 50 million people killed. Roosevelt, Stalin and Churchill were the leaders of the winning powers: the United States, the Soviet Union and Great Britain, respectively. They met in **Yalta** in February 1945, where they made the crucial decisions that dictated global politics for the next decades. This is why the meeting in Yalta is considered by many to be the event that set the scene for the Cold War.
- 3 **Sputnik** I was launched on 4 October 1957, and started the space race. It became the first satellite to go into orbit around the earth, and came as a surprise to the Americans, who immediately increased spending on their own space programme in order to beat the Soviet Union. Explorer I was launched by the US in 1958.
- 4 Martin Luther King was a Black American minister and civil rights leader who advised utilising non-violent tactics in fighting racism, and was awarded the Nobel Peace Prize in 1964. He was killed in Memphis, Tennessee in 1968. He is remembered especially for his famous speech in Washington D. C., which began with the words: '**I have a dream...**' and expressed high hopes for the future of black people.

- 5 The roots of hip-hop are found in African-American and West African music, but hip-hop first appeared during the **1970s** when block parties became popular in **New York City**, especially in the Bronx. Hip-hop music was part of a wider hip-hop culture, mostly among African Americans and Latinos, and included two other elements, break dancing and graffiti art.
- 6 In 1984, reports on the BBC News in the UK showed the devastating effects of a major famine combined with civil war in Ethiopia. Bob Geldof, an Irish singer, was inspired to raise money in whatever way he could. And that's how Band Aid was born, whose song *Do They Know It's Christmas?* was performed by many famous singers, including Bono of U2. The Band Aid project was followed by Live Aid in 1985, one of the first and biggest charity concerts of all time.
- 7 East and West Berlin were separated by the Berlin Wall for 28 years. The Wall was built by Soviet-controlled East Germany in 1961 to stop people escaping from East to West Berlin. It was officially dismantled by East German authorities **in 1990**, but most of it had already been destroyed by East German protestors, as well as ordinary people, in 1989.
- 8 A new era began in 2002, when the Euro was introduced by the European Union as its new currency. However, not all EU countries went along with this change. **Great Britain**, Sweden, and Denmark **kept their own currencies**.

20th & 21st Centuries Fun Quizzes and Games

1 What is the Nobel Prize funded by? The fortune that Alfred Nobel made by selling...

- Coffee
- Explosives
- Tobacco

🕒 56% of players have answered correctly.

2 As WWII was coming to an end, in February 1945 Joseph Stalin, Winston Churchill and Franklin Roosevelt met to discuss post-war plans. Where was this historic meeting held?

- Yalta, USSR
- Potsdam, Germany
- Casablanca, Morocco

🕒 86% of players have answered correctly.

3 What was the first man-made satellite called, which was successfully launched by the Soviet Union in 1957?

- Explorer
- Sputnik
- Luna

🕒 91% of players have answered correctly.

4 What was the title of Dr Martin Luther King's speech, which was delivered in Washington DC?

- I Have a Dream
- I Have a Faith
- I Have a Hope

🕒 88% of players have answered correctly.

5 When and where was hip hop first introduced?

- Los Angeles, 1990s
- New York, 1970s
- Jamaica, 1980s

🕒 96% of players have answered correctly.

6 Which famous song was first recorded in 1984 as part of the "Band Aid" project, which was launched to help famine victims in Ethiopia?

- White Christmas*
- Do They Know It's Christmas?*
- All I Want For Christmas Is You*

🕒 76% of players have answered correctly.

7 Was the Berlin Wall officially dismantled in 2000?

- YES
- NO

🕒 95% of players have answered correctly.

8 Is the Euro used as a local currency in Great Britain?

- YES
- NO

🕒 55% of players have answered correctly.

B **Now listen to the answers and check your score.**

LISTENING



TRACK 02

/105

Task C, p. 106

- Pupils read through the sentences and correct them. Play the recording (TRACK 48) again. Check answers.
- Ask further questions to check understanding: *Whom was the Nobel Prize established by? How often is it awarded? What is the meeting in Yalta considered to be? On what date was Sputnik launched? What about the American Explorer I? When was Martin Luther King awarded the Nobel Prize? What is hip-hop culture composed of? Who was the song "Do They Know It's Christmas?" performed by? When was it first recorded? How long were East and West Berlin separated by the Berlin Wall? When was the Wall built? Who was it dismantled by? Which EU countries, apart from Great Britain, kept their own currencies?*

Answer key: 1 The Nobel Prize is awarded for important work in science, medicine, economics, literature and world peace. 2 Over 50 million people were killed in WWII. 3 The space race was started by the Russians. 4 He was killed in Memphis, Tennessee in 1968. 5 The roots of hip-hop are found in African-American and West African music. 6 The Band Aid project was started by Bob Geldof. 7 The Berlin Wall was built by Soviet-controlled East Germany to stop people escaping from East to West Berlin. 8 The Euro was introduced by the EU at the beginning of the 21st century.

REMEMBER! p. 106

- Tell the class to close their books and ask them if they remember any questions from the quiz. Remind them of the answers, e.g. In New York, 1970s; No, it isn't. The pound is used in GB. Elicit the passive questions.
- Refer pupils to the **Remember** box and ask them to complete the questions.
- Remind pupils of the word order in yes / no and WH-questions.

Answer key:

- a) 1 Is; Was 2 is; was; was
- b) 1 – yes / no questions; 2 – WH-questions

Task D, p. 106

- Pupils do the task on their own and compare their questions with a partner before a whole class check.

Answer key: 1 was the Nobel Prize established by? 2 Explorer I was launched by the USA in 1958? 3 was the Berlin Wall built? 4 was the Euro introduced? 5 was Martin Luther King killed? 6 people were killed in WWII?

OPTIONAL:

Write about ten additional pieces of information from the recording in random order on the board. Divide the class into two teams who take turns trying to guess the passive questions to which the following are the answers:

In Sweden; In 1990; In 1964; Break dancing and graffiti art; By the Soviet Union; In 1868; In 1961; By many singers; Every year; By East German authorities; by the European Union; On 4 October 1957; In 1984 as part of the "Band Aid" project; For 28 years.

WORDSPOT

Task E, p. 106

- Draw pupils' attention to the vocabulary in the task. Elicit / explain the meaning of the words you didn't introduce in Task A. Then discuss the questions as a class.

Answer key: Pupils' answers.

C Correct the following sentences.

- 1 The Nobel Prize is awarded for sports achievements.
- 2 Five million people were killed in WWII.
- 3 The space race was started by the Americans.
- 4 Martin Luther King was killed in Washington DC in 1968.
- 5 The roots of hip hop are found in Latin American music.
- 6 The "Band Aid" project was started by Bono Vox of U2.
- 7 The Berlin Wall was built by Soviet-controlled East Germany to stop people travelling from the East to the West.
- 8 The Euro was introduced by the EU at the end of the 20th century.



REMEMBER

THE PASSIVE VOICE – QUESTIONS

a) Orally complete the questions with the missing auxiliary verbs.

- 1 ... the Euro **used** as a local currency in Great Britain?
... the Berlin Wall officially **dismantled** in 2000?
- 2 **What** ... the Nobel Prize **funded** by?
When and **where** ... hip hop first **introduced**?
Which famous song ... first **recorded** in 1984 as part of the "Band Aid" project?

b) Which questions are **yes / no questions, and which ones are **wh-questions**?**

D Use the following information and make the **passive voice questions** in your notebook.

- 1 The Nobel Prize was established by Alfred Nobel, a Swedish engineer and chemist.
Who ... ?
- 2 Explorer I was launched by the USA in 1958.
Which ... ?
- 3 The Berlin Wall was built to stop people escaping from East to West Berlin.
Why ... ?
- 4 The Euro was introduced by the European Union as its new currency in 2002.
When ... ?
- 5 Martin Luther King was killed in Memphis, Tennessee in 1968.
Where ... ?
- 6 Over 50 million people were killed in World War II.
How many ... ?

E Do you know what these words mean? Check their meaning and then answer the questions.

to establish a currency to dismantle famine to award crucial

- 1 Do you know when your school was established?
- 2 What currency is used in Georgia?
- 3 Do you know how to dismantle your mobile phone?
- 4 How would you help famine victims in Africa?
- 5 Have you ever been awarded a prize?
- 6 What is the crucial event of the 20th century in your opinion?

WORDSPOT

Task F, p. 107

- Focus pupils' attention on the names. Elicit as much information as possible about each of them. You may need to highlight the historical importance of these people and events. Then pupils read the questions and match them with the corresponding answers.
- Alternatively, ask the class to cover the answers. Read through the questions explaining any new words pupils are not familiar with and get them to guess the answers to the questions.

Answer key: 1 Nelson Mandela 2 Brussels 3 Walt Disney
4 Elvis Presley 5 Wimbledon 6 the Warsaw Pact 7 Pearl Harbor

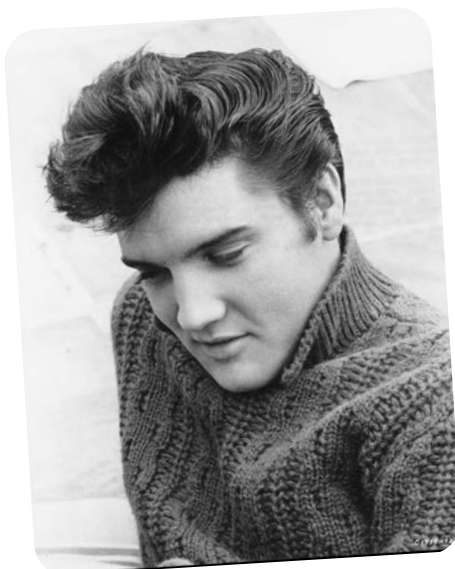
Homework

Workbook pp. 103, 104 Tasks A, B, C, D, E, F

F Have a look at the names of the following people, places and events. Why are they important for the 20th century world history, sports and culture? Then read the questions and match them with the corresponding answers below.

Brussels Walt Disney the Warsaw Pact Nelson Mandela
Wimbledon Pearl Harbor Elvis Presley

- 1 Which African anti-apartheid leader was released from prison in 1990, after more than 27 years?
- 2 Where is the European Parliament situated?
- 3 Who were Mickey Mouse and Donald Duck, the famous cartoon characters, created by?
- 4 Which American singer is known as "the King of Rock and Roll"?
- 5 Which Grand Slam Tournament was won by Goran Ivanišević in 2001?
- 6 Which military treaty was formed by the Soviet Union as a reaction to the forming of NATO in 1949?
- 7 Which American naval base was bombed by the Japanese in 1941?



LESSON 2

INTRODUCTION

The grammar focus of this lesson is on the rules for the use and omission of definite and indefinite articles.

- Write the following sentences on the board in advance. Ask pupils if they notice anything strange about the sentences. Elicit that the definite articles are missing from most of the sentences.
- Have pupils work in pairs in order to work out how many definite articles are missing from each sentence.
- Then have them complete the sentences with definite articles where necessary.

Answer key:

- ✓ Nobel Prize is any one of several prizes that are given in Sweden each year. (1)
- ✓ Second World War was ✓ largest and ✓ most expensive conflict in ✓ history of ✓ world. (5)
- ✓ Leaders of ✓ United States, ✓ Soviet Union and Great Britain met in Yalta in February 1945. (3)
- The song "Do They Know It's Christmas?" was bought by millions of people who wanted to help famine victims in Africa. (0)
- Nelson Mandela was released from prison in 1990. (0)
- Sputnik became ✓ first satellite to go into orbit around ✓ Earth, which came as a surprise to ✓ Americans. (3)
- Hip-hop is associated mainly with rap music as well as with break dancing and graffiti art. (0)
- ✓ Euro was introduced by ✓ European Union. (2)

- Ask pupils to look at the sentences and work out the rules for the use and omission of definite articles. Sort the following words into two columns and elicit examples:

With THE

- prizes (the Nobel Prize)
- historical periods (the Second World War)
- superlatives of adjectives (the largest, the most expensive)
- something defined by a prepositional phrase (the history of the world, the leaders of the US)
- ordinal numbers (the first)
- something unique in a particular context (the world, the earth)
- nationality words (the Americans)
- institutions and organisations (the European Union)
- names which include words like "republic", "kingdom", "union" (the Soviet Union)
- plural names of countries (the United States)

Without THE

- countries and states (Sweden, Great Britain)
- continents (Africa)
- holidays (Christmas)
- towns / cities (Yalta)
- months (February)
- sport and activities (break dancing)
- buildings when referring to their purpose (prison)

REMEMBER! p. 108

- Refer pupils to the **Remember** box and go through the rules and examples with the class.
- Point out that there are several exceptions to the rules, e.g. *the Hague*, *the Netherlands*, which should be learnt by heart.

Answer key: The definite article with proper nouns b) don't use, don't use, use; **Other uses of definite article THE b)** with superlatives, ordinal numbers, something unique in a particular context, something defined by a prepositional phrase

Task G, p. 108

- Check answers after each question and have individual pupils answer the questions orally.

Answer key: 1 September 1939. 2 Yes. 3 No. 4 Every four years. 5-7 Pupils' own answers 8 No.

REMEMBER

THE DEFINITE ARTICLE THE WITH PROPER NOUNS (1)

a) Look at the proper nouns from this lesson again.

THE

European Union
Nobel Prize
Science Museum
European Parliament
Japanese
1970s
United Kingdom
United States of America
Cold War



NO ARTICLE

New York City
Brussels
Germany
Sweden
Tennessee
Africa
Christmas
February
World War II

b) Now, complete the rules about the definite article **the** with proper nouns:

- We **use / don't use** the definite article **the** with the names of towns, cities, countries, states and continents (BUT: the Hague, the USA, the UK).
- We **use / don't use** the definite article **the** with the names of months and holidays.
- We **use / don't use** the definite article **the** with the nationality adjectives referring to groups of people, museums, institutions and organizations, prizes, and historical periods or events (BUT: World War II).

OTHER USES OF DEFINITE ARTICLE THE (1)

a) Look at other examples from this lesson.

- **Sports and activities:** tennis, break dancing
- **Seasons:** summer, winter
- **Buildings when referring to their purpose:** He was released from prison in 1990.
- **Superlatives of adjectives:** the largest, the most expensive
- **Ordinal numbers:** the first, the 20th century
- **Something unique in a particular context:** the world, the capital, the earth, the government
- **Something defined by a prepositional phrase:** the beginning of WWII, the future of black people, the roots of hip hop

b) When do we **use** the definite article **the**?

G Orally complete the questions with **the** or **nothing (-)** and then answer them.

- 1 When did ... World War II begin?
- 2 Is ... baseball one of ... most popular sports in ... USA?
- 3 Is ... Georgia a member of ... European Union?
- 4 How often are ... Olympic Games held?
- 5 Is your birthday at ... beginning or at ... end of the year?
- 6 Have you ever been to ... hospital?
- 7 Have you ever visited ... Georgian Art Museum?
- 8 Do you know any Georgians who were awarded ... Nobel Prize?



REMEMBER! p. 109

- Tell pupils to open their books to page 103 and look at the text about Eduard Slavoljub Penkala. Ask them to underline the indefinite articles (*a, an*) and the nouns they qualify. Elicit / explain that the indefinite articles *a / an* are used when we refer to people's jobs and write a few examples on the board, e.g.

E. S. Penkala was a Croatian engineer and inventor. He was also an amateur pilot. His parents urged him to become a doctor.

- *A / an* are also used when we say what something is (to introduce places, people, animals, things, etc. by categorising them), e.g.

Penkala was born in Slovakia. Slovakia is a country in central Europe.

- Finally, we use *a / an* when we talk about something for the first time. However, *the* is used when we refer to something we have already mentioned, e.g.

He set up a chemical laboratory. About 80 devices were invented and patented in the laboratory.

- You can highlight that we use *the + a singular countable noun* when we talk about a type of machine, an invention, e.g.

Penkala invented the technical pencil and the fountain pen.

- We do not use the indefinite article with abstract nouns, e.g.

Penkala took an interest in aviation, while his wife was interested in music.

- Pupils read through the **Remember** box. Check any problems. Remind pupils that we use *an* before vowels (also *an hour*, but *a university* because of the pronunciation).

Answer key: a) 1 a) people's jobs b) places, people, animals, things etc. **2** abstract nouns **b) 2, 1**

Task H, p. 109

- Pupils do the task on their own.

Answer key: 1 – , – 2 The, The 3 an 4 an 5 a, a, a, the, the 6 a

OPTIONAL:

SPEAKING

Task I, p. 109

In groups, pupils think of four questions of their own based on historical, local or world facts. You might like to set this task for homework. In this case, they can use reference books or the Internet for help.

Homework

Workbook pp. 104, 105 Task G, H, I

REMEMBER

THE INDEFINITE ARTICLE A / AN

a) Read out the missing expressions above the corresponding examples to complete the rules.

abstract nouns

places, people, animals, things, etc.

people's jobs

1 We use the indefinite article **a / an**:

a) when we refer to ...

Elvis Presley was **an American singer**.

Winston Churchill was **a British politician**.

b) when we introduce ... by categorising them

Mickey Mouse is **a cartoon character**.

Batumi is **a Georgian city**.

2 We do not use the indefinite article **a / an** with ... such as art, peace, science, racism, non-violence, independence, music.

INDEFINITE ARTICLE

Roosevelt, Stalin and Churchill had **a meeting** at Yalta in February, 1945.

The Warsaw Pact was **a military treaty** which was formed by the Soviet Union.

DEFINITE ARTICLE

The meeting set the scene for the Cold War.

The treaty was a reaction to the forming of NATO in 1949.

b) Look at the sentences above and match the halves of the sentences to complete the rules.

1 We use **the definite article the**...

→ when we talk about something for the first time.

2 We use **the indefinite article a / an**...

→ when something is mentioned for the second time.

H Orally complete the sentences with **a, an, the** or **nothing (-)**.

- 1 Martin Luther King fought against ... racism, but he called for ... non-violence.
- 2 ... Berlin Wall was built by Soviet-controlled East Germany to stop people escaping from East to West Berlin in 1961. ... Wall was officially dismantled by East German authorities in 1990.
- 3 Bob Geldof, ... Irish singer, was inspired to raise money to help hungry people in Ethiopia.
- 4 The minor planet Pluto was discovered by ... amateur astronomer.
- 5 Andorra is ... European mini state that is ruled by ... bishop and ... president. ... bishop is Spanish and ... president is French.
- 6 J. K. Rowling is ... contemporary British writer.



I Work in groups. Each group should prepare four questions about 20th and 21st centuries events, important people, entertainment, art and literature, scientific and technological achievements, and so on. When you have finished, ask each other questions.

SPEAKING



6.3 GLOBAL CONCERNS IN THE 21ST CENTURY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5, 6, 7, 9, 10

- GRAMMAR • Future simple (*Will* future)
• Future simple passive

- FUNCTIONS • Predicting future events

- VOCABULARY • Text-related (global concerns)

SKILLS

- READING • Natural disasters, nuclear power, terrorism
• Future predictions for our planet

- SPEAKING • Major problems facing the world in the 21st century

- WRITING • Project 2: Global issues poster
• Your life in 30 years' time

CULTURE and CLIL

- History and biology

LESSON 1

INTRODUCTION

This lesson is about global concerns of the 21st century. It covers such issues as terrorism, environmental problems, natural disasters, nuclear power, AIDS and other diseases, poverty and famine. Pupils expand their vocabulary related to these topics.

Task A, p. 110

- Before pupils open their books, write the lesson title on the board: *Global Concerns in the 21st Century* and brainstorm vocabulary related to the topic.
- In this task, pupils discuss global concerns as a class or in small groups. They can rank the problems in order of seriousness. Does the whole class agree? Encourage pupils to discuss why they feel certain problems are more / less important than others with the rest of the class.
- You could elicit some of the vocabulary that will appear in the lesson, e.g. *climate change, pollution, famine, drought, flood, radioactive waste, hijack* etc. Ask them what sorts of things ordinary people can do to help.
- Ask for some groups to give feedback to the rest of the class and discuss any interesting ideas further.

Task B, p. 110

- Elicit / explain the meaning of the words and expressions.
- Then ask pupils to work in groups and try to guess which global concerns in Task A they relate to. Elicit answers but don't tell them if they are right yet.
- Before pupils start reading activities, it's always a good idea to ask them to read the headings in order to get a general idea of the text. You can ask them to predict other words related to each global concern in Task A.

Answer key: Environmental problems and natural disasters – hurricanes, floods, homeless people; Poverty and famine – starvation, homeless people; Diseases – the HIV virus, expensive drugs; Nuclear power – disposal of radioactive waste, pollution; Wars and terrorism – hijacked airliners, bombings

READING

Task C, pp. 110, 111

- Pupils work in groups of three. Each pupil in the group reads about a different global concern and explains orally or in writing the connection between the words in Task B and the corresponding global concern. Elicit answers from different pupils.

Task D, p. 110

- Ask pupils to read (and listen to) all the texts (TRACK 49), including the one they have already read, and finish the sentences in the task.

Answer key: 1 be more dangerous and more frequent in the future. 2 hit four states, killed more than 1,833 people and left thousands of people homeless. 3 of new technology 4 commercial airliners were hijacked and flown directly into the twin towers. 5 the risks and the safe disposal of radioactive waste. 6 an explosion destroyed the place and caused deaths and illnesses many years afterwards, as well as pollution over wide areas of Europe.

WORDSPOT

Task E, p. 110

- Pupils look up the new words from the task in the texts they have read. They should be just scanning the text, rather than reading carefully for understanding. Give pupils a few minutes in pairs to discuss what they think the words mean. Encourage them to look at them in their context and try to match them with the corresponding definitions. Elicit answers and model pronunciation. At this point you could go through the text with the class and deal with any other vocabulary problems pupils might have. You can also ask pupils to write their own sentences using the words. The rewriting and personalisation will help them remember the words better.

Answer key: 1 A drought 2 An earthquake 3 An illness 4 to devastate 5 a threat 6 homeless



Workbook p. 106 Tasks A, B, C can be done in class.

Homework: Workbook p. 107 Tasks D, E

A How do you feel about the following global concerns in the 21st century? What scares you most and why?

- Environmental problems and natural disasters
- Poverty and famine
- Diseases
- New technology
- Nuclear power
- Wars and terrorism

B Which of the global concerns from Task A do the following words and expressions relate to? Can you guess?

hurricanes homeless people expensive drugs disposal of radioactive waste
bombings starvation the HIV virus floods hijacked airliners pollution

READING

C Read the text on the opposite page and check your guesses. Then explain what connection some words and expressions from Task B have with each global concern described in the text. Work in groups of three. Each student reads about one global concern.

TRACK 03

D Finish off the sentences to talk about the global concerns you have read about.

- 1 Because of climate changes in the world, natural disasters will...
- 2 The deadliest natural disaster in American history was caused by hurricane Katrina which...
- 3 Terrorist organizations are a real threat to our safety because...
- 4 The 9/11 terrorist attacks in the USA happened on September 11, 2001, when...
- 5 Nuclear power is one of the cheapest sources of energy, but many people worry about...
- 6 The worst nuclear disaster in history happened at Chernobyl in 1986, where...

E In your notebook put these words next to the corresponding definitions.

WORDSPOT

a drought homeless to devastate an earthquake an illness a threat

- 1 ... a long period of dry weather when there is not enough water
- 2 ... a violent shaking of the earth's surface
- 3 ... a disease
- 4 ... to destroy completely
- 5 ... a danger
- 6 ... poor and without a place to live

READING

Task C, pp. 110, 111

- Pupils work in groups of three. Each pupil in the group reads about a different global concern and explains orally or in writing the connection between the words in Task B and the corresponding global concern. Elicit answers from different pupils.

Task D, p. 110

- Ask pupils to read (and listen to) all the texts (TRACK 49), including the one they have already read, and finish the sentences in the task.

Answer key: 1 be more dangerous and more frequent in the future. 2 hit four states, killed more than 1,833 people and left thousands of people homeless. 3 of new technology 4 commercial airliners were hijacked and flown directly into the twin towers. 5 the risks and the safe disposal of radioactive waste. 6 an explosion destroyed the place and caused deaths and illnesses many years afterwards, as well as pollution over wide areas of Europe.

WORDSPOT

Task E, p. 110

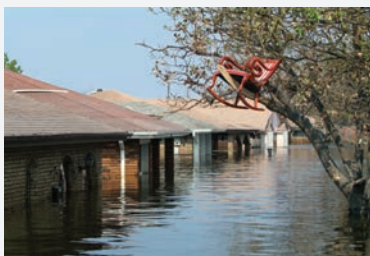
- Pupils look up the new words from the task in the texts they have read. They should be just scanning the text, rather than reading carefully for understanding. Give pupils a few minutes in pairs to discuss what they think the words mean. Encourage them to look at them in their context and try to match them with the corresponding definitions. Elicit answers and model pronunciation. At this point you could go through the text with the class and deal with any other vocabulary problems pupils might have. You can also ask pupils to write their own sentences using the words. The rewriting and personalisation will help them remember the words better.

Answer key: 1 A drought 2 An earthquake 3 An illness 4 to devastate 5 a threat 6 homeless

What Scares You Most?

NATURAL DISASTERS

Volcanic eruptions, fires, droughts, floods, earthquakes, hurricanes and tornadoes happen every year somewhere in the world. But, because of climate changes in the world, they will be more dangerous and more frequent in the future. In 2007, violent summer rainstorms caused one of the biggest floods in England, where roads looked like rivers and thousands of people were left without homes. Still, it is nothing compared to the deadliest natural disaster in American history which was caused by hurricane Katrina in 2005. It hit four states, but New Orleans was particularly devastated. The hurricane totally destroyed the city, killed more than 1,833 people, and left thousands of people homeless. Some say this will be the first American city that will be rebuilt in the 21st century.



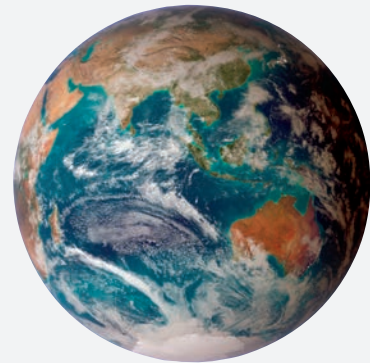
NUCLEAR POWER



Although it is one of the cheapest sources of energy, many people worry about the risks and the safe disposal of radioactive waste. It is also feared that people, especially children, living near nuclear power stations have a greater risk of getting cancer. Let's not forget the worst nuclear disaster in history at Chernobyl in 1986, where an explosion destroyed the place and caused deaths and illnesses many years afterwards, as well as pollution over wide areas of Europe. Some say it will take thousands of years before Chernobyl radiation levels drop back to normal!

TERRORISM

With the help of new technology, terrorist organizations are becoming a real threat to our personal safety. We all followed the media



coverage of events like the London Underground bombings in 2004, and the most shocking one - the 9/11 terrorist attacks in the USA. On September 11, 2001, a series of terrorist attacks destroyed the Twin Towers of the World Trade Center in New York City and severely damaged the Pentagon. Commercial airliners were hijacked and flown directly into the Twin Towers, and thousands of people were killed when the WTC towers collapsed. And if world superpowers like the USA are not safe, can we really feel carefree when we travel by plane, like we used to?



LESSON 2

INTRODUCTION

The grammar focus of the lesson is on the future simple tense (active and passive) for future predictions.

Task F, p. 112

- It gives pupils more speaking practise on the topic of global concerns of the 21st century. Pupils focus on the predictions, read them silently and decide how likely / unlikely / optimistic / pessimistic they are.
- Put pupils into groups, set a time limit and ask them to discuss one statement at a time. Encourage them to give reasons for their opinions.
- Ask some pupils to tell the class their ideas.
- Which is the most encouraging, the most worrying and the most important prediction?

Answer key: Pupils' answers.

DO YOU REMEMBER? p. 112

Tell pupils to look at the predictions again and underline the main verbs. Elicit answers and write them on the board in two columns.

<i>Active</i>	<i>Passive</i>
<i>will face</i>	<i>will be affected</i>
<i>will increase</i>	<i>will be found</i>
<i>will be</i>	<i>will be done</i>
<i>won't have to do</i>	<i>will be transformed</i>
<i>won't be</i>	<i>will be exhausted</i>
<i>will be able to afford</i>	
<i>will have to recycle</i>	

- Ask pupils to identify the tense (future simple).
- Elicit that we use *will + the infinitive* to say what we think will happen in the future.
- Remind pupils that the negative form of *will* is *won't* and that it is the same for all persons.
- Explain the difference between the left and the right column (active and passive).
- After discussing the structures, pupils complete the sentences and answer the questions in the **Do you remember?** box.

Answer key:

- a)** 1 be 2 increase 3 have to recycle 4 be able to have 5 be done, have to do
b) b) predictions about future events

OPTIONAL:

You can discuss the likely outcomes of the predictions from Task F. Write pupils' ideas on the board.

- F** An international panel of scientists has discussed major global concerns and they have come up with some predictions for the 21st century. Which of them are pessimistic ☹️ and which of them are optimistic 😊? In your opinion, which ones are most likely to happen in a 100 years' time?

WHAT DOES THE FUTURE HOLD FOR OUR PLANET IN THE 21ST CENTURY?

- 😊 / ☹️ Because of rising sea levels and climate changes, the planet will face more devastating floods, intense droughts, more deadly heat waves and fires, and other extreme weather conditions.
- 😊 / ☹️ Famine will increase, especially in developing countries.
- 😊 / ☹️ In the twenty-first century, water will be what oil was in the twentieth century, because two thirds of the world's population will be affected by water shortages in 20 years' time.
- 😊 / ☹️ Cures for most serious diseases in the modern world, such as AIDS and cancer, will be found.
- 😊 / ☹️ Because of advances in information technology and robotics, more hard work will be done by robots with artificial intelligence, and humans won't have to do so much work.
- 😊 / ☹️ The world will be more peaceful in the new millennium, there won't be a third world war, but international terrorism will still be a problem.
- 😊 / ☹️ We will be able to have a holiday on the moon.
- 😊 / ☹️ Every child in the world will be able to afford their own computer by the end of this century.
- 😊 / ☹️ Earth's landscape will be transformed radically by climate changes, while a quarter of all plants and animals will be extinct.
- 😊 / ☹️ The world's resources will be completely exhausted, so we will have to recycle more.



? DO YOU REMEMBER

WILL FUTURE

a) Look at the sentences about the future of our planet again and orally fill in the missing verbs.

- 1 The world **will** ... more peaceful in the new millennium.
- 2 Famine **will** ... especially in developing countries.
- 3 The world's resources will be completely exhausted, so we **will** ... more.
- 4 We **will** ... a holiday on the moon.
- 5 More hard work will be done by robots with artificial intelligence and humans **won't** ... so much work.

b) Look at the sentences above again, and read out the correct answer.

- We use the **will future** to make
- a) plans about future events.
 - b) predictions about future events.
 - c) suggestions for future events.

Task G, p. 113.

- Pupils complete the predictions using the future simple. Explain any words that they are not familiar with. Then discuss the sentences with the whole class.

Answer key: 1 will spread, will appear 2 will prolong 3 will improve, will be able to afford 4 will have to plant, will have to reduce, will have to save, will have to recycle, will have to protect

REMEMBER! p. 113

- Draw pupils' attention to the examples and ask them to complete the rule.

Answer key: to be, main verb

Task H, p. 113

- After pupils have circled the correct form, discuss the predictions with the class.

Answer key: 1 will grow, will be completely exhausted 2 will be done 3 will stop, will expand, will be caught 4 will be spent

SPEAKING

Task I, p. 113

- Pupils read the sentences silently, rewrite the numbers into their notebooks, tick the ones that they agree with and put a cross next to the ones they disagree with.
- Put pupils into groups, set a time limit and ask them to discuss one statement at a time. Encourage them to give reasons for their opinions.



Workbook p. 109 Task H

Give pupils time to write their predictions. They then read their predictions out loud to the rest of the class.

Homework: Workbook p. 108 Tasks F, G

OPTIONAL:

For My Portfolio

Project 2 Global Issues Poster p. 122

Divide the class into teams and get them to make their global issues poster. Encourage them to collect photographs or draw pictures to make their displays as illustrative as possible. Give each group a large sheet of paper and sticky tape or glue. Each group should prepare a short presentation to explain their poster to the class. Display the posters around the class. If you wish, the class can vote for the best one. In a big school you may like to run an interclass competition for the most interesting poster.

G Use the **will future** of the verbs in brackets. What do you think about the following predictions?

- 1 Because of global warming, tropical diseases like malaria ... (**spread**), and strange allergies and diseases ... (**appear**) again.
- 2 Biological and medical advances ... (**prolong**) the human life span, from 60 today to 100 years in the future.
- 3 The standards of our life ... (**improve**), so more people ... (**can afford**) their own house and travel.
- 4 If we want to save our planet, we ... (**must plant**) more trees, we ... (**must reduce**) pollution, we ... (**must save**) energy, we ... (**must recycle**) more, and we ... (**must protect**) endangered species.

REMEMBER

THE FUTURE PASSIVE

We use the **future passive** to talk about the future.

- 1 Cures for most serious diseases of the modern world **will be found**.
- 2 Two thirds of the world's population **will be affected** by water shortages by 2025.
- 3 Earth's landscape **will be transformed** radically by climate changes.

Look again at the sentences above and complete the rules.

We form the **future passive** with the **will future** of the verb ... and the past participle of the ...

H Read out the **will future, active or passive** of the verbs below. What do you think about the following predictions?

- 1 The UN forecasts that in 50 years' time the world's population **will grow / will be grown** from 6 billion people today to 9.2 billion, so the world's resources **will completely exhaust / will be completely exhausted**.
- 2 We will have robots in our homes, so lots of housework **will do / will be done** by them.
- 3 Earth **will be stopped / will stop** existing. The sun **will expand / will be expanded** into a red giant, pushing Earth farther out into space, and our planet **will be caught / will catch** by the sun's outer atmosphere. The good news is this won't happen for another 7.6 billion years.
- 4 More money **will spend / will be spent** to save two billion people from extreme poverty.

I What do you think about the following statements?

- 1 Using nuclear power is the cheapest and the cleanest way to reduce pollution.
- 2 There is no evidence that natural disasters are connected with global warming.
- 3 AIDS is not such a serious problem in developed countries.
- 4 The media give too much attention to terrorism.
- 5 Small donations cannot help millions of famine victims in developing countries.
- 6 I am more optimistic than pessimistic about the future of our planet.



6.4 FOOD FOR THOUGHT

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: 1-7/3b. 1, 2, 3, 4, 5, 6, 7, 8

- GRAMMAR
- Countable and uncountable nouns
 - Regular and irregular plural of nouns
 - Quantifiers (revision)
 - Question tags

- FUNCTIONS
- Talking about quantity
 - Checking information

- VOCABULARY
- Topic-related (food) and text-related

SKILLS

- READING
- Amazing food projects (Jamie Oliver)
- LISTENING
- An interview with a *Fifteen* apprentice
- SPEAKING
- Eating habits, school meals
- WRITING
- A school meals report

LESSON 1

INTRODUCTION

The lexical area covered in this lesson is food. Pupils complete and analyse a questionnaire about teenage eating habits and talk about their own food preferences. The main grammatical focus is on the difference between countable and uncountable nouns as well as irregular plurals. Pupils also revise their knowledge of quantifiers.

- Introduce the topic by asking the class to solve the following riddle: *What can be delicious, tasty, exotic, plain, healthy or unhealthy, nutritious, hot or cold, raw, rotten, fresh, natural, organic, frozen, canned (tinned), fatty, sweet, spicy, vegetarian, genetically-modified, fast...? (food)* Alternatively, write the word *food* on the board and brainstorm adjectives that collocate with it.

OPTIONAL:

Instead of playing an association game, ask the class to help you make one by filling in 4 words in each column. You can do it as a class or you can put pupils into groups and ask them to work together. Elicit the words they have put in each column.

	A	B	C	D
1				
2				
3				
4				
	fruit	vegetables	meat	kitchen

OPTIONAL:

Another way of brushing up on food vocabulary is a game called SHIPWRECK LISTS. Put the class into groups, set a time limit of two minutes and ask each group to write down as many food items as possible. First, a group A representative reads out his or her group's list. Group B has to cross out any items they hear that are also on their list. Then group B reads their list of items that aren't crossed out to group C, who crosses out the items they hear that are also on their list, and so on until all the groups have completed the task. Each group will then end up with a few items on their list that haven't been crossed out. Conclude the game with: *"You have been wrecked on a desert island and this is all the food you have."* The surviving items are read out. The group with the longest list is the winner.

Task A, p. 114

- Focus attention on the title of the questionnaire. Pupils are to read it through and say aloud the sentences that are true for them. Discuss the results and get feedback from the class to find out what percentage of the class eats healthily. They can also interview the teacher to find out if he / she eats healthily or not.

- A** A lot of children and teenagers in developed countries do not eat healthily. If you eat healthy food, you will feel better, look better and perform better at school. Read out the sentences that are true for you in this questionnaire. If you have more happy faces than sad faces, you eat a healthy diet.

HOW HEALTHY IS YOUR DIET?

- I always have breakfast on school days, usually a sandwich and a glass of juice. 😊
- I don't drink any milk. 😞
- I drink tea instead of coffee. 😊
- I don't eat much meat. 😊
- I eat a lot of bread and pasta. 😞
- I always have some vegetables for lunch. 😊
- I drink a lot of fizzy drinks. 😞
- I don't eat any junk food, such as hamburgers, pizzas or hot dogs. 😊
- I spend a lot of pocket money on snacks. 😞
- I eat an apple or a banana between meals. 😊
- I don't like any vegetables, especially tomatoes and cucumbers. 😞
- I love fruit, especially raspberries. 😊

DO YOU REMEMBER? p. 115

- Establish what the terms *countable* and *uncountable nouns* mean.
- Draw a vertical line down the middle of the board. Give one side the heading *Countable* and the other side *Uncountable*. Dictate the following words from the questionnaire in Task A in random order and ask pupils to put them into the correct column: *breakfast, sandwich, day, glass, juice, milk, coffee, meat, bread, pasta, vegetable, drink, hamburger, pizza, hot dog, snack, meal, pocket money, junk food, apple, banana, tomato, cucumber, lunch, fruit, raspberry*. Check answers and elicit other countable and uncountable nouns related to food. Point out that when you use an uncountable noun as the subject of a verb, you use a singular form of the verb.
- Remind them that countable nouns refer to people or things that can be counted. You can put numbers in front of them. Uncountable nouns have only one form and are not used with numbers.
- Pupils read out the captions.

Answer key: 1 Countable Nouns 2 Uncountable Nouns

Task B, p. 115

- Ask pupils to make the plural forms of the countable nouns on the list and put them in the correct columns.
- Establish that regular plural nouns have -s at the end, for nouns ending in -sh, -ss, -x, -s or -ch the plural is formed by adding -es (pronounced / iz /). With nouns ending in a consonant followed by -y, we substitute -y with -ies to form the plural. For nouns ending in a vowel followed by -y, we simply add -s to form the plural, e.g. *days*. There are a few nouns ending in -f or -fe where the plural is formed by substituting -f or -fe with -ves, e.g. *knife → knives*. With many nouns ending in -o, we simply add -s to form the plural, e.g. *photo → photos*. However, the plural of some nouns ending in -o is formed by adding -es, e.g. *tomato → tomatoes*. Remind pupils that some nouns in English have special plural forms, whose vowel sounds differ from their singular forms, e.g. *child → children*.
- Explain that *fish* is countable when it refers to an animal but it is uncountable when it refers to the flesh of a fish, which you eat as food. In modern English, the plural of *fish* is *fish*, not *fishes*.
- Point out that some nouns can take the plural in Georgian, but not in English, e.g. *advice*.

Answer key: Plurals in -s: meal, hamburger, hot dog, holiday, kitchen, vegetable, pancake, restaurant; Plurals in -es: potato, glass, peach, sandwich; Plurals in -ies: strawberry, blueberry; Irregular plurals: man-men, woman-women, life-lives, tooth-teeth, foot-feet, fish-fish

OPTIONAL:

Ask pupils to work in pairs and add two more nouns to each column. Alternatively, dictate further nouns in their singular form and ask pupils to add them to the correct column, e.g. *dish, carrot, baby, shelf, wolf, leaf, city, sausage, pear, egg, box, orange, watch, wife, party* etc. Pupils might not be familiar with or might not remember other examples of irregular plurals (*mouse → mice, sheep → sheep, goose → geese, person → people*). Remind them that nouns referring to people and ending with -man, -woman or -child are pluralised into -men, -women, -children, e.g. *postmen, Englishwomen, grandchildren*.

OPTIONAL:

We suggest that you first revise quantifiers in the following way:

- Ask the class to copy the following grid into their notebooks:

	a lot	not much	not many	none
1.				
2.				
3.				
4.				
5.				
6.				

- Read the following questions and ask pupils to tick the right column.
 1. *How much food is there in your fridge at the moment?*
 2. *How many restaurants are there in your neighbourhood?*
 3. *How many cafés are there in your street?*
 4. *How much room is there in your school cafeteria?*
 5. *How many pupils eat in your school cafeteria?*
 6. *How much time do you spend having meals?*
- Elicit possible answers to each question and then ask the class if they remember any of the questions you asked. Write *How much...?* on one side of the board and *How many...?* on the other. Write down the questions.
- Remind pupils that *much* and *many* are used mainly in negative sentences and questions. In positive sentences it is usually better to use *a lot (of)*.
- We also use *some* in positive sentences and *any* in negative sentences and questions.
- Point out that *much* is used with uncountable nouns and *many* with countable nouns. *Some, any* and *a lot of* are used with both countable and uncountable nouns.

SPEAKING

Task C, p. 115

- Pupils do the task on their own. When they have finished, they can swap notebooks with their partners and tick the things they have in common or that are true for them. Ask individual pupils to read their sentences out loud.

Homework: Workbook p. 111 Tasks C, D, E, F

? DO YOU REMEMBER

COUNTABLE and UNCOUNTABLE NOUNS

Look at these sentences and read out the corresponding captions below: **Countable Nouns** or **Uncountable Nouns**.

1 I usually have **a sandwich** and **a glass** of orange juice for breakfast.
I drink a lot of fizzy **drinks**.
I eat **an apple** or **a banana** between meals.
I love fruit, especially **raspberries**.

- have a singular and a plural form.
- have an indefinite article **a / an** in the singular.

2 I always have **breakfast** on school days.
I spend a lot of pocket **money** on snacks.
I don't eat any junk **food**.
I drink **tea** instead of **coffee**.

- are almost always used in the singular.
- never have the indefinite article **a / an**.

B Copy the columns into your notebook and fill them with the right nouns depending on their plural ending.

strawberry potato man woman life tooth foot meal fish
glass peach sandwich hamburger hot dog holiday blueberry kitchen
 vegetable pancake restaurant

Plurals ending in -s	Plurals ending in -es	Plurals ending in -ies	Irregular plurals

SPEAKING



C Use these words to finish off the following sentences, rewriting them into your notebook.

car computer washing machine water milk bread meat music
vegetables money love bicycle mobile phone pasta ice cream fruit
 coffee friends family electricity junk food chocolate fish air

- I couldn't live without a...
- I couldn't live without...
- I eat a lot of...
- I don't eat much...
- I don't eat any...
- I drink a lot of...
- I don't drink much...
- Every day I have some...

INTRODUCTION

**Workbook p. 112 Task G**

This task allows pupils to further practise countable and uncountable nouns as well as determiners. First ask the class to complete the missing parts of the questionnaire. Check answers. Then ask them to answer the questions and add up their scores. When they have finished, discuss their answers to find out who has the highest and lowest scores in the class. Finally ask them if they think the questionnaire accurately describes their eating habits. Do they agree with the tips given at the bottom of the page?

READING

Task D, p. 116

- Ask the class if they have ever heard of Jamie Oliver. What does he do? Where is he from? What is special about him? Have they ever seen a TV series called *Jamie's Kitchen*? How about *Jamie's School Dinners*?
- Draw pupils' attention to the title, ask them to skim the text and tell you how many different food projects are mentioned in the text. Tell them to read (and listen to) the text (TRACK 50) and complete it with the missing words orally or in their notebooks.. Ask individual pupils to read out the text and check answers.

Answer key: food, government, countries, children, restaurant, lives

Task E, p. 116

- Encourage pupils to try and do the task without looking at the text if possible.
- Elicit answers and get them to correct the sentences that are false.
- You can ask further comprehension questions, e.g. *What kind of food was normally served in British schools before Jamie Oliver's TV show? How did he persuade the British government to increase the school food budget? What is the solution to the growing problem of obesity among British teenagers? How did Jamie employ chefs for his new restaurant? etc.*

Answer key: 1T 2T 3F (Because there were 15 young people in the group) 4F (It helps disadvantaged young people, the homeless, the unemployed, former drug addicts or alcoholics to believe that with enthusiasm and determination they can achieve anything they want.) 5F (They go to the Fifteen Foundation.) 6F (He has opened several restaurants.)



READING

D

Is it possible to make the world around us a better place with food projects? Complete the text from **Buzz** with the missing words and find out how this is possible.

TRACK 04

countries government children food lives restaurant



AMAZING FOOD PROJECTS



Have you heard of Jamie Oliver? Not only is he a British superstar chef, but he is also trying to make a difference using his talent for cooking. In his TV show *Jamie's School Dinners*, he went back to school to serve healthy home-made ... instead of burgers, chips and pizza that were normally served in schools. In 2005, Jamie's "Feed Me Better" petition called for a bigger school food budget, which persuaded the British ... to spend more money on improving school meals. The money has been used to provide organic food, rebuild kitchens and train the personnel. Australia and Canada are among some of the ... that bought the TV show *Jamie's School Dinners*, which could improve the quality of school dinners and encourage ... to eat more healthily. Jamie believes that a healthy diet will reduce the growing problem of obesity among teenagers, and it will provide children with the healthy ingredients they need every day.

But, this is not the only food project he has launched! In 2003, Jamie Oliver combined two ambitions: to open a top class restaurant and to give disadvantaged young people the chance to learn about cooking. Jamie called his new ... *Fifteen* because there were 15 young people in the group. Today, *Fifteen* is still one of the most popular restaurants in London. All the profits from the restaurant go to the Fifteen Foundation which helps disadvantaged young people, the homeless, the unemployed, former drug addicts or alcoholics to believe that with enthusiasm and determination they can achieve anything they want in their ... despite the problems they have experienced. *Fifteen* Amsterdam opened in 2004, *Fifteen* Cornwall and *Fifteen* Melbourne in 2006, which shows that *Fifteen* is becoming a global enterprise that will inspire young people all over the world.



E

Are the following statements **true (T)** or **false (F)**? Correct the false ones.

- 1 *Jamie's School Dinners* is a TV show in which Jamie Oliver cooked for British schoolchildren.
- 2 Jamie thinks that British teenagers eat too much junk food.
- 3 *Fifteen* is the name of the restaurant because Jamie was 15 when he opened it.
- 4 The Fifteen Foundation helps young people who want to become famous chefs.
- 5 Profits from the restaurant go to the British government.
- 6 So far Jamie has opened only one restaurant.

WORDSPOT

Task F, p. 117

- Have pupils work in pairs and circle the correct answers.
- Translate some of the words into Georgian, such as *obesity*, *determination*, and *disadvantaged*, if necessary.
- You might like to ask the class to write their own sentences using the new words from this task.
- At this point you could go through the text with the class, highlighting useful expressions one by one and dealing with any vocabulary problems.

Answer key: 1C 2B 3A 4A 5B 6C 7C 8B

OPTIONAL:

If there is time, you can ask pupils to close their books, and divide the class into two teams. Explain that they are going to play a MEMORY GAME with some collocations from the text. Write only numbers and letters on the board and ask the teams to take turns choosing a number and a letter. Read out the selected verb and noun and award them a point for each correct pair. When they have found a pair, write both the verb and the noun on the board next to the corresponding number / letter. Finally, erase the numbers and letters and ask pupils to match the words again and write them down as pairs.

1 launch	A money
2 give	B two ambitions
3 experience	C a petition
4 open	D enthusiasm
5 train	E the quality
6 spend	F a project
7 sign	G a restaurant
8 improve	H a chance
9 combine	I the personnel
10 show	J problems

Answer key: 1F 2H 3J 4G 5I 6A 7C 8E 9B 10D

Task G, p. 117

- Discuss the projects mentioned as a class.

Homework: Workbook p. 110 Tasks A, B

WORDSPOT

F Do you know what these words mean? Look them up in the text about Jamie Oliver and then read out the correct answers.

chef disadvantaged obesity enthusiasm determination
to persuade to encourage organic food

- 1 What does a **chef** do for a living?
A Designs clothes. **B** Organises weddings. **C** Cooks.
- 2 If someone is **disadvantaged**, they haven't had the same ... as other people.
A education **B** opportunities **C** ambitions
- 3 Someone who has problems with **obesity** is
A overweight **B** too thin **C** unfit
- 4 Which of these words best describes someone who shows **enthusiasm** about something?
A Interested and excited. **B** Happy. **C** Nervous.
- 5 Someone who shows **determination** to do something doesn't ... easily.
A succeed **B** give up **C** make decisions
- 6 If you **persuade** someone to do something, you ... them to do it.
A force **B** ask **C** convince
- 7 If you **encourage** someone to do something, you give them ... to do something.
A hope **B** initiative **C** strength
- 8 **Organic food** doesn't contain
A sugar **B** chemicals **C** fat

G What do you think about Jamie Oliver's projects? Do you think they would work in Georgia?



LESSON 3

INTRODUCTION

In this lesson there is grammar work on question tags. Check homework and revise the information about Jamie Oliver. If you didn't have time for a MEMORY game in the previous class, you can do it now. When pupils have found all the collocations (verbs + nouns), they can expand on them to tell you what they remember about Jamie Oliver.

LISTENING & READING

Task H, p. 118

- Draw pupils' attention to the interview. Ask them who is talking and explain the word *apprentice*. Pupils listen to the recording (TRACK 52) and circle the correct question tags. Elicit the answer to the question: *What have you found out about Bernie Smith?*

Answer key: aren't you, doesn't it, didn't you, haven't you, aren't we, can't you, will you;

Bernie Smith started working at the restaurant two years ago. He had a drinking problem when he was a teenager.



LISTENING & READING

TRACK 05

Celia is interviewing Bernie Smith, a current *Fifteen* apprentice, as part of her article on healthy school meals for Buzz. Listen and then read out the correct questions. Then say what you have found out about Bernie.

Bernie: Hi, girls! You are Celia, *are you / aren't you?*

Celia: Yes, and this is my friend Jill. She'll be taking photos.

Bernie: Hi, Jill. Nice to meet you. Why don't you girls take a seat? The table by the window looks really nice, *isn't it / doesn't it?*

Celia: It's perfect. I can't believe we're here! Can we start the interview?

Bernie: Sure, shoot!

Celia: So, from what I understand, you started working here two years ago, *did you / didn't you?*

Bernie: That's right. It will be two years in July, to be more precise.

Celia: It must be fun working here. I'm sure you've met some famous people, *didn't you / haven't you?*

Bernie: Not really, because we are always in the kitchen, except for lunch breaks. After all, we are here to learn about cooking, *aren't we / are we?* It's a great feeling when you're making something that is appreciated by people.

Celia: So, you can already make some of Jamie's famous dishes, *don't you / can't you?*

Bernie: We all work together, so it's a lot about teamwork.

Celia: Do you need any special qualifications or work experience to join the *Fifteen* programme?

Bernie: Not really, only a passion for cooking.

Celia: I've read that the Fifteen Foundation supports young people who have had problems with drugs and alcohol.

Bernie: That's true. I myself had a drinking problem when I was a teenager, but *Fifteen* has helped me find a focus in life.

Celia: I'm glad that everything has turned out fine for you. Well, it's been nice talking to you and we wouldn't want to take up any more of your free time.

Bernie: And now, I have a surprise for you girls. You won't refuse our speciality, *will you / won't you?* It's dark chocolate mousse with fresh raspberries and vanilla cream.

Celia and Jill: Yummy! Thank you, Bernie. You're the best!



REMEMBER! p. 119

- Ask pupils what they notice about the verbs in each sentence and the tags at the end.
- Elicit that the pronoun refers to the subject of the statement.
- Highlight that the tag is always the opposite of the verb in the main part of the sentence.
- Explain to pupils that we use a positive verb and a negative tag when we expect the answer to be *Yes*. We use a negative verb and a positive tag when we expect the answer to be *No*.
- Pupils complete the sentences in the **Remember** box with the missing question tags.

Answer key: aren't you, will you, aren't we, haven't you, can't you, doesn't it, didn't you

Task I, p. 119

- Before pupils start writing question tags, you may like to ask them to identify the tense in each sentence. If they are having problems, refer them to the **Remember** box above.

Answer key: 1 wasn't it 2 doesn't it 3 can you 4 have you 5 isn't it 6 can you 7 didn't you 8 won't you



Workbook p. 113 Task J.

Put pupils into groups of 4. Tell them to write 2 sentences for each member of the group. They are not allowed to talk to the members of their group while they are doing this. Go round the class and check if they are using the correct form of the verbs. Then get them to work in groups and interview each other.

OPTIONAL:

If pupils need more practise with question tags, they can do **Resource Bank Activity 27**. Divide the class into pairs and give each pupil in a pair a copy of either Worksheet A or B. If pupils are sitting next to friends that they know well and spend a lot of time with, put them into pairs with classmates who they don't usually work with. They have to ask their partner the questions and try to remember their answers without writing them down. The aim of the exercise is to remember each other's answers. Monitor and check they are taking turns in asking and answering, and make sure they are not writing the answers down. When they have finished, get them to tell their partners what they remember about them, using question tags to check information, e.g. *Nino, you usually get up at 7 o'clock, don't you?* (Student A); *George, you didn't go out last night, did you?* (Student B). Monitor and check that pupils are using the correct question tags and correct intonation. If they are having problems with intonation at this stage, drill a few more examples as a class. Ask a few stronger pairs to read their questions and answers out loud to the rest of the class.

WRITING

Task J, p. 119

- Put pupils into groups and explain that they are going to write a report (e.g. for a school website or to the principal) saying what they think is wrong, explaining the problems and making suggestions for improvement.
- Pupils should be reminded of good paragraph organisation, so refer them to a model of paragraph planning and encourage them to organise their notes before they write up their reports. It is a good idea for pupils to put headings above each paragraph.
- Remind them of the language used for making suggestions.
- Collect the groups' reports for correction.
- If you are short of time, set this task for homework.

Homework: Workbook p. 113 Tasks H, I

REMEMBER

QUESTION TAGS

Question tags are mini-questions that go at the end of a sentence. We use them when we want to check information, or when we expect someone to agree with us.

Follow the rules to complete the sentences with the missing question tags. Then check your answers in Celia's interview with Bernie Smith.

- We use **a negative question tag after a positive sentence**.
You're Celia, ... ?
- We use **a positive question tag after a negative sentence**.
You **won't** refuse our specialty, ... ?
- We use **the same auxiliary verb in the sentence and the question tag**.
We **are** here to learn about cooking, ... ?
You've met some famous people, ... ?
- We use **the same modal auxiliary in the sentence and the question tag**.
So, you **can** already make some of Jamie's famous dishes, ... ?
- If the sentence is in the present or past simple, we use **do, does** or **did** in the question tag.
The table by the window **looks** really nice, ... ?
You **started** working here two years ago, ... ?

I Complete the following sentences with the right question tags.

- 1 The restaurant was fantastic, ... ?
- 2 The food on the table looks great, ... ?
- 3 You can't eat the whole pizza, ... ?
- 4 You haven't been to London, ... ?
- 5 Chocolate cake is your favourite dessert, ... ?
- 6 You can't cook, ... ?
- 7 You had breakfast today, ... ?
- 8 You'll help me make pancakes, ... ?



WRITING

J Use this plan to write a report on school meals.

SCHOOL MEALS REPORT

Introduction Say something about how many students eat at school and how many bring a packed lunch. Also, say something about the most popular types of food among your classmates, and say why it is important to eat healthily.

1st paragraph Say something about your school cafeteria and the quality of school meals that are served there.

2nd paragraph Suggest ways of improving the school cafeteria, especially the menu.

Conclusion Once again, stress the importance of a healthy diet and suggest ways of encouraging your classmates to eat more healthily.

FROM BRIAN'S BOOKSHELF: GENTECH – THE NEW TEEN GENERATION

SUGGESTED TEACHING TIME: 1 lessons

LEARNING OUTCOMES: **ገጽ 6.** ነጻ 1, 2, 3, 4, 5, 9, 10

VOCABULARY • Technology (text-related collocations)

SKILLS

READING • GenTech – The New Generation

SPEAKING • Talking about technology

CULTURE and CLIL

• Computer Science

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. It is a reading activity rounding up the topic and structures of the unit. The focus is on expanding vocabulary.

Pupils discuss the effect of computers and new technology (computers, mobile phones, the Internet, iPods, social networking sites) on the lives of teenagers today.

Task A, p. 120

- Draw pupils' attention to the title and ask the class what they think the lesson is about. Do they think they are tech addicts? How about their friends? Ask them to do the task to find out. Discuss the results as a class.

Note for the teacher: The word *gentech* refers to the new *always-wired teen generation*.



Workbook p. 114 Tasks A, B, C

Set a time limit of 2 minutes and ask the class to find as many words as possible in the word search. Pupils then do Tasks B and C.

Task B, p. 120

- Ask pupils to copy the four headings (Computers, Music, Mobile phones, Internet) into their notebooks and sort the words into four groups. Elicit answers and ask individual pupils to give explanations.

Answer key:

Computers – a virus, a gigabyte, a password, a hacker, a tablet, a laptop, a gadget

Music – an MP3 player, an iPod, YouTube

Mobile phones – texting, a gadget, a smartphone

Internet – cyberspace, Wikipedia, online, Wikipedia, to download, a website, Twitter, a blogger, YouTube, Facebook, a virus

READING

Task C, pp. 120, 121

- Ask the class to close their books. Write the mixed-up questions from the text on the board. Get pupils to work out the questions.

teenagers / new / why / is / generation / GenTech / the / of / called?
pros / mobile / what / the / of / are / phones / cons? can / new / technology / more / make / how / interesting / classes?
of / Internet / are / the / what / attractions / the? dangers / the / the / of / are / Internet / what?

- Divide them into five groups, give each group a different question and ask them to write a short paragraph in reply to the question. Ask group leaders to read out their paragraphs.
- Alternatively, ask all groups to answer each question with one sentence.
- Pupils can now read and listen to the text (TRACK 52) and compare their answers to those in the text. Ask further comprehension questions to check understanding.

Answer key: Pupils' answers.

Task D, p. 120

- Discuss the questions as a class. Encourage pupils to give reasons to justify their opinions.

Task E, p. 120

- Ask the class to give synonyms or to explain the meaning of new phrases and collocations.

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

Task F, p. 120

- Discuss the questions as a class.

Answer key: Pupils' answers.

Homework: Workbook p. 115 Tasks D, E, F

A Are you addicted to technology? Read out the answers that are true for you. If there are more YES than NO answers, you might be a tech addict.

	YES	NO
1 I spend at least two hours on the Internet every day.	<input type="checkbox"/>	<input type="checkbox"/>
2 I spend most of my pocket money on topping up my mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
3 It is cool to have a blog.	<input type="checkbox"/>	<input type="checkbox"/>
4 The best birthday present is a brand new gadget.	<input type="checkbox"/>	<input type="checkbox"/>
5 I don't buy CDs or go to the cinema because I download everything from the Internet.	<input type="checkbox"/>	<input type="checkbox"/>
6 I mostly use Facebook to communicate with my friends.	<input type="checkbox"/>	<input type="checkbox"/>
7 It's more fun playing computer games than going out on Saturday night.	<input type="checkbox"/>	<input type="checkbox"/>
8 iPods are much better than MP3 players.	<input type="checkbox"/>	<input type="checkbox"/>

B All these words have something to do with technology. Which of them relate to computers, music, mobile phones, or the Internet? Give explanations.

cyberspace an MP3 player texting an iPod online Wikipedia a virus
to download YouTube a website a gigabyte a password a hacker Twitter
a blogger a tablet a gadget Facebook a laptop a smartphone



READING

C Work in groups. Answer each question in bold in the article on the opposite page. Then read the article and compare your answers to those in the text.

TRACK 06

D Do you agree with all the answers from the article? Explain why you agree or disagree.

E Match the following words from boxes A and B to get the phrases from the text.

A	B
1 to top up	<input type="checkbox"/> problems
2 to facilitate	<input type="checkbox"/> content
3 free	<input type="checkbox"/> a mobile phone
4 a long-lasting	<input type="checkbox"/> learning
5 to share	<input type="checkbox"/> of charge
6 harmful	<input type="checkbox"/> friendship

F Check the meaning of the phrases from Task E and answer the following questions.

- How often do you top up your mobile phone?
- What material from the Internet do you download free of charge?
- Do you sometimes share your problems online?
- Have you made any long-lasting friendships in cyberspace?
- Do teachers at your school use new technology to facilitate learning?
- Have you ever come across any harmful content on the Internet?

READING

Task C, pp. 120, 121

- Ask the class to close their books. Write the mixed-up questions from the text on the board. Get pupils to work out the questions.

*teenagers / new / why / is / generation / GenTech / the / of / called?
pros / mobile / what / the / of / are / phones / cons?
can / new / technology / more / make / how / interesting / classes?
of / Internet / are / the / what / attractions / the?
dangers / the / the / of / are / Internet / what?*

- Divide them into five groups, give each group a different question and ask them to write a short paragraph in reply to the question. Ask group leaders to read out their paragraphs.
- Alternatively, ask all groups to answer each question with one sentence.
- Pupils can now read and listen to the text (TRACK 52) and compare their answers to those in the text. Ask further comprehension questions to check understanding.

Answer key: Pupils' answers.

Task D, p. 120

- Discuss the questions as a class. Encourage pupils to give reasons to justify their opinions.

Task E, p. 120

- Ask the class to give synonyms or to explain the meaning of new phrases and collocations.

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

Task F, p. 120

- Discuss the questions as a class.

Answer key: Pupils' answers.

Homework: Workbook p. 115 Tasks D, E, F

GENTECH – THE NEW TEEN GENERATION

Why is the new generation of teenagers called GenTech?

New technology has changed the way teenagers learn, think and communicate with their family and friends in the 21st century, which is why they are often called GenTech.



What are the pros and cons of mobile phones?

Most teenagers aged 12 to 15 have their own mobile phone, and many of them spend most of their pocket money on topping them up. The fact that you can talk to your friends anytime and save money by texting is a great advantage, and if you have a smartphone, you can take photos, surf the Internet and even check your status on Facebook. But are there any disadvantages? Many parents and psychologists are worried about the growing number of teens who are so addicted to their mobile phones that they even leave them on all

night. They are banned in most American and British schools, because they are considered to be a distraction in class, and they are also used for cheating in tests and bullying.

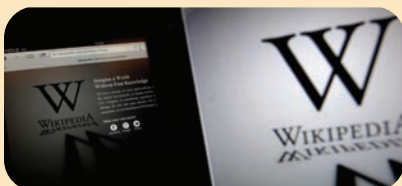
How can new technology make classes more interesting?

In some private schools in the USA, iPods, tablets and e-readers are used to complement foreign languages, music and English classes. Even some state schools are now handing out iPods to help bilingual students, mainly Spanish, to learn English better by singing along to popular songs after completing the lyrics that were downloaded onto their iPods. In addition to computer labs which facilitate learning, some history teachers have created video games based on history lessons, while in some schools students can re-create novels and plays on YouTube as part of their English assignments. In some countries like South Korea, printed books will soon be completely replaced by digital books. With such interactive learning, school doesn't have to be boring, does it?



What are the attractions of the Internet?

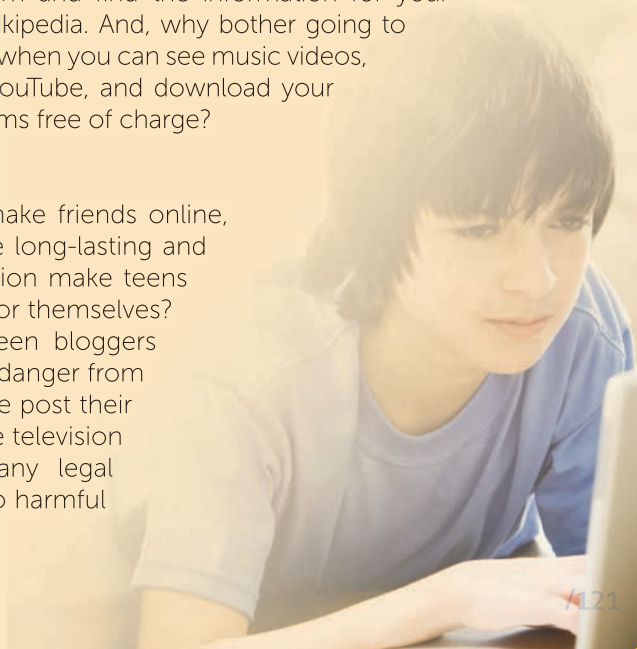
Teens today have easier and faster access to information than their parents; they learn differently and communicate with their friends in new and different ways. Thanks to social networking websites, such as Twitter and Facebook, which are used by millions of people worldwide, cyberspace seems like an ideal place to make friends. Instead of going to the library and browsing through dusty old books, it is much more comfortable to sit in your bedroom and find the information for your school projects on Wikipedia. And, why bother going to a CD shop or cinema, when you can see music videos, films or TV clips on YouTube, and download your favourite songs and films free of charge?



What are the dangers of the Internet?

Instead of going out, these days teenagers mostly make friends online, since they spend hours on the Internet. But are these long-lasting and reliable friendships? Does so much available information make teens more educated or does it reduce their ability to think for themselves?

By sharing their typical teenage problems online, teen bloggers often reveal personal information, which puts them in danger from stalkers. It is even less safe on Facebook, where people post their personal details and photos for everyone to see. Unlike television programmes, Internet content is not limited by any legal restrictions, so even young children can be exposed to harmful content, such as pornography.



WORKBOOK REVISION (UNIT 6) pp. 116, 117

SUGGESTED TEACHING TIME: 1 lesson

LESSON 1

VOCABULARY

Task A, p. 116

- Before they complete the questions, you can ask individual pupils to choose a word from the list and define it in English without mentioning the word. The rest of the class then tries to guess the word.
- Explain that they have to change the form of some words (e.g. singular noun → plural noun; infinitive → past tense).
- Pupils can complete the questions in pairs.

Task B, p. 116

- Divide the class into teams. Go through the instructions and let them play the game.
- When the game is over, you may like to ask them to answer the questions in writing.

GRAMMAR

Task C, p. 117

- Once pupils have done the task, write the correct verb forms on the board, ask the class to close their books and make sentences about the text from memory using the verbs on the board.

Task D, p. 117

- Once pupils have done the task, write the correct question tags on the board, ask the class to close their books and ask questions about the text from memory using the question tags on the board.

Task E, p. 117

- If pupils are still making mistakes with articles, remind them of the rules in the **Remember** boxes on pages 108 and 109 in the Student's book.

Task F, p. 117

- When pupils have completed the sentences, discuss them as a class.

Revision

VOCABULARY

Use the words and expressions below to complete the questions. Make any necessary changes.

deliver a speech a currency an exhibit launch drought famine
 obesity affordable an achievement organic food carefree a chef
 dismantle an illness homeless a natural disaster

20th and 21st centuries inventions and discoveries

- Which company _____ the first personal computer?
- In which museum in London can you find many interactive _____?
- Who produced the first _____ car?
- What was Watson's and Crick's major _____?

20th and 21st centuries people and events

- When was the Berlin Wall _____?
- Which famous song was recorded in 1984 to help _____ victims in Ethiopia?
- Which African American leader _____ in Washington DC?
- Is the Euro used as a local _____ in the USA?

Global concerns in the 21st century

- Which _____ devastated New Orleans in 2005?
- Why aren't people _____ these days when they travel by plane?
- Are _____ caused by the lack of rainfall?
- Which major nuclear disaster caused deaths and _____ many years afterwards?

Food for thought

- Is someone who has problems with _____ too thin?
- Does _____ contain a lot of fat?
- Which famous British _____ served healthy meals to schoolchildren?
- Does the Fifteen Foundation help the _____?

B Play in teams. Take turns to roll the dice. When you land on a square, choose the number of the question from the corresponding category from Task A. The winner is the team who first finish the game.

START	1 Global concerns in the 21 st century	2 20 th and 21 st centuries people and events	3 Food for thought
4 20 th and 21 st centuries inventions and discoveries	5 Food for thought	6 20 th and 21 st centuries inventions and discoveries	7 GO TO 11
8 20 th and 21 st centuries inventions and discoveries	9 20 th and 21 st centuries people and events	10 Global concerns in the 21 st century	11 20 th and 21 st centuries inventions and discoveries
12 GO TO 15	13 Global concerns in the 21 st century	14 Food for thought	15 Global concerns in the 21 st century
16 20 th and 21 st centuries people and events	17 Food for thought	18 20 th and 21 st centuries people and events	FINISH

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Revision

GRAMMAR

C Circle the correct verb form, the present simple or the past simple, active or passive.

AIDS is a very serious disease which (1) causes / is caused by the HIV virus, and it (2) was first recognised / is first recognised in the 1980s. At that time doctors (3) did not know / were not known much about it, but today a lot of information is available about AIDS and its prevention. Unfortunately, most families in Africa can't afford education or expensive drugs. African teens are the most severely affected group in the world, because they (4) do not properly feed / are not properly fed so their bodies cannot fight the disease. Also, there are not enough hospitals, doctors or nurses in Africa to treat the disease. Globally, a child (5) dies / is died of AIDS every minute, and about 30 million people worldwide have already died of AIDS. More and more young people (6) infect / are infected in developed countries, so education and responsible behaviour are the best ways to fight the disease.

D Complete the sentences with the right question tag, and then answer them.

- AIDS is caused by the HIV virus, _____?
- AIDS was first recognised in the 1990, _____?
- Many children and teenagers in Africa die of AIDS, _____?
- Most families in Africa can't afford expensive drugs, _____?
- Seven children die of AIDS every week, _____?
- About 30,000 people in the world have already died of AIDS, _____?
- More and more young people are infected in developed countries, _____?
- The best ways to fight the disease are education and responsible behaviour, _____?

E Read about **POVERTY** and **FAMINE**, two more global concerns, and complete the text with **a, an, the** or **nothing (-)**.

Have you ever seen (1) _____ person picking through rubbish dumps? The growing gap between the rich and the poor has resulted in a growing number of beggars and (2) _____ homeless people in most cities of (3) _____ Europe and (4) _____ America. However, (5) _____ Africa is still (6) _____ world's hungriest continent, mainly because of poor weather conditions and the lack of (7) _____ water, which destroys the crops. Millions of people in developing countries die of (8) _____ starvation every year, while half of the population in (9) _____ USA is overweight. Ironically, a lot of food is wasted in developed countries, which would be enough to feed millions of hungry people and children.

F Complete the sentences with the **future active** or **passive**. Then tick the predictions that you think might come true.

- Scientists _____ (find) a cure for AIDS in the next decade, but most infected people in Africa _____ (can't afford) it.
- The number of homeless people in Europe and America _____ (continue) to grow in the future.
- More and more crops _____ (destroy) by more frequent and more dangerous natural disasters.
- The problem of famine in Africa _____ (not / solve) in the 21st century.

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UNIT 7

SCHOOL IS OVER!

In this unit you will...

- ▶ talk about holidays and travelling.
- ▶ read and talk about things to do and see in different English speaking countries and in different parts of Georgia.
- ▶ write a postcard.
- ▶ make a web page about top 5 holiday spots in Georgia.
- ▶ talk about education in the USA and the UK and compare it to the system of education in Georgia.
- ▶ read about Eton.
- ▶ talk about your future education and career.
- ▶ write a composition about your ideal school.
- ▶ practise asking for directions.
- ▶ practise giving directions.
- ▶ talk about Scotland and its history, culture and traditions.
- ▶ make a poster about Georgia and its history, culture and traditions.



UNIT 7: SCHOOL IS OVER!

7.1 SPEAK ENGLISH AND HAVE A GREAT HOLIDAY

SUGGESTED TEACHING TIME: 3-4 lessons

LEARNING OUTCOMES: 1, 2, 3, 4, 5, 6, 7, 9, 10

GRAMMAR	<ul style="list-style-type: none"> 1st and 2nd conditional (at the level of recognition) Use of the definite article (2)
FUNCTIONS	<ul style="list-style-type: none"> Expressing possible / likely situations and hypothetical / imaginary situations
VOCABULARY	<ul style="list-style-type: none"> Holidays and travelling (text and topic-related)
SKILLS	
READING	<ul style="list-style-type: none"> Amazing Holiday Spots
SPEAKING	<ul style="list-style-type: none"> Favourite holiday activities
WRITING	<ul style="list-style-type: none"> A postcard An article (My Favourite Holiday Spot)
CULTURE and CLIL	
	<ul style="list-style-type: none"> Canada, Australia, New Zealand Geography

LESSON 1

INTRODUCTION

In this lesson the general topic is holidays and travelling. Pupils read about a number of holiday spots in three English-speaking countries, talk about their favourite holiday activities and learn topic-related words and expressions from the text.

Task A, p. 124

- Pupils look at the pictures to identify the six holiday spots and explain what they have in common.

Answer key: 1. New Zealand 2. Toronto 3. kangaroos (Australia) 4. Iceberg Alley (Canada) 5. Rotorua, New Zealand 6. Sydney Opera House. They are all situated in English-speaking countries.

Task B, p. 124

- Pupils work in pairs and sort the words. If they are not sure of the answer, encourage them to guess.

Answer key: Canada – Niagara Falls, the Northern Lights, whale watching, the Titanic, ice hockey; Australia – Ayers Rock, Bondi Beach, the Canberra Balloon Fiesta; New Zealand – sheep, the Maoris, Kiwis, geysers, extreme sports, Rotorua

READING

Task C, pp. 124, 125 (TRACK 53)

- Divide the class into groups of three. Each pupil in a group reads about a different country, checks their predictions and underlines the words from Task B in the text. Get feedback.

Task D, pp. 124, 125

- Pupils continue working in groups of three. They read the same text again and fill in the table. Then they exchange information with the rest of the group.

Answer key (Task D)

COUNTRY	INTERESTING SIGHTS	THINGS TO SEE	THINGS TO DO
CANADA	Niagara Falls Northern Lights Iceberg Alley Toronto	Huge icebergs One of the Seven Wonders of the World Mammoth blue whales, killer whales and humpbacks	Whale watching Play ice hockey and curling
AUSTRALIA	Ayers Rock Sydney Opera House Bondi Beach The Great Barrier Reef Phillip Island Nature Park	The world's largest monolith Sharks and jellyfish 1,000 species of tropical fish 200 varieties of coral Kangaroos, penguins and koala bears Canberra Balloon Fiesta	Meeting Aborigines Surfing, snorkelling, and scuba diving Exploring the marine world Flying in a hot air balloon
NEW ZEALAND	Rotorua Caves where The Lord of the Rings was filmed	100 million sheep Snow-capped mountains Natural bubbling mud pools and geysers Amazing caves, glaciers Keas 76 species of whales and dolphins	Meeting the Maoris Playing rugby Skiing Adventure and extreme sports: snowboarding, bungee jumping and white water rafting

A Can you identify the holiday spots in the pictures? What do they all have in common?



B Which of the following do you associate with Canada, Australia or New Zealand? Explain why.

- Niagara Falls
- whale watching
- the Maoris
- Bondi Beach
- Ayers Rock
- the Northern Lights
- the sheep
- the Titanic
- extreme sports
- Kiwis
- geysers
- The Canberra Balloon Fiesta
- ice hockey
- Rotorua



READING

C Read the text on the opposite page and check your answers. Work in groups of three. Each student in your group reads about one country and tries to remember as much information as possible.

TRACK 01

D Copy the table into your notebook, go back to the text and fill in the missing information in the table. Then report back to the class. While listening to your classmates, fill in the missing information about other countries that you have not read about.

COUNTRY	INTERESTING SIGHTS	THINGS TO SEE	THINGS TO DO
CANADA			
AUSTRALIA			
NEW ZEALAND			

Task D, pp. 124, 125

- Pupils continue working in groups of three. They read the same text again and fill in the table. Then they exchange information with the rest of the group.

Answer key:

COUNTRY	INTERESTING SIGHTS	THINGS TO SEE	THINGS TO DO
CANADA	Niagara Falls Northern Lights Iceberg Alley Toronto	Huge icebergs One of the Seven Wonders of the World Mammoth blue whales, killer whales and humpbacks	Whale watching Play ice hockey and curling
AUSTRALIA	Ayers Rock Sydney Opera House Bondi Beach The Great Barrier Reef Phillip Island Nature Park	The world's largest monolith Sharks and jellyfish 1,000 species of tropical fish 200 varieties of coral Kangaroos, penguins and koala bears Canberra Balloon Fiesta	Meeting Aborigines Surfing, snorkelling, and scuba diving Exploring the marine world Flying in a hot air balloon
NEW ZEALAND	Rotorua Caves where The Lord of the Rings was filmed	100 million sheep Snow-capped mountains Natural bubbling mud pools and geysers Amazing caves, glaciers Keas 76 species of whales and dolphins	Meeting the Maoris Playing rugby Skiing Adventure and extreme sports: snowboarding, bungee jumping and white water rafting

Homework: Workbook pp. 118, 119 Task A & p. 121 Task I

AMAZING HOLIDAY SPOTS

CANADA

This is not the United States' boring neighbour, but the second largest country in the world with tons of fun things to do and see. If you are into winter sports, you'll really enjoy Canada. Ice hockey is the national sport, and curling is also popular. The spectacular Niagara Falls, one of the largest waterfalls in the world and one of the Seven Wonders of the World, are only one and a half hours away from Toronto, Canada's largest city.



If you visit the snowy North, you will see the dazzling Northern Lights, which is the Earth's natural light show. And this is the country where you can go whale watching in many different places: humpbacks on the coast of the Atlantic Ocean, mammoth blue whales on the St Lawrence River, or the magnificent killer whales near Vancouver Island. Anyone who loves adventure can enter Iceberg Alley in summer, and see icebergs the size of huge buildings. You know what happened to the Titanic, but you probably don't know it happened there!



AUSTRALIA

Australia is not only about sunshine, barbecue and Christmas parties on the beach. One of its greatest attractions is Ayers Rock in the Northern Territory, the world's largest monolith and a very sacred place to the Aborigines, the native population of Australia. If you visit the country's largest city Sydney, don't miss seeing the famous Sydney Opera House. Among the many golden beaches stretching from the north to the south, Bondi Beach in

the suburbs of Sydney is the most famous one. If you're keen on surfing, this is paradise, but watch out for strong currents, sharks and jellyfish. If you want to explore the marine world, visit the Great Barrier Reef, which is the longest coral reef in the world. With over 1,000 species of tropical fish and other sea creatures, and 200 varieties of coral, the best way to explore the reef is to snorkel or scuba dive. If you want to see kangaroos, visit Kangaroo Island, or you can walk with penguins and meet koalas at Phillip Island Nature Park near Melbourne. If you're planning to visit Canberra, the country's capital, don't miss the Canberra Balloon Fiesta when hot air balloons of all shapes and sizes fill Canberra's skies.



NEW ZEALAND

Russell Crowe was born there, *The Lord of the Rings* was filmed there, and there are 100 million sheep there, which is much more than its whole population. New Zealanders call themselves Kiwis, but the original New Zealanders are the Maoris, who are known for their "Moko", their body and face tattoos. A large part of New Zealand consists of snow-capped mountains, so it's perfect for snowboarding or skiing in the winter. Kiwis love sports, especially rugby, but New Zealand is one of the best places in the world for adventure sports. It is the home of bungee jumping and several extreme sports including white water rafting. Its biggest tourist attraction is Rotorua, which smells of rotten eggs because of all the sulphur, but it has natural bubbling mud pools and geysers. There are also some amazing caves, which are seen in *The Lord of the Rings*, glaciers, and strange birds called keas, which eat tents and shoes. There are 76 species of whales and dolphins on the planet, and New Zealand is where you can see almost half of them!



LESSON 2

INTRODUCTION

At the beginning of the lesson check homework and ask the class what they remember about the holiday spots they have learned about.

- Ask volunteers to read their postcards (Workbook p. 121 Task I) to the class without mentioning from where they are writing from. The other pupils try to guess the country / city.
- As a warm-up activity divide the class into two teams. Tell them you are going to read the first part of some names from the texts about English-speaking countries in their books and ask them to shout out the missing word: *Niagara... (Falls); the Northern... (Lights); the St Lawrence... (River); Vancouver... (Island); Iceberg... (Alley); Ayers... (Rock); Sydney Opera... (House); Bondi... (Beach); the Great Barrier... (Reef); Kangaroo... (Island); Phillip Island Nature... (Park); Canberra Balloon... (Fiesta).*

OPTIONAL:

Ask the class if they remember what tourists can do on holiday in Canada, Australia and New Zealand. Help them with some questions or, if there is time, organise a quiz. Divide the class into 2 teams and tell them to choose questions 1-12 in turns.

- 1 Name two extreme sports which originated in New Zealand.
- 2 What is the name of the longest coral reef in the world?
- 3 What is the name of the world's largest monolith, one of Australia's greatest attractions?
- 4 Where is Rotorua and what is special about it?
- 5 Name two animals you can see at Phillip Island Nature Park near Melbourne?
- 6 What is the national sport of Canada?
- 7 What's the name of the most famous beach in the suburbs of Sydney?
- 8 Where in Australia is the Balloon Fiesta held?
- 9 Which Canadian tourist attraction belongs to the Seven Wonders of the World?
- 10 What is special about Christmas in Australia?
- 11 What are keas and where can you see them?
- 12 What do New Zealanders call themselves?

Answer key: 1 bungee jumping, white water rafting
2 The Great Barrier Reef 3 Ayers Rock 4 in New Zealand, it has natural mud pools and geysers
5 penguins, koalas 6 ice hockey 7 Bondi Beach 8 in Canberra 9 Niagara Falls 10 Christmas parties are held on the beach 11 birds, in New Zealand 12 Kiwis

- Travelling provides a natural context for the introduction of the 1st and 2nd conditional at the level of recognition (e.g. *If you want to see the oldest city in the USA, you will visit St Augustine in Florida. If I could choose five things to do on my holiday, I would...*)

Task E, p. 126

- It introduces 1st conditional clauses at the recognition level. However, when pupils have matched the sentences, you can ask them what tenses are used in the main clause and in the conditional

(subordinate) clause. Write on the board: *If + present simple, will + infinitive*. Explain that although the present tense is used after *if*, the meaning is the future tense. Highlight that the conditional clause can follow the main clause, in which case we do not use a comma.

- After pupils have matched the sentences, ask them to cover the second column and check if they can complete the sentences from memory.

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

OPTIONAL:

Write on the board: 1. *Ice hockey*. 2. *Near Melbourne*. 3. *The Lord of the Rings*. Tell the class that these are the answers to three WH-questions about the text. Get them to work out the questions. Then ask them to write down as many questions about the text as possible for the opposite team. Walk around the classroom and help if necessary. Set a time limit of about 5 minutes. Then the two teams ask and answer each other's questions in turn.

WORDSPOT

Task F, p. 126

- Once pupils have finished, tell them to close their books and check if they remember the definitions of the words and expressions.

Answer key: 1 are into 2 dazzling 3 are keen on 4 suburbs
5 geysers 6 jellyfish

Task G, p. 126

- If any pupils have been to an English-speaking country, elicit information. Ask them which of these countries they would most like to visit and why. Pupils do Task G. Then they compare their answers in pairs to see how many things both of them would like to do. Alternatively, they could also explain what they would not like to do and why.

Homework: Workbook pp. 119, 120 Tasks B, C, D, E

E Memory check! Match the following sentences without looking at the texts.

- | | | |
|--|--------------------------|---|
| 1 You will have to go to New Zealand... | <input type="checkbox"/> | you will visit the Northern Territory in Australia. |
| 2 You will have to visit Phillip Island Nature Park... | <input type="checkbox"/> | if you visit Rotorua in New Zealand. |
| 3 You won't like the smell of rotten eggs... | <input type="checkbox"/> | if you want to see the caves filmed in <i>The Lord of the Rings</i> . |
| 4 If you are into snorkelling and scuba diving,... | <input type="checkbox"/> | if you want to walk with penguins and koalas. |
| 5 If you want to go whale watching,... | <input type="checkbox"/> | you will go to Canada. |
| 6 If you want to see the largest monolith in the world,... | <input type="checkbox"/> | you will explore the Great Barrier Reef in Australia. |

F Do you know what these words and expressions mean? Check their meaning and replace the words in colour with the right form of the words and expressions below.



a suburb dazzling to be into something a jellyfish to be keen on a geyser

- If you are interested in winter sports, you'll really enjoy Canada.
- If you visit the snowy North in Canada, you can see the amazingly shining natural light show.
- If you're fond of surfing, this is paradise.
- Bondi Beach is located in the outer area of Sydney.
- Rotorua smells of rotten eggs because of all the sulphur, but it has natural bubbling mud pools and natural springs of hot water.
- If you're surfing on Bondi Beach, watch out for strong currents, sharks and transparent sea creatures which sting.

G If I could choose five things to do on my holiday, I would...

- go whale watching in Canada.
- go sailing in the Iceberg Alley.
- snorkel and scuba dive along the Great Barrier Reef.
- go surfing at Bondi Beach.
- see the Northern Lights.
- see the caves filmed in *The Lord of the Rings*.



LESSON 3

INTRODUCTION

This lesson consolidates and expands pupils' knowledge of the rules governing use and omission of definite articles with geographic and proper names, which were introduced in Lesson 6.2.

REMEMBER! p. 127

- Write some geographic and other names from the text on the board: *Australia, Canada, Toronto, Niagara Falls, Bondi Beach, Northern Territory, Kangaroo Island, Great Barrier Reef, St Lawrence River, Atlantic Ocean, north, south, Titanic, Phillip Island Nature Park*. Ask pupils if they remember which names require the definite article *the*.
- Remind pupils of the weak pronunciation of articles in general, and the difference between the two pronunciations of *the* (depending on whether the article precedes a word beginning with a vowel sound – e.g. *the Indian Ocean*).
- Ask pupils to think of other examples. Emphasise that the easiest way to remember the rules is by learning and remembering clear examples, e.g. *the River Thames*.
- Pupils sort out the words into two columns (THE and NO ARTICLE) and complete the rules.

Answer key:

- a) THE – Atlantic Ocean, Adriatic Sea, North, St Lawrence River; NO ARTICLE – Kangaroo Island, Lake Ontario, English, Ben Nevis
b) use, don't use, don't use

OPTIONAL:

If there is time, you could do the quiz **HOW MUCH DO YOU KNOW ABOUT ENGLISH SPEAKING COUNTRIES?** which allows for further practise of the use of definite articles with geographic names. (Resource Bank, Activity 28)

Answer key:

- 1 ∅, the, the, ∅ (False – November)
- 2 the, ∅, ∅, the (True)
- 3 ∅, the, ∅ (False – the capital is Albany, New York is the largest city)
- 4 ∅, the, the, ∅ (True)
- 5 ∅, ∅, ∅, the (True)
- 6 the, the, the, ∅, the (True)
- 7 ∅, ∅, ∅ (False)
- 8 ∅, the, ∅, ∅, the (False – westerly; east)
- 9 ∅, the, ∅ (False – in New Zealand)
- 10 ∅, ∅, ∅, ∅ (False – cities)

Task H, p. 127

- Ask the pupils to tell the class if they have ever spent their holidays in Adjara or Svaneti, which towns they have visited there and what those places are famous for.
- Pupils do the task.

Answer key: 1 – 2 the 3 the 4 the 5 the 6 – 7 – 8 – 9 the 10 the 11 the 12 – 13 the 14 the 15 the 16 the 17 the 18 the 19 the 20 the 21 –

Homework; Workbook pp. 120, 121 Tasks F, G, H

If you decide to do Project 1 (see p. 144 in the next lesson), divide pupils into groups of 4 or 5 and let them decide on their top 5 holiday spots in Georgia. Ask them to do some research for homework and find relevant photographs for the web page. Alternatively, pupils can search for information about their favourite holiday spot (not necessarily in Georgia) as a preparation for Task I.

LESSON 4

INTRODUCTION

This lesson is optional. We suggest pupils either do Project 1, p. 144 (Top 5 Holiday Spots in Georgia) or Task I, p. 127 (My Favourite Holiday Spot).

For My Portfolio

Project 1 Top 5 Holiday Spots in Georgia p. 144

Pupils work in groups of 4 or 5, share the information they have found for homework, write about each place and accompany the texts with some pictures. Set a time limit and after they have finished, get them to read their texts to the rest of the class. Pupils vote for the best web page. Display pupils' web pages on the pin board.

WRITING

Task I, p. 127

- In the event that some pupils have chosen the same favourite holiday spot, put them into groups together and have them work on writing an article.

REMEMBER

DEFINITE ARTICLE THE WITH PROPER NOUNS (2)

a) Sort out these nouns under the proper headings (THE or NO ARTICLE) in your notebook:

Phillip Island Atlantic Ocean Adriatic Sea North St Lawrence River
Kangaroo Island Lake Ontario English Ben Nevis

.....
.....

b) Now, complete the rules about the definite article **the** with proper nouns:

- We **use / don't use** the definite article **the** with the names of seas, oceans, rivers, and the points of compass.
- We **use / don't use** the definite article **the** with the names of mountains, lakes and islands (BUT: the Rocky Mountains, the Great Lakes, the British Isles).
- We **use / don't use** the definite article **the** with the names of languages (BUT: the English language).

H Complete the extract about Georgia from the guidebook with **the** or **nothing (-)**.

COME AND VISIT GEORGIA!

(1) ...Georgia, one of (2) ... most ancient countries in (3) ...world, is located in (4) ... Caucasus. (5) ... Georgian language even has its own (6) ... alphabets (7) ... "Mkhedruli" and "Nuskhuri". (8) ... Tbilisi, (9) ... capital of Georgia, lies on (10) ... Mtkvari River. It has been the capital city since (11) ... 5th century. If you go up (12) ... Narikala fortress, you will get a stunning panoramic view over Tbilisi. Batumi is (13) ... next biggest city in the country. It is situated on (14) ... coast of (15) ... Black Sea. It is a



modern city that doesn't seem to be Georgian at times: one moment you can hear the church bells ringing from the bell-tower, while (16) ... next moment you hear the muezzin's call to prayer coming from the mosque. It's because Batumi is right on (17) ... border of (18) ... east and west. Being in Georgia, you must, by all means, visit Vardzia, a spectacular cave monastery in (19) south of the country. It looks like a movie sets of "Lord of the Rings".

You should also visit Svaneti with its picturesque villages. It dominates by tower-houses giving you an impression of being back in European middle ages. Ushguli is one of (20) ... highest settlements in (21) ... Europe. It feels as if time stood still there.

WRITING



I Write an article for the school magazine with the title **My Favourite Holiday Spot**. Your article should include:

- the name of the place (a city, a town, a village, a holiday resort, etc.) and a brief description of its geographical location
- a picture or a photograph of the place
- something about its history, culture or famous sights
- an interesting story, or an anecdote about the place
- reasons why this place is so special for you personally

7.2 SUMMER PLANS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: *საბ.* 1, 2, 3, 4, 5, 6, 7, 10

- GRAMMAR
- Gerund
 - *Would like to*
 - *Going to future*

- FUNCTIONS
- Future plans

- VOCABULARY
- Summer activities; collocations

SKILLS

- LISTENING
- An interview about summer plans

- SPEAKING
- Interests and wishes
 - Plans for summer holidays

- WRITING
- A composition about an interesting place

CULTURE and CLIL

- Geography

LESSON 1

INTRODUCTION

The general topic of this lesson is plans for summer holidays. The grammar focus is on gerunds (after some verbs, adjectives and prepositions, verbs and prepositions and some expressions), and the structure *I would like to* (followed by the infinitive) to talk about our wishes.

- Write on the board: *How do you feel about travelling?*
I _____ travelling. Elicit as many verbs as possible that can complete the sentence on the board: *love, like, adore, dislike, hate, can't stand, don't mind, enjoy, avoid...* and write them below the gap.
- Add a few adjectives followed by prepositions such as: *am crazy about, am interested in, am keen on, am fond of, am afraid of* etc.
- Ask if these verbs and adjectives have positive or negative meanings.
- Then ask individual pupils how they feel about travelling and get them to use one of the verbs / adjectives on the board. Circle the word *travelling* and explain that the -ing form in this sentence is called a gerund.

Task A, p. 128

- Pupils do the task on their own.

Answer key: 1 New Zealand 2 Manchester 3 Australia
4 Georgia 5 Canada 6 Kennedy Space Center, Florida

DO YOU REMEMBER? p. 128

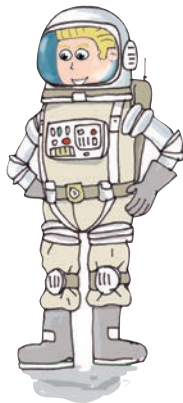
- Ask the class to find and circle all the gerunds (*watching, shopping, surfing...*) and underline all the verbs and adjectives (+ prepositions) which precede them (*try, go, dream of, tired of, fed up with, interested in...*).
- Pupils complete the rules in the **Do you remember** box.

Answer key: verbs, adjectives + prepositions, verbs + prepositions

A Look at the pictures. Can you guess where Brian, Celia, Adrian, Sarah, Jill and Simon would like to go this summer?

Kennedy Space Center, Florida Manchester New Zealand Georgia Canada Australia

- 1 Brian never gets tired of watching *The Lord of the Rings*. It's one of his favourite films. He would like to visit...
- 2 Celia is fed up with shopping in London. She would like to visit...
- 3 Adrian is crazy about surfing, but he'd also like to try snorkelling and scuba diving. He would like to visit...
- 4 Sarah is interested in learning about some ancient country. She would like to visit...
- 5 Jill has always wanted to go whale watching. She would like to visit...
- 6 Simon is dreaming of becoming an astronaut one day. He would like to visit...



? DO YOU REMEMBER

THE GERUND

When we use the **-ing** form as a noun, we call it a **gerund**. Look at the following sentences and complete the rules. We use the gerund:

- after some ... such as **love, like, hate, enjoy, adore, don't like, try,** and **go**
Adrian would like to **try** snorkelling and scuba diving.
Jill has always wanted to **go** whale watching.
- after ... + ..., e.g. **tired of, interested in, crazy about, fond of, keen on, good at, bad at, fed up with, bored with, afraid of**
Brian never gets **tired of** watching *The Lord of the Rings*.
Adrian is **crazy about** surfing.
- after ... + ..., e.g. **dream of, think of, be into, worry about**
Simon is **dreaming of** becoming an astronaut one day.
- after some expressions, such as **can't stand** and **don't mind**

Task B, p. 129

- Pupils finish the sentences about themselves. They can write five true and one false sentence and then swap notebooks with their partners who try to guess which sentence is false.

Answer key: Pupils' answers.

DO YOU REMEMBER? p. 129

- Write on the board: 1 *I like* _____ (travel) abroad. 2 *I would like to* _____ (travel) abroad. Ask the class to complete the two sentences with the correct form of the verb in brackets (1 *travelling*; 2 *to travel*).
- Elicit / explain the difference between *I like + gerund* (= I enjoy) and *I would like + infinitive* (= a polite way of saying I want to).
- Point out that in questions we use *Would you like to...?* for offering and inviting.
- Pupils complete the sentences in the **Do you remember** box.

Answer key: 1 to try 2 to visit 3 to do

Task C, p. 129

- Get feedback from different pupils or do a survey. Ask for a show of hands to see which activity is the most / least popular with your class.
- Once you have found out how many pupils in the class would like to do certain things on the list, write on the board:

All pupils in my class
Most pupils in my class
A lot of pupils in my class would like to...
Some pupils in my class
(Very) few pupils in my class
Nobody

- Pupils write down a short report about their class.

Homework: Workbook pp. 122, 123 Tasks B, C, D, F, G

B Do you share any interests with Brian, Celia, Adrian, Sarah, Jill or Simon? Finish off the following sentences in your notebook and talk about yourself.

- | | | |
|---------------------------|------------------------|-------------------------------|
| 1 I never get tired of... | 3 I'm crazy about... | 5 I've always wanted to go... |
| 2 I'm fed up with... | 4 I'm interested in... | 6 I'm dreaming of... |

? DO YOU REMEMBER

WOULD LIKE TO

We use **would like to** when we talk about our wishes.

Complete the sentences and questions below with the right form of these verbs: **do**, **try** or **visit**.

- 1 Adrian **would like** ... snorkelling and scuba diving.
- 2 Brian **would like** ... New Zealand.
- 3 Which of these things **would** you **like** ...?

C Here are some other fun things you can do in Canada, the USA, Australia, New Zealand and England. Which of these things would you like to do? Report back to the class.

I would like to...

- learn English in London.
- climb to the top of the Empire State Building.
- try bungee jumping and white water rafting in New Zealand.
- see one of the Seven Wonders of the World.
- walk with penguins, koalas and kangaroos in Australia.
- fly hot air balloons in Canberra.
- visit the Beatles' hometown.
- party at Daytona Beach in Florida.



/129

LESSON 2

INTRODUCTION

- Start the lesson with **Workbook p. 122 Task A** and / or **p. 123 Task E**. If you decide to do both tasks, ask pupils to cover Task A while they are doing Task E.

Task D, p. 130

- Give pupils a minute to look at the pictures and get quick feedback from the class as to what they think each character is going to do this summer, but don't tell them yet if they are right.

Answer key: Pupils' answers.

LISTENING

Task E, p. 130

- Tell pupils to listen to the dialogue (TRACK 54) and check their guesses. They should finish the sentences in Task E while listening.

Tapescript Track 54

Reporter: Hi, guys! We are doing a profile on how 14-year-olds spend their summer holidays. We've visited five schools so far, and today we'd like to ask you some questions. We're going to choose the five most popular holiday spots on our special show on 28 June, and there will be prizes! So, make sure you fill in the right information on your bingo cards.

Sarah: Are we all going to get a prize?

Reporter: Unfortunately, not. There are only five prizes, but maybe you'll be one of the lucky winners. And what's your name?

Sarah: It's Sarah.

Reporter: Have you already made any plans for your summer holidays?

Sarah: Well, I'd like to visit some friends in Croatia, but I think **I'm going to spend my holidays in Brighton**, as usual. It's probably not as beautiful as the Adriatic coast, but **I'm going to go roller-skating on the promenade, lie on the pebble beach, and, of course, read tons of books.**

Reporter: And what's your friend's name? Yes, the blonde girl sitting next to you.

Celia: I'm Celia, and I'm so excited about this summer, because my cousin from the States is coming to England.

I'm going to show her all the cool places, and we're going to go shopping in Manchester.

Jill: Oh, Celia, don't you ever get tired of shopping? I bet I'm going to have the coolest holidays. My father is a marine biologist, and he's conducting research on Canada's marine world. **I'm finally going to see the beautiful orcas!**

Reporter: You are a lucky girl! And what is the boy sitting behind you going to do this summer?

Simon: I'm Simon, and it's my dream to go to the States, especially Florida, but I guess **I'm just going to do the usual stuff, play basketball, and hang out with my friends. Maybe I'm going to visit some cousins in Liverpool**, but that's just an idea.

Brian: I hope you're not going to become a Liverpool or Everton fan.

Simon: Are you nuts? Arsenal is the best club in England. What about you Brian? Are you going to go to a summer camp this year?

Brian: No, I'm not. I don't have any special plans this year. **I'm going to enjoy the beautiful landscapes from *The Lord of the Rings*, but only on DVD.** One day, though, I'm going to visit New Zealand.

Adrian: And, until then, you can help me repaint my room!

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

Task F, p. 130

- Pupils decide if the sentences are true or false and correct the false statements orally.

Answer key: 1F 2F 3T 4 5T 6F T 8T

D A local television crew has come to interview students about their summer plans. Look at the cartoon and guess what Brian, Celia, Adrian, Sarah, Jill and Simon are going to do this summer.



LISTENING

E Listen and check your guesses. Then match the parts of the following sentences in your notebook.

TRACK 02

- 1 Sarah is going to...
- 2 Celia is going to...
- 3 Jill is going to...
- 4 Simon is going to...
- 5 Brian is going to...
- 6 Adrian is going to...

- see the beautiful orcas in Canada.
- enjoy the beautiful landscapes from *The Lord of the Rings*.
- spend her holidays in Brighton.
- go shopping in Manchester.
- repaint his room.
- hang out with his friends and play basketball.

F Are the following statements **true (T)** or **false (F)**? Correct the false ones.

- 1 A local television crew is doing a profile on how 14-year-olds spend their free time.
- 2 Everyone is going to get a prize in the TV show.
- 3 Sarah usually spends her holidays in Brighton.
- 4 Celia's cousin from the USA is going to spend her summer holidays in England.
- 5 Jill's father is a scientist.
- 6 Simon doesn't like football.
- 7 Brian is not going to go to a summer camp this year.
- 8 Adrian would like to change the colour of the walls in his room.

DO YOU REMEMBER? p. 131

- Pupils complete the sentences and rules and answer the question in c).
- Point out that with the verb *go* they can leave out the infinitive: *I'm going (to go) to New York.*

Answer key:

- 1 am ('m) going to spend 2 are ('re) going to go 3 am ('m) not going to go 4 I am ('m) going to visit
- b) plans
- c) 1 Are (yes / no question) 2 is (WH-question)

Task G, p. 131

- Pupils can do the task in pairs.

Answer key:

- 1 We're going to choose the five most popular holiday spots on our special show on 28 June. (reporter)
- 2 I'm going to go roller-skating on the promenade, lie on the pebble beach, and read tons of books. (Sarah)
- 3 I'm going to repaint my room. (Adrian)
- 4 I'm going to show my cousin all the cool places in England. (Celia)
- 5 I'm going to go whale watching. (Jill)
- 6 We're going to repaint my room. (Adrian)
- 7 I'm not going to go to a summer camp this summer. (Brian)
- 8 Maybe I'm going to visit some cousins in Liverpool. (Simon)

SPEAKING

Task H, p. 131.

- When they have finished the questions, pupils can interview each other in pairs and report to the class what they have found out about their partners.

Answer key:

- 1 Are you going to travel abroad?
- 2 Are you going to try snorkelling and scuba diving?
- 3 Are you going to learn English in Oxford or Cambridge?
- 4 Are you going to go to the seaside?
- 5 Are you going to repaint your room?
- 6 Are you going to explore the mountains?
- 7 Are you going to play tennis in a summer camp?
- 8 Are you going to go camping with the boy scouts?

Homework: Workbook p. 124 Tasks H, I

Optional (homework): Workbook p. 124 Task J

? DO YOU REMEMBER

GOING TO FUTURE

a) Do you remember the children's summer plans? Complete the following sentences.

- 1 I think I ... my holidays in Brighton.
- 2 We ... shopping in Manchester.
- 3 I ... to a summer camp this year.
- 4 One day I ... New Zealand.

b) Complete the rule.

We use **going to future** to talk about future

GOING TO FUTURE – QUESTIONS

c) Complete the questions with the missing auxiliary verbs. Which of these questions is the **yes / no question**, and which one is the **wh-question**?

- 1 ... we all **going to get** a prize?
- 2 What ... the boy sitting behind you **going to do** this summer?

G In your notebook make sentences with **going to future**, then guess who says what.

- 1 We / choose / five most popular holiday spots / in our special show / on 28 June.
- 2 I / go roller-skating on the promenade / lie on the pebble beach / and read tons of books.
- 3 I / repaint / my room.
- 4 I / show my cousin / all the cool places in England.
- 5 I / go / whale watching.
- 6 We / play / basketball.
- 7 I / not / go / a summer camp / this summer.
- 8 Maybe / I / visit / some cousins / in Liverpool.

H In your notebook put the following words in the right order to make **questions**. Then answer the questions and report back to the class about your summer plans.

- 1 travel / going to / abroad? / you / Are
- 2 Are / scuba diving / try / going to / snorkelling? / and / you
- 3 Oxford / or Cambridge? / Are / learn / going to / you / English / in
- 4 to the seaside? / go / going to / Are / you
- 5 you / your room? / repaint / Are / going to /
- 6 the mountains? / Are / explore / you / going to /
- 7 tennis / you / play / in a summer camp? / Are / going to /
- 8 going to / camping / Are / go / with the boy scouts? / you

..... SPEAKING



7.3 THERE'S NO TIME LIKE SCHOOL TIME

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: *საბ.* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- GRAMMAR • *Going to future*
 FUNCTIONS • Future plans
 VOCABULARY • Text and topic-related (school and education)

SKILLS

- READING • A text about a famous public school: Eton
 • How much do you know about education in the UK and the USA?
 SPEAKING • Plans for future education and career
 WRITING • My ideal school (a composition)

CULTURE and CLIL

- Education in the USA and the UK

LESSON 1

INTRODUCTION

In this lesson pupils learn some general facts about education in the UK and the USA.

They read about Eton, one of the oldest and best-known public schools for boys at Windsor, Berkshire.

- Start with the lesson title. Write it on the blackboard and ask the class what it means.

Task A, p. 132

- Ask individual pupils which quote they like best and if there are any similar quotes or proverbs in Georgian.

OPTIONAL:

You can copy and cut out other quotes about education from the **Resource Bank Activity 29** and get pupils to match the two halves in pairs or groups.

Answer key:

What we learn with pleasure we never forget.

Instruction ends in the schoolroom, but education ends only when life ends.

Education is the ability to listen to almost anything without losing your temper.

Learning is like rowing upstream: not to advance is to drop back.

By learning you will teach; by teaching you will learn.

Learn not only to find what you like, learn to like what you find.

Education is not preparation for life, education is life itself.

Education is a progressive discovery of your ignorance.

The beautiful thing about learning is that no one can take it away from you.

What sculpture is to a block of marble, education is to the human soul.

Task B, p. 132

- Pupils do the quiz. Then they exchange notebooks with their partners, check and correct each other's answers if necessary.

Answer key:

1 A GCSEs 2 C 3 T 4 T 5 T 6 C 7 B 8 A 9 B 10 B
 B A levels
 C SATs

BACKGROUND INFORMATION FOR THE TEACHER

GCSE (General Certificate of Secondary Education)

– Most students take their GCSEs at the end of their fifth year of secondary school, around the age of 16.

Students of all abilities take them in one of several subjects. Those who want to continue studying for A levels need to pass a particular number of GCSEs at a particular level.

A levels (Advanced level) – a school leaving examination in a particular subject, normally taken at the age of 18. Students usually take 3 or 4 A levels, which they need to pass with good grades in order to go to university.

SAT (Scholastic Aptitude Test) – a standard test which students must pass in order to be accepted by most colleges and universities in the USA. It tests abilities in language and mathematics and is usually taken during the last year of high school.

Harvard University – the oldest US university and usually considered the best. It is especially famous for its departments of law and business. Its library is the oldest in the USA and one of the largest. The university was established in 1636 in Cambridge, Massachusetts.

Yale University – a major US university, often seen as a rival to Harvard University. It is in New Haven, Connecticut. It was established in 1701.

A Read what some famous people have said about school and education. What do you think?

- 1 "Education's purpose is to replace an empty mind with an open one." **Malcolm Forbes**
- 2 "Genius without education is like silver in the mine." **Benjamin Franklin**
- 3 "Education begins at home. You can't blame the school for not putting into your child what you don't put into him." **Geoffrey Holder**
- 4 "The roots of education are bitter, but the fruit is sweet." **Aristotle**
- 5 "Education is the most powerful weapon which you can use to change the world." **Nelson Mandela**
- 6 "The education of a man is never completed until he dies." **Robert Edward Lee**

B How much do you know about education in the UK and the USA? Do this quiz in your notebook and find out.

HOW MUCH DO YOU KNOW ABOUT EDUCATION IN THE UK AND THE USA?

1 In your notebook match the parts of the following sentences about the most important exams in the UK and the USA.

- | | |
|--|--|
| A When they are 16, English students take... | SATs if they want to go to university. |
| B When they are 18, English students take... | A levels if they want to go to university. |
| C When they are 18, American students take... | GCSEs. |

2 Students in Britain can leave school when they are...

- A** 18. **B** 14. **C** 16.

3 Children have to wear a school uniform in most schools in England.

T / F

4 Education in the UK is compulsory, but children don't have to go to school. They could be educated at home.

T / F

5 American schools are not allowed to include prayers or to teach religious education.

T / F

6 Summer holidays in the UK last for:

- A** 8 weeks. **B** 10 weeks. **C** 6 weeks.

7 What do you get when you finish university?

- A** Diploma. **B** Degree. **C** Certificate.

8 Which of the following is not a university in the USA?

- A** Eton. **B** Harvard. **C** Yale.

9 What is the name of the dance party at the end of high school in America?

- A** Graduation. **B** Prom. **C** Costume party.

10 What do you call girls who support school teams in the USA?

- A** Fans. **B** Cheerleaders. **C** Supporters.

READING

Task C, p. 133

- Pupils read (and listen to) the text (TRACK 55) and answer the questions.

Answer key:

- 1 British Prime Ministers, members of the Royal Family, poets, musicians, actors.
- 2 The name comes from the times when children of important families started to attend schools with ordinary people.
- 3 In 1440 by King Henry VI.
- 4 It's famous for its traditional uniform, small classes and excellent facilities.
- 5 A bell wakes you up at 7.30, and then you have breakfast in a dining hall. The lessons finish at lunch time, then you do some sports or enjoy your free time, but sometimes classes can last until six. Dinner is at 7.30 p.m., then prayers, and then time for homework.
- 6 Football, rugby, field hockey, tennis, athletics, rowing, cricket, the Eton Wall Game.
- 7 The school gives scholarships for talented musicians. The school has a theatre and several music halls, so every year several plays are put on and you can enjoy some fabulous concerts.

Task D, p. 133

- Divide the class into two groups. One group thinks of the advantages and the other thinks of the disadvantages of this school. You can organise a competition or a debate to see which group will come up with more arguments for or against going to such a school. Set a time limit.

Answer key: Pupils' answers.

READING



C Have you ever heard of Eton, a famous school in the UK? Read about it and find out...

- 1 who some famous Old Etonians were.
- 2 how public schools in Great Britain got their name.
- 3 when and by whom Eton was founded.
- 4 what Eton is famous for.
- 5 what a typical school day at Eton looks like.
- 6 which sports and games are popular at Eton.
- 7 why Eton is excellent for students interested in music and drama.



TRACK 03

ETON – THE MOST FAMOUS PUBLIC SCHOOL IN THE WORLD

Located in the town of Eton, north of Windsor Castle in England, Eton is often described as the most famous public school in the world. Eighteen British Prime Ministers have attended it, as well as members of the Royal Family, poets, musicians, actors and other celebrities. Many fictional characters have been described as Old Etonians (ex-students of Eton), and these include the pirate Captain Hook and the secret agent James Bond.



This is a public school for boys only, but don't get confused! The name "public" comes from the times when the children of important families started to attend schools with ordinary people, instead of being educated at home. So, this is actually an expensive private school, where students live as well as study. This does not mean you can enrol without an entrance exam, which is not easy to pass.

Eton was founded in 1440 by King Henry VI, and is divided into 24 boarding houses, which compete at sports and education, especially with Harrow, another famous old school. Eton is also well-known for its traditional uniform, small classes and excellent facilities. However, it's not only about prestige, but hard work and discipline as well.

So what does a typical day at Eton look like? A bell wakes you up at 7.30, then you have breakfast in a dining hall, which may not be in your boarding house, so you'll actually have to walk for a couple of minutes to grab a bite. The lessons finish at lunch time, which is when you can actually take off your school uniform and do some sports or enjoy your free time, but sometimes classes can last until six. Dinner is at 7.30 p.m., then prayers, and then time for homework.



With a number of playing fields, sports are very important at Eton. Football, rugby, field hockey, tennis and athletics are all popular, as well as rowing. The annual cricket match against Harrow has been played there since 1805. The Eton Wall Game is still played today, and was given national publicity when it was taken up by Prince Harry. Music and drama are also of great importance at Eton, and the school even gives scholarships for talented musicians. The school has a theatre and several music halls, so every year several plays are put on and you can enjoy some fabulous concerts. So, if you don't get homesick at weekends, this sounds like a cool place to spend your school days.

D What are the advantages and disadvantages of this school? If you had the opportunity, would you go to such a school?

/133

WORDSPOT

Task E, p. 134

- Focus on the words. Give pupils time to look at them in context and guess their meaning. Ask individual pupils to explain them in their own words in English. Help them with explanations and / or synonyms and model pronunciation. Then get them to ask and answer the questions in pairs and report to the class what they have found out about their partners.

Answer key: Pupils' answers.

- At this point you could go through the text highlighting useful expressions and eliciting / explaining the meaning of any other words that pupils have problems with. Make sure you include the words from Workbook p. 126 Task C (*scholarship, fictional, grab a bite, events*). Help pupils to remember the new words by having them close their books and write down all the new words they have learnt in this lesson.

Homework: Workbook pp. 125, 126 Tasks A, B, C, D, E

LESSON 2

INTRODUCTION

Pupils revise the *going to* future form and talk about their future education. Then they do a project on their ideal school.

- Before checking homework tell the class you are going to read out the first part of the text about Eton, but they have to help you with the missing words. Explain you are going to stop in the middle of the sentence and they need to tell you the word that follows. Continue reading as soon as someone shouts out the right word. Focus on collocations, compounds and other words that are easily predicted from the context.

E.g. Located in Eton, north of Windsor..... (Pupils say Castle) in England, Eton is often described as the most famous public..... (school) in the world. Eighteen British Prime..... (Ministers) have attended it, as well as members of the Royal..... (Family), poets, musicians, actors and other..... (celebrities). Many fictional characters have been described as Old Etonians, ex -..... (students) of Eton, and these include the pirate Captain Hook and the secret..... (agent) James Bond. This is a public school for..... (boys) only, but don't get confused! The name "public" comes from the times when children of important families started to attend school with..... (ordinary) people instead of being educated at..... (home). So this is actually an expensive..... (private) school, where students live as well as..... (study). This does not mean you can enrol without an entrance..... (exam), which is not easy to..... (pass). Eton was founded in 1440 by King Henry VI, and is divided into 24 boarding..... (houses), which compete at sports and..... (education), especially with Harrow, another famous old school. Eton is also famous for its traditional..... (uniform), small..... (classes) and excellent..... (facilities). However, it's not only about prestige, but hard..... (work) and..... (discipline) as well.

- You can revise the whole text in this way or you can stop after the first part and then ask pupils what they remember about a typical day at Eton.

OPTIONAL:

Resource Bank Activity 30 – a crossword puzzle about education. Make copies of the crossword puzzle and hand them out to pupils or ask them to draw a pattern of numbered boxes in their notebooks. In that case read out definitions of the nine words one by one and wait for pupils to write them down. Once they have done the whole crossword ask them what the mystery word is (across) – EDUCATION.

SPEAKING

Task F, p. 134

- Put pupils in pairs and tell them to read the questions together and take turns telling each other their answers. Encourage them to give reasons for their answers. Finally, get some quick feedback from the class on the questions.

Answer key: Pupils' answers.

WRITING

Task G, p. 134

- The preparation can be done in class and the writing task can be completed for homework.
- Pupils read through the instructions. Elicit / explain what compulsory and optional subjects are as well as extracurricular activities. Give examples.
- Encourage them to look at the content of each paragraph carefully and to plan their composition before writing a final version.
- Once pupils have finished their compositions (in class or for homework), individuals read them out to the rest of the class.

Homework: Workbook p. 126 Task F

E Do you know what these words mean? Look them up in the text about Eton and then answer the questions.



a celebrity a facility to attend prayers homesick
to enrol an entrance exam fabulous

- 1 Which primary school do you attend?
- 2 What facilities are there in your school?
- 3 Do you sometimes say prayers in class?
- 4 Do you have to pass an entrance exam for Georgian high schools?
- 5 Have you ever talked to a celebrity?
- 6 Which high school in the city / town where you live is the most difficult to enrol?
- 7 Do you get homesick when you are away from home?
- 8 Have you been to any fabulous concerts recently?



SPEAKING

F Have you thought about your future education? Answer the following questions and report back to the class.

- 1 Are you going to study at university?
- 2 What job are you going to do when you grow up?
- 3 If you had to choose, would you rather have a well-paid or interesting job?
- 4 Are private schools better than public schools?



WRITING

G Students always complain about their schools, so this is your chance to think carefully and write a composition about your ideal school for the school magazine. Include the following points in your composition and use this plan to help you.

MY IDEAL SCHOOL

Introduction Say something about the school you go to.

1st paragraph Say something about the location of the school, the equipment in each classroom and all the facilities (labs, studios, cafeterias, sports facilities, swimming pools, parks, etc.)

2nd paragraph Say something about the compulsory and optional subjects you would study, the tests and the system of grading, the timetable, and the number of students per class. Also say something about the extracurricular activities that the school would offer.

Conclusion Say why you think this would be a better school than your present one. Think about the things you don't like about your present school.

7.4 AMY'S END-OF-SCHOOL PARTY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I-ეცხ. სად. 1, 2, 3, 4, 5, 6, 7, 8

- | | |
|------------|---|
| GRAMMAR | <ul style="list-style-type: none">• Future tenses – <i>will</i> future (future simple), the present continuous, the present simple• Use of the definite article (3) |
| FUNCTIONS | <ul style="list-style-type: none">• Making predictions and promises• Talking about fixed future plans and arrangements• Talking about timetables and programmes• Asking for directions and giving directions |
| VOCABULARY | <ul style="list-style-type: none">• Words related to town and city• Verbs and prepositions of place and movement |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none">• Text messages |
| SPEAKING | <ul style="list-style-type: none">• Future plans, arrangements, timetables• One minute speech: end-of-school party |
| LISTENING | <ul style="list-style-type: none">• A dialogue in the street (asking for directions)• A telephone conversation (giving directions) |
| WRITING | <ul style="list-style-type: none">• A conversation in the street |

LESSON 1

INTRODUCTION

In this lesson pupils revise and extend their knowledge of the future tenses.

OPTIONAL:

We suggest you start with **Workbook p. 127 Task A**. Talk briefly about the different kinds of parties mentioned. Ask if they have ever been to any of them and what kind of party they usually enjoy most. Brainstorm other kinds of parties such as a surprise party, house-warming party, garden party etc.

Task A, p. 135

- Tell the class that Amy is having a party and ask them to guess why and what kind of party it is. Pupils read Amy's text message, check their predictions and find out where and when she is having the party.

Answer key: Amy is going to spend her summer holidays in Scotland. This Saturday she is having an end-of school party at her place.

Task B, p. 135

- Pupils read the other text messages and find out who is not coming and why.

Answer key: Adrian is not coming, because he is grounded.

Amy's End-of-School Party

LESSON 4

- A** Do you remember where Adrian, Brian, Celia, Jill, Sarah and Simon are going to spend their summer holidays? Here's Amy's text message. Where is she going to spend her summer holidays? What is she doing this Saturday?

To: Adrian, Brian, Celia, Jill, Sarah, Simon...

Hi, guys! I'm leaving for Scotland next week, and I'm staying there for the whole summer. I'll miss you all, so I'm having an end-of-school party at my place this Saturday. See you at 7 p.m. :) Amy



- B** Read the following text messages and find out what Celia, Adrian, Jill and Simon are doing this Saturday. Who is not coming to Amy's party and why?



Messages

Adrian, Brian, Celia, Jill, Sarah, Simon

Adrian

I'm so sorry Amy, but I'm not coming to your party. I was out yesterday, and I came home late. I'm grounded for a week, so I'm staying at home this Saturday. Have fun, and say hi to everyone!

Celia

Sorry, but I think I'll be late. We're picking up my cousin from the States at the airport. Her plane arrives at 6 p.m., so I'll probably be at your place at 8 p.m. Is it OK if I bring my cousin along?

Jill

My neighbour is getting married this Saturday and we're all going to the wedding. The wedding reception starts at 2 p.m., so I'll try to come, but I won't make it by 7 p.m. Hope to see you!

Simon

Not this Saturday! It's the Street Basket Finals, and it starts at 3 p.m. My team is playing at 5.30 p.m., so I'll be late, but I'll definitely come to your party!



/135

REMEMBER! p. 136

- Ask who will be late for the party and why. Elicit answers. Check pupils are using the correct future tenses and correct any mistakes they make.
- Pupils then complete the rules and examples.

Answer key:

- present simple – 1 arrives 2 starts
- present continuous – 1 'm (am) having 2 is getting
- will future (future simple) – 1 'll (will) be 2 'll (will) miss
- will future (future simple) – 1 'll (will) try 2 'll (will) come

Task C, p. 136

- Pupils complete the sentences on their own.

Answer key: 1 arrives 2 is having 3 will... come 4 will like
5 is not coming 6 starts 7 is leaving 8 won't arrive

OPTIONAL:

Ask pupils what they can remember about Adrian, Brain, Celia, Jill, Sarah and Simon and their plans for summer holidays. Who do they think will have the most fun?

Write on the board:

Sarah is going to spend her summer holidays in Brighton, as usual. Amy is leaving for Scotland next week.

Ask the class if anyone can explain the difference between the *going to* future (future plans) and present continuous (fixed future plans).

SPEAKING

Task D, p. 136

- Divide the class into pairs. Pupils read through the questions and take turns answering them. Monitor and check they are using the correct tenses. Ask for some feedback.

Answer key: Pupils' answers.

Homework: Workbook pp. 127, 128 Tasks B, C, D, F

REMEMBER

FUTURE TENSES

Look at the text messages again and complete the sentences with the missing verbs. Which **tenses** do we use to talk about different **future situations**?

- We use the ... with a future meaning to talk about **timetables** and **programmes**.
 - 1 Her plane ... at 6 p.m.
 - 2 The wedding reception ... at 2 p.m.
- We use the ... to talk about **fixed future plans** and **arrangements**.
 - 1 I ... an end-of-school party at my place this Saturday.
 - 2 My neighbour ... married this Saturday.
- We use the ... to say what **we think will happen in the future**.
 - 1 I think I ... late.
 - 2 I ... you all.
- We use the ... to make **promises**.
 - 1 I ... to come, but I won't make it by 7 p.m.
 - 2 I ... definitely ... to your party.

C Complete the sentences in your notebook. Use the right **future tense** of the verbs in brackets.

- 1 The plane ... (arrive) at 6 p.m.
- 2 My cousin ... (have) a birthday party this Friday.
- 3 I ... probably ... (come), but I'm not sure.
- 4 I think you ... (like) Scotland.
- 5 Adrian ... (not / come) to Amy's party because he is grounded.
- 6 The basketball game ... (start) at 5.30 p.m.
- 7 Amy ... (leave) for Scotland in ten days' time.
- 8 I promise I ... (not / arrive) late this time!



SPEAKING

D Answer the following questions.

- Are you going out tonight?
- What are you doing this Saturday?
- Are there any new films that are coming to cinemas in your city/town this week?
- Are there any exhibitions that open in your city/town this month?
- Are you going to any sports events this weekend?
- Is anyone in your family getting married this year?



LESSON 2

INTRODUCTION

In the first part of the lesson, pupils learn to ask for and give directions. After that they focus on rules governing the use of definite articles with proper nouns already dealt with in Lesson 6.2 and 7.1.

OPTIONAL:

Before checking homework revise the future tenses. Explain that you will read out eight sentences and ask them to decide if they are grammatically correct or incorrect. Read the sentences from **Workbook p. 128 Task E**. After each sentence pupils write C (correct) or I (incorrect) next to the corresponding numbers (1-8) in their notebooks. After that ask them how many incorrect sentences there are. If they don't come up with the right number, tell them that all of the sentences are incorrect. They open their workbooks and correct the mistakes.

LISTENING

Task E, p. 137

- Remind pupils of Amy's end-of-school party. Tell them it is Saturday evening. Everybody is having fun, but Celia hasn't arrived yet. Ask them to guess why. Tell them that she and her cousin from the States got lost on their way to the party. Get them to listen to the dialogue (TRACK 56) and answer the following questions:
 - Where does Amy live?
 - How many passersby does Celia ask on the way to Amy's house?
 - What do Celia and her cousin decide to do in the end?

Answer key: 1 In Bradford Street. 2 Three. 3 They decide to phone Amy.

- Check answers and get them to explain why none of the passersby were able to help.

Tapescript Track 56

Celia: Excuse me, I'm not from this neighbourhood, so I'm a bit lost. Can you tell me the way to Bradford Street?

Tourist: I'm sorry, but I'm from Germany. I can look on the map, if you like.

Celia: No, thanks. I'll ask someone else. Excuse me, how can I get to Bradford Street?

Boy: I'm not really sure where it is. Why don't you ask someone else?

Celia: Thanks for nothing. This woman is my last chance. Excuse me, do you know where Bradford Street is?

Woman: I'm in a hurry, and I'm really awful at giving directions. Sorry!

Celia: Unbelievable! What shall we do now?

Cousin: Why don't you phone Amy?

Celia: Of course, why didn't I think of that before?!

- Pupils listen to the dialogue again (TRACK 56) and write down the numbers of the questions in the task.

Answer key: 2, 3, 6

EVERYDAY ENGLISH p. 137

- Pupils complete the questions on their own.

Answer key: 1 Excuse me, 2 tell me the way 3 am looking for 4 can I get to

Task F, p. 137

- Pupils do the task on their own.

Answer key: Pupils' answers.

LISTENING



TRACK 04

E It's Saturday evening. Everybody's having fun at Amy's place, but Celia hasn't arrived yet. She and her cousin from the States got lost on their way to Amy's party. Listen to the dialogue and write down the numbers of the questions used for asking for directions that you hear in your notebook.

- 1 Sorry, where is Bradford Street?
- 2 Excuse me, do you know where Bradford Street is?
- 3 Can you tell me the way to Bradford Street?
- 4 Can you help me? I'm looking for Bradford Street?
- 5 Do you mind telling me where Bradford Street is?
- 6 Excuse me, how can I get to Bradford Street?



EVERYDAY ENGLISH

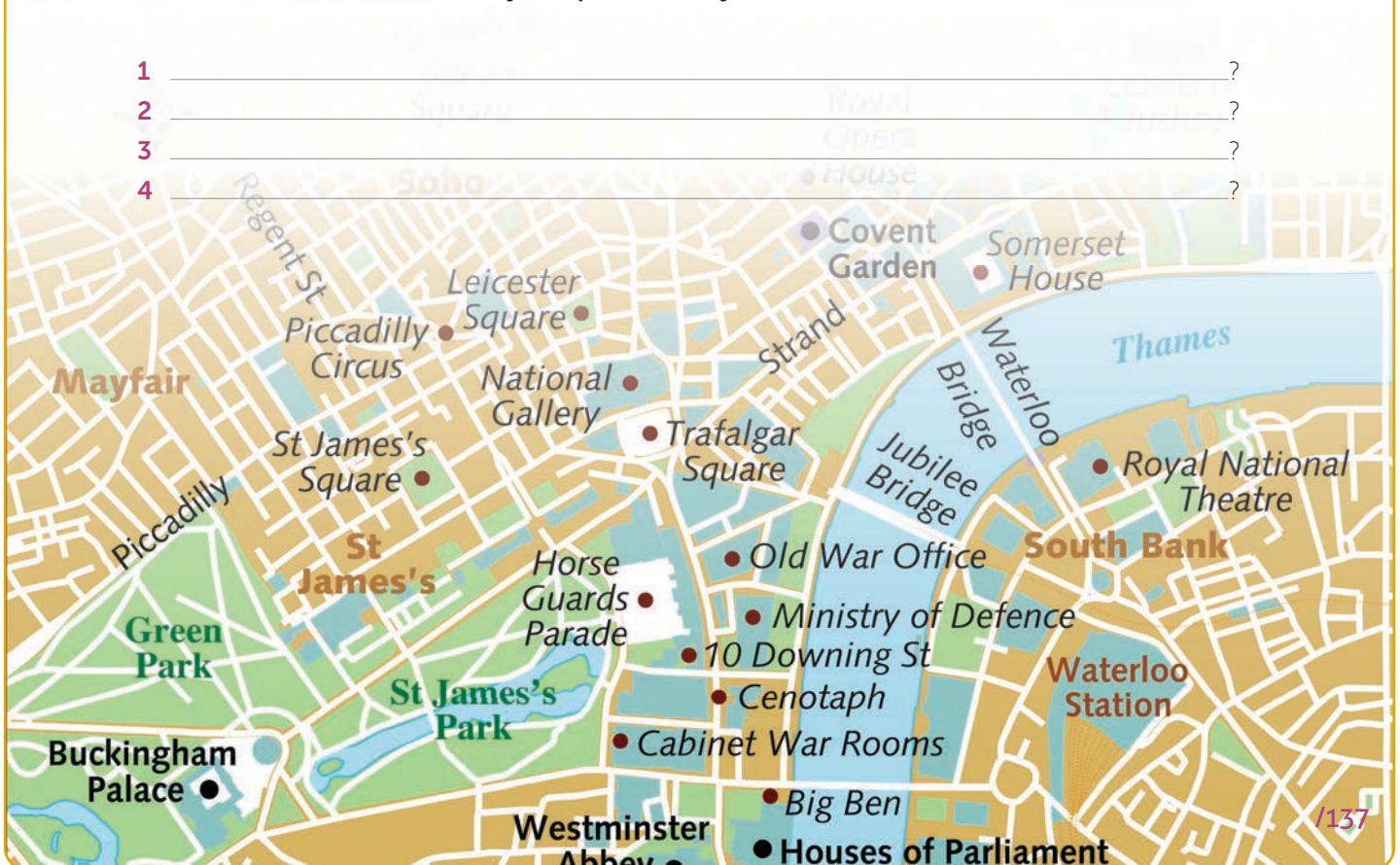
ASKING FOR DIRECTIONS

Complete the following questions.

- 1 ... , do you know where Bradford Street is?
- 2 Can you ... to Bradford Street?
- 3 Can you help me? I ... Bradford Street?
- 4 Excuse me, how ... Bradford Street?

F You are looking for the Odeon Cinema in Ashton Road. In what different ways can you ask someone for directions? Write your questions in your notebook.

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?



LISTENING & READING

Task G, p. 138

- Pupils look at Celia's telephone conversation with Amy and predict the missing words from the box orally.
- Play the recording (TRACK 57) for pupils to check their answers and complete the conversation.

Answer key: take, get off, straight, past, cross, turn, third, opposite

EVERYDAY ENGLISH p. 138

- Pupils complete the phrases. If necessary, ask individuals to translate some of the directions from the box into Georgian.

Answer key: 1 Take, get off 2 straight 3 Turn 4 past, cross 5 Go, corner 6 on your right 7 on your left 8 opposite

TASK H, p. 138

- Pupils listen to the dialogue again (TRACK 57) and do the task. First they draw Celia's route and then describe the way with their books closed.



LISTENING & READING

G

Celia is calling Amy. Listen and read. Complete their conversation with the following words and expressions orally.

TRACK 05

take straight get off past cross turn opposite third

Amy: Hello. Is that you Celia? Where have you been? Everyone is already here.

Celia: I think I took the wrong bus, and now I'm lost.

Amy: Where are you?

Celia: I'm in Russell Square, but I don't know where to go from here.

Amy: OK, ... bus number 25, and then ... at the third bus stop, which is Milton Road. Call me when you get there.

(15 minutes later...)

Celia: Hi, it's me again. Where do I go from here?

Amy: Go ... down Milton Road, and at the end of Milton Road there is a supermarket. When you get there, turn left into Park Road.

Celia: OK, I'm in Park Road now. Now what?

Amy: Go straight down Park Road, ... the post office, then ... at the traffic lights and go straight on until you see the Magnolia Theatre at the corner of Park Road and Willow Street. Then ... left into Willow Street.

Celia: OK, I'm in Willow Street now.

Amy: Go straight down Willow Street, and Bradford Street is the ... on your right. The bookshop is on your left.

Celia: Great, we are here! So, where is your house?

Amy: It's number 38, just ... the park.

Celia: Thank God I can see you, I've had enough of sightseeing!

EVERYDAY ENGLISH

GIVING DIRECTIONS

Look at Amy's and Celia's conversation again, and complete these phrases.

- 1 ... bus number 25, and then ... at the third bus stop.
- 2 Go ... down Milton Road, and at the end of Milton Road there is a supermarket.
- 3 ... left into Park Road.
- 4 Go ... the post office, then ... at the traffic lights.
- 5 ... straight on until you see the Magnolia Theatre at the ... of Park Road and Willow Street.
- 6 Bradford Street is the third ...
- 7 The bookshop is ...
- 8 Just ... the park.



H

Listen to the dialogue again and draw the map of Celia's route from Russell Square to Amy's house. Follow your map and describe the way from Russell Square to Bradford Street.

TRACK 57

REMEMBER! p. 139

- Pupils find the proper nouns in the conversation and check whether they need the definite article or not.
- You can add some other proper names such as: Cambridge University; the Sheraton (Hotel); London Zoo; the Science Museum; St Matthew's Church. Ask pupils to think of other examples. They might need similar nouns (church, park, museum, hotel etc.) when doing Task I.

Answer key: a) ø Willow Street, ø Park Road, ø Russell Square, the Odeon Cinema, the Magnolia Theatre
b) With most cinemas and theatres (hotels, pubs, museums, art galleries).

Task I, p. 139

- When doing the task, pupils should use at least three landmarks to help the rest of the class understand the instructions.

Answer key: Pupils' answers.

Task J, p. 139

- Ask the pupils to read the story and check the Pupils' answers.

SPEAKING

Task K, p. 139

- Put pupils in groups of 3-4 and tell them they're organising an end-of-school party together. Set a time limit and then ask the representative of each group to speak about their party (for a minute) to the rest of the class.

Homework: Workbook p. 129 Task G

OPTIONAL HOMEWORK:
Workbook p. 129 Task H

REMEMBER

DEFINITE ARTICLE THE WITH PROPER NOUNS (3)

a) Insert the definite article **the** where necessary.

Streets and roads: ... Willow Street, ... Park Road

Squares: ... Russell Square

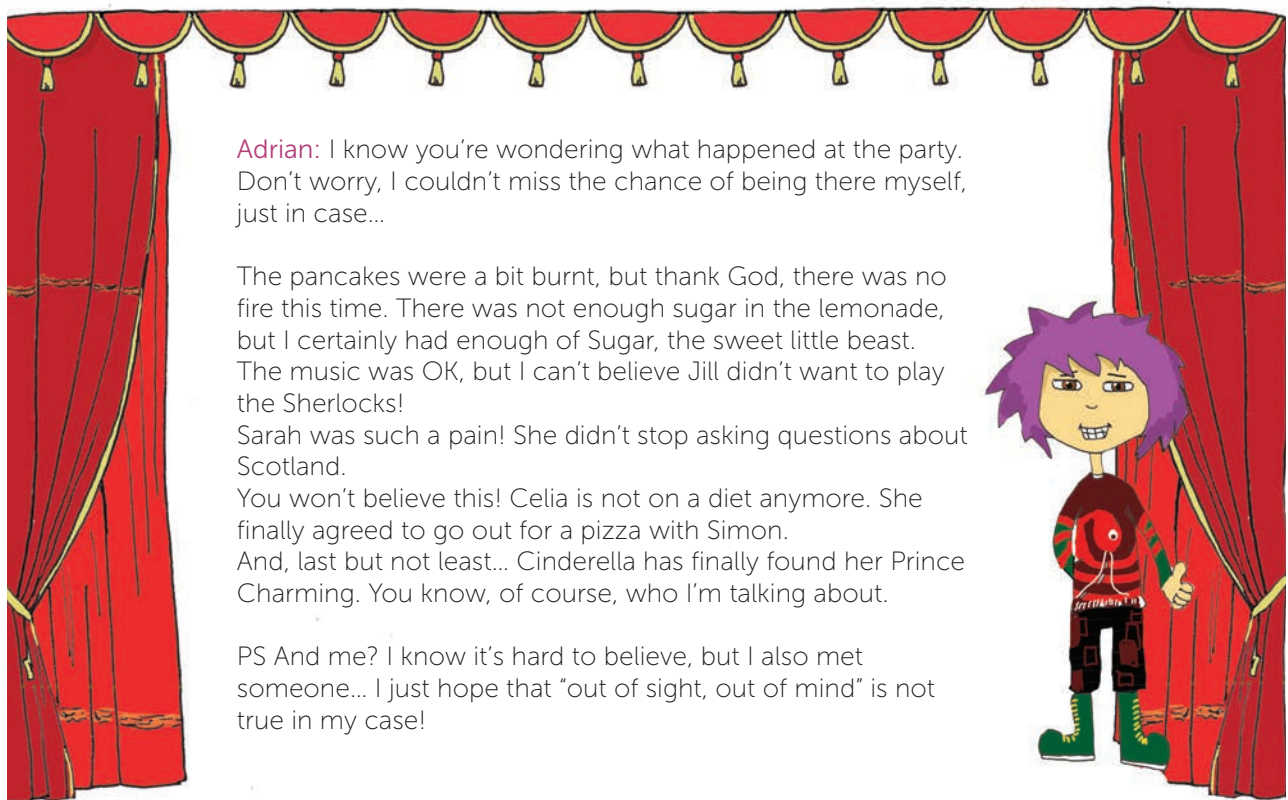
Cinemas: ... Odeon Cinema

Theatres: ... Magnolia Theatre

b) When do we **use** the definite article **the**?

I Draw a map and describe the route from your school to your home. Include the names of the cinemas, theatres, museums, churches, or parks in your neighbourhood.

J What do you think happened at Amy's party? Read and check.



Adrian: I know you're wondering what happened at the party. Don't worry, I couldn't miss the chance of being there myself, just in case...

The pancakes were a bit burnt, but thank God, there was no fire this time. There was not enough sugar in the lemonade, but I certainly had enough of Sugar, the sweet little beast. The music was OK, but I can't believe Jill didn't want to play the Sherlocks!

Sarah was such a pain! She didn't stop asking questions about Scotland.

You won't believe this! Celia is not on a diet anymore. She finally agreed to go out for a pizza with Simon.

And, last but not least... Cinderella has finally found her Prince Charming. You know, of course, who I'm talking about.

PS And me? I know it's hard to believe, but I also met someone... I just hope that "out of sight, out of mind" is not true in my case!



K Imagine you're organizing an end-of-school party. You're going to talk about it for a minute. Think about the following things:

- Time and place of the party
- Number of people you're going to invite
- Food and drinks
- Music
- Games and activities (karaoke, for example)

SPEAKING



FROM BRIAN'S BOOKSHELF: WHAT'S SO SPECIAL ABOUT SCOTLAND?

SUGGESTED TEACHING TIME: 1-2 lessons

LEARNING OUTCOMES: Iግጋፊ. ኔሕ። 1, 2, 3, 6, 7, 9, 10

VOCABULARY • Text-related

SKILLS

READING • Scotland: language, history, interesting places, popular sports, customs and traditions, food and drink, famous Scots

WRITING • Project 2: What Do You Want to Know about Georgia?

CULTURE and CLIL

- Scotland, Georgia
- Geography

LESSON 1

INTRODUCTION

This lesson is optional and the vocabulary from the lesson is not tested. It is a reading activity rounding up the topic and structures of the unit. Suggested time is 1 to 2 lessons, so you can combine it with the linguistic content from the previous lessons. In that way, you are free to manipulate these two 45-minute lessons depending on how interested your pupils are in the topic and how you have organised the distribution of the unit content. Pupils learn about Scotland and practise scanning for specific information as well as intensive reading.

OPTIONAL:

Write on the board:

*England + Wales + ? + Northern Ireland =
the United Kingdom*

- Ask the class what the question mark stands for. Elicit that Scotland is part of the United Kingdom and Great Britain. Bring a map of the British Isles to the class and remind them of the difference between the UK and Great Britain.
- Ask the class if they or any of their family members have ever been to Scotland. If so, where did they go and what did they do? If not, encourage them to think what life might be like there and elicit some suggestions. Ask them what they associate with Scotland and what they already know about it. Do they know any famous Scots, for example actors, scientists or writers? Small groups can brainstorm ideas together before giving their feedback to the whole class.

BACKGROUND INFORMATION FOR THE TEACHER FACTFILE Scotland

Area: 78,769 sq km / 31,410 sq miles

Population: 5,200,000

Capital: Edinburgh

Politics: Although part of the UK, it has its own parliament, legal and educational systems and even its own international football team.

Geography: With its many moors, lochs (lakes), mountains, islands and ancient castles, Scotland is popular with English tourists, especially those who enjoy sporting facilities such as skiing in winter, which is not possible in England.

Language: The Gaelic language is still spoken by about 82,000 people mainly in the north and west, for example, in the Highlands and Islands.

Task A, p. 140

- Pupils open their books, look at the pictures and read through the names and words. Do not explain any new words such as *curling*, *bagpipes* or *haggis* at this point. They match as many of the words as they can and compare their answers in pairs. Check the answers and brainstorm any other information about each picture pupils might be familiar with.

Answer key: 1 Peter Pan 2 A kilt 3 The bigpipes 4 Highland Cattle 5 Edinburgh Castle 6 haggis 7 curling 8 Sir William Wallace 9 The Loch Ness Monster 10 Old Course at St. Andrews.

6, 9, 10, 8,

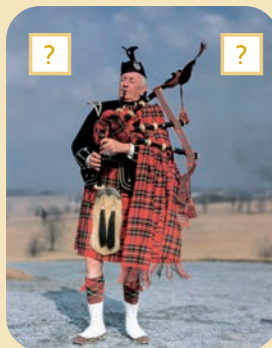
3, 4, 5,

1, 7, 2

What's So Special about Scotland?

A In what way are these pictures connected with Scotland? Match the pictures and the corresponding names, words and expressions.

- | | |
|----------------------------|-------------------------|
| 1 Sir William Wallace | 6 Peter Pan |
| 2 Old Course at St Andrews | 7 the Loch Ness Monster |
| 3 Edinburgh Castle | 8 Highland Cattle |
| 4 a haggis | 9 a kilt |
| 5 curling | 10 the bagpipes |



READING

B The text about Scotland talks about different topics. Can you guess which heading from the text the following words and expressions are connected with? Read and check.

TRACK 06

- | | | | | |
|-----------------|-----------------|---------------------|----------------|---------|
| Braveheart | Scottish Gaelic | deep-fried Mars bar | Burns Night | castles |
| Highland cattle | Loch Ness | the Highland Games | tartan | |
| haggis | Peter Pan | television | Hadrian's Wall | Dracula |

READING

Task B, p. 140

- Tell pupils to copy the headings into their notebooks. They cover the text and match the words and names from Task B with the corresponding topics.
- Pupils read (and listen) to the text (TRACK 58) and check their predictions.
- When checking answers, ask individual pupils to tell you more about each name or word from Task B. Ask questions but make sure they are different from the ones they will be answering in a game of Scottish Jeopardy in Task C. Ask: *What is the film Braveheart about? How many people speak Scottish Gaelic? Where did deep-fried Mars bars originate? Who was Robert Burns? How many castles are there? What is special about Highland cattle? Why is Loch Ness the most famous Scottish lake? What are Highland games? What's made of tartan? When is haggis eaten? Who is the author of Peter Pan? Who invented the television? Who built Hadrian's Wall? Who is the author of Dracula?*

Answer key: Language – Scottish Gaelic; Moments to remember in Scottish history – Hadrian's Wall, Braveheart; Interesting places – Loch Ness, Highland cattle, castles; Popular sports – the Highland Games; Customs and traditions – tartan, Burns Night; Food and drink – haggis, deep-fried Mars bar; Famous Scots – television, Dracula, Peter Pan

- Pupils read the text again and add one more key word or name for each topic e.g. *Language – Scots; Scottish history – William Wallace (or James VI or the Union of the Crowns); Interesting places – Glasgow (or 790 islands or Ben Nevis); Popular sports – golf (or curling); Customs and traditions – bagpipes (or Auld Lang Syne); Food and drink – Scotch (whisky); Famous Scots – Sir Arthur Conan Doyle (or Sir J. M. Barrie or Sean Connery)*. Elicit their examples.

SCOTLAND

Scotland is a part of the United Kingdom and Great Britain, bordering with England. It is special in many ways.

Language

English is the official language, but there are two other officially recognised languages: Scots (similar to English) and Scottish Gaelic (a completely different language). Only about 1% of the population speaks Scottish Gaelic, mainly in the Highlands.

Moments to remember in Scottish history

Did you know that the Romans ruled England, but not Scotland, and since the Scots were quite rebellious, the Romans built Hadrian's Wall? If you have seen the film *Braveheart*, you know who William Wallace was, a legendary Scottish warrior who united the 13th century Scots in their fight for independence. It is also interesting to know that Scotland had its own king until 1603, when James VI of Scotland also became James I of England. After the Union of the Crowns, the King no longer held court in Scotland.

Interesting places

The capital city of Scotland is Edinburgh, but the largest city is Glasgow. The country has 790 islands and a lot of lakes, known as lochs. The most famous is Loch Ness where thousands of people travel every year to see the Loch Ness Monster. Tourists also like to explore the Highlands, the mountainous areas of Scotland, with Ben Nevis, the highest peak in the British Isles. There you can see Highland cattle, an old Scottish breed of beef cattle with long horns and wavy hair. Scotland has over 300 castles, and among the most famous ones is Edinburgh Castle with a spectacular view of the city, where you can see the Scottish Crown Jewels. People who visit the castle at night sometimes say they see ghosts.

Popular sports

If you're into golf, don't forget to visit St Andrews, the first university in Scotland, which is known internationally as the home of golf. What you probably don't know is that it was the Scots who invented golf. In addition to football and rugby, there's curling and the Highland Games, Scotland's most important sports competition.

Customs and traditions

When people think of Scotland and Scottish traditions, they always think of kilts, which are the Scottish national costume. Their checked pattern is called tartan, and it shows which clan you belong to. The bagpipes are Scotland's traditional musical instrument, which are played at important events in Scotland, such as Burns Night. This event celebrates the birthday of Robert Burns, Scotland's most famous poet, who wrote hundreds of poems and folk songs, including *Auld Lang Syne*, the song that people sing on New Year's Eve.

Food and drink

Haggis is perhaps the best known Scottish delicacy and is eaten on special occasions, such as Hogmanay (New Year's Eve) and Burns Night. It is made of pieces of lamb heart, liver, lungs, onions, spices and animal fat, boiled in a sheep's stomach. The Scots are also fond of deep-fried food, and Glasgow is the home of the deep-fried Mars bar. Everyone associates whisky with Scotland, where it has been produced for hundreds of years, so in other English speaking countries it is often called Scotch.

Famous Scots

You probably don't know this, but life would be much more difficult if it hadn't been for some clever Scots. James Watt developed the first steam engine, John Logie Baird invented the television, Alexander Graham Bell invented the telephone and Alexander Fleming discovered penicillin, which has since saved millions of lives. Scotland is also the birthplace of many famous writers, such as Sir Arthur Conan Doyle, the author of the *Sherlock Holmes* stories, Bram Stoker, the author of *Dracula*, and J.M. Barrie, the author of *Peter Pan*. Did you know that J.K. Rowling originally wrote her *Harry Potter* series in a coffee-shop in Edinburgh? Finally, let's not forget that many famous actors were also born in this beautiful country, Sean Connery being the most famous one.

Task C, p. 142

- Since pupils have read the text twice they should be ready for a game of Scottish Jeopardy. During the game they are not allowed to look at the text. If you think they are likely to cheat, you can tell them to close their books, in which case you must write the grid on the board and read out the questions as they are picked.

BACKGROUND INFORMATION FOR THE TEACHER

Jeopardy! – an American quiz show featuring trivia in different topics. Six categories are announced, each with a column of five trivia clues (each one gradually valued more than the previous by difficulty). Three contestants play the game in three rounds. In all rounds, money is earned by answering questions – or in Jeopardy! parlance, by providing the questions to the answers. The wording is altered so that the “questions” are in an answer format, and the contestants’ “answers” must be in the form of a question. This is a simplified version of the game. Divide the class into groups according to the rows they sit in. The group that starts picks a category and a point value e.g. “FOOD AND DRINK” for 5 points. The other groups wait to see if the question is answered correctly or not. The teacher is the timekeeper (the time varies according to the difficulty of the question). If the given answer is right, the team that picked the question gets the points and the next team gets its turn. If a team gets it wrong, they get negative points and the next team in line may “steal” the question. If they get it right, they get the points. They also get their normal turn in line to pick a question. If the second team in line gets it wrong, they do not lose any points (because they did not pick the question) and the question gets passed to the third team in line. If the third team gets it right, they get the points, but the second team in line still gets to pick their question next. When a space is chosen, it will be crossed out and cannot be picked again. Keep the score on the board. The winning team can receive something like a free-homework pass, candy or pencils.

WORDSPOT

Task D, p. 142

- Ask pupils to find the words in the text and try to work out the meaning and the part of speech before doing the multiple-choice task.

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

CULTURE CORNER (OPTIONAL)

Pupils find out some more interesting facts about Scotland. After they have read the text, ask them which fact they find the most surprising.

Homework: Workbook pp. 130, 131 Tasks A, B, C, D, Culture Corner

Answer key (Task C):

POINTS	5 POINTS	10 POINTS	15 POINTS
LANGUAGE AND HISTORY	English.	Because the Scots were rebellious.	A legendary Scottish warrior who united the Scots in their fight for independence.
INTERESTING PLACES	Ben Nevis.	790.	There you can see the Scottish Crown Jewels.
POPULAR SPORTS	Golf.	Football, rugby, curling.	It is the home of golf.
CUSTOMS AND TRADITIONS	Bagpipes.	A checked pattern, which shows which clan you belong to.	It celebrates the birthday of Robert Burns, Scotland’s most famous poet.
FOOD AND DRINK	Deep-fried Mars bars.	Hogmanay.	It is made of pieces of lamb heart, liver, lungs, onions, spices and animal fat.
FAMOUS SCOTS	He discovered penicillin.	John Logie Baird, Alexander Graham Bell, James Watt, Alexander Fleming.	J. K. Rowling wrote her <i>Harry Potter</i> series in a coffee shop in Edinburgh.

C Read the text about Scotland again and prepare for a game of Scottish Jeopardy. Then cover the text and play the game in teams.

SCOTTISH JEOPARDY

POINTS	5 POINTS	10 POINTS	15 POINTS
LANGUAGE AND HISTORY	What is the official language in Scotland?	Why did the Romans build Hadrian's Wall?	Who was William Wallace?
INTERESTING PLACES	What is the name of the highest peak in the British Isles?	How many islands are there in Scotland?	What is Edinburgh Castle famous for?
POPULAR SPORTS	Which sport did the Scots invent?	Name at least 3 popular sports in Scotland.	What is St Andrews famous for?
CUSTOMS AND TRADITIONS	What is the name of the Scottish national instrument?	What is tartan and what does it show?	Why is Burns Night an important event?
FOOD AND DRINK	What is Glasgow's speciality?	What is another name for New Year's Eve in Scotland?	What is haggis made of?
FAMOUS SCOTS	How has Alexander Fleming saved millions of lives?	Name at least 3 Scottish inventors.	How is Harry Potter connected with Scotland?

D Do you know what these words mean? Look them up in the text about Scotland, then read out the correct answers.



rebellious independence mountainous horns cattle delicacy

- Cattle** are ... that are usually kept on farms for meat or milk.
A cows and bulls **B** dog and cats **C** hens and ducks
- It is very hard to ... **rebellious** people.
A talk to **B** control **C** please
- There are a lot of ... in **mountainous** areas.
A lakes **B** peaks **C** rivers
- You will see **horns** on the ... of cattle, sheep and some wild animals.
A heads **B** legs **C** bodies
- Many nations have fought for their **independence** when they wanted to have their own
A country **B** language **C** customs
- A **delicacy** is ... food.
A delicious **B** special **C** disgusting

INTRODUCTION

This lesson is optional.

OPTIONAL:**For My Portfolio****Project 2 What Do You Want to Know about Georgia? p. 144**

You can either ask pupils to do this project at home and create a PowerPoint presentation or you can tell them to do some research for homework (the Internet, encyclopaedias, travel brochures, cookery books etc.) and make a poster in class. Divide pupils into groups of 6 and let them decide who is going to focus on which topic (language and history, interesting places, popular sports, customs and traditions, food and drink and famous Georgians).

- Pupils' presentation will need to be a minimum of five minutes per group. Groups take turns giving their in-class presentation.
- Alternatively, pupils work in groups of 6, share the information they have found for homework and make a poster. Set a time limit, and after they have finished, get them to read their texts to the rest of the class. Pupils vote for the best poster. Display pupils' posters on the pin board.

CULTURE CORNER (OPTIONAL)

- Pupils find out some more interesting facts about Scotland. After they have read the text, ask them which fact they find the most surprising.

Homework: Workbook pp. 130, 131 Tasks A, B, C, D, Culture Corner

MORE INTERESTING FACTS ABOUT SCOTLAND...

- Scottish surnames are divided into two main categories: Gaelic names, starting with "Mac" or "Mc", which means "the son of", and Germanic names, for example Barclay, Blair, Hamilton and Stewart.
- The word "whisky" comes from a Gaelic translation of "water of life".
- James Pollock, of Scots descent, put the slogan "In God We Trust" on American dollar banknotes!
- 61% of US presidents are of Scots or Scots-Irish descent.



WORKBOOK REVISION (UNIT 7) pp. 132, 133

SUGGESTED TEACHING TIME: 1 lesson

LESSON 1

VOCABULARY

Task A, p. 132

- Have pupils do the task in pairs or groups.

GRAMMAR

Task B, p. 133

- Pupils complete the text on their own.

Task C, p. 133

- When checking the answers, ask pupils to refer to the text and explain why the sentences are true or false.

Task D, p. 133

- Before pupils do the task, quickly revise the future tenses. Ask the class which future tense is used to talk about timetables and programmes, fixed plans and arrangements, predictions and promises.
- When they have finished the task, ask them to match each sentence with its function.

Task E, p. 133

- Find the city map of New York, make enough copies for each pair and ask them to role-play a conversation.

Revision
UNIT 7 : SCHOOL IS OVER!

VOCABULARY

A How many words from UNIT 7 do you remember? You have 10 minutes to answer the following questions. Circle a smiley 😊 if you know the answer and a sad face ☹️ if you can't remember the answer.

VOCABULARY QUIZ

- 1 Name three animals which live in New Zealand. 😊 / ☹️
- 2 Name three summer sports and activities you can do in Australia. 😊 / ☹️
- 3 A medieval town was built in the 19th century. T / F 😊 / ☹️
- 4 Which exams do students in the USA and the UK take when they finish high school? 😊 / ☹️
- 5 Which exam do you have to take before you enrol in Eaton? 😊 / ☹️
- 6 Theatres, cinemas, music halls, cafeterias, swimming pools, tennis courts, etc. are all school 😊 / ☹️
- 7 Can you name three adjectives from UNIT 7 which mean the same as amazing?
d s f 😊 / ☹️
- 8 You want to find Russell Square. Can you ask someone for directions in three different ways? 😊 / ☹️
- 9 Is high school compulsory in Georgia? YES / NO 😊 / ☹️
- 10 How do you feel when you're away from home for a long time? 😊 / ☹️
- 11 What certificates do you get when you finish a high school and a university? 😊 / ☹️
- 12 Which prepositions are missing in the following phrases: crazy
fond keen interested
tired fed up ? 😊 / ☹️
- 13 A pebble beach is the same as a sandy beach. T / F 😊 / ☹️
- 14 What type of schools in the UK do students have to pay for? 😊 / ☹️
- 15 If you live in the suburbs, do you need much time to get to the centre of the town? 😊 / ☹️
- 16 If you go roller-skating along the promenade, are you at the seaside or in the mountains? 😊 / ☹️
- 17 What party do students in the USA dress up for at the end of high school? 😊 / ☹️
- 18 Celebrities are students who finished Eton. T / F 😊 / ☹️
- 19 What is another word for adventure sports? 😊 / ☹️
- 20 Can you name at least three different types of parties? 😊 / ☹️

ADD UP YOUR SCORE!

20 - 16 CORRECT ANSWERS – Congratulations! You've learnt a lot of words in this unit.
15 - 10 CORRECT ANSWERS – Not bad, but maybe you could do your homework more regularly.
9 - 0 CORRECT ANSWERS – It's about time you learnt how to use a dictionary.

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UNIT 7 : SCHOOL IS OVER!
Revision

GRAMMAR

B Read about the USA and some of the places to see and things to do there. Complete the text with the or nothing (-).

The USA

It's impossible to visit all 50 states at once, but let's find out more about one of them. One of (1) most attractive spots for students and the young population is (2) Florida, with Disney World in Orlando, and (3) sandy beaches on (4) East and (5) West sides of the state. Kennedy Space Center with NASA's launch headquarters is the only place on Earth where you can meet (6) astronauts, see (7) giant rockets, train in spaceflight simulators, and even view a launch. Florida is also known as a centre of youth culture, (8) clubs and (9) nightlife, especially (10) Miami. Daytona Beach is a favourite among students because it hosts MTV Spring Break, which attracts (11) students from different states to take a break from their studies. Of course, don't forget to visit (12) St Augustine, (13) oldest city in the USA, founded by (14) Spanish in (15) 16th century. Many teenagers from all over (16) world come to Florida every year to learn (17) English in (18) various summer schools.

C Are the following sentences true (T) or false (F)?

- 1 There are beautiful pebble beaches on the East and the West sides of Florida.
- 2 NASA's launch headquarters is part of Kennedy Space Center.
- 3 Orlando is famous for its nightlife.
- 4 St Augustine is the smallest city in the USA.

D Complete the sentences with the right future tense: the present simple, the present continuous, the will future or the going to future.

- 1 Kennedy Space Center (close) at 7 p.m., so we (must hurry) if we want to see the exhibition.
- 2 Simon would like to see Kennedy Space Center, but he (not / visit) Florida this summer.
- 3 If you're keen on partying, you (enjoy) Daytona Beach.
- 4 I (be) late for your party this Friday, because I (meet) astronauts and (view) a launch at Kennedy Space Center.
- 5 Sarah's friend from Georgia (go) to the USA this summer. She (go) to Florida to learn English.
- 6 She (stay) in Miami, but she (visit) Orlando and St Augustine as well.

E Imagine you were lost in New York. Work in pairs. Find the city map, and role-play a conversation using the phrases for asking for and giving directions.

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APPENDIX

In the Appendix you will...

- ▶ read a well-known American Christmas story.
- ▶ read and talk about Easter week.

APPENDIX: CHRISTMAS

SUGGESTED TEACHING TIME: 1-2 lessons
LEARNING OUTCOMES: საბ. 1, 2, 3, 4, 5, 6, 7, 9
VOCABULARY • Text and topic-related (Christmas)
SKILLS
READING • A Christmas story <i>The Gift of the Magi</i> • A parody <i>The Grift of the Magi</i>
SPEAKING • Christmas presents • Discussing the message of the story • A typical Christmas Eve in my family
WRITING • Comparing two stories
CULTURE and CLIL
• Religion

LESSON 1

INTRODUCTION

OPTIONAL:

Resource Bank Activity 31. Make enough copies of the worksheet for each group of 4 pupils. Ask them to read through some Christmas trivia and guess if they are true or false. You can cut up the sentences and put them in an envelope so that pupils can separate the ones that they believe to be true from those that they think are false. When they have finished, ask the groups which sentences they think are false. Encourage them to explain why these are unlikely to be true. Finally, tell them that all of the trivia is supposed to be true! If you find this activity overly time-consuming, you can use only the first two sentences about shopping for Christmas presents as a lead-in to Student's Book Task A.

- *The Friday and Saturday before Christmas are the two busiest shopping days of the year.*
- *According to a survey, 7 out of 10 British dogs get Christmas gifts from their doting owners.*

Task A, p. 146

- Pupils ask and answer the questions in pairs and give feedback to the rest of the class on what they have found out about their partner.

Answer key: Pupils' answers.

- Ask a volunteer to read out the text following Task A (*Did you know?*). Explain the words *frankincense* and *myrrh*.

READING

Task B, p. 146

- Tell pupils to read and listen to the story (TRACK 59) and circle the topics it covers. Elicit answers and discuss them as a class.

Answer key: love, wealth and poverty, generosity

Christmas

A Answer the questions.

- 1 Do you buy Christmas presents?
- 2 Who do you usually buy them for?
- 3 How much do you usually spend on Christmas presents?
- 4 Which presents don't you like getting for Christmas?
- 5 What kind of present would you like to find under your Christmas tree?
- 6 Do you know where the tradition of giving presents for Christmas comes from?

Did you know?

The Three Wise Men, called Magi, gave gifts to the newborn Jesus. Each of the gifts had a special meaning. Gold was given because it is a symbol of royalty. Frankincense was given because it is a symbol for God and myrrh because it is a symbol of suffering.



READING

B Read the story by the American writer O. Henry. Which of the following topics does it cover?

love hate jealousy wealth and poverty friendship generosity justice violence



TRACK 01

THE GIFT OF THE MAGI

Della and Jim Young are a young married couple who have very little money. On the day before Christmas, Della counts the money she has saved for months. She wants to buy her husband a special present for Christmas. When she finds she has less than two dollars, she lies down and starts crying. She hasn't got enough to buy a nice present for Jim. Suddenly, a great idea comes to her. She looks at herself in the mirror and she takes down her brown, shining hair which almost reaches her knees.

Della and Jim have two things they are very proud of. One is Jim's gold watch, which belonged to his father and his grandfather before him. The other is Della's beautiful, long hair. Della knows what she is going to do. She has to sell her hair to get money for Jim's present. Tears fill her eyes as she runs down the stairs into the street. When she enters Madame Sofronie's shop, she is almost out of breath. She wants her hair to be cut quickly so that she doesn't change her mind. Madame Sofronie cuts Della's hair and gives her the money. Twenty dollars. She can now buy something worthy of Jim. She goes from one shop to the other. At last she finds it - a platinum watch chain. She is happy that Jim can now throw away the shabby old leather watch strap which he uses to take the watch out of his pocket.

When Jim comes home and sees Della's short hair he says nothing. He just looks at her. After a while, Jim takes Della's Christmas present out of his pocket. Della opens the box and finds a set of beautiful combs there. She begins to cry. She has always admired these expensive combs made of tortoise shell and little jewels, but she has never really dreamed of possessing them. She can now understand Jim's surprise at the sight of her short hair. Della gives Jim his present, but he does not take out his watch to fit the chain. He has sold it to buy the combs for his wife.

SPEAKING

Task C, p. 147

Go through the questions and ask individual pupils to answer them orally.

Answer key: (Suggested answers)

- 1 So that they can buy each other a Christmas present.
- 2 No, because they have both spent money on useless things.
- 3 Because they don't need them any longer.
- 4 They must love each other very much.
- 5 Pupils' own answers.
- 6 Pupils' own answers.

Task D, p. 147

- Give pupils a minute to look at the task and choose the message of the story. Encourage them to explain their answers.

Answer key: Pupils' answers.

Tasks E & F, p. 147 give pupils more speaking practise.

- You can discuss Task E as a class, but have pupils do Task F in pairs.

Answer key: Pupils' answers.

Homework: Task F can also be set for homework as a writing task. Ask pupils to write a paragraph about how their family usually spends Christmas Eve.

LESSON 2 (OPTIONAL)



Workbook, pp. 134, 135

If there is not enough time, you can skip this lesson, as it is optional. However, if you decide to do it, here is the suggested procedure:

- Ask the class if they have ever seen *The Simpsons*. *What kind of programme is it? Who are the main characters?* Focus on the photo on p. 134 of the Workbook and ask a volunteer to read the text preceding Task A.

Task A, p. 134

- Focus on the title (*The Gift of the Magi*) and ask pupils to skim the text, ignoring the gaps. Ask them to think about the missing words while reading. Then tell them to look at the multiple-choice options and choose the correct answers. Ask individual pupils to read the whole text rather than just the missing words.

Task B, p. 135

- Pupils read the completed text more carefully and decide if the sentences are true or false. Elicit answers and ask pupils to correct the false sentences orally.

Task C, p. 135

- Discuss the best option as a class.

Homework: Workbook Task D, p. 135

Ask the class to re-read both stories and write about the similarities between them.



C Discuss the following questions.

- 1 Why do Della and Jim both sell their most valuable things?
- 2 Is it a wise thing to do? Why? Why not?
- 3 Why do the gifts become useless in the end?
- 4 What does the fact that Della and Jim sell their treasures to buy presents for each other tell you about them?
- 5 Which presents do you think Della and Jim would buy for each other in a modernized version of the story?
- 6 Would you ever sell your most valuable possession to buy someone a Christmas present?

D Choose the sentence that best delivers the message of the story and explain why.

- 1 We should buy Christmas presents for people we love, no matter what the price.
- 2 It is not wise to sell your most valuable possession to buy someone a Christmas present.
- 3 True love is greater than any possession.
- 4 Most Christmas presents are useless.
- 5 Only expensive presents are worthy of people we love.
- 6 It is worth making a sacrifice for true love.



E In what way does *The Gift of the Magi* tell you about the true spirit of Christmas and giving?

F Discuss how you and your family spend Christmas Eve.



APPENDIX: EASTER

SUGGESTED TEACHING TIME: 1 lesson
LEARNING OUTCOMES: Իրոյցի. Եւր. 1, 2, 3, 4, 5, 6, 7, 9, 10
VOCABULARY • Text and topic-related (Easter week)
SKILLS
READING • Seven important days in the Easter calendar
SPEAKING • A typical Easter Sunday in your family
WRITING • A typical Shrove Tuesday in Georgia
CULTURE and CLIL
• Easter traditions and customs
• Religion

LESSON 1

INTRODUCTION

- Ask the class how they feel about Easter, write words on the board and brainstorm vocabulary related to the topic.

Task A, p. 148

- Focus on the words. Ask the class if anyone can explain their meanings. Then get them to complete the text to find out more about Easter. Ask a volunteer to read out the whole paragraph.

Answer key: holy, crucifixion, rebirth, worshipped, daffodils, holidays

Task B, p. 148.

- Pupils read the paragraph again if necessary, and correct the sentences. Check answers.

Answer key: 1 Christians celebrate the resurrection of Jesus at Easter. 2 Easter is connected with pagan ceremonies. 3 Eostre was a Teutonic goddess. 4 Passover is celebrated by Jews.

Task C, p. 148

- Before pupils start doing the task, ask them to cover the text on the next page. Allow them a minute to match the words from boxes A and B. Check answers.

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

Task D, p. 148

- Ask the class to work in pairs and match the words in Task D with the days in the Easter calendar from Task C. Make sure they are not looking at the text on the next page while they are doing this. Elicit answers but don't tell them if they are right yet.

Answer key: Palm Sunday – olive branches; Ash Wednesday – Lent; Good Friday – crucifixion, hot cross buns; Maundy Thursday – to wash feet, coins; Easter Eve – evening mass; Easter Sunday – blessed food, chocolate eggs; Easter Monday – public holiday

Easter

A How much do you know about Easter? Complete the following paragraph with the missing words and find out.

worshipped holy holidays crucifixion daffodils rebirth

Easter is a Christian ... day in March or April when Christians remember the ... of Jesus Christ and his rising from the dead. It is the most important Christian holiday, but Easter is also connected with earlier, pagan ceremonies which celebrated spring and the ... of nature. It is believed that the English word "Easter" comes from "Eostre", the Teutonic goddess of dawn and fertility, who was ... by the Anglo-Saxons. Even today, Easter is connected in people's minds with the coming of spring, flowers such as ..., and young animals such as chicks and lambs. Easter also happens at the same time as Passover, one of the most important Jewish ..., because Christ died at that time.

B Correct the following sentences.

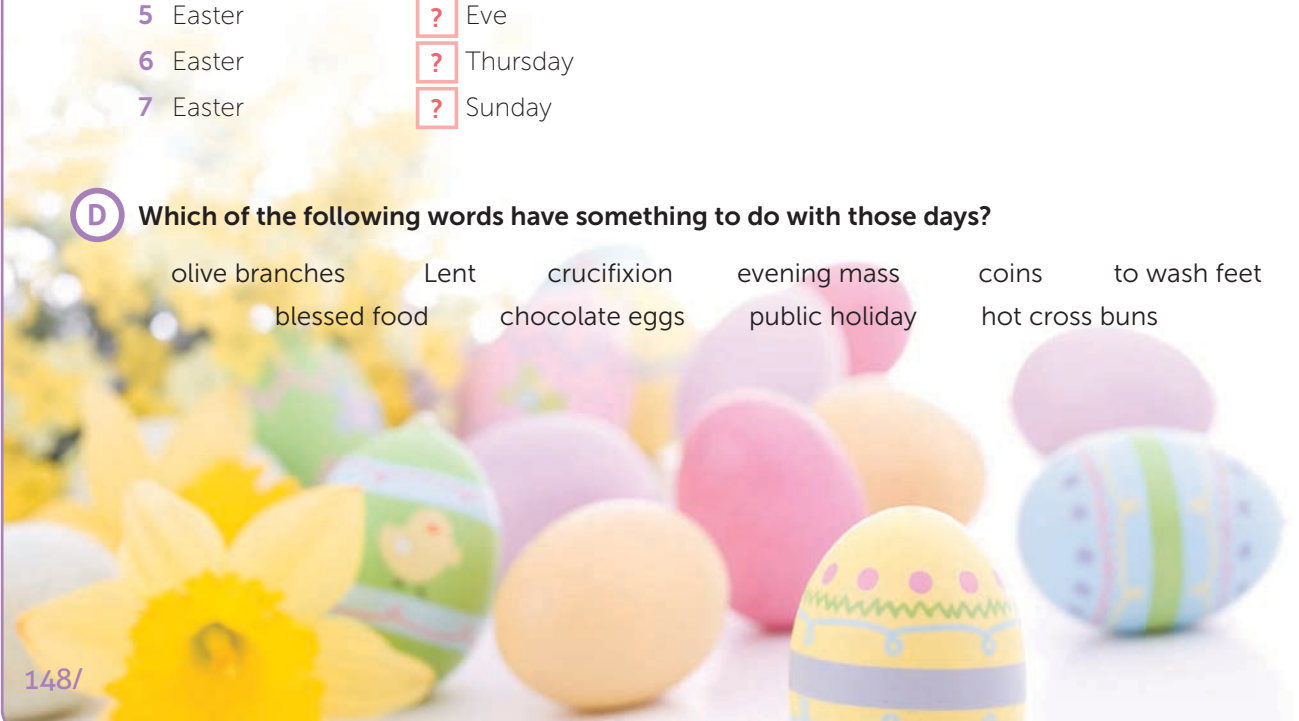
- 1 Christians celebrate the crucifixion of Jesus at Easter.
- 2 Easter has no connection with pagan ceremonies.
- 3 Eostre was a Teutonic queen.
- 4 Easter is also celebrated by the Jewish.

C Can you name some important days in the Easter calendar? Match the following words to get the most important days in the Easter calendar.

- | | | |
|----------|--------------------------|-----------|
| 1 Palm | <input type="checkbox"/> | Friday |
| 2 Ash | <input type="checkbox"/> | Wednesday |
| 3 Good | <input type="checkbox"/> | Sunday |
| 4 Maundy | <input type="checkbox"/> | Monday |
| 5 Easter | <input type="checkbox"/> | Eve |
| 6 Easter | <input type="checkbox"/> | Thursday |
| 7 Easter | <input type="checkbox"/> | Sunday |

D Which of the following words have something to do with those days?

olive branches Lent crucifixion evening mass coins to wash feet
blessed food chocolate eggs public holiday hot cross buns



READING

Task E, p. 149

- Pupils read (and listen to) the text and check their answers (TRACK 60). Then they put the days into chronological order. Check answers and get individual pupils to explain orally why each of these days is important.

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

Task F, p. 149

- Pupils read the text again and do the task.

Answer key: 1 On Palm Sunday. 2 On Easter Monday. 3 On Easter Sunday. 4 On Maundy Thursday. 5 On Ash Wednesday. 6 On Good Friday. 7 On Easter Eve.

Task G, p. 149

- Discuss the task with the whole class.

Answer key: Pupils' answers.

SPEAKING

Task H, p. 149

- Ask volunteers to describe a typical Easter Sunday in their families or set this task for homework as a writing activity.

Homework: Workbook pp. 136, 137 Tasks A, B, C

OPTIONAL HOMEWORK:
Workbook p. 137 Task D

READING



- E** Read and check. Then put the days into a chronological order in your notebook. Why are these days important?

SEVEN IMPORTANT DAYS IN THE EASTER CALENDAR



TRACK 02

? PALM SUNDAY is the Sunday before Easter, which is the first day of Holy Week. The name comes from the palm branches that were thrown on the ground in front of Jesus as he entered Jerusalem. On this day people take palm or olive branches to church, and in some churches they are given small crosses made of palm leaves.

1 ASH WEDNESDAY is the first day of Lent, which is a period of 40 days before Easter, during which Christians usually give up some of their usual pleasures. On this day some Christians put ashes on their foreheads as a sign of penitence.

? GOOD FRIDAY is the day when Christians remember Christ's crucifixion. On this day people fast and the church bells stop ringing. It is a public holiday in Great Britain and a day when toasted hot cross buns are eaten with butter.

? EASTER EVE is the Saturday before Easter Day when churches are closed and quiet, which symbolises Christ lying in the tomb. Many Christians go to the evening mass, which is called a vigil.

? EASTER SUNDAY or Easter Day celebrates Christ's rising from the dead. Many Christians go to church on Easter Sunday and eat blessed food for breakfast. It is not as much about food and presents as Christmas, but people give presents of Easter eggs, especially to children. In the USA eggs are usually coloured and decorated by children and are then hidden by their parents. On Easter morning children hunt for them, because they believe they were hidden by the Easter Bunny.

? MAUNDY THURSDAY is the Thursday before Easter on which Christ told his 12 apostles, at the Last Supper, to love one another and symbolically washed their feet. For many centuries, Christian kings and queens washed the feet of the poor on this day. The Queen of England still gives "Maundy money", specially-made coins, to poor and old people in a special ceremony on Maundy Thursday. The number of people is the same as the Queen's age in years, and they are given the gifts of money for food and clothes.

? EASTER MONDAY is a public holiday in England, when people enjoy their free time with their family, visit friends, or sometimes go to the seaside.

- F** Answer the questions. On which day...

- 1 do people take palm or olive branches to church?
- 2 do people visit friends or go to the seaside?
- 3 do people eat blessed food for breakfast and give chocolate eggs to children?
- 4 did Christian kings and queens wash the feet of the poor for many centuries?
- 5 do Christians give up some of their pleasures for the next 40 days?
- 6 are hot cross buns eaten in Great Britain?
- 7 do people go to the evening mass called a vigil?

- G** What are the Georgian names for those seven days in the Easter calendar? Which of the Easter customs and traditions that you have read about are the same in Georgia?

SPEAKING



- H** Do you celebrate Easter? Describe a typical Easter Sunday in your family.



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THE BIG REVISION

pp. 150, 151, 152

SUGGESTED TEACHING TIME 3-4 lessons

INTRODUCTION

The final revision consists of the New BB8 quiz in the Student's Book and a nine-page section in the Workbook. It provides a series of exercises which reinforce and consolidate pupils' knowledge of the vocabulary as well as the target structures and functions covered so far. The tasks are based on the themes, grammar points and lexical items introduced in the preceding seven units. They provide practical, useful classroom practise and revision, but most of them can be equally set for homework, especially if you are short of time. If so, these should be gone through in the following class. Some tasks are primarily designed for pupils to do on their own (in or outside of class), while others can be done in pairs / groups or with the whole class as appropriate or depending on the class time available. Although vocabulary is recycled systematically in the book, there are activities focusing on specific lexical areas, giving pupils an opportunity to recap on new lexis, particularly problem words like phrasal verbs and collocations.

The aim of the revision quiz is to revise both the book content and some key vocabulary introduced in Units 1-7.

First ask the class to find 29 questions in the question snake, mark them with numbers 1 – 29 and underline the ones they can answer from memory. Write the numbers (1 – 29) on the board and divide the class into 3 teams who then take turns choosing a number and answering the corresponding question. When you have gone through all or almost all of the questions orally, get pupils to copy the questions next to the corresponding answers. The writing part of the activity can be set for homework. You might also want to ask pupils to write similar quiz questions for homework in order that they may check their classmates' memory in the following class.

Answer key:

- Question 1 – Which teenage group is fashion-conscious?
Answer 1 – The preps.
- Question 2 – What health problems can drinking cause?
Answer 3 – It can damage your brain, heart, liver and stomach.
- Question 3 – How do children who get bullied feel?
Answer 6 – Lonely, scared and frightened.
- Question 4 – Why is Celia angry with Brian?
Answer 9 – Because he hasn't invited her to the ABC party.
- Question 5 – Where do Amy and Sarah meet for the first time?
Answer 2 – At the library.
- Question 6 – What is the name of Jamie Oliver's famous restaurant in London?
Answer 25 – Fifteen.
- Question 7 – Why does Amy turn to Archibald for help?
Answer 5 – Because she gets bullied at school.
- Question 8 – What was Simon wearing at the ABC party?
Answer 11 – Slim fit trousers, a pink shirt and a loosely-tied tie.
- Question 9 – What type of film is "Grease"?
Answer 4 – A musical.

- Question 10 – Where did Jill meet Tim?
Answer 16 – At the hospital.
- Question 11 – Where did Romeo and Juliet live?
Answer 17 – In Verona.
- Question 12 – Who is Cinderella's Prince Charming?
Answer 30 – Brian.
- Question 13 – Which number do you have to call in case of fire in the UK?
Answer 19 – 999.
- Question 14 – What was Amy doing when the lab caught fire?
Answer 18 – She was doing experiments.
- Question 15 – What do the five rings on the Olympic flag represent?
Answer 22 – The five continents.
- Question 16 – Which character did Charlie Chaplin play in silent comedies?
Answer 20 – The Little Tramp.
- Question 17 – Who found out that Celia was lying?
Answer 14 – Adrian.
- Question 18 – Which famous couple promoted world peace?
Answer 15 – Yoko Ono and John Lennon.
- Question 19 – Which subject gives Amy a headache?
Answer 24 – History.
- Question 20 – What does the name ABC stand for?
Answer 7 – The Anti-bullying Club.
- Question 21 – Where can you find information for your school projects on the Internet?
Answer 26 – On Wikipedia.
- Question 22 – Which film talks about a boy who wants to be a ballet dancer?
Answer 8 – "Billy Elliot".
- Question 23 – What is anorexia?
Answer 10 – A serious eating disorder.
- Question 24 – Which brand of sneakers has been around for more than a century?
Answer 12 – Converse All Star sneakers.
- Question 25 – Where was the film "Lord of the Rings" filmed?
Answer 27 – In New Zealand.
- Question 26 – What is Eton?
Answer 29 – A famous public school in England.
- Question 27 – Why did Amy disappear from the ABC party?
Answer 13 – Because Celia told her that Brian didn't love her and that he feels sorry for her.
- Question 28 – When was the Berlin Wall dismantled?
Answer 23 – In 1990.
- Question 29 – Who has always been Adrian's hero?
Answer 21 – Sherlock Holmes.

The Big Revision

Find 29 questions in this question snake and copy them into your notebook next to the corresponding answers.

which teenage group is fashion-conscious what health problems can drinking cause how do

children who get bullied feel why is celia angry with brian where do amy and sarah meet for

the first time what is the name of jamie oliver's famous restaurant in London why does amy

turn to archibald for help what was simon wearing at the abc party what type of film is grease

where did jill meet tim where did romeo and juliet live who is cinderella's prince charming which

number do you have to call in case of fire in the uk what was amy doing when the lab caught

fire what do the five rings on the olympic flag represent which character did charlie chaplin play

in silent comedies who found out that celia was lying which famous couple promoted world

peace which subject gives amy a headache what does the name abc stand for where can you

find information for your school projects on the internet which film talks about a boy who wants

to become a ballet dancer what is anorexia which brand of sneakers has been around for more

than a century where was the film lord of the rings filmed what is eton why did amy disappear

from the abc party when was the berlin wall dismantled who has always been adrian's hero

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1 _____ ?
The preps.

2 _____ ?
At the library.

3 _____ ?
It can damage your brain, heart, stomach and liver.

4 _____ ?
A musical.

5 _____ ?
Because she gets bullied at school.

6 _____ ?
Lonely, scared and frightened.

7 _____ ?
The Anti-Bullying Club.

8 _____ ?
Billy Elliot.

9 _____ ?
Because he hasn't invited her to the ABC party.

10 _____ ?
A serious eating disorder.

11 _____ ?
Slim fit trousers, a pink shirt and a loosely-tied tie.

12 _____ ?
Converse All Star sneakers.

13 _____ ?
Because Celia told her that Brian didn't love her and that he feels sorry for her.

14 _____ ?
Adrian.

15 _____ ?
Yoko Ono and John Lennon.

16 _____ ?
At hospital.

17 _____ ?
In Verona.

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THE BIG REVISION

18 _____ ?
She was doing experiments.

19 _____ ?
999.

20 _____ ?
The Little Tramp.

21 _____ ?
Sherlock Holmes.

22 _____ ?
The five continents.

23 _____ ?
In 1990.

24 _____ ?
History.

25 _____ ?
Fifteen.

26 _____ ?
On Wikipedia.

27 _____ ?
In New Zealand.

28 _____ ?
A famous public school in England.

29 _____ ?
Brian.

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THE BIG REVISION WORKBOOK, pp. 138 – 147

Workbook, p. 138 Tasks A&B help pupils to develop their vocabulary and revise some of the words that they studied earlier in the book.

- When they have done both tasks, allocate each group a different topic from Task B. Ask the groups to look back at units 6 and 7 in their books and write down five more words or expressions related to their topic. Set a time limit, then elicit the words from each group and write them on the board.

Workbook, p. 139 Task C

- Pupils circle the words that do not belong to the same group and explain why. After that, you can either ask them to write example sentences using the "odd words" or to replace each "odd word" with another word that belongs to the same group, e.g. *to call somebody names, to pinch, to poke + to bully or to pick on* (instead of *to be fond of*).

Workbook, p. 139 Task D is a combination grammar and vocabulary exercise.

- Ask pupils to think about whether each word is a noun, adjective or verb. Elicit a few examples before pupils start the activity.
- Note that some words belong to 2 different groups – *fight* (a noun and a verb), *fancy* (an adjective and a verb or even a noun), *stop* (a verb and a noun), *love* (a verb and a noun), and *stay* (a verb and a noun).
- Check answers and then tell them to complete the other two columns.
- Finally, get them to try and make pairs using the words from the list – an adjective + a noun (e.g. *a thin child*), a verb + a noun (e.g. *to put a stop to something*), a noun + a noun (e.g. *a family fight*). This activity focuses pupils' attention on collocations as an effective way of recording vocabulary. You might also like to practise word formation with your pupils by asking them to tell you the corresponding parts of speech (*advice* → *to advise, to speak* → *speech, life* → *to live, good* → *well* etc.).

Workbook, p. 140 Task E revises different tenses with missing auxiliaries.

- Ask pupils to read through the sentences and tell you what they notice about them. Elicit that the missing words are auxiliary verbs. *Be* and *have* are used to form tenses. *Be* is also used to form passive verb groups. The auxiliary *do* is most commonly used in questions and negative clauses. Modals, such as *will*, are also auxiliary verbs.
- Before pupils insert the missing words, ask them to decide where in the sentence the auxiliary should come. Elicit answers and then let weaker pupils work in pairs and write down the missing words or tell them to work on their own but let them compare answers with a partner before a whole class check.
- Check answers and discuss the tense used in each sentence. If pupils have made mistakes, refer them to the corresponding pages in their books.
- You can ask pupils to write three similar sentences with the auxiliary verb missing. Weaker pupils find and copy the sentences from the book, leaving out the auxiliary verbs. Then they exchange notebooks with their partner and insert the missing auxiliaries.

Workbook, p. 140 Task F practises the contrast between the present simple, present continuous, present perfect, past simple, past continuous, simple future and *going to* future.

- Check answers and ask pupils to explain their choice of answer.

Workbook, p. 141 Task G gives pupils further practise of some of the tenses mentioned above, but in context.

- Before pupils look at the task, elicit as much information about *James Bond* as possible. Ask the class if they know anything about the author – Ian Fleming. How many *James Bond* films have they seen? Which film did they like best? Why? How many different actors have played the role of *James Bond*?

BACKGROUND INFORMATION FOR THE TEACHER

Ian Fleming (1908-64) had some experience of the work secret agents do when he worked for the intelligence department of the Royal Navy during World War II. He used that experience, and his love of technology and foreign travel, to write his series of *James Bond* novels, which were later made into successful films.

- After a short discussion, focus on the task and go through the first paragraph with the whole class. Then ask them to complete the second paragraph in pairs and finally encourage them to fill in the last paragraph on their own. Check answers as a whole class.

Workbook, pp. 141, 142 Task H gives pupils an opportunity to practise the question forms of different tenses.

- When pupils have finished the task, check answers and ask them to write further questions based on the text in Task G for their classmates to answer. Divide the class into two teams and set a time limit. Then ask them to take turns in asking and answering the questions with their books closed. Alternatively, put pupils in pairs and get them to do the activity with their partner.

Workbook, p. 142 Task I practises direct speech and reported speech with reporting verbs in the present tense.

- You can ask pupils who have seen the films recently to invent further sentences in direct speech. Write them on the board, establish who is talking and ask the class to rewrite them in reported speech.

Workbook, p. 143 Task J gives pupils further practise of the modal verbs dealt with in different units.

- Write the modals on the board, revise their meanings, translating them into Georgian if necessary, and remind pupils that they are followed by the infinitive without *to*. Pupils complete the sentences with the correct form of the most suitable modal verb from the list.
- Note that sometimes there is more than one correct answer.
- Ask them to explain why certain answers are correct. Help them with their explanations e.g. *It is necessary to do something, it is not necessary to do something, it is necessary that you do not do it, it would be a good thing or the right thing to do, it is not a good thing to do, etc.*

Workbook, pp. 143, 144 Task K revises the contrast between the passive and active voice in the present and past simple.

- The first half of the task is easier, so pupils can do it on their own, but let them do the second half in pairs.
- Then ask some comprehension questions to check pupils' understanding of the text. Make sure pupils are answering the questions using the correct form of the present or past simple, either active or passive.
- Alternatively, put pupils into groups and ask them to write down questions based on the text.

In **Workbook, p. 144 Task L** pupils revise question tags.

- Ask them to underline the verb in the main part of the sentence before they start, to help them to decide what to write.
- When they have completed the sentences tell them to answer the questions using short answers, e.g. *Yes, it does. / No, it doesn't.* Check answers.
- You can also ask them to work in pairs to test each other. Student A reads out the first five sentences and student B adds a question tag. Then they switch roles – Student B reads the last five sentences and student A adds a question tag. Make sure that the student who is supposed to add a tag keeps his or her book closed.

Workbook, p. 145 Task M revises various functions: asking for directions, making offers, requests and suggestions, asking for permission, thanking somebody, expressing opinions as well as replying to people in different situations.

- Do the first sentence with the whole class and let them do the rest in pairs. Check answers. You can ask pupils to write a short dialogue using some of the sentences they have written down.

Workbook, pp. 146, 147 Task N reminds pupils of other grammar points covered in the book, such as definite and indefinite articles, comparison of adjectives, relative pronouns, possessive pronouns and adjectives, reflexive pronouns, quantifiers, adverbs of frequency, adjectives and adverbs, prepositions as well as the structures revised in the previous tasks.

- Since this is the last task in the final big revision, ask pupils to do it on their own. Tell them they are going to compete against the pupil they are sitting with. Set a time limit and then get pupils to exchange books with the partner who then checks which answers are correct and corrects the mistakes if necessary. Read out the correct answers to the class. Finally, ask each pair who the winner is (the one with fewer mistakes).

The Big Revision

A There are 18 words in this word search (→+14). How many can you find?

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

B Now sort out the words from the word search into the right columns.

INVENTIONS AND DISCOVERIES	GLOBAL PROBLEMS
HOLIDAYS	SCHOOL

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The Big Revision

C Odd one out. Circle the word which does not fit.

1	to call somebody names	to pinch	to poke	to be fond of
2	miserable	disappointed	excited	insecure
3	high-flyer	bully	computer geek	prep
4	to have a crush on somebody	to chat somebody up	to fancy somebody	to catch fire
5	pimples	wrinkles	breadcrumbs	overweight
6	scruffy	stormy	glamorous	old-fashioned
7	get married	get divorced	split up	break up
8	marriage	honeymoon	wedding reception	funeral
9	violent	aggressive	notorious	innocent
10	cotton	silk	weird	leather
11	first aid	mouth-to-mouth respiration	ambulance	earthquake
12	invincible	dazzling	adventurous	brave
13	drought	volcanic eruption	iceberg	hurricane
14	devastate	discover	destroy	damage
15	invention	pollution	poverty	famine
16	fabulous	spectacular	magnificent	bizarre
17	entrance exam	monument	scholarship	graduation
18	charity	sightseeing	snorkelling	whale watching

D Sort out the words from the box into the correct columns (verbs, adjectives or nouns). Then complete the other two columns.

think popular advice good fight information go child be life
 put stop meet interesting love sugar bad pasta family sandwich
 fancy thin stay big speak mobile phone pretty trendy glamorous nice

VERBS	PAST SIMPLE	PAST PARTICIPLE
ADJECTIVES	COMPARATIVE	SUPERLATIVE
NOUNS	PLURAL	NO PLURAL

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RESOURCE BANK

ACTIVITY 1	(INTRODUCTORY LESSON)
ACTIVITY 2	(LESSON 1.1)
ACTIVITY 3	(LESSON 1.2)
ACTIVITY 4	(LESSON 1.5) <i>GREASE</i>
ACTIVITY 5	(LESSON 2.1)
ACTIVITY 6	(LESSON 2.1)
ACTIVITY 7	(LESSON 2.3) MIMING GAME
ACTIVITY 8	(LESSON 3.1)
ACTIVITY 9	(LESSON 3.1) TEXT MESSAGING ABBREVIATIONS
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ACTIVITY 11	(LESSON 3.2) SPOT THE MISTAKES!
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ACTIVITY 15	(LESSON 4.1) SPOT THE MISTAKE!
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ACTIVITY 17	(LESSON 4.2) HOW HONEST ARE YOU?
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ACTIVITY 19	(LESSON 5.1) FRIENDSHIP QUOTES
ACTIVITY 20	(LESSON 5.1)
ACTIVITY 21	(LESSON 5.1)
ACTIVITY 22	(LESSON 5.3)
ACTIVITY 23	(REVISION UNIT 5)
ACTIVITY 24	(REVISION UNIT 5)
ACTIVITY 25	(LESSON 6.1) THE MUSEUM OF NATURAL HISTORY VISITOR INFORMATION
ACTIVITY 26	(LESSON 6.1)
ACTIVITY 27	(LESSON 6.4)
ACTIVITY 28	(LESSON 7.1) HOW MUCH DO YOU KNOW ABOUT ENGLISH SPEAKING COUNTRIES?
ACTIVITY 29	(LESSON 7.3)
ACTIVITY 30	(LESSON 7.3)
ACTIVITY 31	(APPENDIX: CHRISTMAS)

ACTIVITY 1 – (INTRODUCTORY LESSON)

- 1 How can you figure out that someone is head over heels in love with you?
- 2 Sarah, Celia and Brian put their lives at risk while they were saving their friend Amy from a fire yesterday.
- 3 Teenagers who belong to groups are cool and fun.
- 4 A person's education isn't complete until he or she dies.
- 5 Volcanic eruptions, fires, droughts, floods, earthquakes, hurricanes and tornadoes happen somewhere in the world every year.
- 6 I'm writing to you because I have no one to talk to.
- 7 Women are under more pressure than men to look pretty and young.
- 8 He was a man who fought for the rights of black people and gave a lot of money to charity.
- 9 Do you know that every fourth boy and every fifth girl gets bullied at school?
- 10 I am more optimistic than pessimistic about the future of our planet.
- 11 It is better to get divorced than to have an unhappy marriage.
- 12 We tend to choose our friends according to how good-looking they are.
- 13 Have you already made any plans for your summer holidays?
- 14 Drinking alcohol under the age of 21 is illegal in the USA, but the average age at which Americans begin drinking is 15.

ACTIVITY 2 – (LESSON 1.1)

fashion	victims
designer	labels
shopping	centres
science	subjects
computer	labs
cyber	cafés
baggy	clothes
baseball	caps
hip-hop	dance
debate	team
school	playground
teacher's	pets
casual	clothes
classical	music
Physical	Education
jogging	suits
sports	events
leather	jackets
combat	boots
Converse	sneakers
metal	chains
rock	concerts
alternative	music
tight	jeans
long	hair
silver	jewellery

ACTIVITY 3 – (LESSON 1.2)

Amy: Hi, Sarah. Sorry, is this book **yours**?

Sarah: No, it isn't. I was just going to take it to Lost Property. Why are you asking?

Amy: I think it's **mine**. I left it in the canteen this morning.

Sarah: Then, it might be **yours**. I found it on the floor under my chair. I asked Celia if it was **hers** but she said it wasn't.

Amy: May I have a look?

Sarah: Sure.

Amy: No, it's not **mine**. I know! It must be Peter's.

Sarah: How can you be so sure?

Amy: I know it's **his**. He is always leaving his things all over the place. He is such a scatterbrain.

Sarah: Look who's talking! Didn't you say you'd left yours in the canteen?

ACTIVITY 4 (LESSON 1.5) – GREASE

Read the song lyrics and try to guess where the following words fit in.
Then listen and complete the song.

chance confusion danger fight illusion light
meaning pain pressure shame time way

Grease

I solve my problems and I see the _____

We got a lovin' thing, we gotta feed it right

There ain't no _____ we can go too far

We start believin' now that we can be who we are

Grease is the word

They think our love is just a growing _____

Why don't they understand, it's just a crying _____

Their lips are lyin', only real is real

We stop the _____ right now we got to be what we feel

Grease is the word

Chorus:

(Grease is the word, is the word that you heard)

It's got groove, it's got _____

Grease is the _____, is the place, is the motion

Grease is the _____ we are feeling

We take the _____, and we throw away

Conventionality belongs to yesterday

There is a _____ that we can make it so far

We start believin' now that we can be who we are

Grease is the word

Chorus

This is a life of _____, wrapped up in troubles

Laced in _____ what are we doin' here?

We take the _____, and we throw away

Conventionality belongs to yesterday

There is a _____ that we can make it so far

We start believin' now that we can be who we are

Grease is the word

ACTIVITY 5 (LESSON 2.1)

Hi, Archibald!

I'm writing to you because _____. You say you hate injustice, so maybe you'll understand. Well, there is this group of kids at school who call themselves "The Untouchables". They call me names and _____. They even send me _____. It happens all the time, and it makes me feel _____. I don't go out any more. I'm trying to deal with it by myself, but I just can't. I have no friends to talk to, because everybody is afraid of "The Untouchables". Nobody wants to _____. I can't talk to my parents either. I don't want to let them down. They'll think _____. My mum pushes me to study hard, because she want me to _____. She doesn't know anything about my problems. My dad is almost never around. He spends most of his time at the hospital. He is a doctor. The only creature who understands me is my dog Sugar. But there is nothing he can do. Why is all this happening to me? Is there anybody who can help me? I want to believe that someday, somewhere, somebody will _____.

Cinderella

ACTIVITY 6 (LESSON 2.1)

My dad _____ (make) my life hell. _____
(beat) me up for the smallest things. If I _____ (shut)
a door and it _____ (slam), he _____
(hit) me with his belt. He sometimes _____ (do) it in
front of my friends, and I often _____ (go) to school
with a black eye. I _____ (think) of running away,
but I've got nowhere to go. My mum is no better either. When I
_____ (try) to talk to her, she _____ (say)
that I _____ (lie). Please help.

Tina, 13

ACTIVITY 7 (LESSON 2.3) – MIMING GAME

SPEAK ENGLISH FLUENTLY	WAIT NERVOUSLY BEFORE AN EXAM
SMILE HAPPILY AT SOMEONE YOU LIKE	RUN QUICKLY (TO CATCH A BUS)
TALK QUIETLY	LAUGH LOUDLY
LISTEN TO YOUR PARENTS CAREFULLY	PLAY TENNIS WELL
EAT A SANDWICH NOISILY	DRIVE A CAR DANGEROUSLY
OPEN THE DOOR SLOWLY	WRITE ON THE BOARD NEATLY
WALK ELEGANTLY	FIGHT AGGRESSIVELY

ACTIVITY 8 (LESSON 3.1)

Dear Archibald,

Your advice has helped me a great deal. Thanks to you, I've found the strength to do the most important thing. To speak up. I have told my parents everything and we have already talked the problem over. They have been so understanding and supportive. I feel much better now. I don't have to pretend any more.

1 _____ I haven't seen much of *The Untouchables* lately. It's probably because of the ABC (Anti-Bullying Club) campaign at school. It seems that everybody has started to care! We are even having a party to support the Club.

2 _____ Unfortunately, I'm not going. I haven't really made friends yet. And... nobody has asked me out. Actually, I've met someone interesting. It's not that we have got to know each other or anything like that.

3 _____ He is really special and... he is a member of the ABC. He really seems to care!

4 _____ He doesn't even know I exist. Besides, he has a crush on another girl. He has probably invited her to the party already... I've just realised how boring I am. I don't want to bother you with silly things like that.

5 _____ I have to practise the piano now. Maybe I'll be a famous piano player one day...

Love,

Cinderella

ACTIVITY 9 (LESSON 3.1) – TEXT MESSAGING ABBREVIATIONS

gr8	
2mro	
b4	
bbl	
btw	
H.A.N.D.	
hru	
idc	
idk	
jj	
lol	
np	
ofc	
plz	
sry	
tnx	
wb	
b	
imo	
y	

ACTIVITY 10 (LESSON 3.1)

WIN / LOTTERY	BUY / A NEW CAR
WASH / HAIR	COOK / A MEAL
BUY / A BUNCH OF FLOWERS	WAKE UP
DO / THE SHOPPING	SCORE / A GOAL
SEND / A TEXT MESSAGE	FINISH / HOMEWORK
CUT / YOUR FINGER	HEAR / A JOKE

ACTIVITY 11 (LESSON 3.2) – SPOT THE MISTAKES!

Student A

- 1 I have been on a diet for a week.
- 2 I haven't ate anything since last night.
- 3 She has spent a lot of money on clothes recently.
- 4 Brian has yet signed up for the ABC.
- 5 I've just sent a text message to my friend.
- 6 Celia bought two fashion magazines this week.
- 7 We haven't been to a party since Christmas.
- 8 I never have had school problems.

Student B

- 1 I have been on a diet since a week.
- 2 I haven't eaten anything since last night.
- 3 She have spent a lot of money on clothes recently.
- 4 Brian has already signed up for the ABC.
- 5 I've just send a text message to my friend.
- 6 Celia has bought two fashion magazines this week.
- 7 We haven't been to a party for Christmas.
- 8 I have never had school problems.

ACTIVITY 12 (LESSON 3.4) – ODD MAN OUT

- 1 trashy trendy chic glamorous
- 2 hoodie tie dress T-shirt
- 3 heels jeans boxers trousers
- 4 baggy slim-fit leopard – print mini
- 5 shirt skirt suit silk
- 6 uncomfortable elegant tacky scruffy
- 7 showy military weird flashy
- 8 trainers boots clothes shoes

ACTIVITY 13 (LESSON 3.4)

PRESENT SIMPLE, PRESENT CONTINUOUS or PRESENT PERFECT?

- 1 _____ you _____ Simon recently?
- 2 Before he goes to bed he _____ messages to his friends.
- 3 I _____ (neg.) pizza for a month.
- 4 Amy _____ with her parents at the moment.
- 5 Celia _____ (already) three fashion magazines.
- 6 Where is Brian? He _____ the Internet in his room.
- 7 How often _____ your parents _____ promises?
- 8 _____ you _____ your homework?
Yes, I've already done it.
- 9 My best friend _____ two foreign languages – French and Italian.
- 10 Jill can't answer the phone. She _____ her hair.

ACTIVITY 14 (REVISION UNIT 3)

BET

- 1 My best friend is on a diet because she has put up a lot of weight recently.

- 2 I know my English teacher since I started primary school.

- 3 Jeans are expensive as trousers but they are more fashionable.

- 4 When he is on holiday he is going to bed late – usually at midnight.

- 5 Amy has finally found the strength to talk up.

- 6 Things must be easy for you when you are the most prettiest girl at school.

- 7 She doesn't care about nobody – she only thinks of herself.

- 8 I can't lend you this mobile phone because it's not my.

- 9 I wonder does she ever wear casual clothes.

- 10 Great! No school today – I mustn't get up early.

- 11 I haven't ate pizza for a long time.

- 12 My parents tell me to not spend so much time in front of the computer.

- 13 My cousin can speak both English and German very good.

- 14 Simon hasn't signed up for the Anti-Bullying Club already.

- 15 It's Saturday evening and I sit here all alone in my room.

ACTIVITY 15 (LESSON 4.1)

SPOT THE MISTAKE!

I can't figure it out. Why did I do wrong? We really had fun yesterday until she appeared. Just like that! Celia saw her talking at the restaurant with another boy. And it was Celia who chatted him up! They argued and had a good time. Luckily, she liked him better. She probably didn't trust me at all. I was such a nerd, obviously. Bothering her with stupid jokes. I didn't even ask her to stay! She hated Archibald, and not me. If only she knew... Well, I wanted to ask her, but I waited for the right moment. I really made it. What a genius! But I'm almost Archibald, aren't I? Powerful, insecure and just. Come on, pal, let's get us out of trouble!

ACTIVITY 16 (LESSON 4.1)

IRREGULAR VERBS ALPHABET RACE

A – When I was a child I _____ a lot of chocolate.

B – George _____ the king at the age of 54.

C – I _____ chicken pox off my friend at school and had to stay at home for two weeks.

D – She filled the glass and _____.

F – United _____ back and scored a last-minute goal.

G – Stan _____ two inches in six months.

H – The old woman _____ him in her cellar for three days.

K – My parents _____ their promise and bought me a mobile phone for my birthday.

L – My sister got a job immediately after she _____ school.

M – I last _____ cake on Sunday.

P – Ray _____ some kids to wash his car.

Q – The teacher _____ her job after an argument with the principal.

R – They mounted their bikes and _____ off.

S – We had a great time – we sat by the fire and _____ some old songs.

T – My father _____ me to swim when I was five.

W – I _____ up early yesterday, so I went for a walk.

ACTIVITY 17 (LESSON 4.2) HOW HONEST ARE YOU?

Most people think they are pretty honest, but about 83 per cent of teens also believe that the truth is relative, i. e. it depends on the particular situation and point of view. Take this short quiz to see if you are as truthful as you think you are:

1. Your best friend asks you if she looks good in her new prom dress. You:
 - A. Tell her she looks good, even though the dress washes her out.
 - B. Advise her to get a tan to tone in with the dress colour. However, you don't tell her why. It would just hurt her feelings.
 - C. Tell her to return the awful dress. She can look better, and you'll help her.
2. A friend tells you he's been using steroids, and he wants you to promise not to tell anyone. You:
 - A. Promise, then tell your parents.
 - B. Promise and don't tell anyone.
 - C. Don't promise. You know he's in trouble and he really needs help.
3. You leave a store and realise the cashier gave you an extra £5 in change. You:
 - A. Go home. Hooray! An extra £5. It's the cashier's fault, after all.
 - B. Slip the £5 back on the counter by the cashier.
 - C. Give the money back to the cashier so that she can put it back in the till.
4. When the teacher left the classroom someone wrote a nasty word on the board. After class, the teacher asks you if you know who did it. You:
 - A. Say you weren't paying attention. You don't want people to hate you.
 - B. Tell her you think it was a certain person, but you just aren't sure.
 - C. Of course you tell her. It was really nasty and that person should be held accountable.
5. You overhear some people talking and whispering about a friend of yours. You don't say anything, but later your friend asks you if people were talking about her. You:
 - A. Tell her you haven't heard anything. Why hurt her feelings?
 - B. Tell her you heard something, but sugar-coat it.
 - C. Tell her what you heard and help her solve the problem.

Scoring Key: Give yourself the following points for each answer: A = 1 B = 2 C = 3

5-7: You are a moral liar, meaning you often lie to protect the feelings of others or protect your standing among friends. While you don't lie for the sake of lying, you should find ways of telling the truth that will increase your honesty quotient while keep others from feeling crushed.

10-12: You usually lie only to avoid hurting someone's feelings. While you may think you are protecting the person, in reality, you aren't. Try to work on being more forthcoming and honest in the way you deal with situations. If you are tactful, you will find that the truth comes out much more easily.

15-13: You are a truth-monger. Just be sure that you are not being too brutal in your honesty. Otherwise, keep up the good work.

ACTIVITY 18 (LESSON 4.4)

Mark the sentences *T* (true), *F* (false) or *N* (not enough information).

- 1 Adrian was alone on the beach when he first met Anna.
- 2 Anna deliberately hit a ball at Adrian's head.
- 3 Adrian was attracted to Anna at once.
- 4 Anna refused to go out with Adrian.
- 5 Anna didn't show up for the date because she didn't like Adrian.
- 6 Adrian hasn't seen Anna since then.
- 7 It was winter when Sarah's parents first met.
- 8 They grabbed the same taxi because they were both in a hurry.
- 9 The taxi driver thought they were husband and wife.
- 10 A week later they arranged to meet in the lift at work.
- 11 Sarah's dad invited her mum for lunch.
- 12 Sarah's dad proposed to Sarah's mum over lunch.
- 13 Sarah's parents have recently got divorced.
- 14 Jill twisted her ankle while she was playing tennis.
- 15 Jill first met Tim in the hospital waiting room.
- 16 Tim came to the hospital to visit his girlfriend Kate.
- 17 Tim phoned Jill to ask her out.
- 18 Jill was thrilled to meet his girlfriend Kate.
- 19 Jill got a birthday card from Kate.
- 20 Jill has just sent all of Tim's e-mails to the recycle bin.

ACTIVITY 19 (LESSON 5.1) FRIENDSHIP QUOTES

• A FRIEND IN NEED
• FRIENDS ARE THOSE RARE PEOPLE WHO ASK YOU HOW YOU ARE
• MAKE NEW FRIENDS BUT KEEP THE OLD:
• ANYONE CAN GIVE ADVICE,
• IF YOU CAN BUY A PERSON'S FRIENDSHIP,
• A GOOD FRIEND IS ONE WHO NEITHER LOOKS DOWN ON YOU
• A FRIEND IS NEVER KNOWN
• YOU CAN BUY FRIENDSHIP WITH FRIENDSHIP,
• TRUE FRIENDS ARE LIKE DIAMONDS, PRECIOUS BUT RARE,
• IT IS BETTER TO BE IN CHAINS WITH FRIENDS,
• WE SHOULD BEHAVE TO OUR FRIENDS

IS A FRIEND INDEED.
AND WAIT TO HEAR THE ANSWER.
ONE IS SILVER, THE OTHER IS GOLD.
BUT A REAL FRIEND WILL LEND A HELPING HAND.
IT IS NOT WORTH HAVING.
NOR KEEPS UP WITH YOU.
TILL HE IS NEEDED.
BUT NEVER WITH DOLLARS.
FALSE FRIENDS ARE LIKE AUTUMN LEAVES, FOUND EVERYWHERE.
THAN TO BE IN A GARDEN WITH STRANGERS.
AS WE WISH OUR FRIENDS WOULD BEHAVE TO US.

ACTIVITY 20 (LESSON 5.1)

- 1 When he left, we had a picnic.
When he left we were having a picnic.
 - a) He left before the picnic.
 - b) He left during the picnic.

- 2 When I heard the scream, I ran up the stairs.
When I heard the scream, I was running up the stairs.
 - a) I was on the ground floor when I heard it.
 - b) I was on the stairs when I heard it.

- 3 Their car hit a tree. She drove it home.
Their car hit a tree. She was driving it home.
 - a) She drove the car into a tree.
 - b) We don't know who drove the car into a tree.

- 4 When he said "Hello", she was looking at her magazine.
When he said "Hello", she looked at her magazine.
 - a) She did not look at him.
 - b) He interrupted her reading.

- 5 When they got married, they worked in England.
When they got married, they were working in England.
 - a) They got married and then they worked in England.
 - b) They started working in England first.

- 6 I fell over in the dark. I looked for the light switch.
I fell over in the dark. I was looking for the light switch.
 - a) First I looked for the switch. Then I fell.
 - b) First I fell. Then I looked for the switch.

ACTIVITY 21 (LESSON 5.1)

Last summer I _____ (stay) in London with my friends Tina and Dave. One day Sue and Dave _____ (do) something and I was alone in the house. I _____ (decide) to have a bath. I _____ (go) to the bathroom and _____ (turn on) the taps. Then, while the taps _____ (run), I _____ (go) to the bedroom. Unfortunately, while I _____ (lie) on the bed, I _____ (fall) asleep. I had a very strange dream. I _____ (sail) a boat along a river, when suddenly I _____ (come) to a waterfall. The water _____ (make) a tremendous noise. While I _____ (struggle) to stop the boat, I _____ (wake up). I _____ (hear) a noise downstairs. Tina and Dave _____ (come) to the house. Then I _____ (realise) that I could still hear the waterfall. It was the bath, of course. I _____ (jump) off the bed and _____ (run) to the bathroom. There was water everywhere. As I _____ (rush) to turn off the taps, I _____ (slip) and _____ (fall) down the stairs. So when Tina and Dave _____ (come) into the hall, the water _____ (pour) down their stairs and I _____ (lie) on the floor. They were not pleased and I felt terribly embarrassed.

ACTIVITY 22 (LESSON 5.3)

Match the two parts of the sentences. Then complete them with the correct relative pronoun.

- 1 Friar Laurence was the man
- 2 Marilyn Monroe was an actress
- 3 The Indica Gallery was the place
- 4 Louisiana was the state
- 5 Converse All Stars are sneakers
- 6 Botox is a drug
- 7 Billy Elliot is a 2000 film
- 8 Rydell High School is a school

- a have always been a symbol of rebellion.
- b is set in a poor industrial town in Northern England.
- c the main characters of the film *Grease* go to.
- d Bonnie and Clyde were killed in 1934.
- e starred in the film *The Seven Year Itch*.
- f John Lennon and Yoko Ono first met in 1966.
- g removes facial wrinkles.
- h married Romeo and Juliet.

ACTIVITY 23 (REVISION UNIT 5)

ADVENTUROUS	INVINCIBLE	COURAGE	NOVEL
DEAF	MUTE	POSTPONE	CANE
SOLDIER	MYSTERIOUS	COMEDY	FIRE EXTINGUISHER
EXCEPTIONAL	FIRST AID	CHOKe	UNCONSCIOUS
	HERO	RESCUE	

ACTIVITY 24 (REVISION UNIT 5)

- 1 The police found the person which set fire to the chemistry lab.
- 2 Amy did experiments when the fire broke out.
- 3 Who did marry Romeo and Juliet?
- 4 Ernest Hemingway has died in his home in Idaho in 1961.
- 5 Will I get you a glass of juice?
- 6 A: Thank you very much. B: Yes, of course.
- 7 The door was slightly open, but she couldn't to see anyone.
- 8 They gave him first help at the scene of the accident.

- A Don't use the present perfect for completed actions in "finished" time. Use the simple past instead!
- B This is an inappropriate reply. Say *You're welcome* or *Not at all*.
- C When we ask a WH-question about the subject we do not use the auxiliary verb (do, does, did).
- D This word is wrong. You must use the word *aid* instead.
- E Use *Shall I...?* for offers and suggestions.
- F Use the past continuous (not past simple) to describe something which was in progress when something else happened.
- G Don't use *to* after modal verbs.
- H You can use *that* for people, but it is usually better to say *who*.

ACTIVITY 25 (LESSON 6.1)

THE MUSEUM OF NATURAL HISTORY VISITOR INFORMATION

Entry to the Museum is free, but a small charge is permitted for some events.

For your security most areas of the Museum are organised by CCTV*.

Gifts, souvenirs, toys and books are served in the Museum shop.

School visits to the Museum are frequently reminded by teachers.

Healthy meals are given out in many of the Museum restaurants and cafés.

Free maps are sold at the entrance.

You can take photos and videos for personal use, but the use of tripods* is not protected.

Visitors are made not to leave personal belongings unattended at any time.

*CCTV = closed circuit television

*a tripod = a support with three legs, used for a camera

ACTIVITY 26 (LESSON 6.1)

- The first credit cards _____ out in the 1920s by oil companies, so that motorists could buy petrol.
- A light bulb is a form of electric lighting which _____ with gas.
- A magnifying glass is a lens which makes objects look bigger when it _____ close to them.
- A satellite dish collects signals which _____ from satellites.
- Before the first tin openers appeared, tins (cans) _____ with a hammer.
- The first traffic lights appeared in New York City in 1914, but they _____ by hand.
- A meal _____ in a few minutes using a microwave oven.
- A cash register is a calculating machine whose keys _____ with different amounts of money.
- Modern fire extinguishers _____ by the Englishman George Manby in 1816.
- An answering machine _____ on by the ringing of a telephone.

ACTIVITY 27 (LESSON 6.4)

Student A

- What time do you usually get up?
- Have you been to Great Britain?
- Do you like Physics?
- What is your address?
- Are you afraid of spiders?
- How often do you go to the cinema?

Student B

- Did you go out last night?
- What's your favourite colour?
- Do you do sports?
- Have you done your maths homework?
- When were you born?
- What time do you usually go to bed?

ACTIVITY 28 (LESSON 7.1)

HOW MUCH DO YOU KNOW ABOUT ENGLISH SPEAKING COUNTRIES?

Complete the sentences with *the* or *nothing* (\emptyset) and then decide if they are true or false.

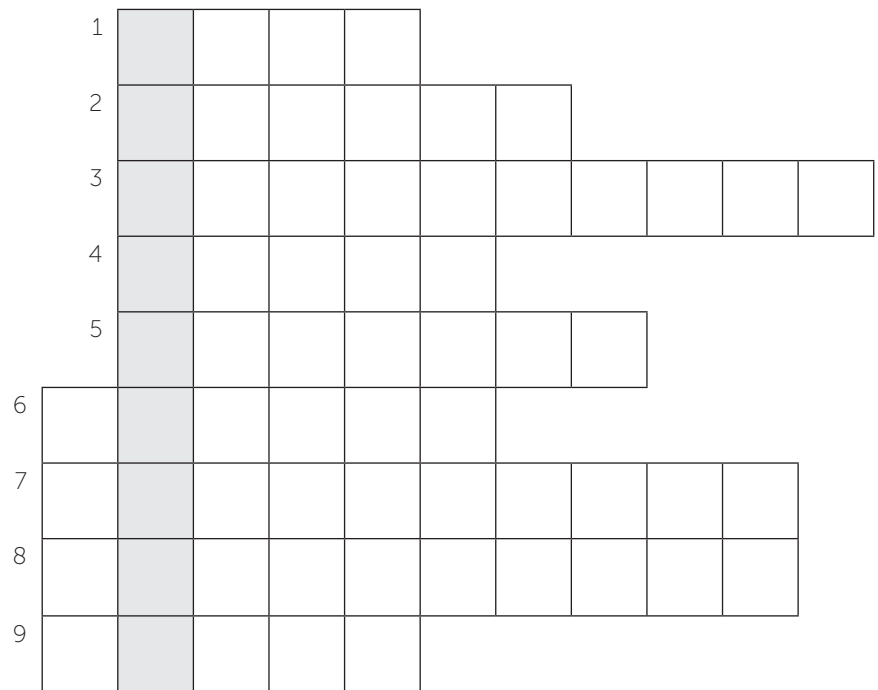
- 1 _____ Thanksgiving is celebrated in _____ US on _____ fourth Thursday in _____ October.
- 2 _____ Statue of Liberty in _____ New York was given to _____ Americans by _____ French.
- 3 _____ New York City is _____ capital of _____ New York State.
- 4 _____ Rhode Island, _____ smallest US state, was named after _____ Greek island of _____ Rhodes.
- 5 _____ New Zealand lies southeast of _____ Australia in _____ South Pacific.
- 6 _____ Rocky Mountains or _____ Rockies cover more than 3,000 miles (4,800 km) from _____ Yukon Territory in _____ Canada to _____ Mexican border.
- 7 _____ St Paul's Cathedral is situated in _____ Trafalgar Square in _____ London.
- 8 _____ Wales is _____ most easterly part of _____ mainland Britain, bordered by _____ England in _____ west.
- 9 _____ Mount Cook (3,754 m) is _____ highest mountain in _____ Australia.
- 10 _____ New Orleans, _____ Philadelphia and _____ Las Vegas are _____ American states.

ACTIVITY 29 (LESSON 7.3)

- WHAT WE LEARN WITH PLEASURE
- INSTRUCTION ENDS IN THE SCHOOLROOM,
- EDUCATION IS THE ABILITY TO LISTEN TO ALMOST ANYTHING
- LEARNING IS LIKE ROWING UPSTREAM:
- BY LEARNING YOU WILL TEACH;
- LEARN NOT ONLY TO FIND WHAT YOU LIKE,
- EDUCATION IS NOT PREPARATION FOR LIFE,
- EDUCATION IS A PROGRESSIVE DISCOVERY
- THE BEAUTIFUL THING ABOUT LEARNING IS
- WHAT SCULPTURE IS TO A BLOCK OF MARBLE,

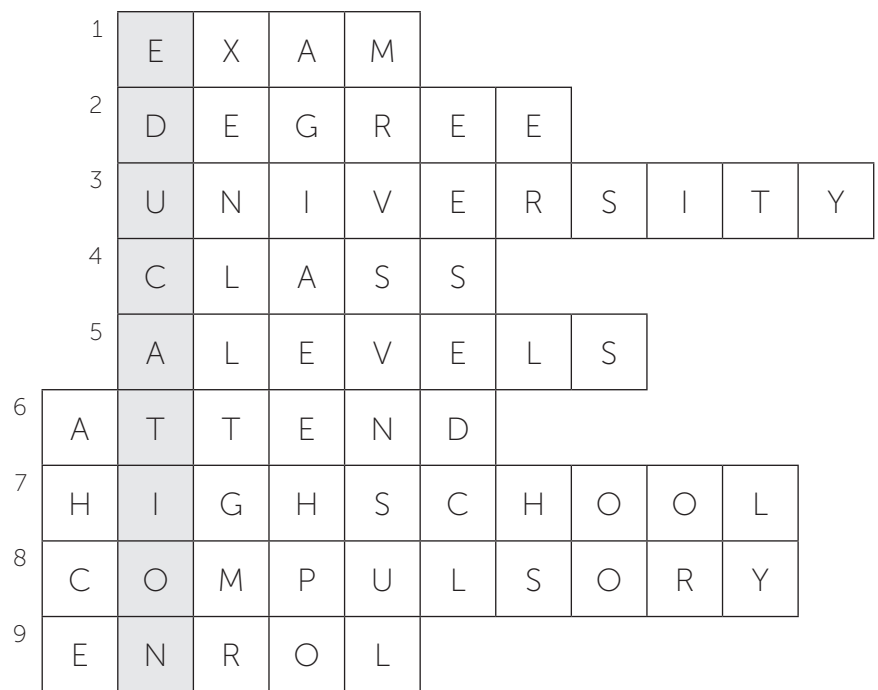
WE NEVER FORGET.
BUT EDUCATION ENDS ONLY WHEN LIFE ENDS.
WITHOUT LOSING YOUR TEMPER.
NOT TO ADVANCE IS TO DROP BACK.
BY TEACHING YOU WILL LEARN.
LEARN TO LIKE WHAT YOU FIND.
EDUCATION IS LIFE ITSELF.
OF OUR OWN IGNORANCE.
THAT NO ONE CAN TAKE IT AWAY FROM YOU.
EDUCATION IS TO THE HUMAN SOUL.

ACTIVITY 30 (LESSON 7.3)



- 1 a spoken or written test of knowledge
- 2 the qualification you get when you finish a course of study
- 3 an educational institution where you study for a degree
- 4 a group of pupils who are taught together
- 5 an exam English pupils take at the age of 18
- 6 to go to school regularly
- 7 another name for secondary school
- 8 the opposite of optional subjects
- 9 to officially join a school or university

Answer key:



ACTIVITY 31 (APPENDIX: CHRISTMAS)

- ☺ The Friday and Saturday before Christmas are the two busiest shopping days of the year.
- ☺ According to a survey, 7 out of 10 British dogs get Christmas gifts from their doting owners.
- ☺ Christmas trees are edible. Many parts of pines, spruces and firs can be eaten. The needles are a good source of vitamin C. Pine nuts, or pine cones, are also a good source of nutrition.
- ☺ Christmas was once a moveable feast celebrated at many different times during the year. The choice of 25 December was made by Pope Julius I in the 4th century A. D.
- ☺ There are two Christmas Islands. Christmas Island in the Pacific Ocean was formerly called Kiritimati. The size of Christmas Island in the Indian Ocean is 52 square miles.
- ☺ An estimated 400,000 people become sick each year from eating contaminated Christmas leftovers.
- ☺ More than three billion Christmas cards are sent annually in the United States.
- ☺ Originally, Christmas decorations were home-made paper flowers, or apples, biscuits and sweets.
- ☺ The Christmas season begins at sunset on 24 December and lasts through sunset on 5 January. For that reason, this season is also known as the Twelve Days of Christmas.
- ☺ The movie *How the Grinch Stole Christmas* (2000) features more than 52,000 Christmas lights, about 8,200 Christmas ornaments, and nearly 2,000 candy canes.

TAPESCRIPT

UNIT 1: TEENAGE KICKS

LESSON 1 DO YOU FIT IN?

Track 1

1 PREPS

Looks and fancy clothes are very important for them, and they sometimes spend hours in the bathroom just to get the perfect hairstyle or match the right outfit. You might call them fashion victims, because they love designer labels and always keep up with the latest trends. Does school create problems for them? They don't generally have problems with school or teachers, but they have no special interests because they are good at most subjects. When it comes to music, they listen to anything played on radio stations and MTV, as long as it's not too loud. And their favourite hangout? Shopping centres, of course, especially at weekends!

2 COMPUTER GEEKS

They are simply ingenious at working with computers. Very few people can actually understand them when they talk about the latest software or new gadgets. They are brilliant at science subjects, especially maths and physics, but schoolwork in general is rarely a problem for them. Are they fashion-conscious? When it comes to clothes, they grab whatever is clean in their room. They are not too picky about music either, but rock, heavy metal or hip hop are among their favourites. Who are their friends? They mix well with skaters, since skateboarding is often their favourite pastime. Their favourite hang-outs are computer labs, cyber cafés or any other place with a computer nearby.

3 HIP HOPPERS

They are fascinated by African American urban culture, so baggy clothes and baseball caps are their most usual outfit. What do they think about graffiti? They don't consider graffiti vandalism, so you can see their drawings on city walls, but sometimes in their notebooks, too. What kind of music do they like? Rap and hip hop, of course, but the girls love R&B, too, and they are especially fond of hip-hop dance. Most hip hoppers are very good with words and rhymes, and know a lot about politics and global problems, so it's good to have them on your debate team. How do they spend their free time? They love playing basketball, so school playgrounds are among their favourite hang-outs. And let's not forget the clubs, when there is a rap battle!

4 HIGH-FLYERS

School is the centre of their world, and most of them already have a clear idea about their future career. They are very ambitious and competitive, but also hard-working, so they never forget to do their homework. That's why other students sometimes call them nerds. They are extremely well-behaved, which is why they are almost always teacher's pets. Does fashion play an important role in their lives? They're not particularly fashion-conscious, but they like neat and casual clothes. They are not picky about popular music, but some of them like to join their parents at concerts of classical music. Although most teenagers find books boring, they really enjoy reading, so libraries are definitely among their favourite hang-outs.

5 ATHLETES

Their sports career is as important as school for them, and most of them miss a lot of classes preparing for important competitions. That's why they sometimes have a lot of schoolwork to catch up on, which doesn't mean that they don't do well in exams, and unlike some other students, they are always excellent at P. E. A tracksuit is their most usual outfit, simply because it is the most comfortable. Where do they spend most of their free time? In a gym, of course, but sports events are also among their favourite hang-outs.

LESSON 2 WHAT'S UP?

Track 2

Celia: Hi, stranger! It's me, Celia. Long time no hear. What's up?

Jill: Sorry, Celia, but I can't talk right now. I'm in a dance studio, in the middle of my hip-hop class. We're just trying out a new dance routine.

Celia: That's something new.

Jill: Haven't I told you? I'm taking a hip-hop class, but only this week, just to see if I like it.

Celia: But I really need some help with picking out a new pair of jeans.

Jill: Sorry, Celia. Can we do it some other time?

Simon: Hello? Who's that?

Celia: Who's that?! Don't you have my number in your contacts?

Simon: Of course I do, but I'm playing basketball with some friends, and I'm trying to focus on the game.

Celia: That means I have to do my shopping all by myself.

Simon: Why don't we go shopping tomorrow? I have to buy a new jacket and maybe later...

Celia: Thanks for nothing, Simon!

Celia: Hi, Brian. It's Celia. What are you doing?

Brian: I'm very busy. I'm at home, doing research for my biology project.

Celia: It's Saturday morning. I can't believe you're studying! And I'm all alone at the shopping centre.

Brian: I can't come this time. Why don't you call Simon?

Celia: You're such a nerd! Bye!

Celia: What's up Adrian? It's your friend Celia. Remember me?

Adrian: Are you angry about something?

Celia: No, why? Who's screaming in the background?

Adrian: You won't believe it, but I'm hanging out with the Sherlocks, the most awesome band in the world.

Celia: Could you hang out with me, for a change? A shopping centre is awesome, too.

Adrian: No way, Celia! They're starting to rehearse now, bye...

Celia: Is everybody ignoring me? I'm getting really angry now.

Celia: Come on, Sarah! Pick up the phone! You're my last hope!

Voicemail: You've reached the number 092 906 8856. If you'd like to leave a message,...

Celia: I hate talking to machines!

Track 3

Amy: Oops, I'm so sorry.

Sarah: That's OK, don't worry about it. Are these notes yours?

Amy: Yes, they're mine.

Sarah: Do we know each other from somewhere?

Amy: We go to the same school. I'm Amy, by the way.

Sarah: I'm Sarah, nice to meet you. What are you doing here on a Saturday morning?

Amy: I'm looking for some new stuff to borrow.

Sarah: I'm a real bookworm, too. I'm reading *Romeo and Juliet* for the second time.

Amy: You're kidding me! Shakespeare is one of my favourites, too.

Sarah: I never see you around. Where do you hang out at weekends?

Amy: I don't go out a lot. And... I don't have anyone to hang out with.

Sarah: Maybe you could join our dance group.

Amy: I don't have time for that, and everybody says I have two left feet.

Sarah: How about a water polo match next Saturday?

Amy: That would be nice, but... I have to play the piano.

Sarah: That's too bad. Everybody's coming. Brian's team is playing their first match this season.

Amy: Are you talking about the guy with the cap?

LESSON 3 BRIAN'S BIOLOGY PROJECT

Track 4

HOW DO TEENAGERS IN THE UK AND THE USA SPEND THEIR FREE TIME?

- More than 50% of teenagers prefer to spend their free time alone in front of the television or a computer rather than hang out with their friends.
- Many teenagers spend more than 20 hours a week online, two hours a day watching TV, and two hours a day talking on their mobile phones.
- About 25% of teenage boys and 40% of teenage girls take part in extracurricular activities such as learning foreign languages, playing an instrument, art or drama group.
- Every eighth teenager takes weekly sports lessons outside of school, while every fourteenth teenager performs community service activities.
- Less than a third attend religious activities once a week, and about a fifth participate in youth groups or recreational programmes.
- Only 30% of teenagers enjoy reading books and going to the cinema or theatre in their free time.
- About 20% of teenagers aged 14-16 smoke on a regular basis.
- Almost 22% of teenagers aged 11-15 drink from time to time, and 38% of teenage boys get drunk once a week.

Track 5

- 1 fourteen
- 2 fifty per cent
- 3 125th
- 4 thirty per cent
- 5 an eighth
- 6 the twelfth

LESSON 5 GREASE

Track 6

GREASE

It's 1959. Rydell High School's fun-loving students start a new year, as the film opens with the title song Grease.

Danny and Sandy, a new girl at school, meet again after their brief summer romance. Sandy's new friend Frenchy is a member of the school girls' group, the Pink Ladies, while Danny is the leader of the boys' gang called the T-Birds. Both the T-Birds and the Pink Ladies want to know about their summer fling, so Danny and Sandy talk about it in the song Summer Nights.

When Sandy and Danny bump into each other at school, Sandy is happy to see Danny, while he ignores her, pretending to be cool. Some days later Danny meets Sandy at a cafeteria, and he tries to make up with her. He takes her to the school dance, where he ends up dancing with his ex-girlfriend. Sandy is upset and leaves the gym. Danny takes Sandy to a drive-in movie and apologizes for leaving her at the school dance. When he tries to kiss her, she throws back his class ring, and leaves him. Danny is miserable, and reveals his true feelings in the song Sandy.

On the last day of school carnival, Danny arrives dressed like a prep, while Sandy arrives wearing a black leather jacket, sandals with high heels, a tight black top, and curled hair. Danny falls at her feet, and then the two reunite, singing the song You're the One That I Want.

UNIT 2: I HAVE A PROBLEM

LESSON 1 IT'S NOT YOUR FAULT!

Track 7

Amy: Hi, Archibald!

I'm writing to you because I have no one to talk to. You say you hate injustice, so maybe you'll understand. Well, there is this group of kids at school who call themselves "The Untouchables". They call me names and laugh at me. They even send me threatening text messages. It happens all the time, and it makes me feel miserable. I don't go out any more. I'm trying to deal with it by myself, but I just can't. I have no friends to talk to, because everybody is afraid of "The Untouchables". Nobody wants to be their victim. I can't talk to my parents either. I don't want to let them down. They'll think I'm a failure. My mum pushes me to study hard, because she wants me to be a lawyer like herself. She doesn't know anything about my problems. My dad is almost never around. He spends most of his time at the hospital. He is a doctor. The only creature who understands me is my dog Sugar. But there is nothing he can do. Why is all this happening to me? Is there anybody who can help me? I want to believe that someday, somewhere, somebody will wake me up from this nightmare.

Cinderella

Track 8

Brian: Dear Cinderella,

I'm so glad to hear from you. I know what you are talking about. Today some kids were bullying a girl from another class in the school playground. It was awful to see that the other kids did nothing to help her. I ran to call the teacher, but when she came out, there was nobody out there. Cinderella, you are not alone! The only thing you have to do is to speak up. I'm sure your parents love you and they will help you if you let them. Talk to your teachers, too. It's not your fault! You are not a failure. You are special and that's why they pick on you. Don't let them do it! Just stand up for yourself.

Archibald

LESSON 2 IT'S NOTHING SERIOUS, IS IT?

Track 9

Amy's mum: Wake up you sleepyhead, or you'll be late for school again! Don't forget to brush your hair as usual. Put on a jacket. It's chilly outside. Why don't you put on that new skirt and your Mickey Mouse cardigan for a change? It suits you perfectly. Don't forget to study for your history test tomorrow. You can do better than just getting another C. Please don't spend so much time in front of the computer. You know it gives you a headache. Why don't you go for a walk with Sugar instead? Anyway, you look a little pale these days. It's all because of that junk food. Dinner is in the fridge. Eat some vegetables, too. Do NOT have a pizza again! And, please, don't play the piano late in the evening. The neighbours are already going crazy about it. I'm so sorry, but I have to work late again. I know you wanted to talk, but we can do that some other time. It's nothing serious, is it?
Bye, I love you!

LESSON 3 BULLYING BITES

Track 10

BULLYING BITES!

Narrator: Do you know that every fourth boy and every fifth girl gets bullied at school? Bullying is a serious problem today, but how much do you really know about it?

What is bullying?

Kids sometimes tease or play jokes on each other, or even get involved in school fights. Still, that doesn't mean that they are bullies. Bullying begins when a child or a group of children deliberately and repeatedly bully another child verbally or physically.

Why are some children aggressive?

One of the possible reasons is that bullies think that aggressive behaviour makes them look tough and that it makes them popular. Another reason is that the bullies themselves are often the victims of violence in their own homes. They copy the aggressive behaviour they live with, and they bring it to school. They act aggressively because they don't know how to deal with their own problems.

Who are the victims?

The victims are usually kids who do not fit in any group. Most of them are different in some way. It may be because of their looks, clothes, colour or religion. It may be because they are new at school or simply because they walk slowly or talk quietly.

Why does bullying bite?

Some people don't take bullying seriously. They think it is a part of growing up. But, bullying bites! Children who get bullied are lonely, scared and frightened. They feel insecure and they think it's their fault. They finally refuse to go to school and to hang out with other children. What's more, they can also feel the consequences of bullying as adults.

It is not easy to deal with violence, but you can help change things. You must do something about it, because bullying bites! Do it for yourself and for your friends.

Track 11

Celia: Hi, Brian, what are you doing?

Brian: I'm filling in the form for the ABC.

Simon: The ABC? What's that?

Brian: The Anti-Bullying Club.

Simon: The Anti-Bullying... what? You must be kidding.

Brian: No, I'm dead serious about it. I believe there are too many kids suffering. Everybody should do something to help.

Celia: Oh, Brian, I think you are too romantic. Everybody should stand up for themselves.

Simon: Absolutely.

Sarah: I don't think so. If we do nothing, nothing will change.

Brian: True. And doing nothing means you support the bullies.

Celia: I don't agree with you. I don't like bullies, but if we join the club, they will pick on us!

Simon: That's right. I don't think we can do anything about it.

Brian: Are you telling me you're scared?

Simon: Of course, not. We're only being realistic.

Brian: No, you're not. You're being selfish. You only think of yourself.

Simon: And you're pretending you're Superman!

Brian: Remember that Superman always wins!

Celia: Perhaps, but you don't have Lois Lane.

Brian: Well, maybe I do.

Celia: Really? Who is she?

Brian: Sorry, guys, but I have to fly away now. Duty calls.

LESSON 4 PARENTSINTROUBLE.COM

Track 12

Catwoman: I feel sorry for you, Amy's mum. In my opinion, your daughter is spoiled. I don't think she really has a problem. She is probably trying to get something in this way. You can't let her fool you like this anymore. She mustn't get everything she wants. You must be strict. Kids like it when you're strict, believe me.

Petar Pan: Adolescence is a very hard period for children, and for parents, too. We think we're doing our best to understand our kids, but still, sometimes, they shut us out of their lives. You don't have to blame yourself for that. They think nobody understands them. Maybe we really don't. We shouldn't be ashamed of that. But there is someone who has to understand their thoughts. Take your daughter to the psychologist. It works; trust me.

Snoopy: Dear Amy's mum, I think your daughter needs you desperately. You say she talks to her dog. It is true that dogs can't talk, but they are always there when we need them. They can feel our pain better than people. I'm sure your daughter doesn't hate you. She hates the fact that you can't understand her. You should tell her you're sorry and that you love her very much. She'll forgive you, I'm sure.

FROM BRIAN'S BOOKSHELF: BILLY ELLIOT

Track 13

BILLY ELLIOT

Narrator: *Billy Elliot* is a film which is set in a poor industrial town in Northern England, where Billy, a shy 11-year-old boy, lives with his father and older brother Tony, who are miners. Billy's father hopes that Billy will become a champion boxer, but Billy is more interested in music, a passion he inherited from his mother. When his father takes him to the boxing gym, he finds out that he doesn't really like the sport, and has no real talent for it. Part of the boxing gym is used by a ballet class run by Mrs Wilkinson, the dance instructor, and, with her help, Billy secretly starts taking ballet classes.

When Billy's brother gets arrested in a miners' strike, Billy misses a few classes, so his dance instructor goes to their house to tell his father about it. When Billy's father discovers that Billy is spending money on dancing lessons instead on boxing lessons, he is furious. He thinks that dancing is not a manly career, certainly not for a miner's son. Afraid of what his friends might say, Billy's father forbids him to take classes. Meanwhile, Mrs Wilkinson encourages Billy to try out for the Royal Ballet School in London, where he can refine his talent and escape the hard miner's life.

One night, on his way home from the pub, Billy's father witnesses his boy dancing for his school friend Michael. Moved almost to tears by the boy's passion, Billy's father suddenly realizes that ballet might be his son's future. He starts raising money and decides to take him to the audition in London himself. Billy feels that the audition went badly, but he gets accepted and moves to London to attend the school.

The movie ends with a scene that takes place years later, where his father and brother are at the ballet waiting to see Billy perform the lead in *Swan Lake*. *Billy Elliot* is a heart-warming story that talks about Billy's battle with his prejudiced father, and his need to express himself. It is a tale of one boy who follows his heart's desire against all odds.

UNIT 3: LOOKS ARE NOT ALL THAT MATTERS

LESSON 1 PRETTY, POPULAR... UNHAPPY?

Track 14

Amy: Dear Archibald,

Your advice has helped me a great deal. Thanks to you, I've found the strength to do the most important thing. To speak up. I have told my parents everything and we have already talked the problem over. They have been so understanding and supportive. I feel much better now. I don't have to pretend any more. What a relief! I haven't seen much of "The Untouchables" lately. It's probably because of the ABC (Anti-Bullying Club) campaign at school. It seems that everybody has started to care! We are even having a party to support the Club. Isn't it great? Unfortunately, I'm not going. I haven't really made friends yet. And... nobody has asked me out. Actually, I've met someone interesting. It's not that we have got to know each other or anything like that. I just fancy him, you know. He is really special and... he is a member of the ABC. He really seems to care! Not about me, of course. He doesn't even know I exist. Besides, he has a crush on another girl. He has probably invited her to the party already... I've just realized how boring I am. I don't want to bother you with silly things like that. Sorry, I got carried away. I have to practise the piano now. Maybe I'll be a famous piano player one day...
Love,
Cinderella

Track 15

Brian: I've got some great news. The Sherlocks have just finished the ABC anthem.

Sarah: That's cool! And Jill and I have already sent invitations to our special guests. We have put posters on the walls, too.

Brian: Everything is under control.

Sarah: Everything, except one tiny thing.

Brian: What is it?

Sarah: Nobody has asked me to the party yet.

Brian: Oh, no! Now I have to choose between you and...

Sarah:... Celia. Am I right?

Brian: No, I have just turned her down to tell you the truth.

Sarah: No! That means...

Brian: There is a girl I like, but I haven't invited her to the party yet.

Sarah: Now, I'm really curious. Who is it?

Brian: It's Amy.

Sarah: Amy? I'm so happy for both of you. Listen, why don't you call her now?

LESSON 2 WHAT AN AWFUL WEEK FOR CELIA!

Track 16

Celia: I look awful. I've put on weight. It's from too much chocolate. My hair has become thinner. And I've got pimples! I haven't spoken to Sarah for a week now. She thinks she is so clever. She's always preaching at me. She says I'm a coward because I haven't signed up for the ABC. And then Brian. He has been very strange recently. I can't recognize him. He's all into this silly ABC. He doesn't even notice I'm around. I'm so disappointed with him. I haven't told my mum about the chemistry test yet. The most boring subject in the world. I have never understood all those frightening formulae. Anyway, my mum is going to freak out. I haven't been to my dancing class this week. The girls are so jealous of me. It's all because I'm prettier and more popular than they are. Not to mention that I'm the best dancer, too. But it's not my fault, is it? I'm starving. I haven't eaten anything since yesterday. I've never felt so tired. What's wrong with me? It's from too much stress. I haven't had fun for ages. I almost forgot! The stupid party. Nobody has asked me out. I have to call Sarah. What am I going to wear, anyway? Where are my fashion magazines? I've just seen them... Oh, no! Muffy, what have you done?! Everything has turned against me. This is the worst week I have ever had.

Track 17

Jill: She hasn't been to the dancing class since last Friday. I don't miss her much, to tell you the truth. She has been a real pain recently.

Brian: She hasn't answered my calls for days. She has hardly spoken to me. And then she asks me out to the ABC party. I have got two messages this morning. Strange, isn't it?

Sarah: Some people think she is arrogant, but this is only because they don't know her well. She is the best friend I have ever had.

Teacher: Celia is a nice girl and we have never had problems until recently. I have taken three magazines away from her this month. And today she has brought another one into class!

Track 18

(a telephone conversation)

Sarah: Hi, it's Sarah. How are you doing?

Celia: Oh, it's you. *(sounds disappointed)*

Sarah: Hey, what's happened? You sound pretty bad.

Celia: Nothing. I've been busy doing my homework.

Sarah: I've been worried about you. Where have you been?

Celia: What do you mean? I've been around all the time.

Sarah: Well, you haven't been to the dancing class for a week. You haven't called me since last Friday. You haven't even sent me any messages. You haven't...

Celia: Have you really missed me?

Sarah: Of course, I have! What's going on? Would you, please, tell me?

Celia: Err... Nothing. I've had some problems... with Muffy, you know. She hasn't been well.

Sarah: Have you called the vet?

Celia: No, I haven't. She's getting better. Have you seen Brian? I haven't heard from him for ages.

Sarah: Well, we've been quite busy organizing the ABC party... And, you know what? Brian has invited Amy to come. Isn't that great? It's important that we all give her our support.

Celia: What? He's stood me up! For Amy Watson?! I can't believe my ears! How long have you known this?

Sarah: Only since this morning. Why are you getting upset, anyway?

Celia: Because he's made a fool of me, that's why.

Sarah: Now, I see! You're jealous.

Celia: Me? I have never really fancied him. It's him who has always been at my heels.

Sarah: But, you can't stand seeing him with another girl, can you?

Celia: Whose side are you on, anyway?

Sarah: You know I'm always on your side, even if you're wrong. That's what friends are for.

Celia: You're right. I got carried away. Sorry.

Sarah: I've got an idea. Why don't we go to the party together?

(a mobile phone is ringing)

Celia: Err... I have to hang up now. I'll call you back in a minute!

Celia: *(happily)* Hi, Simon...

LESSON 3 WHAT'S THE PRICE OF PERFECTION?

Track 19

WHAT'S THE PRICE OF PERFECTION?

Narrator: It is difficult to be indifferent to the sight of all those perfect bodies and pretty faces that smile back at us on TV, in magazines or on billboards. They look good, they are famous, they are rich, and it seems they are happy, too. But, are they really that perfect? What is the price of perfection?

Why don't they smile?

It is Oscar night in Hollywood. Everybody is trying to look perfect. Your favourite actress looks gorgeous. But, why doesn't she smile? It is Botox, a drug that removes facial wrinkles, but at the same time it paralyses certain muscles and it makes your face look like a mask. Other side effects may include flu-like symptoms, a headache or stomachache. The good thing is that these effects last about three to four months, so after that period you can choose between wrinkles or a smile again.

Want to have fuller lips? Better think twice.

"Big beautiful lips" seems to be what everybody wishes for these days. The procedure is simple; fat is removed from another part of the patient's body and transferred to the lips through an injection. For those who want to have fuller lips for a longer period, doctors will apply synthetic collagen or silicone implants. Side effects may include allergic reaction, swelling, redness or even bleeding. Silicone can make a real mess of your lips, but once you have it, there is no way back! Your "good old lips" have gone forever.

Powerful outside, rotten on the inside

Remember Popeye? Some real guys have looked up to his muscles, but instead of spinach they have grabbed for a package of anabolic steroids. Anabolic steroids are synthetic substances that help build up muscles. Although they do increase strength and power, there is a dark side to using them. They may cause pimples to pop out and make hair fall out. They can make guys grow breasts and girls grow beards. They can damage your liver and your heart. Steroids can, in fact, shorten your life.

Thin, thinner, almost dead

Look at the models walking down the catwalk – so skinny, so pale, that they almost look like ghosts. Anorexia is a growing problem, but it doesn't only hit models. Girls start starving themselves, thinking that by being thinner they might become happier, more popular and more successful. Even when they are dangerously underweight, they don't want to stop dieting. They refuse help, which may lead to emotional pain, isolation and serious health damage such as hair loss, loss of menstrual periods, heart and kidney problems, and finally death.

Track 20

CXXX

Narrator: My mistress' eyes are nothing like the sun;
Coral is far more red, than her lips red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound:
I grant I never saw a goddess go,
My mistress, when she walks, treads on the ground:
And yet by heaven, I think my love as rare,
As any she belied with false compare.

UNIT 3: LOOKS ARE NOT ALL THAT MATTERS

LESSON 4 WHAT SHOULD I WEAR?

Track 21

Amy: I'm wearing jeans, a new pair, to be honest, and a hooded sweater. My mum says these aren't clothes for a party, but I simply don't care about fashion. I usually wear jeans, sweatshirts and trainers. I have never worn a mini skirt before, so why wear it to a party and feel stupid in it?

Simon: I have always liked trendy clothes. I like a neat and tidy look. To tell you the truth, I have bought a pair of baggy trousers, hoping to look cool. But they simply don't suit me. I have worn them only once! So, I'm wearing slim-fit trousers, a pink shirt and a loosely-tied tie. I hope Celia likes it!

Jill: I think clothes tell you a lot about a person's personality. That's why I always try to be myself. I usually wear inexpensive but interesting pieces. My mum has recently bought me a new pair of trainers, but I haven't worn them so far. I like my old worn-out ones better. I haven't dressed up much for the party, either. I'm wearing my old clothes combined in a different way.

Adrian: Sometimes teachers get angry with me because they say I look scruffy. I think it's because of my hair. It never looks tidy. I never wear trendy clothes. It's so boring. I like funky and colourful outfits. They match my military boots perfectly. I always wear them. I'm wearing them even now. I haven't worn shoes since my sister's wedding. Oh, by the way, I looked awful in them.

Track 22

Celia: Simon is coming and I haven't dressed yet. I usually get ready on time, but now I'm sitting here in my pyjamas, and I've got no idea what to wear. I've tried on my best clothes, but I look awful. I can't even button up my new slim-fit jeans! And my dresses and mini skirts are all out-of-date. I have always been trendy. And now look at me. I'm wearing my mum's pyjamas. I haven't even put on my make-up yet. I'm sure Amy has done her best to impress Brian. She is probably drinking juice now, all dressed up and waiting for him to pick her up.

(the doorbell is ringing) Oh, no! It's Simon. Why does he always come on time?

Track 23

Simon:... and I scored a game-saving basket, with only 15 seconds to go. Are you listening, Celia?

Celia: What? Sorry, the music is too loud. I haven't heard anything you've said.

Simon: I have never played that well. Listen, why don't you come and watch me play on Saturday?

Celia: Err, I'm sorry but I can't. I have to study chemistry.

Simon: That's no problem for me. We could study together.

Celia: That would be nice, but Sarah has already offered to help me. She'll be angry if I turn her down, you know.

Simon: Hmm, I see. How about going out for a pizza tomorrow?

Celia: A pizza? No, thanks. I'm on a diet, you know.

Sarah: Here you are, guys. Don't waste time talking. Let's dance.

Simon: That's a great idea. Are you coming Celia?

Celia: I have to powder my nose.

Sarah: Shall I come with you?

Celia: No, thanks. Why don't you go dancing with Simon? I'll be back in a minute.

Sarah: OK.

FROM BRIAN'S BOOKSHELF: AN AMERICAN ICON

Track 24

Narrator: There are few fashion brands that have remained so cool over the last 100 years as they have. So far, about 800 million pairs have been sold and they are still popular all over the world. Over the last 100 years they have united people of all ages and with all types of occupations and interests. They have been worn by celebrities from James Dean, Kurt Cobain and Larry Bird to Kate Moss, Avril Lavigne, as well as by normal folk in local coffee shops and high school playgrounds. From being a symbol of basketball players, youthful rebellion, hippies and the punk rock culture in the past, they have turned into a fashion classic loved both by hip hoppers and business people.

Track 25

AN AMERICAN ICON

Narrator: Do you know that over 60% of all Americans are proud owners of at least one pair of Converse All Star sneakers? For them, the popular "Chucks" are not just shoes or a fashion statement. They have witnessed so many important moments in American history that they have become an American legend. This is their story. Thanks to Chuck Taylor, basketball becomes more and more popular in the USA. In 1936 basketball is played as an official Olympic sport for the first time. The US All Star team defeats Canada 19-8 and wins the gold medal. On December 7, 1941, America enters World War II after the bombing of Pearl Harbour. During the war Converse produces boots, parkas, suits and ponchos for pilots and troops, and shoes for soldiers. In 1908, Marquis M. Converse opens the Converse Rubber Shoe Company in Malden, Massachusetts. Eight years later the world's first basketball shoes, the Converse All Star, were born. In 1921 Chuck Taylor, a basketball player for the Akron Firestones, gets his first pair. With the help of Converse, he teaches the game of basketball to Americans across the country. In spite of their long history and tradition Converse can't compete with rivals such as Adidas, Nike and Reebok. In 2003 Nike buys out the company for \$305 million. Some people may say that Chucks have lost some of their appeal since then, but the truth is that Converse sneakers are still extremely popular around the world today. And they still make a difference! They are still a statement of an alternative lifestyle for hippies in the 60s, punk rock culture in the 70s, and new kids on the block in the 80s. Hollywood makes Converse shoes even more popular. In the 1950s they become the symbol of youth rebellion with the film legend James Dean as its fashion icon.

UNIT 4: AFFAIRS OF THE HEART

LESSON 1 LOVE HURTS

Track 26

Celia: He doesn't love you. He feels sorry for you. He has always been in love with me!

Amy: It wasn't just a nightmare. It really happened. At the party. Yesterday... I met Celia in the ladies' room. She told me everything. Brian asked her out, but she turned him down. He couldn't bear that. That's why he invited me. Just to make Celia jealous. She decided to tell me the truth. She didn't want him to make a fool of me. Oh, how stupid I was! I knew he was head over heels in love with Celia, but still... I trusted him. I even liked him and I hoped he liked me. He was so sweet to me all the time. I liked the way he talked and smiled...

Amy's mum: Amy, Brian is on the phone!

Amy: Tell him I'm not here. I don't want to talk to him! I hate him!

Track 27

Brian: I can't figure it out. What did I do wrong? We really had fun yesterday, until she disappeared. Just like that! Celia saw her talking at the bar with another boy. And it was Amy who chatted him up! They laughed and had a good time. Maybe she liked him better. She probably didn't like me at all. I was such a pain, obviously. Bothering her with stupid stories. I didn't even ask her to dance! She fancied Archibald, and not me. If only she knew... Well, I wanted to tell her, but I was waiting for the right moment. I really blew it. What a jerk! But, I'm still Archibald, aren't I? Powerful, brave and just. Come on, pal, let's get us out of trouble!

Track 28

Sarah was waiting for Celia for half an hour, but she didn't show up. She knew Celia could do funny things, but now she was really worried. She went to the ladies' room to check if everything was alright. But there was nobody in there. Sarah could leave at any moment, but she just didn't do it. She couldn't see anyone, but she could hear someone crying behind the cabin door. She moved closer, but then she stopped. She heard Celia's voice. Sarah tried to shout "Hello", but she just couldn't say a word. She could hear Celia talking. She couldn't understand everything she was saying, but she could hear one thing for sure; Celia was talking about Brian. Sarah could always do the right thing, but now, she couldn't move. Somehow, she came to her mind and she was finally able to run out before Celia saw her. Then she bumped into Brian. He couldn't find Amy. She had disappeared. Sarah knew exactly where Amy was. But she didn't tell Brian anything.

Track 29

Amy (reading a message): Dear Cinderella,

Why did you run away yesterday? I wanted to tell you so many things, but I couldn't. I tried to find you, but I wasn't able to. I have to talk to you. I need to. Give me another chance. Meet me in the school playground today after lessons.

Archibald

Amy: I can't believe this!

LESSON 2 SWEET LITTLE LIES

Track 30

Adrian: Tough night, ha? She dumped you, didn't she?

Brian: What are you talking about?

Adrian: Come on, pal, you know you can always count on me.

Brian: Sorry, but I'm waiting for someone...

Adrian: Why did she dump you?

Brian: She didn't dump me. She just ran away.

Adrian: What did you do to her?

Brian: Nothing. That's the point, you see.

Adrian: Something stinks here. It's too simple to be true.

Brian: But it is simple. She didn't like me. That's all.

Adrian: Oh, I see. Did she suddenly notice your nose is too big?

Brian: Look, I'm not really in the mood...

Adrian: Calm down. I'm just trying to solve your case.

Brian: My case? Are you serious?

Adrian: We have to carry out an investigation.

Brian: You've read too many Agatha Christie novels.

Adrian: You'd better concentrate on remembering every detail.

Brian: But, I've told you everything!

Adrian: Hold on a second. I have to write everything down. Let's start from the beginning. So, when did you come to the party?

Track 31

Adrian: When did you come to the party?

Brian: At around 8.15 p. m.

Adrian: What did you talk about?

Brian: Music, pets, school... the usual stuff.

Adrian: Did you notice anything strange about her?

Brian: No, I didn't. She seemed happy.

Adrian: Did you see anybody talk to her?

Brian: No, I didn't.

Adrian: Did she drink anything?

Brian: Yes, she did, a Coke.

Adrian: What did she last tell you?

Brian: I'll be back in a minute'.

Adrian: At what time did she disappear?

Brian: After about an hour.

Adrian: Were you there at that time?

Brian: Yes, of course, I was. I was looking for her.

Adrian: Did you notice any of your friends missing?

Brian: Hmm. Let me think. Yes, I did. I remember Simon was looking for Celia, too.

Adrian: Did your friends notice anything strange?

Brian: Yes, one of them did. Celia saw her talking to some guys at the bar. Why don't you leave me alone now? I'm waiting...

Adrian: I know, I know. Who is she, by the way?

Brian: You're really impossible!

Track 32

Adrian: Hi, Celia. We were just talking about the party. Did you have a good time yesterday?

Celia: Yes, I did. It was absolutely fantastic.

Adrian: Did you see Amy?

Celia: Yes, I did.

Adrian: Did you notice anything strange about her?

Celia: No, I didn't. Why are you asking me all these questions?

Adrian: Was she alone?

Celia: No, she wasn't. She was with Brian.

Adrian: Where were you when she disappeared?

Celia: Err, I don't remember. Why is this important, anyway?

Adrian: Were you with Sarah?

Celia: No, I wasn't. I was with Simon all the time.

Adrian: Did you leave the party at any time?

Celia: No, I didn't. I stayed to the end.

Adrian: That's strange. Didn't you notice Simon was looking for you?

Celia: No, I didn't. Look, what's this all about?

Adrian: It's about figuring out what really happened at the party. Somebody is lying. That could be you Celia.

Celia: What?! How dare you!

LESSON 3 GREAT ROMANCES OF THE 20TH CENTURY

Track 33

GREAT ROMANCES OF THE 20TH CENTURY

Marilyn Monroe and Joe DiMaggio

He was an American baseball legend; she was the most famous actress in the history of Hollywood. They met on a blind date, and got married two years later. The marriage was stormy from the start. He was 39 and already retired, she was 27 and at the height of her career. He wanted a wife who would stay at home and look after him, but she didn't want to give up her career. They quarrelled all the time, and nobody was surprised when they split up after only nine months. They got divorced, but remained best friends. When Marilyn died at the age of 36, DiMaggio was heartbroken. For twenty years he sent six red roses to her grave three times a week until his own death in 1999. He never married again and never had a relationship with another woman.

Bonnie and Clyde

At the age of 19, Bonnie Parker was a part-time waitress who was bored with her life. At the age of 21, Clyde Barrow was already a petty thief. They both came from poor Dallas families and wanted more from their lives. They met in January 1930. She was at a friend's house, when Clyde dropped by. It was love at first sight for both of them. The couple soon became known as notorious criminals who travelled the Central United States during the Great Depression. At that time, most people, especially farmers, lived in poverty, so people often compared the couple's bank robberies with Robin Hood adventures. Unfortunately, the robberies which were innocent at the beginning, led into more violent crimes. Bonnie and Clyde were killed in 1934 on an isolated road in Louisiana. Although she herself never fired a shot, Bonnie followed her man wherever he went, even if it meant the death of nine police officers and finally her own.

John Lennon and Yoko Ono

Yoko Ono, a Japanese artist, first met John Lennon when he visited her exhibition at the Indica Gallery in London, in 1966. They developed a friendship which turned into a romance. They got married in 1969 and became inseparable. When the Beatles broke up in 1970, there were rumours that Yoko was the cause. The couple continued to work on music, together and alone. They also promoted world peace by a series of "bed-in" protests against the Vietnam War. They invited the world's press into their hotel room and while sitting in bed, they talked about peace. At that time Lennon wrote the song *Give Peace a Chance*. After their son Sean was born in 1975, the couple lived a private life. They started to record again in 1980. On December 8, they were returning to their apartment, when Mark Chapman killed John in front of Yoko. After the murder Yoko went into complete isolation for a long period.

LESSON 4 HOW DID THEY MEET?

Track 34

Adrian's story

Adrian: Last summer I went on holiday to Italy. One day I was on the beach with my parents when a ball hit me right in the head. I looked around angrily, but when I saw a beautiful dark-haired girl smiling at me, I forgot everything. I fancied her immediately. I tried to chat her up, but there was a problem. She didn't understand a word of English. I couldn't speak Italian either. The only word I understood was – Anna, her name. With the help of her friend, I somehow managed to ask her out. I was the happiest man in the world when she said "yes". It took me hours to get ready that evening. But Anna didn't show up. I haven't been on a date since then. Still, I've taken up a course in Italian.

Sarah's story

Sarah: My parents first met on a cold December morning. They were late for a job interview and they both grabbed the same taxi. At first they quarrelled because neither wanted to give up the ride. Then they realized they were going in the same direction. When the taxi stopped they both got out and rushed into the same building without even saying goodbye. But fate brought them together again. A week later they bumped into each other in the lift. They had both got a job in the same place! They couldn't stop laughing. Mum asked dad out for lunch. And then, while having their sandwiches, dad asked mum to marry him. She almost choked, but said "yes". They have been happily married for fifteen years now.

Jill's story

Jill: A few months ago I went to hospital for a check-up. I had this bandage around my twisted ankle and was using crutches to walk. A guy with a bandaged nose sat down next to me and said: "What's a nice girl like you doing in a place like this?" We both burst into laughter. His name was Tim. We chatted and as time passed, I liked him better and better. We exchanged e-mail addresses and started sending each other e-mails regularly. When he asked me out I was thrilled. I couldn't wait to see him again! We met and the whole world tumbled down in front of my eyes. He wasn't alone. "Meet Kate, my girlfriend", he said. I have never ever felt that stupid. Last week he sent me a birthday card. I've just sent it to the recycle bin.

Track 35

Anna's story

Anna: Last summer I met an English guy. I liked him, but he talked too much. I didn't understand a thing he was saying, so I asked my friend for help. She just smiled and nodded her head and kept saying "Yes, I understand". Later, she admitted she didn't have any idea what he was talking about. The next day I flew back to Rome. I have never seen the English guy again. But, my English has improved since then, hasn't it?

Sarah's dad's story

Sarah's Dad: I have always known she was the right one, but when she started singing Frank Sinatra's *Fly Me to the Moon* while eating her sandwich, I knew I had to do it straight away. I asked her to marry me. A beautiful girl, eating my favourite tuna sandwich and singing my favourite song! We have been together for fifteen years now and we haven't fallen out yet! Except for that small taxi incident at the very beginning.

Tim's story

Tim: I first met her in hospital three months, two weeks and six days ago. She had a twisted ankle and the most beautiful smile I have ever seen. By the time I came home I was head over heels in love with her. Since then I have sent her tons of love messages, but she only wanted us to be friends. "Make her jealous", a friend of mine suggested. It didn't work out. Since then, she hasn't replied to any of my e-mails.

Track 36

Sarah: Amy, I have to tell you something.

Amy: Sure, maybe next time? I'm in a hurry, you know.

Sarah: What's going on?

Amy: I've got a date.

Sarah: Really? Who is he?

Amy: I don't know. I've never seen him. I met him on the internet. He helped me when nobody did. I told him about The Untouchables and everything. We became real friends.

Sarah: Goodness, Amy! Don't you know that you should never give important information about yourself to strangers on the Net? He could be a maniac!

Amy: Who? Archibald? No way!

Sarah: Did you say Archibald?

Amy: Yes, I did. Why?

Sarah: Oh, boy! That must be Brian! It's his secret code name!

Amy: You must be kidding, Sarah!

Sarah: I'll explain everything later. Hurry up, Amy, you'll be late.

FROM BRIAN'S BOOKSHELF: *ROMEO AND JULIET*

Track 37

ROMEO AND JULIET

Day 1 – Sunday

The Capulets and the Montagues, two noble families, have hated each other for years. That night, the Capulets held a masked ball to introduce their daughter, Juliet, to Count Paris who wanted to marry her. Romeo, Montague's son, and his friends, Benvolio and Mercutio, decided to go to the party in disguise. Romeo hoped to see a girl named Rosaline there, but

instead he met Juliet. It was love at first sight for both of them, but at the end of the evening they discovered their families were bitter enemies. After the ball, Romeo climbed into the Capulets' garden to see Juliet again. Juliet appeared on her balcony, and the couple exchanged vows of love. They agreed to marry the next day.

Day 2 – Monday

The next afternoon, Friar Laurence married Romeo and Juliet hoping to make peace between the two families. Later that day, Romeo and his friend Mercutio met Tybalt, Juliet's cousin. Tybalt started a fight, because he saw Romeo at the Capulets' party. Tybalt killed Mercutio and Romeo got so angry that he killed Tybalt. While he was hiding at Friar Lawrence's place, Romeo heard that he was banished from Verona. Romeo visited Juliet secretly that night, and at dawn he left Verona.

Day 3 – Tuesday

Meanwhile, Juliet's father decided that she should marry Paris in just three days. Juliet was desperate and asked Friar Laurence for help. He gave her a sleeping potion to make her sleep for 42 hours. During that time, the Friar would send the message to Romeo so that he could return to Verona and take Juliet away from her tomb. Juliet returned home and agreed to marry Paris. Her father was so happy that he decided to move the wedding to the very next day. Juliet was forced to drink the potion that night, so there was less time for the message to reach Romeo.

Day 4 – Wednesday

Early on Wednesday morning, the Capulets discovered Julia's body. The Capulets were devastated and placed her in the family tomb. Unfortunately, Romeo never got the Friar's message, but he heard about Juliet's death instead. He was so desperate that he bought poison and returned to Verona. He went to Juliet's tomb, met Paris there, and killed him. Still thinking that Juliet was dead, he took the poison and died. When Juliet woke up and saw Romeo's dead body, she killed herself with his dagger.

Day 5 – Thursday

At dawn, the two families, the Prince of Verona and the Friar all entered the tomb. The Friar told them what happened and the Capulets and the Montagues finally agreed to end their family quarrel. The death of their children made the families make peace and they promised to build a monument in their memory.

UNIT 5: HEROES

LESSON 1 A FRIEND IN NEED IS A FRIEND INDEED

Track 38

TEEN HEROES

Narrator:

Sarah R (13), Celia G (13) and Brian B (14) put their lives at risk, while they were saving their friend Amy W (14) in a fire yesterday. Sarah was just leaving the school building when she heard a bang and then a loud scream. It was coming from the chemistry lab. She ran towards the lab, but there was already smoke in the hall. Her eyes were itching and she started coughing. She wanted to call 999, but her mobile phone went dead. While she was shouting for help, the fire alarm went off. Celia and Brian came running from the nearby playground. They didn't hesitate a moment. Amy had to be saved! The girls soaked their jackets in water, Brian took the fire extinguisher, and off they went. While they were running to the lab, Brian tripped over something. It was Amy! She was lying on the floor. She was unconscious. They carried her out of the building and Celia gave her mouth-to-mouth respiration. Her first aid gold medal finally paid off. Amy woke up. They were all coughing, crying and laughing at the same time when the fire brigade and the ambulance arrived.

DATE ON FIRE

Narrator:

Have you ever been late for work, school, an appointment or a date? You probably have. I just hope you were not among those with bad luck who were robbed while they were running to work or among those who broke their leg while they were getting off the school bus.

But things can always get worse. A fire! And on your first date! Sounds unbelievable? This is exactly what happened to Amy W (14) yesterday. While her date was waiting for her in the school playground, Amy was mixing some test tubes in the school lab. Suddenly the lab caught fire and soon there was heavy smoke all around. While Amy was trying to escape, she lost consciousness and fell down.

Luckily, while she was lying on the floor, her friends were already heading to her rescue. They pulled her out and, after a while, Amy opened her eyes. The nightmare turned into a fairy tale as Amy looked right into the eyes of her date, Brian.

Track 39

Adrian: I was leaving the school playground and going home, when I heard the fire alarm go off. I just thought it was another one of those false alarms, so I didn't give it much thought.

Jill: I was waiting for Sarah for over half an hour, but she didn't show up. I kept calling her, but she didn't answer. While I was going to my dancing practice alone, I heard what happened.

Amy's mum: I was trying to get Amy on her mobile phone when the telephone rang. It was the police. While I was listening to the police officer, my hands were shaking so much that I dropped the receiver on the floor.

Doctor: When we arrived at the place of the accident, the children were sitting on the floor. They were shaking and crying. There were no serious injuries, but Amy W. had some breathing problems, so we took her to hospital for a check-up.

Track 40

Narrator: Hi, I'm Mick Bronsky and this is Up Close and Personal live! We bring you the intimate details on the fire accident which happened when the Chemistry lab in our local school caught fire. Behind the smoke there is a touching story of love and friendship. Celia, I'm happy to have you here with us. Tell us your story.

Celia: Hi, well... It may sound crazy, but it was the smoke that made me see through the web of my own lies and secrets. While I was making my way through the smoke, I was saying to myself that it was all my fault. It was me who wanted to stop Amy from dating Brian and now she was lying there, caught in the smoke and maybe fighting for her life. I suddenly realized how much I hurt my friends and how important they are to me. I lied to them, I was jealous and selfish, thinking only of myself. I promised myself I was going to tell them everything. The moment Amy opened her eyes, I started to cry and the words just started pouring out of my mouth. But Amy just whispered: 'Hush!' and hugged me. From that moment on I knew we would be friends for life.

LESSON 2 YOU'VE GOT IT ALL WRONG!

Track 41

Jill: Hi, it's Jill.

Simon: Hi. What's up? Don't you know it's Saturday? And it's only... 8 o'clock! (*jawning*)

Jill: Are you coming to the City Hospital with us?

Simon: Thanks, but, I'm not ill.

Jill: I know it's early, but it's not the right time for making jokes. They almost got killed while they were saving her!

Simon: Who was saving who? I have no idea who you're talking about.

Jill: Don't you know what happened yesterday? I'm talking about Brian, Amy, Sarah and Celia.

Simon: Did you say Celia? Were they saving Celia?

Jill: No, they weren't. They were saving Amy. She almost choked.

Simon: What! How did it happen? Was she eating a sandwich?

Jill: No, she wasn't. She was doing some experiments in the lab. And then...

Simon: But, what was Celia doing there? She hates chemistry!

Jill: She wasn't there. Amy was alone.

Simon: That's terrible. Was she still doing experiments when somebody tried to choke her?

Jill: What?! Weren't you listening? She was choking because of the smoke when the others arrived.

Simon: The smoke? Where was the smoke coming from?

Jill: Listen, I have to go now or I'll be late. Bye!

Simon: But, you didn't tell me what happened! Wait a second... Jill? (*Jill hangs up*). Did she say the City Hospital?

Track 42

Jill: Hi, sorry I'm late. It took me ages to tell Simon what happened.

Sarah: Was he sleeping when you called?

Jill: Yes, he was. He sounded like somebody from another planet.

Adrian: Hi, guys! Have you seen this? She finally admitted that she was lying.

Sarah: Who was lying?

Adrian: Celia! I knew she was the one who caused a mess at the ABC party.

Sarah: Good for you, Sherlock!

Adrian: What was she doing in the playground yesterday, anyway? Was she just hanging around, or was she waiting for something to happen?

Brian: What are you trying to say?

Adrian: Maybe she set fire to the lab. She hated chemistry, and she hated Amy, too!

Brian: Ha, ha, ha! You've really got carried away. What were you doing in the playground yesterday? Were you just hanging around or were you waiting for something to happen?

Adrian: Hey, that's not fair!

Brian: What were you doing while we were trying to save Amy? Why did you run away?

Adrian: Look, guys, I was only trying to figure out what happened...

Brian: You were probably drinking cocoa at home, while Celia was giving Amy mouth-to-mouth respiration.

Sarah: Calm down, guys. It's all over. Amy is waiting for us.

Adrian: You're right. I'm sorry. But, what did the police say? Did they find anything suspicious?

LESSON 3 20TH CENTURY HEROES

Track 43

MUHAMMAD ALI (1942-)

Muhammad Ali, whose nickname was 'The Greatest', was one of the most fascinating boxers of all times. He was also a man who fought for the rights of black people and gave a lot of money to charity. Muhammad Ali was born Cassius Clay in Louisville, Kentucky, USA in 1942, but he changed his real name when he joined the Nation of Islam. He won the gold medal at the Rome Olympics in 1960, and became the world heavyweight boxing champion at the age of twenty-two. He was known for his special style of boxing, as well as the amusing rap-style poems that he often recited. When he refused to join the US army during the Vietnam War, he was arrested and his title was taken away from him. He was not allowed to box for three and a half years, but made a comeback in 1970. He became the first boxer who won the world heavyweight title three times. In 1996 he lit the flame at the Summer Olympics in Atlanta, while his other arm was trembling from the consequences of Parkinson's disease. Ali made boxing, one of the most aggressive sports, appealing to many people, and it was what he loved doing most.

HELLEN KELLER (1880-1962)

Helen Keller, an American writer, activist and educator, was born in Tuscumbia, Alabama in 1880. When she was less than two years old, a high fever left her deaf, blind, and mute. With the help of her teacher, Keller overcame her disabilities and learnt to read, speak, and write. Keller eventually went to college, where she graduated with honours. While at college, she wrote her autobiography, *The Story of My Life*, which made her famous. She became known worldwide as a lecturer and an activist, and as one of the first spokespersons for women's rights, people with disabilities and the underprivileged. She visited wounded soldiers during World War II, and travelled and lectured throughout Europe, South Africa, the Middle East,

Latin America, India and Japan. She died in 1962. Her story inspired millions of people because she overcame almost impossible obstacles to achieve great things in life.

CHARLIE CHAPLIN (1889-1977)

Charles Spencer Chaplin, the English film actor, director, composer and writer, and one of the icons of 20th century film, was born in London in 1889. The son of poor entertainers, Chaplin had a miserable childhood and started performing on stage at the age of eight. He went to Hollywood in 1914, where he began acting in silent comedies in which he usually appeared as 'The Little Tramp' character with a small moustache, baggy trousers, large worn-out shoes, a bowler hat and a cane. After WWII, various personal scandals ruined his public image, and in 1952, he was prohibited from re-entering the United States for political reasons. In 1972 he returned to the USA to receive a special Academy Award, and in 1975 he was knighted by Queen Elizabeth II. He settled with his fourth wife, Oona O'Neill, in Switzerland where they raised eight children, and where he died in 1977. In a bizarre episode after his death, his body was stolen from its grave, but was returned the following year.

LESSON 4 A SPECIAL PRESENT

Track 44

- 1 Simon:** I love getting DVDs, especially ones with James Bond's adventures.
This British spy is one of my favourite heroes. He is intelligent, brave and invincible. He drives the coolest cars, wears the smartest clothes, uses the most amazing gadgets, fights the bad guys and always arrives in time to save the world. No wonder all the pretty girls fall for him.
- 2 Celia:** I still remember my first Barbie doll. She was wearing a long, shiny party dress and a tiara. She looked like a princess. Combing her long blonde hair and changing her flashy clothes was my favourite game. I used to carry her around everywhere, until one day I came home crying. While I was playing in the park, my heroine mysteriously disappeared. "She ran away with Ken", my mum said.
- 3 Adrian:** My dad used to call me Sherlock, as my favourite hobby was examining ants, breadcrumbs and our cat's fur with his magnifying glass. So, Sherlock was my hero long before I met him in one of the Conan Doyle novels I got for my birthday. He was the most famous detective and the world's first forensic scientist. Nothing could ever escape his powers of observation and deduction.
- 4 Sarah:** Books have always been my favourite presents. But, there is one that was really special. It was Bambi. The sweet, little fawn whose mother was killed by hunters became my hero. He was clever, gentle and a real friend. He was strong enough to face all troubles and finally became the king of the forest and the king of my heart.

Track 45

Simon: Good morning.

Shop assistant: Hi. Can you wait a moment? I have to finish my sandwich.

Simon: Could you hurry up, please? I don't have much time.

Shop assistant: Shall I get you a cup of coffee? You look pretty tired.

Simon: No, thanks. I would like...

Shop assistant: Take it easy, pal. I'll give you some advice. Slow and steady wins the race!

Simon: Is this a florist's or not? I'm not to get advice.

Shop assistant: No hard feelings, pal. How can I help you?

Simon: Can I have a bunch of flowers, please?

Shop assistant: Yes, of course. Who are they for?

Simon: For someone I like.

Shop assistant: Ha, ha, ha! You've disappointed me, pal. Can I give you some advice?

Simon: No, thanks! I'd just like...

Shop assistant:... a bunch of flowers, ha, ha. Don't you know that flowers are not in these days? Have you ever heard of mobile phones, perfumes or jewellery?

Simon: I think I should look for flowers somewhere else.

Shop assistant: Would you like me to show you some?

Simon: Finally! Yes, please.

Shop assistant: Look! The latest model.

Simon: What's this?! I thought you were offering me flowers!

Shop assistant: No, pal. I was offering you mobiles.

Simon: Now, I've really had enough. Bye, pal.

Shop assistant: How about some tulips? Or some daisies? I'm sure she'd love them. Hey, I'm terribly sorry! Wait!

Track 46

Celia: Good morning. Is there anybody here?

Shop assistant: Oh, I'm sorry to keep you waiting. I was feeding my cat.

Celia: It's all right. Can I have a look at the books on the shelf?

Shop assistant: Yes, please do.

Celia: I'd like to cheer up my friend in hospital.

Shop assistant: Goodness, no! What happened?

Celia: A long story. She's fine now.

Shop assistant: Can I make a suggestion?

Celia: Yes, sure.

Shop assistant: A good crime story would certainly cheer her up. *Footsteps in the Snow* is my favourite. It's about...

Celia: I'm sorry, but I don't think she'd like it.

Shop assistant: Would you like a romance, then? *Forever Yours* is a great one. It's about...

Celia: I'm sure it is great, but I've changed my mind. Could I just have a get-well card, please?

Shop assistant: Here you are.

Celia: But this is a birthday card!

Shop assistant: Sorry, but we have run out of get-well cards. What's wrong with a birthday card, anyway?

Celia: Err... Could you tell me where the nearest florist's is?

Shop assistant: Just round the corner.

Celia: Thanks.

Shop assistant: Not at all. But, I thought you were going to the hospital...

UNIT 6: THE WORLD AROUND US

LESSON 1 20TH & 21ST CENTURIES INVENTIONS AND DISCOVERIES

Track 47

THE SCIENCE MUSEUM – NOT JUST ANOTHER MUSEUM

You don't like science? Physics gives you a headache? You'll definitely change your mind if you go to the Science Museum, which is an amazing place to visit even if you're not interested in science. It is fascinating to see so many remarkable inventions which humanity has created. They are wonderfully restored and displayed in chronological order, telling the story of man's technological and scientific achievements.

Steam engines, locomotives, full-sized aeroplanes and helicopters, cars, space shuttles and the earliest and latest computers are included in its various collections, as well as such historic exhibits as Puffing Billy (the oldest steam locomotive), a reconstruction of Crick and Watson's model of DNA or an Apollo space capsule. And these are just some of the amazing things which aren't seen every day.

But, what makes this museum so special? Throughout the museum there are many interactive exhibits where you can see for yourself how they work. For example, there's a light aeroplane which is fastened to the floor, so you can climb into the pilot's cabin and see how the tail moves when you move the controls. And for those who think that science is complicated, at the Science Museum you can do experiments, solve scientific problems, and see how it all makes sense.

Science and nature documentaries are shown in the IMAX 3D Cinema, some of them in 3-D. No wonder this fantastic place is often compared to a theme park about science, which is why it is visited by hundreds of tourists every day, and is especially enjoyed by young people.

LESSON 2 AMY'S PREPARING FOR HER HISTORY TEST

Track 48

20th & 21st Centuries Fun Quizzes and Games

- 1 The Nobel Prize is any of several prizes that are given in Sweden each year to people from any country for important work in science, medicine, economics, literature or world peace. It was established by Alfred Nobel, a Swedish engineer and chemist, who invented dynamite and left his large fortune, made from selling explosives, to fund the prize.
- 2 WWII was the greatest and the most expensive conflict in the history of the world, with over 50 million people killed. Roosevelt, Stalin and Churchill were the leaders of the winning powers: the United States, the Soviet Union and Great Britain. They met at Yalta in February 1945, where they made the crucial decisions that dictated global politics for the next decades. This is why the meeting at Yalta is considered by many as the event that set the scene for the Cold War.
- 3 Sputnik I was launched on 4 October 1957, and this started the space race. It became the first satellite to go into orbit around the earth, which was a surprise to the Americans, who immediately increased spending on their own space programme to beat the Soviet Union. Explorer I was launched by the US in 1958.
- 4 Martin Luther King was a Black American minister and civil rights leader, who advised non-violence in fighting racism, and was awarded the Nobel Peace Prize in 1964. He was killed in Memphis, Tennessee, in 1968. He is remembered especially for his famous speech in Washington DC beginning with the words: 'I have a dream...', which expressed high hopes for the future of black people.
- 5 The roots of hip hop are found in African-American and West African music, but hip hop first appeared during the 1970s when block parties became popular in New York City, especially the Bronx. Hip-hop music was part of hip-hop culture, mostly among African Americans and Latinos, with two other elements, break dancing and graffiti art.
- 6 In 1984, reports on the BBC News in the UK showed the devastating effects of a major famine combined with a civil war in Ethiopia. Bob Geldof, an Irish singer, was inspired to raise money in whatever way he could. And that's how Band Aid was born, whose song *Do They Know It's Christmas?* was performed by many famous singers, including Bono Vox of U2. Band Aid project was followed by Live Aid in 1985, one of the first and the biggest charity concerts of all times.
- 7 East and West Berlin were separated by the Berlin Wall for 28 years. The Wall was built by Soviet-controlled East Germany in 1961 to stop people escaping from East to West Berlin. It was officially dismantled by East German authorities in 1990, but most of it had already been destroyed by East German protestors, as well as ordinary people, in 1989.
- 8 A new era began in 2002, when the Euro was introduced by the European Union as its new currency. However, not all EU countries went along with this change. Great Britain, Sweden, and Denmark kept their own currencies.

LESSON 3 GLOBAL CONCERNS IN THE 21ST CENTURY

Track 49

What Scares You Most?

NATURAL DISASTERS

Volcanic eruptions, fires, droughts, floods, earthquakes, hurricanes and tornadoes happen every year somewhere in the world. But, because of climate changes in the world, they will be more dangerous and more frequent in the future. In 2007, violent summer rainstorms caused one of the biggest floods in England, where roads looked like rivers and thousands of people were left without homes. Still, it is nothing compared to the deadliest natural disaster in American history which was caused by hurricane Katrina in 2005. It hit four states, but New Orleans was particularly devastated. The hurricane totally destroyed the city, killed more than 1, 833 people, and left thousands of people homeless. Some say this will be the first American city that will be rebuilt in the 21st century.

NUCLEAR POWER

Although it is one of the cheapest sources of energy, many people worry about the risks and the safe disposal of radioactive waste. It is also feared that people, especially children, living near nuclear power stations have a greater risk of getting cancer. Let's not forget the worst nuclear disaster in history at Chernobyl in 1986, where an explosion destroyed the place and caused deaths and illnesses many years afterwards, as well as pollution over wide areas of Europe. Some say it will take thousands of years before Chernobyl radiation levels drop back to normal!

TERRORISM

With the help of new technology, terrorist organizations are becoming a real threat to our personal safety. We all followed the media coverage of events like the London Underground bombings in 2004, and the most shocking one – the 9/11 terrorist attacks in the USA. On September 11, 2001, a series of terrorist attacks destroyed the twin towers of the World Trade Center in New York City and severely damaged the Pentagon. Commercial airliners were hijacked and flown directly into the twin towers, and thousands of people were killed when the WTC towers collapsed. And if world superpowers like the USA are not safe, can we really feel carefree when we travel by plane, like we used to?

LESSON 4 FOOD FOR THOUGHT

Track 50

AMAZING FOOD PROJECTS

Have you heard of Jamie Oliver? Not only is he a British superstar chef, but he is also trying to make a difference using his talent for cooking. In his TV show *Jamie's School Dinners*, he went back to school to serve healthy homemade food instead of burgers, chips and pizza that were normally served in schools. In 2005, Jamie's "Feed Me Better" petition called for a bigger school food budget, which persuaded the British government to spend more money on improving school meals. The money has been used to provide organic food, rebuild kitchens and train the personnel. Australia and Canada are among some of the countries that bought the TV show *Jamie's School Dinners*, which could improve the quality of school dinners and encourage children to eat more healthily. Jamie believes that a healthy diet will reduce the growing problem of obesity among teenagers, and it will provide children with the healthy ingredients they need every day.

But, this is not the only food project he has launched! In 2003, Jamie Oliver combined two ambitions: to open a top class restaurant and to give disadvantaged young people the chance to learn about cooking. Jamie called his new restaurant *Fifteen* because there were 15 young people in the group. Today, *Fifteen* is still one of the most popular restaurants in London. All the profits from the restaurant go to the Fifteen Foundation which helps disadvantaged young people, the homeless, the unemployed, former drug addicts or alcoholics to believe that with enthusiasm and determination they can achieve anything they want in their lives, despite the problems they have experienced. *Fifteen* Amsterdam opened in 2004, *Fifteen* Cornwall and *Fifteen* Melbourne in 2006, which shows that *Fifteen* is becoming a global enterprise that will inspire young people all over the world.

Track 51

Bernie: Hi, girls! You are Celia, aren't you?

Celia: Yes, and this is my friend Jill. She'll be taking photos.

Bernie: Hi, Jill. Nice to meet you. Why don't you girls take a seat? The table by the window looks really nice, doesn't it?

Celia: It's perfect. I can't believe we're here! Can we start the interview?

Bernie: Sure, shoot!

Celia: So, from what I understand, you started working here two years ago, didn't you?

Bernie: That's right. It will be two years in July, to be more precise.

Celia: It must be fun working here. I'm sure you've met some famous people, haven't you?

Bernie: Not really, because we are always in the kitchen, except for lunch breaks. After all, we are here to learn about cooking, aren't we? It's a great feeling when you're making something that is appreciated by people.

Celia: So, you can already make some of Jamie's famous dishes, can't you?

Bernie: We all work together, so it's a lot about teamwork.

Celia: Do you need any special qualifications or work experience to join the *Fifteen* programme?

Bernie: Not really, only a passion for cooking.

Celia: I've read that the Fifteen Foundation supports young people who have had problems with drugs and alcohol.

Bernie: That's true. I myself had a drinking problem when I was a teenager, but *Fifteen* has helped me find a focus in life.

Celia: I'm glad that everything has turned out fine for you. Well, it's been nice talking to you and we wouldn't want to take up any more of your free time.

Bernie: And now, I have a surprise for you girls. You won't refuse our speciality, will you? It's dark chocolate mousse with fresh raspberries and vanilla cream.

Celia and Jill: Yummy! Thank you, Bernie. You're the best!

LESSON 5 GENTECH – THE NEW TEEN GENERATION

Track 52

GENTECH – THE NEW TEEN GENERATION

Why is the new generation of teenagers called GenTech?

New technology has changed the way teenagers learn, think and communicate with their family and friends in the 21st century, which is why they are often called GenTech.

What are the pros and cons of mobile phones?

Most teenagers aged 12 to 15 have their own mobile phone, and many of them spend most of their pocket money on topping them up. The fact that you can talk to your friends anytime and save money by texting is a great advantage, and if you have a smartphone, you can take photos, surf the Internet and even check your status on Facebook. But are there any disadvantages? Many parents and psychologists are worried about the growing number of teens who are so addicted to their mobile phones that they even leave them on all night. They are banned in most American and British schools, because they are considered to be a distraction in class, and they are also used for cheating in tests and bullying.

How can new technology make classes more interesting?

In some private schools in the USA, iPods, tablets and e-readers are used to complement foreign languages, music and English classes. Even some state schools are now handing out iPods to help bilingual students, mainly Spanish, to learn English better by singing along to popular songs after completing the lyrics that were downloaded onto their iPods. In addition to computer labs which facilitate learning, some history teachers have created video games based on history lessons, while in some schools students can re-create novels and plays on YouTube as part of their English assignments. In some countries like South Korea, printed books will soon be completely replaced by digital books. With such interactive learning, school doesn't have to be boring, does it?

What are the attractions of the Internet?

Teens today have easier and faster access to information than their parents; they learn differently and communicate with their friends in new and different ways. Thanks to social networking websites, such as Twitter and Facebook, which are used by millions of people worldwide, cyberspace seems like an ideal place to make friends. Instead of going to the library and browsing through dusty old books, it is much more comfortable to sit in your bedroom and find the information for your school projects on Wikipedia. And, why bother going to a CD shop or cinema, when you can see music videos, films or TV clips on YouTube, and download your favourite songs and films free of charge?

What are the dangers of the Internet?

Instead of going out, these days teenagers mostly make friends online, since they spend hours on the Internet. But are these long-lasting and reliable friendships? Does so much available information make teens more educated or does it reduce their ability to think for themselves? By sharing their typical teenage problems online, teen bloggers often reveal personal information, which puts them in danger from stalkers. It is even less safe on Facebook, where people post their personal details and photos for everyone to see. Unlike television programmes, Internet content is not limited by any legal restrictions, so even young children can be exposed to harmful content, such as pornography.

UNIT 7: SCHOOL IS OVER!

LESSON 1 SPEAK ENGLISH AND HAVE A GREAT HOLIDAY!

Track 53

AMAZING HOLIDAY SPOTS

CANADA

This is not the United States' boring neighbour, but the second largest country in the world with tons of fun things to do and see. If you are into winter sports, you'll really enjoy Canada. Ice hockey is the national sport, and curling is also popular. The spectacular Niagara Falls, one of the largest waterfalls in the world and one of the Seven Wonders of the World, are only one and a half hours away from Toronto, Canada's largest city. If you visit the snowy North, you will see the dazzling Northern

Lights, which is the Earth's natural light show. And this is the country where you can go whale watching in many different places: humpbacks on the coast of the Atlantic Ocean, mammoth blue whales on the St Lawrence River, or the magnificent killer whales near Vancouver Island. Anyone who loves adventure can enter Iceberg Alley in summer, and see icebergs the size of huge buildings. You know what happened to the Titanic, but you probably don't know it happened there!

AUSTRALIA

Australia is not only about sunshine, barbecue and Christmas parties on the beach. One of its greatest attractions is Ayers Rock in the Northern Territory, the world's largest monolith and a very sacred place to the Aborigines, the native population of Australia. If you visit the country's largest city Sydney, don't miss seeing the famous Sydney Opera House. Among the many golden beaches stretching from the north to the south, Bondi Beach in the suburbs of Sydney is the most famous one. If you're keen on surfing, this is paradise, but watch out for strong currents, sharks and jellyfish. If you want to explore the marine world, visit the Great Barrier Reef, which is the longest coral reef in the world. With over 1,000 species of tropical fish and other sea creatures, and 200 varieties of coral, the best way to explore the reef is to snorkel or scuba dive. If you want to see kangaroos, visit Kangaroo Island, or you can walk with penguins and meet koalas at Phillip Island Nature Park near Melbourne. If you're planning to visit Canberra, the country's capital, don't miss the Canberra Balloon Fiesta when hot air balloons of all shapes and sizes fill Canberra's skies.

NEW ZEALAND

Russell Crowe was born there, *The Lord of the Rings* was filmed there, and there are 100 million sheep there, which is much more than its whole population. New Zealanders call themselves Kiwis, but the original New Zealanders are the Maoris, who are known for their "Moko", their body and face tattoos. A large part of New Zealand consists of snow-capped mountains, so it's perfect for snowboarding or skiing in the winter. Kiwis love sports, especially rugby, but New Zealand is one of the best places in the world for adventure sports. It is the home of bungee jumping and several extreme sports including white water rafting. Its biggest tourist attraction is Rotorua, which smells of rotten eggs because of all the sulphur, but it has natural bubbling mud pools and geysers. There are also some amazing caves, which are seen in *The Lord of the Rings*, glaciers, and strange birds called keas, which eat tents and shoes. There are 76 species of whales and dolphins on the planet, and New Zealand is where you can see almost half of them!

LESSON 2 SUMMER PLANS

Track 54

Reporter: Hi, guys! We are doing a profile on how 14-year-olds spend their summer holidays. We've visited five schools so far, and today we'd like to ask you some questions. We're going to choose the five most popular holiday spots in our special show on 28 June, and there will be prizes! So, make sure you fill in the right information on your bingo cards.

Sarah: Are we all going to get a prize?

Reporter: Unfortunately, not. There are only five prizes, but maybe you'll be one of the lucky winners. And what's your name?

Sarah: It's Sarah.

Reporter: Have you already made any plans for your summer holidays?

Sarah: Well, I'd like to visit some friends in Croatia, but I think I'm going to spend my holidays in Brighton, as usual. It's probably not as beautiful as the Adriatic coast, but I'm going to go roller-skating on the promenade, lie on the pebble beach, and, of course, read tons of books.

Reporter: And what's your friend's name? Yes, the blonde girl sitting next to you.

Celia: I'm Celia, and I'm so excited about this summer, because my cousin from the States is coming to England. I'm going to show her all the cool places, and we're going to go shopping in Manchester.

Jill: Oh, Celia, don't you ever get tired of shopping? I bet I'm going to have the coolest holidays. My father is a marine biologist, and he's doing a research on Canada's marine world. I'm finally going to see the beautiful orcas!

Reporter: You are a lucky girl! And what is the boy sitting behind you going to do this summer?

Simon: I'm Simon, and it's my dream to go to the States, especially Florida, but I guess I'm just going to do the usual stuff, play basketball, and hang out with my friends. Maybe I'm going to visit some cousins in Liverpool, but that's just an idea.

Brian: I hope you're not going to become a Liverpool or Everton fan.

Simon: Are you nuts? Arsenal is the best club in England. What about you Brian? Are you going to go to a summer camp this year?

Brian: No, I'm not. I don't have any special plans this year. I'm going to enjoy the beautiful landscapes from *The Lord of the Rings*, but only on DVD. One day, though, I'm going to visit New Zealand.

Adrian: And, until then, you can help me repaint my room!

LESSON 3 THERE'S NO TIME LIKE SCHOOL TIME

Track 55

ETON – THE MOST FAMOUS PUBLIC SCHOOL IN THE WORLD

Located in the town of Eton, north of Windsor Castle in England, Eton is often described as the most famous public school in the world. Eighteen British Prime Ministers have attended it, as well as members of the Royal Family, poets, musicians, actors and other celebrities. Many fictional characters have been described as Old Etonians (ex-students of Eton), and these include the pirate Captain Hook and the secret agent James Bond.

This is a public school for boys only, but don't get confused! The name "public" comes from the times when the children of important families started to attend schools with ordinary people, instead of being educated at home. So, this is actually an expensive private school, where students live as well as study. This does not mean you can enrol without an entrance exam, which is not easy to pass.

Eton was founded in 1440 by King Henry VI, and is divided into 24 boarding houses, which compete at sports and education, especially with Harrow, another famous old school. Eton is also well-known for its traditional uniform, small classes and excellent facilities. However, it's not only about prestige, but hard work and discipline as well.

So what does a typical day at Eton look like? A bell wakes you up at 7.30, then you have breakfast in a dining hall, which may not be in your boarding house, so you'll actually have to walk for a couple of minutes to grab a bite. The lessons finish at lunch time, which is when you can actually take off your school uniform and do some sports or enjoy your free time, but sometimes classes can last until six. Dinner is at 7.30 p. m., then prayers, and then time for homework.

With a number of playing fields, sports are very important at Eton. Football, rugby, field hockey, tennis and athletics are all popular, as well as rowing. The annual cricket match against Harrow has been played there since 1805. The Eton Wall Game is still played today, and was given national publicity when it was taken up by Prince Harry. Music and drama are also of great importance at Eton, and the school even gives scholarships for talented musicians. The school has a theatre and several music halls, so every year several plays are put on and you can enjoy some fabulous concerts. So, if you don't get homesick at weekends, this sounds like a cool place to spend your school days.

LESSON 4 AMY'S END-OF-SCHOOL PARTY

Track 56

Celia: Excuse me, I'm not from this neighbourhood, so I'm a bit lost. Can you tell me the way to Bradford Street?

Tourist: I'm sorry, but I'm from Germany. I can look on the map, if you like.

Celia: No, thanks. I'll ask someone else. Excuse me, how can I get to Bradford Street?

Boy: I'm not really sure where it is. Why don't you ask someone else?

Celia: Thanks for nothing. This woman is my last chance. Excuse me, do you know where Bradford Street is?

Woman: I'm in a hurry, and I'm really awful at giving directions. Sorry!

Celia: Unbelievable! What shall we do now?

Cousin: Why don't you phone Amy?

Celia: Of course, why didn't I think of that before?!

Track 57

Amy: Hello. Is that you Celia? Where have you been? Everyone is already here.

Celia: I think I took the wrong bus, and now I'm lost.

Amy: Where are you?

Celia: I'm in Russell Square, but I don't know where to go from here.

Amy: OK, take bus number 25, and then get off at the third bus stop, which is Milton Road. Call me when you get there.
(15 minutes later...)

Celia: Hi, it's me again. Where do I go from here?

Amy: Go straight down Milton Road, and at the end of Milton Road there is a supermarket. When you get there, turn left into Park Road.

Celia: OK, I'm in Park Road now. Now what?

Amy: Go straight down Park Road, past the post office, then cross at the traffic lights and go straight on until you see the Magnolia Theatre at the corner of Park Road and Willow Street. Then turn left into Willow Street.

Celia: OK, I'm in Willow Street now.

Amy: Go straight down Willow Street, and Bradford Street is the third on your right. The bookshop is on your left.

Celia: Great, we are here! So, where is your house?

Amy: It's number 38, just opposite the park.

Celia: Thank God I can see you, I've had enough of sightseeing!

LESSON 5 WHAT'S SO SPECIAL ABOUT SCOTLAND?

Track 58

EVERYDAY SCOTLAND

Scotland is a part of the United Kingdom and Great Britain, bordering with England. It is special in many ways.

LANGUAGE

English is the official language, but there are two other officially recognized languages: Scots (similar to English) and Scottish Gaelic (a completely different language). Only about 1% of the population speaks Scottish Gaelic, mainly in the Highlands.

MOMENTS TO REMEMBER IN SCOTTISH HISTORY

Did you know that the Romans ruled England, but not Scotland, and since the Scots were quite rebellious, the Romans built Hadrian's Wall? If you have seen the film *Braveheart*, you know who William Wallace was, a legendary Scottish warrior who united the 13th century Scots in their fight for independence. It is also interesting to know that Scotland had its own king until 1603, when James VI of Scotland also became James I of England. After the Union of the Crowns, the King no longer held court in Scotland.

INTERESTING PLACES

The capital city of Scotland is Edinburgh, but the largest city is Glasgow. The country has 790 islands and a lot of lakes, known as lochs. The most famous is Loch Ness where thousands of people travel every year to see the Loch Ness Monster. Tourists also like to explore the Highlands, the mountainous areas of Scotland, with Ben Nevis, the highest peak in the British Isles. There you can see Highland cattle, an old Scottish breed of beef cattle with long horns and wavy hair. Scotland has over 300 castles, and among the most famous ones is Edinburgh Castle with a spectacular view of the city, where you can see the Scottish Crown Jewels. People who visit the castle at night sometimes say they see ghosts.

POPULAR SPORTS

If you're into golf, don't forget to visit St Andrews, the first university in Scotland, which is known internationally as the home of golf. What you probably don't know is that it was the Scots who invented golf. In addition to football and rugby, there's curling and the Highland Games, Scotland's most important sports competition.

CUSTOMS AND TRADITIONS

When people think of Scotland and Scottish traditions, they always think of kilts, which are the Scottish national costume. Their checked pattern is called tartan, and it shows which clan you belong to. The bagpipes are Scotland's traditional musical instrument, which are played at important events in Scotland, such as Burns Night. This event celebrates the birthday of Robert Burns, Scotland's most famous poet, who wrote hundreds of poems and folk songs, including *Auld Lang Syne*, the song that people sing on New Year's Eve.

FOOD AND DRINK

Haggis is perhaps the best known Scottish delicacy and is eaten on special occasions, such as Hogmanay (New Year's Eve) and Burns Night. It is made of pieces of lamb heart, liver, lungs, onions, spices and animal fat, boiled in a sheep's stomach. The Scots are also fond of deep-fried food, and Glasgow is the home of the deep-fried Mars bar. Everyone associates whisky with Scotland, where it has been produced for hundreds of years, so in other English speaking countries it is often called Scotch.

FAMOUS SCOTS

You probably don't know this, but life would be much more difficult if it hadn't been for some clever Scots. James Watt developed the first steam engine, John Logie Baird invented the television, Alexander Graham Bell invented the telephone and Alexander Fleming discovered penicillin, which has since saved millions of lives. Scotland is also the birthplace of many famous writers, such as Sir Arthur Conan Doyle, the author of the *Sherlock Holmes* stories, Bram Stoker, the author of *Dracula*, and J. M. Barrie, the author of *Peter Pan*. Did you know that J. K. Rowling originally wrote her *Harry Potter* series in a coffee-shop in Edinburgh? Finally, let's not forget that many famous actors were also born in this beautiful country, Sean Connery being the most famous one. EN

APPENDIX

CHRISTMAS

Track 59

THE GIFT OF THE MAGI

Narrator: Della and Jim Young are a young married couple who have very little money. On the day before Christmas, Della counts the money she has saved for months. She wants to buy her husband a special present for Christmas. When she finds she has less than two dollars, she lies down and starts crying. She hasn't got enough to buy a nice present for Jim. Suddenly, a great idea comes to her. She looks at herself in the mirror and she takes down her brown, shining hair which almost reaches her knees.

Della and Jim have two things they are very proud of. One is Jim's gold watch, which belonged to his father and his grandfather before him. The other is Della's beautiful, long hair. Della knows what she is going to do. She has to sell her hair to get money for Jim's present. Tears fill her eyes as she runs down the stairs into the street. When she enters Madame Sofronie's shop, she is almost out of breath. She wants her hair to be cut quickly so that she doesn't change her mind. Madame Sofronie cuts Della's hair and gives her the money. Twenty dollars. She can now buy something worthy of Jim. She goes from one shop to the other. At last she finds it – a platinum watch chain. She is happy that Jim can now throw away the shabby old leather strap which he uses to take the watch out of his pocket. When Jim comes home and sees Della's short hair he says nothing. He just looks at her. After a while, Jim takes Della's Christmas present out of his pocket.

Della opens the box and finds a set of beautiful combs there. She begins to cry. She has always admired these expensive combs made of tortoise shell and little jewels, but she has never really dreamed of possessing them. She can now understand Jim's surprise at the sight of her short hair. Della gives Jim his present, but he does not take out his watch to fit the chain. He has sold it to buy the combs for his wife.

APPENDIX

Track 60

SEVEN IMPORTANT DAYS IN THE EASTER CALENDAR

- 1 **ASH WEDNESDAY** is the first day of Lent, which is a period of 40 days before Easter, during which Christians usually give up some of their usual pleasures. On this day some Christians put ashes on their foreheads as a sign of penitence.
- 2 **PALM SUNDAY** is the Sunday before Easter, which is the first day of Holy Week. The name comes from the palm branches that were thrown on the ground in front of Jesus as he entered Jerusalem. On this day people take palm or olive branches to church, and in some churches they are given small crosses made of palm leaves.
- 3 **MAUNDY THURSDAY** is the Thursday before Easter on which Christ told his 12 apostles, at the Last Supper, to love one another and symbolically washed their feet. For many centuries, Christian kings and queens washed the feet of the poor on this day. The Queen of England still gives "Maundy money", specially-made coins, to poor and old people in a special ceremony on Maundy Thursday. The number of people is the same as the Queen's age in years, and they are given the gifts of money for food and clothes.
- 4 **GOOD FRIDAY** is the day when Christians remember Christ's crucifixion. On this day people fast and the church bells stop ringing. It is a public holiday in Great Britain and a day when toasted hot cross buns are eaten with butter.
- 5 **EASTER EVE** is the Saturday before Easter Day when churches are closed and quiet, which symbolises Christ lying in the tomb. Many Christians go to the evening mass, which is called a vigil.
- 6 **EASTER SUNDAY** or Easter Day celebrates Christ's rising from the dead. Many Christians go to church on Easter Sunday and eat blessed food for breakfast. It is not as much about food and presents as Christmas, but people give presents of Easter eggs, especially to children. In the USA eggs are usually coloured and decorated by children and then hidden by their parents. On Easter morning children hunt for them, because they believe they were hidden by the Easter Bunny.
- 7 **EASTER MONDAY** is a public holiday in England, when people enjoy their free time with their family, visit friends, or sometimes go to the seaside.

NEW BUILDING BRIDGES 8

ANSWER KEY

LESSON 1 *Do You Fit In?*

A

1 up, 2 by, of, 3 at, 4 up, 5 at.

B

4, 5, 7, 1, 2, 9, 10, 3, 6, 8.

C

1 outfit, 2 ambitious, competitive, 3 picky, 4 ingenious, 5 vandalism.

Students' answers.

D

1 wears, 2 spends, 3 study, do, 4 gives, 5 listens, 6 plays.

E

punk rockers ✓

1 wear, 2 listen, 3 have, 4 sounds, 5 are, 6 says, 7 looks, 8 use, 9 experiment, 10 don't let, 11 thinks, 12 stand up, 13 skip, 14 am, 15 is, 16 are.

F

1 Punk rockers don't look like heavy metal fans.

2 Punk rockers don't have long hair.

3 Sid's mum doesn't like his hair.

4 Sid doesn't experiment with tattoos and piercing.

5 Sid isn't rude to his teachers.

6 Sid doesn't have his own band.

G

1 describes, 2 wear, 3 are, 4 choose, 5 love, 6 is, 7 believes, 8 listen.

H

1 **does** (Punk rock.), 2 **are** (Black leather jacket, a pair of combat boots/Converse sneakers, metal chain.), 3 **Does** (No.), 4 **Do** (No.), 5 **does** (That he is rebellious.), 6 **is** (Because he's aware of all kinds of social injustice.) 7 **does** (He dreams of having his own band.), 8 **does** (No.).

I

- 1 What do emos wear?
- 2 Where do they sit?
- 3 Why do they like poetry?

J

SUBJECT PRONOUNS: I, you, he, she, it, we, you, they.

OBJECT PRONOUNS: me, you, him, her, it, us, you, them.

REFLEXIVE PRONOUNS: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

POSSESSIVE ADJECTIVES: my, your, his, her, its, our, your, their.

K

- 1 herself, 2 her, 3 her, 4 she, their, 5 it, 6 they.

L

- 1 himself-themselves; 2 her-herself; 3 them-themselves; 4 she – her; 5 he’s – his; 6 their – their.

M

Students’ answers.

LESSON 2 *What’s Up?*

A

ACROSS: 1 awesome, 6 message, 7 focus;

DOWN: 2 out, 3 research, 4 nerd, 5 pick, 8 rehearse, 9 without, 10 treat.

B

- 1 awesome, 2 nerd, 3 do without, 4 pick out, 5 pick up, 6 rehearse, 7 focus, 8 research.

C

- 1 a concert, 2 the phone, 3 arrogant, 4 the computer.

D

- 1 რა ხდება?
- 2 ზარზე არ პასუხობს.
- 3 არაფერს!
- 4 თქვენ დაუკავშირდით ნომერს...
- 5 აილე ყურმილი!
- 6 არა უშავს.

E

1 doing, 4 taking, 5 dancing, 7 studying, 8 shopping, 10 rehearsing, 12 getting, 13 having, 14 sitting.

F

1 is sitting, 2 is studying, 3 is rehearsing, 4 is doing, 5 is playing, 6 are taking, 7 is having, 8 am picking.

Students' answers.

G

Students' answers.

H

4, 3, 5, 1, 2, 7, 6; practice, am going, am; count, am having; is ringing, am; am having, is; calls, am studying, means; am hoping/hope; want.

I

1 do, 2 is, 3 are, 4 do, 5 are, 6 do, 7 are, 8 does.

Students' answers.

J

- 1 When does Sarah meet Amy at the library?
- 2 What is Amy reading for the second time?
- 3 Which writer do Amy and Sarah like?
- 4 Where does Sarah invite Amy?
- 5 Why is Celia angry with Simon?
- 6 What are the Sherlocks doing?
- 7 How often do Simon and his friends play basketball?

K

POSSESSIVE PRONOUNS: mine, **yours**, his, **hers**, **its**, **ours**, yours, theirs.

POSSESSIVE ADJECTIVES: my, **your**, his, her, its, our, your, **their**.

L

1 your, mine; 2 your; 3 my, his; 4 our; 5 theirs, yours; 6 your.

LESSON 3 *Brian's Biology Project*

A

4, 3, 2, 1, 7, 5, 8, 6.

B

1 extracurricular activities, 2 religious activities, 3 foreign languages, sports lessons, 4 youth group, 5 recreational programmes, 6 community service.

C

VERB	NOUN
concentrate	concentration
die	death
advertise	advertisement
educate	education
behave	behaviour
ADJECTIVE	NOUN
curious	curiosity
violent	violence
legal	law
alcoholic	alcohol
dangerous	danger
active	activity
VERB	ADJECTIVE
produce	productive
attract	attractive
drink	drunk

D

1 drunk, 2 productive, 3 attractive, advertisements, 4 concentration, 5 violent, 6 educate.

E

1 illegal, 2 amounts, 3 fines, under-age, 4 violent, 5 damage, 6 average.

F

1 25%, 40%, 2 8th, 3 1/3, 4 3rd, 5 5,000, 21, 6 20%, 14-16.

G

1 a half, 2 fourteenth, 3 three hundred and sixty eight, 4 ninety-five percent, 5 four thousand seven hundred and thirty, 6 five million.

LESSON 4 *What's Eating Amy?*

A

1 wear, 2 notes, 3 good, 4 mess, 5 mood, 7 strange, 9 kind, 10 bet.

B

1 grump, 2 clumsy, 3 drag, 4 miserable.

C

1 at, 2 with, 3 on, 4 in, 5 to.

Students' answers.

D

1 მაინც, რა გქვია?

2 თმა სულ აწენილი აქვს.

3 ის ცუდი მოცეკვავეა.

4 ოდესმე არის კარგ ხასიათზე?

5 ასეთ ბუზლუნასთან შეხვედრას ვინ მოისურვებს!

E**Statements:** 2, 3, 4, 6, 7, 8, 10.**Yes/No questions:** 5, 11.**Wh-questions:** 1, 9, 12.**F**

1 Girls say that she always carries those stupid notes.

2 Boys say that she looks a bit strange.

3 Girls think that she is not good at dancing.

4 Boys think that she isn't on the school sports team.

5 Girls say that she never hangs out with them.

G

1 Girls ask why she always wears such awful clothes.

2 Girls wonder if she is ever in a good mood.

3 Boys wonder what kind of music she likes.

4 Boys ask if she ever goes out.

5 They still ask what her name is.

H

1 Girls say that my hair is always a mess.

2 Girls say that I never hang out with them.

3 Boys wonder if I ever go out.

4 Girls wonder if I am ever in a good mood.

5 They wonder why I always wear such awful clothes.

6 They still ask what my name is.

I

1 Sarah says that I am such a drag.

2 She wonders why she always has to listen about my problems.

- 3 Sarah says that I am never there when she needs my help.
- 4 Sarah says that I never want to go out for a pizza and that I only talk about calories.
- 5 She wonders if I eat anything.

J

Students' answers.

K

- 1 Amy's mum asks if everything is OK at school.
- 2 Amy's dad often asks why she never goes to the swimming pool.
- 3 Amy's cousin always says that he likes her hair.
- 4 Amy says that she is glad that they care.

L

- 1 "I am proud of you."
- 2 "Would you like a cup of tea?"
- 3 "Why does history give you such a headache?"
- 4 "Will Brian ever ask me out for cake?"

M

Students' answers.

LESSON 5 *From Brian's Bookshelf: Grease*

A

- 1 groups, 2 fling, 3 ignore, bump into, 4 make up, 5 upset, 6 apologize, 7 miserable, 8 reunite.

B

- 1 The Pink Ladies and the T-Birds are the names of two main groups at Rydell High School.
- 2 They want to know about Sandy's and Danny's summer fling.
- 3 Danny ignores Sandy because he wants to be cool.
- 4 He takes her to the school dance because he wants to make up with her.
- 5 Sandy is upset because Danny ends up dancing with his ex-girlfriend.
- 6 Danny apologizes to Sandy at the drive in movie.
- 7 Danny is miserable because she throws back his class ring.
- 8 Danny and Sandy reunite at the carnival.

C

Over the Rainbow (from *The Wizard of Oz*); *Take a Chance on Me* (from *Mamma Mia*); *Aquarius / Let the Sunshine In* (from *Hair*); *Singin' in the Rain* (from *Singin' in the Rain*)

E

1 A, 2 B, 3 B, 4 A, 5 B, 6 C, 7 A, 8 B, 9 C, 10 A, 11 C, 12 C, 13 B, 14 A.

Revision: Unit 1

A

1 is reading, 2 doesn't like, 3 are working.

B

1 into, 2 up, 3 out.

C

1 gadget, 2 nerd, 3 awesome.

D

1 When is Brian's team playing their first match this season?

2 Does Jill have hip-hop classes every week?

3 Which sport does Simon like playing?

E

1 global, 2 competitive, 3 preparation.

F1 Can you call me later? I **am** studying in the library and nobody is talking.2 How often **does** your brother have football training sessions?3 **Do** computer geeks care about fashion? Not really, but they are crazy about new gadgets.**G**

1 ... that she loves her new pair of jeans.

2 ... that she doesn't believe him.

3 ... that he would like to have his own band.

H

1 by, 2 at, 3 of, with.

I

1 his, 2 it's, 3 them, their.

J

1 /s/ speaks, talks, puts, listens, reads, helps, looks, likes.

2 /z/ spends, belongs, plays, goes, wears, says, tells, does, calls, buys, cares, plays, considers.

3 /ɪz/ studies, misses, practises.

K

- 1 Would you like to come over to my place and watch *Grease* with me?
- 2 Why doesn't my English teacher like me?
- 3 Can you change your hairstyle?

L

- 1 B, 2 C, 3 A.

M

- 1 curiosity, 2 grump, 3 look down on.

N

- 1 More than 50% **of** teenagers prefer to spend their free time alone than with their friends.;
- 2 This is not ~~mine~~ **my** book and I have to return it to the library.;
- 3 Emos sometimes think that nobody ~~doesn't understand~~ **understands** them.

O

- 1 million, 2 five thousand, 3 thirty per cent, eighth.

P

- 1 A bookworm, 2 C clumsy, 3 A are the same age as you.

Q

- 1 I wonder if you would like to go out with me.
- 2 I keep asking myself why there is so much injustice in the world.
- 3 I usually hang out with my friends on Sunday afternoon, but this Sunday I am studying for my history test.

R

- 1 Which sport does Brian prefer?
- 2 What are Celia and Jill participating in?
- 3 Why do some teenagers drink?

I HAVE A PROBLEM...

UNIT 2

LESSON 1 *It's Not Your Fault!*

A

6, 5, 3, 2, 1, 4.

B

Students' answers

C

1 failure, fault, 2 threatening, 3 miserable, 4 injustice, 5 victim.

2, 1, 3, 4, 5.

D

2, 4, 1, 3.

E

1 stand, 2 deal, 3 let, 4 speak.

F

1 anybody, somebody, nothing, something; 2 nobody, someone; 3 nothing, somewhere;

4 anywhere, anything; 5 nobody, somewhere.

G

1 everything, 2 everyone, 3 everything, something, 4 something, nothing, 5 anything,

6 someone, anywhere.

LESSON 2 *It's Nothing Serious, Is It?*

A

4, 1, 2, 3, 8, 7, 5, 6.

B

1 Study for your history test.

2 Please don't get another C.

3 Please put on that new skirt.

- 4 Please, don't have a pizza for lunch.
- 5 Please go for a walk after school.
- 6 Don't be late for school again.
- 7 Please don't work late again.
- 8 Don't spend so much time in front of the computer.

C

- 1 ... not to work late.
- 2 ... not to be late for school.
- 3 ... to go for a walk after school.
- 4 ... not to eat pizza for lunch.
- 5 ... not to get another C.
- 6 ... not to spend so much time in front of the computer.
- 7 ... to put on that new skirt...
- 8 ... to study for my history test.

D

... to help her make a vegetable soup... not to let her eat alone every day... to go for a walk with her... not to spend evenings watching TV... not to bother her with her marks... to help her with her maths homework... not to let her sit around with only her computer for company... to spend more time with her... to let her choose her own clothes... not to buy her skirts any more... not to be angry when she gets a C in history... to praise her when she gets an A in English.

E

- 1 Linda hardly ever eats vegetables.
- 2 She usually has a pizza for lunch.
- 3 She frequently spends evenings playing computer games.
- 4 She is always sleepy in the morning.
- 5 Her parents never go for a walk with her.
- 6 They are often angry when she gets a bad mark at school.
- 7 They are rarely at home for dinner.
- 8 They normally work late.

F

Students' answers.

G

Students' answers.

LESSON 3 *Bullying Bites*

A

1 seriously, 2 fights, tough, 3 popular, 4 different, violence, 5 group, consequences, 6 insecure.

B

ADJECTIVES	ADVERBS
deliberate	deliberately
aggressive	aggressively
insecure	insecurely
repeated	repeatedly
verbal	verbally
hard	hard
slow	slowly
quiet	quietly
good	well
happy	happily

C

1 special, respected; 2 openly; 3 verbally, physically; 4 aggressive; 5 tough, insecure, 6 easily; 7 serious, badly; 8 quickly.

D

1 seriously, 2 tough, 3 bad, 4 well, 5 angrily, 6 horrible, 7 quickly, 8 firmly, 9 loudly, 10 brave, 11 nice, 12 perfectly, 13 happily, 14 happy.

E

1 I think... 2 I agree. 3 I don't agree. 4 Perhaps, but... 5 That's right. 6 I don't think so. 7 I believe... 8 True. 9 Yes, maybe, but... 10 Absolutely.

F

Students' answers.

LESSON 4 *Parentsintrouble.com*

A

1 enter, 2 sneak, 3 smell, 4 in common, 5 takes care, 6 worried, 7 desperately, 8 hard, 9 shuts, 10 angry, 11 figure, 12 best, 13 solve, 14 clue.

B

1 with, 2 for, 3 with, 4 in, 5 into, 6 out.

C

1 can, 2 can't, 3 can, 4 can't, 5 can't, 6 can, 7 can, 8 can't.

D

1 .. play tennis... 2 play the piano... 3 feel that he is in trouble... 4 enter his room... 5 talk to him about his problems... 6 hear him scream at night... 7 deal with this problem by themselves.

E

1 must, 2 mustn't, 3 should, 4 have to, 5 shouldn't, 6 should.

F

2 I mustn't hang out with "The Untouchables".

3 I should join the ABC.

1 You don't have to play the violin.

2 You can take up playing water polo instead of playing tennis.

3 We have to spend more time together.

G

1 should, 2 can't, 3 have to, 4 must, 5 should, 6 can't, 7 don't have to, 8 can, 9 must, 10 have to, 11 can't, 12 has to, 13 has to, 14 have to / must.

H

Students' answers.

LESSON 5 *From Brian's Bookshelf/ Billy Elliot*

A

1 psychologist, 2 police officer, 3 hairdresser, 4 fashion designer, 5 doctor, 6 film director, 7 pilot, 8 lawyer, 9 teacher, 10 miner, 11 nanny, 12 shop assistant, 13 boxer, 14 sailor, 15 astronaut, 16 football player, 17 architect, 18 ballet dancer.

B

5, 3, 2, 1, 4, 6.

C

1 ... looks after small children... 2 cooks... 3 serves food and drinks... 4 guards famous people... 5 fixes cars... 6 travels around the world with groups of people.

D

1 inherited, 2 forbids, 3 encourages, 4 witnesses, 5 audition, 6 prejudiced, 7 tale, 8 against all odds.

E

Students' answers.

Revision: Unit 2

A**1 indefinite pronouns:** 1 everything, 2 everyone, 3 nowhere, 4 anything.**2 reported commands and requests:** 1 ... not to throw things all over the floor.

2 ... not to forget to do my homework.

3 ... to call her later.

3 modal verbs: 1 can, 2 have to, can't, 3 should, can't, 4 can, don't have to.**B**

1 hard, hardly ever, 2 terrible, fast, dangerously, 3 well, quietly.

C

Students' answers.

D

1 Because she is his last hope.

2 They call him a nerd and they laugh at him, they also hide his schoolbag or they throw his stuff around. He even gets threatening text messages.

3 They tease him or they just do nothing.

4 No, because his best friend doesn't talk to him anymore.

5 They don't know what is going on.

6 They think he should forget about it.

7 He is depressed.

8 He is sitting in his room and playing the guitar.

E

1 nobody, anything, 2 everybody, 3 something, 4 nothing, 5 everything, 6 anywhere,

7 somebody, something.

F

Students' answers.

UNIT 3

LOOKS ARE NOT ALL THAT MATTERS

LESSON 1 *Pretty, Popular... Unhappy?*

(A)

1 bet, 2 friends, 3 competition, 4 diet, 5 party, 6 lie.

(B)

2, 5, 1, 6, 3, 4.

(C)

1 advice, 2 supportive, 3 exist, 4 pretend, 5 relief, 6 fancy, 7 support, 8 strength.

(D)

1 over, 2 up, 3 out, 4 to, 5 on, 6 away, 7 up, 8 out.

(E)

1 hasn't, 2 has, 3 haven't, 4 hasn't, 5 have, 6 haven't, 7 have, 8 hasn't.

(F)

1 found, 2 talked, 3 been, 4 had, 5 made, 6 invited, 7 met, 8 got.

(G)

1 ... hasn't studied,... 2 has asked Brian out to the party,... 3 hasn't called Sarah,... 4 hasn't gone shopping,... 5 has gone on a diet,... 6 has bought a fashion magazine,... 7 has taken up going to the gym,... 8 hasn't signed up for the ABC.

(H)

1 Brian has just invited Amy to the ABC party.

2 The Sherlocks have already composed the ABC anthem.

3 Bran has already figured out who Cinderella really is.

4 Sarah and Jill have already made posters for the ABC party.

5 Brian has already received two messages from Celia.

6 Brian and Amy haven't met yet.

7 Nobody has invited Celia to the party yet.

8 Sarah, Jill and Brian have already signed up for the ABC.

I

- 1 prettier, thinner, taller, thin, smaller, fuller, longer, more fashionable, more popular, happier.
- 2 the trendiest, the coolest, the most exotic, the most interesting, the most exciting, the most popular, the happiest.

J

- 1 perfect, the most amazing, stronger, the shortest.
- 2 smooth, better, creamier, more softening, the ugliest.
- 3 hungry, the healthiest, the most efficient, the most important.
- 4 pale, healthier, easier, better, stronger.

LESSON 2 *What an Awful Week for Celia!*

A

Dialogue 1 A: weight; B: awful; A: pimples; B: freak out.

Dialogue 2 A: recognize; B: disappointed, notice.

Dialogue 3 B: preach; A: coward, sign up.

B

1 awful, 2 coward, 3 recognize, 4 freak out, 5 disappointed. Hidden word: LOOKS.

C

1 put, 2 become, 3 freaked, 4 spoken, 5 got, 6 told, 7 signed, 8 been, 9 eaten, 10 had, 11 asked, 12 turned.

D

HAPPY: has sighed for the SAC..., has had a chocolate bar..., has appeared on the cover page..., has done many shows... has smiled in magazines and on TV.

UNHAPPY: has hardly spoken to her friends..., has been busy..., has felt lonely..., hasn't seen her family..., hasn't heard from her best friend..., hasn't slept in her own bed..., hasn't really been happy.

E

1 recently, 2 since, 3 for, 4 for, 5 today, 6 ever, 7 never, 8 never, 9 for, 10 this month, 11 today, 12 since, 13 for, 14 for, 15 never.

F

Students' answers.

G

- 1 How long have you been a model?
- 2 How many times have you appeared on the cover?

- 3 Which exotic places have you visited?
- 4 Have you ever had pimples?
- 5 What have you eaten today?
- 6 How much money have you spent on your clothes recently?
- 7 Have you ever dated a famous guy?
- 8 Since when haven't you seen your family?
- 9 Why have you signed up for SAC?
- 10 What important decisions have you made recently?

H

6, 7, 4, 3, 2, 8, 1, 10, 9, 5.

I

1 Has anyone invited you..., Have you already decided..., 2 haven't you signed up..., Have you ever cared..., 3 haven't you been..., haven't you called.

J

Students' answers.

LESSON 3 *What's the Price of Perfection?*

A

4, 1, 2, 3.

B

1 wrinkles, gorgeous, 2 effects, implants, 3 muscles, powerful, 4 under-weight, pressure, pale.

C

1 increase, 2 side effects, 3 damage, 4 starve, 5 severe, 6 refuse.

D

Botox injections: flu-like symptoms, headache, stomachache.

Lip augmentation: allergic reactions, redness, swelling, bleeding.

Steroid abuse: pimples, hair loss, liver damage, heart damage.

Anorexia: hair loss, loss of menstrual periods, kidney and heart problems, emotional pain.

E

1 want, 2 smile, might not be, 3 may surprise, 4 is, 5 puts.

F

T, F, F, T.

G

1 ... might lead to,... 2 may include,... 3 may cause,... 5 might get.

LESSON 4 *What Should I Wear?*

A

	jeans	dress	boots	jacket	shirt	trousers	boxers
baggy	✓					✓	
leopard-print	✓	✓	✓	✓	✓	✓	✓
mini		✓					
cotton		✓		✓	✓	✓	✓
slim-fit	✓	✓		✓	✓	✓	✓
silk		✓			✓		✓
hooded				✓	✓		
high-heeled			✓				

B

Students' answers.

C

Students' answers.

D

1 glamorous, 2 chic, 3 cheap, 4 interesting, 5 tacky, 6 trendy, 7 scruffy, 8 casual, 9 elegant, 10 old-fashioned, 11 uncomfortable.

E

1 A, 2 C, 3 B, 4 C, 5 C, 6 B, 7 C, 8 B.

F

1 Adrian is wearing his favourite pair of military boots even now.

2 Simon has always liked trendy clothes.

3 Adrian hardly ever wears shoes.

4 Jill hasn't worn her new pair of trainers yet.

5 Amy has never worn a mini skirt.

6 Jill usually wears inexpensive but interesting clothes.

7 Amy is wearing a new pair of jeans today.

G

1 grab, 2 says, 3 wear, 4 have bought, 5 haven't worn, 6 thinks, 7 have tried, 8 have always liked, 9 go, 10 am wearing.

H

1 have had, 2 haven't worn, 3 I have put it on, 4 hate, 5 I'm trying, 6 is, 7 have always looked up, 8 tease, 9 don't have, 10 I'm doing, 11 have never wanted, 12 have always wanted, 13 have you ever stood up, 14 haven't done it yet.

I

- 1 Why is Brian wearing a Superman T-shirt?
- 2 Since when has Superman been Brian's favourite hero?
- 3 Why do Brian's friends sometimes tease him?
- 4 What does Brian think about fashion?

J

4, 1, 6, 3, 2, 5.

K

1 to come, 2 get, 3 to dance, 4 dancing, 5 bring, 6 go out.

L

- 1 Would you like to dance?
- 2 Shall I bring you a Coke then?
- 3 Would you like me to come with you?
- 4 Listen, why don't you get me a Coke?
- 5 We could go out to get some fresh air.
- 6 How about dancing with me?

M

Students' answers.

LESSON 5 *From Brian's Bookshelf/ An American Icon*

A

1, 6, 4, 3, 7, 10, 5, 9, 2, 8.

B

1 team, 2 War, 3 rebellion, 4 company, 5 rivals, 6 appeal, 7 lifestyle, 8 owners.

C

5, 8, 3, 4, 6, 7, 2, 1.

D1 Croatia, 2 Cravate/tie, 3 The French, 4 From the expression *a la Croate*, 5 To present Croatia as home of all the ties in the world, 6 Love and fidelity.

Revision: Unit 3

A

1 pimples, 2 recognize, 3 under-weight, 4 understanding, supportive, 5 campaign, 6 side effects, 7 damage, 8 allergic reaction, 9 successful, 10 increasing.

B

ADJECTIVE	NOUN	ADJECTIVE	NOUN
perfect	perfection	powerful, powerless	power
strong	strength	supportive	support
successful	success	lost	loss
emotional	emotion	happy	happiness
healthy	health	natural	nature

C

- I **am** listening to the new B Cool CD.
- How often **do** you have basketball training sessions?
- How many friends **has** she made on Facebook?
- She **has** never been to Canada.
- He **is** reading a love message.
- What **do** you usually do in the afternoon?
- Why **are** they jumping and hugging each other?
- How many points **has** she scored?
- Where **does** she often go shopping to clothes?
- Have** you ever won a local championship?

D

- 1 don't go, 2 stay, 3 spend, 4 am chatting, 5 is, 6 have made, 7 haven't met, 8 am saving, 9 have already found, 10 looks, 11 have also bought, 12 has promised.
- 1 have just downloaded, 2 have never heard, 3 have already made, 4 listens, 5 has also seen, 6 haven't been, 7 have promised, 8 don't go, 9 am, 10 practice, 11 are preparing, 12 hope.
- 1 have just got, 2 have already received, 3 doesn't surprise, 4 delete, 5 get, 6 sounds, 7 wants, 8 go, 9 am definitely going, 10 need.
- 1 have just scored, 2 have won, 3 are all jumping hugging, 4 is opening, 5 are preparing, 6 have, 7 have already missed, 8 have always been, 9 means.

E

- Has Paula ever been to Canada?
- What kind of music does Jay listen to?
- How many love messages has Andy received today?

4 Why is Samantha's coach opening a bottle of champagne?

5 Does Paula often go out?

6 What does Jay think about B Cool's new album?

7 Are Andy and Vicky going to the gym?

8 Why has Samantha missed so many classes?

F

1 He is **NOT** as good looking as some... cooler **THAN** most of them.

2 His last album is **THE** best hip hop album ever.

3 His lyrics are even **MORE** provocative...

4 No wonder *What's Up?* has been nominated for **AS** many...

5 B Cool is definitely the **MOST** popular hip hopper in the world.

G

1 Samantha might go to Canada.

2 His friend might be happy.

3 Vicky may not be on time.

4 Paula might spend too much time on Facebook.

5 B Cool might win a music award.

AFFAIRS OF THE HEART

UNIT 4

LESSON 1 *Love Hurts*

A

6, 7, 5, 1, 4, 8, 2, 3.

B

3, 7, 1, 8, 2, 6, 5, 4.

C

1 was, 2 were, 3 didn't want, 4 didn't like, 5 knew, 6 thought, 7 couldn't, 8 loved, 9 wasn't, 10 drove, 11 were, 12 had, 13 was, 14 was, 15 had, 16 wore, 17 didn't know, 18 fancied, 19 asked her out, 20 turned him down, 21 didn't tell, 22 didn't want, 23 didn't care, 24 saw, 25 started, 26 made, 27 sent, 28 stood you up, 29 got, 30 had to run, 31 had to hug, 32 read, 33 thought, 34 felt, 35 hoped, 36 wasn't sure, 37 didn't remember, 38 found, 39 laughed, 40 seemed, 41 didn't miss, 42 wanted, 43 turned around, 44 left.

D

1 went, 2 wasn't, 3 didn't like, 4 didn't have, 5 didn't drive, 6 liked, 7 didn't stand Louis up, 8 came, 9 saw, 10 didn't go.

E

1 were, 2 blew, 3 felt, 4 happened, 5 saw, 6 didn't know, 7 wasn't, 8 wore, 9 liked, 10 smiled, 11 gave, 12 wrote, 13 thought, 14 made.

F

- 1 Enrique couldn't manage to make Lorena go out with him.
- 2 Louis could hear them laughing at the party.
- 3 Louis was able to make the Gauchos first team.
- 4 Eva was able to think of a plan on how to make Louis jealous.
- 5 At first Louis couldn't believe Eva's message.
- 6 Louis couldn't scream when he saw Lorena and Enrique together.
- 7 Louis couldn't be sure if Lorena loved him.

G

Students' answers.

LESSON 2 *Sweet Little Lies***A**

1 solve, 2 case, 3 carry out, 4 investigation, 5 concentrate, 6 detail, 7 beginning, 8 impossible, 9 mood, 10 Unbelievable, 11 count on.

B

1 did, 2 did, 3 Were, 4 Did, 5 was, 6 were, 7 Did, 8 Were, 9 Was, 10 Did.

C

5, 6, 10, 7, 2, 8, 3, 1, 4, 9.

D**David:**

- 1 When did Pam leave?
- 2 Why did she leave so early?
- 3 Was she OK?
- 4 Were you together all the time?
- 5 Did she dance at all?
- 6 Did I tell you I like her very much?
- 7 Did she talk about me?
- 8 Did she tell you about my poem to her?

Vicky:

- 1 At around midnight.
- 2 Because her head hurt.
- 3 Yes, she was OK.
- 4 Yes, we were.
- 5 Yes, she did.
- 6 No, you didn't.
- 7 No, she didn't.
- 8 No, I didn't.

E

- 1 Why did I ask David to dance?
- 2 Did I tell Pam he's real pain?
- 3 Where did he buy this awful jacket?
- 4 Why did I put on these terrible shoes?
- 5 Why did I lie to Pam?
- 6 Was I jealous of her?

7 Why didn't anybody ask me to dance?

8 Where did Pam disappear?

F

Students' answers.

LESSON 3 *Great Romances of the 20th Century*

A

1 poverty, 2 married, 3 career, 4 retired, 5 exhibition, 6 rumour, 7 marriage, 8 blind, 9 friendship, 10 peace.

B

1 retired, 2 peace, 3 poverty, 4 marriage, 5 married, 6 friendship, 7 career, 8 rumours, 9 exhibition, 10 blind.

C

1 blind, 2 love, 3 inseparable, 4 stormy, 5 part-time, 6 height, 7 give up, 8 split up, 9 petty, 10 got, 11 criminal, 12 innocent, 13 violent, 14 isolated, 15 grave, 16 had, 17 protesting, 18 recorded.

D

1 peace, 2 get, 3 divorced, 4 become, 5 relationship, 6 violence, 7 quarrel, 8 career, 9 remain, 10 song.

E

1 Who met... 2 What happened... 3 What did Lisa find out... 4 What happened... 5 What did Lisa organize... 6 Which flowers did Lisa bring... 7 What did Lisa do... 8 Which Lisa's song promoted...

F

1 Who met Lisa on a blind date...

2 How did Bobby meet Lisa in a shabby coffee bar...

3 Where did Bobby meet Lisa on a rainy...

4 When did Bobby meet Lisa on a blind date...

5 What happened on a blind date...

G

3, 5, 1, 2, 4.

H

1 Who did he fall in love with?

2 When did he become the King of England?

3 What did he give up on December 11?

- 4 Why did he give up his throne?
 5 Which title did he get?
 6 Where did they live for the rest of their lives?

LESSON 4 *How Did They Meet?*

A

6, 9, 2, 1, 5, 8, 7, 10, 3, 4.

B

1 check-up, 2 course, 3 hours, 4 bandaged, 5 address, 6 thrilled, 7 world, 8 down.

C

1 for, 2 out, 3 out, 4 up, 5 into, 6 for, 7 into, 8 up.

D

1 haven't seen, 2 didn't understand, 3 saw, 4 fancied, 5 have they been, 6 spoken, 7 meet, 8 haven't been.

E

1 for a week, 2 in 1990, 3 yet, 4 last summer, 5 ever, 6 at the party yesterday, 7 today, 8 this month.

F

- 1 I haven't seen him since he changed school.
 2 Did you fall in love last summer?
 3 Have you been out with him this week?
 4 Why didn't you phone me yesterday?
 5 We have been together for two years.
 6 My parents split when I was six.
 7 He finally asked me out a minute ago.
 8 Since when have you been together?

G

hasn't spoken; said "yes", I was; have just put; wanted, asked; hasn't replied; was; have known; met, didn't know; went; have also tried, didn't want.

7, 5, 10, 4, 9, 3, 1, 2, 6, 9.

H

1 haven't told, 2 have repeated, 3 have known, 4 met, 5 did it happen, 6 told, 7 were, 8 grabbed, 9 quarrelled, 10 wanted, 11 realized, 12 stopped, 13 rushed out, 14 brought, 15 bumped, 16 sat down, 17 couldn't stop, 18 asked, 19 choked, 20 been, 21 haven't fallen out, 22 have just celebrated, 23 did, 24 have flown.

I

- 1 How long have Sarah's grandparents known each other?
- 2 When did they first meet?
- 3 How did they meet?
- 4 How long have they been married?
- 5 How did they celebrate their 40th anniversary?
- 6 For how long haven't they flown by plane?

Students' answers.

J

- 1 We have known each other for five years.
- 2 I last saw him on Friday.
- 3 They have been married since 1990.
- 4 Since when have you been in love with him?

K

Students' answers.

LESSON 5 *From Brian's Bookshelf/ Romeo and Juliet*

A

3, 4, 8, 1, 6, 2, 5, 7.

B

1 noble families, 2 bitter enemies, 3 masked ball, 4 vows of love, 5 sleeping potion, 6 love at first sight, 7 family tomb, 8 family quarrel.

C

- 1 They went in disguise.
- 2 He felt desperate.
- 3 He left at dawn.
- 4 They promised to build a monument.
- 5 They planned a wedding.
- 6 He married them secretly.
- 7 He bought a poison.
- 8 He was supposed to send a message.

D

2, 6, 11, 5, 7, 9, 1, 10, 8, 12, 4, 3.

E

The Prince and the Pauper, The Lord of the Rings, Oliver Twist, Harry Potter, Robinson Crusoe, All About a Boy, Gulliver's Travels, The Old Man and the Sea.

F1 Ernest Hemingway: *The Old Man and the Sea*2 J.R.R. Tolkien: *The Lord of the Rings*3 Charles Dickens: *Oliver Twist*4 Daniel Defoe: *Robinson Crusoe*5 J.K. Rowling: *Harry Potter*6 Jonathan Swift: *Gulliver's Travels*7 Nick Hornby: *All About a Boy*8 Mark Twain: *The Prince and the Pauper*

Revision: Unit 4

A

1 couple, 2 chat up, 3 split up, 4 divorce, 5 fancy, 6 a marriage, 7 devastated, 8 a blind date, 9 to ask out, 10 turn down.

B

1 decided, 2 hated, 3 promoted, 4 told, 5 wanted, 6 was, 7 didn't want, 8 managed, 9 pushed, 10 punished, 11 took, 12 told, 13 were, 14 put, 15 was, 16 killed, 17 figured out, 18 was, 19 decided, 20 found out, 21 was, 22 killed.

C

- 1 ... couldn't stop her from marrying Othello
- 2 ... was able to get Cassio drunk and pushed him...
- 3 ... could take revenge on Othello...
- 4 ... couldn't make Othello believe her.
- 5 ... was able to figure out that it was all Iago's fault...
- 6 ... couldn't live with his mistake.

D

- 1 What did Iago decide to do?
- 2 Why did Iago hate Othello?
- 3 Why was Desdemona's father furious?

- 4 How did Othello punish Cassio?
- 5 What did Iago put in Desdemona's room?
- 6 Why was Othello jealous?
- 7 How did Othello find out the truth?
- 8 What did Othello do in the end?

E

1 wrote, didn't write, 2 have been, 3 have shortened, 4 read, haven't read, 5 lived, spent, 6 were, played.

F

1 have been, 2 did Shakespeare write, 3 have you read, 4 have you seen, 5 did he spend, 6 played.

UNIT 5

HEROES

LESSON 1 *A Friend in Need Is a Friend Indeed*

(A)

1 the fire brigade, 2 a fire extinguisher, 3 an ambulance, 4 mouth to mouth respiration, 5 a fire alarm, 6 consciousness, 7 a bang, 8 test tubes.

(B)

10, 4, 1, 5, 2, 3, 8, 9, 6, 7;

whispered, off, caught, hesitate, escape, dead, tripped over, paid off, rescue, heavy.

(C)

1 A, 2 B, 3 B, 4 C, 5 A, 6 C, 7 B.

(D)

6, 5, 4, 1, 2, 3.

(E)

1 was trying, 2 were saving, 3 took, 4 went, 5 wasn't, 6 found.

(F)

1 was doing, 2 went out, 3 wasn't, 4 was, 5 wasn't thinking, 6 was going on, 7 was thinking, 8 was going, 9 was just finishing, 10 rang, 11 was going, 12 heard, 13 caught, 14 was trying, 15 was still ringing, 16 wasn't able to, 17 were itching, 18 was spreading through, 19 was trying, 20 lost, 21 fell down, 22 woke up, 23 saw, 24 were coughing, 25 laughing, 26 crying, 27 was crying, 28 was trying, 29 hugged, 30 saved.

(G)

Students' answers.

LESSON 2 *You've Got It All Wrong!*

(A)

5, 1, 7, 2, 9, 4, 6, 10, 8, 3.

B

1 happen, playground, mouth-to-mouth respiration – CELIA

2 suspicious, a mess – ADRIAN

3 set, experiments – AMY

4 killed, jokes, no idea – SIMON

C

1 choked, 2 hanging around, 3 carried away, 4 got, 5 admitted, 6 suspicious, 7 ages, 8 set.

D

1 were you doing, 2 were you doing, 3 were you still making, 4 were you trying, 5 was the smoke already spreading, 6 were you trying, 7 were going, 8 was he waiting.

E

1 were you doing, 2 were you waiting, 3 did you wait, 4 was shouting for help, 5 did you hear, 6 did you hesitate, 7 didn't you call, 8 did you use, 9 was Amy lying, 10 did she say.

Students' answers.

F

1 Where did fire break out?

2 Where were you going when the alarm went off?

3 What was Amy doing when the lab caught fire?

4 What did Amy say when she woke up?

5 Why did the ambulance take Amy to hospital?

6 How long was Jill waiting for Sarah?

7 Who was waiting for Amy in the school playground?

8 When did the fire brigade arrive?

G

Students' answers.

LESSON 3 *20th Century Heroes*

A

3, 4, 1, 2, 8, 7, 6, 5.

B

1 lit the flame, 2 impossible obstacles, 3 personal scandals, political sympathies, 4 made a comeback, 5 miserable childhood, raised eight children.

1 Muhammad Ali

2 Helen Keller

3 Charlie Chaplin

4 Muhammad Ali

5 Charlie Chaplin

C

1 for (Muhammad Ali), 2 with (H. Keller), 3 from (M. Ali), 4 from (C. Chaplin), 5 for (M. Ali).

D

6, 5, 1, 2, 3, 4.

E

1 which (the Nation of Islam), 2 who (Lee Harvey Oswald), 3 where (London), 4 which (The Greatest), 5 where (Dallas), 6 which (his title), 7 which (Academy Award), 8 whose (Helen Keller).

F

1 who, 2 who/which, 3 which, 4 where, 5 where, 6 which, 7 whose, 8 which.

G

1 In 1996 Muhammad Ali lit the flame at the Summer Olympics in Atlanta.

2 He returned to the USA to receive special Academy Award in 1972.

3 Helen Keller, an American writer, activist and educator was born in Tuscumbia, Alabama in 1880.

4 Muhammad Ali won the gold medal at the Rome Olympics in 1960.

5 Kennedy graduated from Harvard in 1940.

6 After his death Charlie Chaplin's body was stolen from its grave.

H

1 John F. Kennedy was shot and killed in Dallas, Texas in 1963.

2 Muhammad Ali lit the flame at the Summer Olympics in Atlanta in 1996.

3 Helen Keller wrote her autobiography while she was at college.

4 Charlie Chaplin had a miserable childhood in London before he went to Hollywood.

I

1 He was born in Chicago, Illinois in 1901.

2 He became interested in drawing at the age of 14.

3 Disney was working as a cartoonist for an art studio in Kansas City.

4 In 1923 he went to Hollywood.

5 In the 1930s Disney's studio created some of their famous cartoon characters.

6 They made *Snow White and the Seven Dwarfs*, their first full-length animated film, in 1937.

7 In 1955 Disney opened his first theme park in California.

8 He was cremated and buried in Glendale, California in 1966.

J

Students' answers.

LESSON 4 *A Special Present*

A

doll, mobile phone, book, video game, mug, lip gloss, play station, DVD, pyjamas, box of chocolates, bunch of flowers, toy, action hero, perfume, jewellery.

B

Students' answers.

C

1 invincible, 2 smart, 3 party, 4 magnifying, 5 forensic, 6 face, 7 observation, 8 deduction, 9 crumbs.

D

1 spy, 2 heroine, 3 fawn, 4 fingerprint, 5 tiara, 6 fur.

E

1 spy, smart clothes, 2 tiara, 3 spy, 4 powers of observation, deduction, 5 forensic scientist, 6 heroine, 7 invincible hero, 8 fawn.

F

1 ნელი და სანდო შეჯიბრს იგებს.

2 გულთან ახლოს ნუ მიიტან, ყმანვილო.

3 გაბრაზება არ არის საჭირო.

4 არაფრის.

5 აზრი შევიცვალე.

6 აღარ გვაქვს ღია ბარათები მალე გამოჯანმრთელების სურვილით.

G

1 B, 2 A, 3 A, 4 C, 5 B, 6 C, 7 A, 8 C.

H

1 How, 2 Shall, 3 have, 4 will, 5 Would, 6 sorry, 7 Thanks, 8 please, 9 Can, 10 Can, 11 Could, 12 like.

I

1 Can I sit here?

2 Would you like me to call your parents?

3 I will help you with the bags.

4 I'm sorry I lost your pen.

5 Thanks a lot.

6 Can I take this chair?

7 Could you help me with my maths homework, please?

- 8 Shall I get you a glass of water?
- 9 Can I have a box of chocolates, please?
- 10 Would you like to try on this pair of jeans?
- 11 Could you take a photo of me and my friend?
- 12 How about some ice cream?

LESSON 5 *From Brian's Bookshelf/ Memorable Olympic Heroes*

A

SPORT	PERSON	PLACE
tennis	tennis player	tennis court
swimming	swimmer	swimming pool
running	runner	racetrack
gymnastics	gymnast	gym
skiing	skier	slope
skating	skater	rink
volleyball	volleyball player	court
rowing	rower	lake

B

1 ice hockey, 2 wrestling, 3 long jump, 4 high jump, 5 fencing, 6 tennis.

C

PLAY: tennis, volleyball, ice hockey, handball, basketball

GO: cycling, skating, skiing, running

DO: judo, gymnastics

D

Students' answers.

E

1 determined, 2 superior, 3 racist, 4 sensational.

F

1 break the record, 2 make history, 3 take place, 4 overcome injuries.

G

1 take place, 2 overcome injuries, 3 make history, 4 broken the record.

H

1 gymnast, 2 received, 3 display, 4 disappointment, 5 compete, 6 break.

Revision: Unit 5

A

ACROSS: 1 courage, 2 exceptional, 3 novels, 4 hesitate, 5 fire extinguisher, 6 choke, 7 invincible, 8 deaf, 9 cane, 10 soldier, 11 hero, 12 adventurous, 13 mysterious.

DOWN: 14 unconscious, 15 aid, 16 rescue, 17 mute, 18 comedy.

B

1 returned, 2 was running, 3 got up, 4 began, 5 was trying, 6 fell, 7 appeared, 8 put, 9 helped, 10 was, 11 gave, 12 was completing.

C

1 .. did Derek Redmond return...,

2 ... did he do...

3 Did he try...

4 ... did he walk...

5 ... appeared...

6 ... did Derek's father do...

7 ... was the crowd doing...

8 Did he finish...

D

1 who, 2 which, 3 where, 4 which, 5 which, 6 who, 7 whose, 8 who.

E

1 British sprinter D: Redmond quit the Olympic Games in 1988 because of an injury.

2 He returned to the Barcelona Olympic in 1992.

3 He tore his right ligament in the 400-metre semi final.

4 He began limping on one leg to the finish leg.

5 His dad helped his son around the track.

6 The crowd gave support to Derek and his father during the race.

7 Derek Redmond managed to get to the finish line in the end.

8 He didn't win any medals at the Olympic Games in Barcelona in 1992.

F

1 I broke my leg last winter.

2 I tore a ligament while i was playing basketball.

3 I won a silver medal at a local sports competition.

4 I watched a football match at the stadium last Sunday.

5 Yesterday afternoon I was jogging for an hour.

G

1 A, 2 B, 3 B, 4 B, 5 C, 6 C.

H

1 No, thank you.

2 Here you are.

3 Sure, no problem.

4 Yes, please do.

5 Not at all.

6 It's all right.

THE WORLD AROUND US

UNIT 6

LESSON 1 *20th and 21st Centuries Inventions and Discoveries*

A

1 remarkable, 2 complicated, 3 exhibit, 4 fasten, 5 chronology, 6 achievement, 7 humanity, 8 documentary.

B

1 documentary, 2 chronological, 3 remarkable, humanity, 4 exhibit, achievement, 5 fasten, 6 complicated.

C

NOUN	ADJECTIVE
science history technology interaction humanity	scientific historic(al) technological interactive human
VERB	NOUN
reconstruct achieve collect invent discover	reconstruction achievement collection invention discovery

D

1 achievement, 2 invention, 3 historic, 4 scientific, 5 collect, 6 reconstruct.

E

6, 7, 4, 8, 1, 2, 3, 5.

F

1 is especially liked, 2 are sold, 3 are shown, 4 are broadcasted, 5 are used, 6 are saved.

G

1 ... is kept and preserved in a fresh state in a fridge.

2 ... is polluted by cars.

3 ... are used in almost every home today.

- 4 ... are used for space exploration by astronauts.
 5 ... are sometimes washed and dried in a washing machine.
 6 ... are sent and received every minute.

H

- 1 ATOMIC BOMB; 1 was finally constructed, 2 was launched, 3 was detonated.
 2 PERSONAL STEREO; 1 was made, 2 was invented, 3 was produced.
 3 1 stored, 2 were placed, 3 weren't invented, FRIDGE, 4 was designed.
 4 HEART TRANSPLANT.

I

- 1 The first car powered by a gasoline engine was designed and built by Karl Benz in 1885.
 2 Many remarkable inventions are displayed at the Science Museum.
 3 The first atomic bomb was constructed in the USA in 1945.
 4 The first personal stereo was called the Walkman.
 5 The structure of DNA was deciphered by Francis Crick and James Watson in 1953.
 6 The first television set was demonstrated in a department store in London.
 7 The first electric fridge was designed in Sweden.
 8 iPods are produced by Apple.
 9 The Internet was established by the US military.
 10 Personal computers are used by individuals worldwide.

J

- 1 were used-true, 2 are displayed-true, 3 was born-false (Slovakia), 4 was invented-true,
 5 was called-false (Walkman), 6 is found-true, 7 was detonated-false (New Mexico),
 8 is done-true.

K

- 1 are recorded, 2 is made, 3 is covered, 4 are cut, 5 are read, 6 was invented, 7 was
 introduced, 8 was sold, 9 are used, 10 are sold.

LESSON 2 *Amy's Preparing for Her History Test*

A

- 5, 4, 6, 1, 2, 3.

B

- 1 currency (pound), 2 dismantled (1989), 3 famine (Live Aid), 4 established (Sweden),
 5 awarded (M. L. King), 6 crucial (meeting at Yalta).

C

- 1 fashion, 2 to take, 3 to lose, 4 medical, 5 to increase, 6 global, 7 to do, 8 a war.

D

1 charity, 2 money, 3 global, 4 speech, 5 achievement, 6 leader.

E

1 is=yes, 2 was=no, 3 were=no, 4 was=no, 5 was=no, 6 are=no, 7 is=no, 8 was=yes.

F

- 1 What is The Nobel Prize given for?
- 2 Who was the Band Aid project started by?
- 3 Who is remembered for his famous speech in Washington DC?
- 4 How long were East and West Berlin separated by the Berlin Wall?

G**THE:** Nobel Prize, 1980s, Science Museum, world, USA, biggest, most important, 21st century, British, Warsaw Pact, second, East.**NO ARTICLE:** baseball, hip hop, Europe, Berlin, World War II, Great Britain, October.**H**

- 1 **QUESTION:** the, the. **ANSWERS:** nothing, nothing, nothing, – **C**
- 2 **QUESTION:** the, the. **ANSWERS:** the, the, the – **A**
- 3 **QUESTION:** nothing. **ANSWERS:** the, the, the – **A**
- 4 **QUESTION:** the, the. **ANSWERS:** nothing, nothing, nothing – **C**
- 5 **QUESTION:** the, the. **ANSWER:** **B**
- 6 **QUESTION:** nothing. **ANSWERS:** nothing, nothing, the – **B**
- 7 **QUESTION:** the. **ANSWER:** **B**
- 8 **QUESTION:** the, nothing. **ANSWER:** nothing, nothing, nothing – **B**

I

1 a, the, a, a; 2 the, a, nothing, the, nothing; 3 nothing, an, the, the, nothing; 4 nothing, a, the, nothing.

LESSON 3 *Global Concerns in the 21st Century*

A

1 droughts, earthquakes, 2 starvation, shortages, 3 devastated, 4 diseases, afford, 5 carefree, 6 famine, increase.

B

1 of, 2 of, by, 3 between, 4 through, 5 of, 6 of, 7 with, 8 to.

C

1 C, 2 B, 3 A, 4 B, 5 A, 6 A.

(D)

1 floods, 2 refused, 3 caused, 4 tornadoes, 5 water, 6 growing, 7 oxygen, 8 extinct.

(E)

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

(F)

1 will have to use, 2 will stop, 3 will be, 4 will have, won't grow, 5 will be, won't have to drive, 6 will appear, won't be able to control, 7 will become, 8 will prevent, won't be, will have to pay.

Students' answers

(G)

1 will be spent, 2 will be fought, 3 will be destroyed, 4 will be replaced, will also perform, 5 will be produced, will destroy, 6 will melt, 7 will use, 8 will find.

(H)

Students' answers

LESSON 4 *Food for Thought*

(A)

1 project, 2 encourage, 3 enthusiasm, 4 obesity, 5 budget, 6 determination, 7 unemployed, 8 ingredient, 9 disadvantaged, 10 persuade, 11 organic.

(B)

1 obesity, 2 ingredient, 3 encourage, 4 organic, 5 determination, 6 unemployed.

Students' answers.

(C)

1 snacks, 3 people, 5 children, 6 peaches, 8 families, 9 raspberries, 10 lives, 12 restaurants, 13 tomatoes, 14 teeth, 16 men.

(D)

COUNTABLE: friends, washing machine, family, computer, hamburger, television set, vegetables, mobile phone, bicycle, pizza

UNCOUNTABLE: breakfast, food, fruit, money, water, electricity, milk, air, advice, information, homework, bread, pizza, music, meat, tea, chocolate, love, pasta

(E)

1 a lot of, 2 much, a lot of, 3 a lot of, 4 many, 5 some, 6 a, 7 much, 8 a, –.

(F)

1 informations-information, 2 moneys-money, 3 homeworks-homework, 4 vegetable-vegetables, 5 a breakfast-breakfast, 6 an advice-advice.

G

1 A a, a; B a; C a; 2 much; 4 many; 5 any; 6 A an, a; 10 A some; B a; C some.

Students' answers.

H

isn't he-TRUE, can't he-TRUE, wasn't it-FALSE, didn't he-TRUE, do they-TRUE, do they-FALSE, doesn't he-FALSE, won't it-FALSE.

I

1 isn't she, 2 doesn't she, 3 is she, 4 didn't he, 5 isn't he, 6 doesn't he, 7 can't she, 8 isn't he, 9 aren't they, 10 have they.

J

Students' answers.

LESSON 5 *From Brian's Bookshelf/GenTech - The New Teen Generation*

A

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

B

1 Facebook, 2 Wikipedia, 3 blogger, 4 cell phone, 5 texting, 6 iPod, 7 hacker, 8 gadget, 9 online, 10 password, 11 virus, 12 website.

C

1 password, 2 hacker, 3 iPod, 4 Facebook, 5 Wikipedia, 6 website, 7 virus, 8 online.

D

1 effects, 2 banned, cheating, 3 topping, 4 complement, facilitate, 5 charge, 6 long lasting, 7 harmful, legal, 8 reveal.

E

1 addicted, 2 spend, 3 weight, 4 school, 5 solution, 6 exposed, 7 exercise, 8 games, 9 forbidden, 10 successful.

F

Students' answers.

Revision: Unit 6

A

20th and 21st centuries inventions and discoveries: 1 launched, 2 exhibits, 3 affordable, 4 achievement.

20th and 21st centuries people and events: 1 dismantled, 2 famine, 3 delivered a speech, 4 currency.

Global concerns in the 21st century: 1 natural disaster, 2 carefree, 3 droughts, 4 illnesses.

Food for thought: 1 obesity, 2 organic food, 3 chef, 4 homeless.

B

Students' answers.

C

is caused, was first recognized, did not know, are not properly fed, dies, are infected.

D

1 isn't it, 2 wasn't it, 3 don't they, 4 can they, 5 don't they, 6 haven't they, 7 aren't they, 8 aren't they.

E

a, nothing, nothing, nothing, nothing, the, nothing, nothing, the.

F

1 will find, won't be able to afford, 2 will continue, 3 will be destroyed, 4 won't be solved.

LESSON 1 *Speak English and Have a Great Holyday!*

A

1 spectacular, 2 dazzling, 3 watching, 4 ice hockey; 5 parties, 6 coral, 7 tropical, 8 creatures, 9 diving, 10 paradise; 11 native, 12 attraction, 13 rotten, 14 caves.

B

1 into, 2 of, 3 in, 4 of, 5 on, 6 out.

C

1 C, 2 A, 3 B, 4 C, 5 C, 6 C.

D

1 creature, 2 piece, 3 people, 4 grilled, 5 area, 6 religious, 7 water.

E

1 suburb, 2 icebergs, 3 population, 4 geysers, 5 jellyfish, 6 barbecue.

F

1 the, the, 2 the, nothing, 3 the, the, 4 the, 5 the, the, 6 nothing, nothing, 7 the, 8 nothing, the.

G

1 nothing, 2 nothing, 3 nothing, 4 nothing, 5 the, 6 the, 7 the, 8 the, 9 nothing, 10 nothing, 11 nothing, 12 nothing, 13 the, 14 the, 15 nothing, 16 nothing.

H

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

I

Students' answers.

LESSON 2 *Summer Plans***A**

6, 5, 1, 2, 3, 4.

B

1 tired, 2 try, 3 interested, 4 crazy, 5 afraid, 6 fed, 7 keen, 8 dreaming, 9 mind, 10 fond, 11 stand.

C

9, 6, 5, 7, 8, 2, 4, 10, 3, 1.

D

1 made plans, 2 spend holidays, 3 travelled abroad, 4 repaint room, 5 football fan, 6 beautiful landscapes.

E1 snorkelling, 2 in learning about Croatian culture, 3 of becoming an astronaut, 4 go whale watching, 5 of watching *The Lord of the Rings*, 6 with shopping in London.**F**

- 1 Which animals would you like to see in Australia?
- 2 Which American state would you like to visit most?
- 3 Which language would you like to learn?
- 4 Would you like to go whale watching in Canada?
- 5 Would you like to meet an astronaut?
- 6 Which football stadium would you like to see in England?

G

Students' answers.

H

1 is going to visit, 2 are going to get, 3 is going to visit, 4 are going to spend, 5 are going to go, 6 is going to do, 7 is going to play, 8 is going to repaint.

1 F – The reporter is going to choose the five most popular holiday spots in their special show.

3 F – Sarah is going to spend her holidays in Brighton.

4 F – Celia and her cousin from the States are going to go shopping in Manchester.

6 F – Jill's father is going to do research on Canada's marine world.

I

1 is, 2 going, 3 what, 4 who, 5 to, 6 are, 7 are, 8 are.

J

Students' answers.

LESSON 3 *There's No Time Like School Time*

(A)

1 B, 2 B, 3 C, 4 A, 5 C, 6 B,

(B)

DOWN: 1 education, 2 genius, 3 diploma, 4 cheerleader, 5 prom, 6 uniform, 8 prayers.

ACROSS: 7 university, 9 exam, 10 degree.

(C)

1 attended, 2 celebrities, 3 enrol in, 4 grab a bite, 5 scholarships, 6 facilities, 7 events, 8 homesick.

(D)

1 exams, 2 facilities, 3 pictures, 4 celebrity, 5 fictional, 6 game, 7 grammar, 8 ambitious.

(E)

1 careers advisor, 2 open days, 3 grammar school, 4 apply for a scholarship.

(F)

Students' answers.

LESSON 4 *Amy's End-of-School Party*

(A)

party

(B)

1 is grounded, 2 pick up, 3 wedding reception, 4 neighbourhood, 5 bring along, 6 such a pain.

(C)

1 at, for-Adrian; 2 up, at-Celia; 3 at-Amy; 4 at, at-Jill; 5 with-Simon; 6 on-Celia; 7 about-Sarah; 8 out-Brian.

(D)

- 1 მიესალმე ყველას!
- 2 სალამოს 7-მდე იქამდე ვერ მივალნევ.
- 3 ერთი კვირა ჭკვიანურად ვიქცეოდი.
- 4 მომბეზრდა ღირსშესანიშნაობები.
- 5 დაუჯერებელია!
- 6 თვალს მოფარებული გულსაც ავინყდებო.

E

- 1 Amy is leaving...
- 2 Amy is going to have...
- 3 The party starts...
- 4 Adrian is staying at home...
- 5 Celia will be late... is picking up...
- 6 Jill's neighbour is getting married...
- 7 Jill won't make it... the wedding reception starts...
- 8 Simon is sure he'll come...

F

1 is getting, 2 is having, starts, 3 am going, starts, 4 will go, 5 am going, 6 opens, 7 will go, am having, 8 will have.

G

1 get-A, 2 take, get off-G, 3 way-A, 4 turn-G, 5 corner-G, 6 looking-A, 7 across-G, 8 straight, turn-G, 9 know-A, 10 left-G.

H

Students' answers.

LESSON 2 *From Brian's Bookshelf/ What's So Special about Scotland?*

A

1 lake, 2 sausage, 3 costume, 4 instrument, 5 sport, 6 war, 7 checked, 8 poetry, 9 special, 10 place.

B

1 is spoken, 2 fought, 3 are kept, 4 are, 5 travel, 6 don't know, invented, 7 are played, celebrates, wrote, 8 is made, 9 produce, 10 discovered, saved/has saved.

C

- 1 What did Romans build?
- 2 What is the highest peak in Scotland?
- 3 What is the capital of Scotland?
- 4 What is the largest city in Scotland?
- 5 What are the mountainous areas of Scotland called?
- 6 What is an old Scottish breed of cattle called?
- 7 What do some people say they see in castles at night?
- 8 What is Scotland's most important sports competition called?
- 9 What is Glasgow home of?
- 10 Where did J. K. Rowling write her Harry Potter series?

D

6, 5, 1, 2, 4, 3.

CULTURE CORNER

surnames, whisky, Presidents, dollar.

Revision: Unit 7

A

1 sheep, whales and keas. 2 snorkelling, surfing, scuba diving. 3 F 4 SATs and A levels.
 5 an entrance exam 6 facilities 7 dazzling, spectacular, fabulous 8 Sorry, where is Russell Square?, Excuse me, do you know where Russell Square is?, Can you tell me the way to Russell Square? 9 YES 10 homesick 11 a diploma, a degree 12 about, of, on, in, of, with.
 13 F 14 public schools 15 yes 16 at the seaside 17 a prom 18 F 19 extreme sports 20 a farewell party, a costume party, a birthday party.

B

1 the, 2 nothing, 3 nothing, 4 the, 5 the, 6 nothing, 7 nothing, 8 nothing, 9 nothing,
 10 nothing, 11 nothing, 12 nothing, 13 the, 14 the, 15 the, 16 the, 17 nothing, 18 nothing.

C

1 F, 2 T, 3 F, 4 F.

D

1 closes, will have to, 2 isn't going to visit, 3 will enjoy, 4 will be, am meeting, viewing, 5 is going to go, is going, 6 is staying, is going to visit.

E

Students' answers.



APPENDIX

Christmas

(A)

1 must, 2 walk, 3 doesn't, 4 they, 5 the richest, 6 more interesting, 7 them, 8 like, 9 on, 10 its, 11 their, 12 of.

(B)

1 F, 2 T, 3 F, 4 T, 5 T, 6 T, 7 F, 8 F.

(C)

C

(D)

Students' answers.

Easter

(A)

1 flowers, 2 cross, 3 light, 4 sheep, 5 celebration, 6 tree, 7 period, 8 grave, 9 mass, 10 pupils, 11 money, 12 powder, 13 eat, 14 protected.

(B)

3, 1, 6, 2, 7, 4, 5.

(C)

1 Ash Wednesday, 2 fast, 3 pancakes, 4 sometimes, 5 countries, 6 is called, 7 holds, 8 is visited.

(D)

Students' answers.

The Big Revision

A

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

B

INVENTIONS AND DISCOVERIES: technology, iPod, engine, science.

GLOBAL PROBLEMS: earthquake, flood, disaster, diseases.

HOLIDAYS: landscape, scuba diving, sightseeing, cave, geyser.

SCHOOL: grade, university, diploma, prom, exam.

C

1 to be fond of, 2 excited, 3 bully, 4 to catch fire, 5 breadcrumbs, 6 stormy, 7 get married, 8 funeral, 9 innocent, 10 weird, 11 earthquake, 12 dazzling, 13 iceberg, 14 discover, 15 invention, 16 bizarre, 17 monument, 18 charity.

D

VERBS	PAST SIMPLE	PAST PARTICIPLE
think fight go be put stop meet love fancy stay speak	thought fought went was, were put stopped met loved fancied stayed spoke	thought fought gone been put stopped met loved fancied stayed spoken
ADJECTIVES	COMPARATIVE	SUPERLATIVE
popular good interesting bad thin big pretty trendy glamorous nice	more popular better more interesting worse thinner bigger prettier trendier more glamorous nicer	the most popular the best the most interesting the worst the thinnest the biggest the prettiest the trendiest the most glamorous the nicest
NOUNS	PLURAL	NO PLURAL
advice information child life sugar pasta family sandwich mobile phone	children lives families sandwiches mobile phones	(a piece of) advice (a piece of) information (a bag of) sugar (a packet of) pasta

E

- 1 ... is writing...
- 2 ... do punk rockers...
- 3 ... have been...
- 4 ... have Sarah's parents been...
- 5 ... did Joe DiMaggio fall...
- 6 ... did not know...
- 7 ... was trying to...
- 8 ... is visited by...
- 9 ... haven't found...
- 10 ... was invented...
- 11 ... will be done...
- 12 ... is going to...

F

1 goes, 2 are Celia and her friends doing, 3 hasn't worn, 4 hasn't spoken, 5 lit, 6 did Disney create, 7 was working, discovered, 8 is playing, 9 will continue, 10 are you going to spend.

G

1 wrote, 2 also appeared, 3 started, 4 have been, 5 have been, 6 works, 7 got, 8 say, 9 named, 10 suggest, 11 were, 12 agree, 13 were, 14 had, 15 were, 16 went, 17 liked, 18 had, 19 have played, 20 say, 21 has lost, 22 introduces, 23 doesn't drink, 24 drives, 25 is, 26 will certainly continue.

H

- 1 When did the film series begin?
- 2 How many James Bond films have there been so far?
- 3 Who does James Bond work for?
- 4 What did both Fleming and Bond like to eat?
- 5 Which actors have played the role of James Bond?
- 6 What do fans think James Bond has lost?
- 7 Which car does he drive?

I

- 1 ... he knows rules and number one is "no deals".
- 2 ... to take a giant step for mankind.
- 3 ... to give him a chance to win his money back.
- 4 ... that she is the money.
- 5 ... if he expects him to talk
- 6 ... that he expects him to die.
- 7 ... if he knows a little about guns.
- 8 ... he doesn't, but he knows a little about women.
- 9 ... what he can bring her back from Holland.

J

1 have to, 2 can, 3 don't have to, 4 was able to, 5 couldn't, 6 should, 7 shouldn't, 8 may, 9 mustn't, 10 had to, 11 will have to, 12 could.

K

1 11 were once called, 2 were named, 3 eat, 4 worked, 5 didn't have, 6 had, 7 was put, 8 is better known, 9 was told, 10 didn't want, 11 asked, 12 didn't like, 13 began, 14 said, 15 was quickly, 16 started.

2 1 are eaten, 2 is considered, 3 was probably eaten, 4 ate, 5 say, 6 wrapped, 7 claim, 8 invented, 9 disagree, 10 was used, 11 is estimated, 12 are eaten.

L

1 does it, 2 didn't he, 3 wasn't he, 4 did he, 5 isn't it, 6 can't you, 7 doesn't it, 8 hasn't it, 9 have they, 10 do they.

M

1 Excuse me, do you know/could you tell me where the Magnolia Theatre is?

2 Would you like me to help you with your maths homework?

3 Can I try it on?

4 Shall we go to the cinema?

5 May I open the window?

6 No, thank you.

7 You are welcome.

8 Can you call me later?

9 I don't think people should smoke in public places.

10 Of course you can borrow my bicycle.

N

1 a, 2 as popular as, 3 may, 4 whose, 5 the, 6 was named, 7 their, 8 her, 9 playing, 10 than, 11 could, 12 which, 13 took, 14 was rejected, 15 –, 16 was modelled, 17 some, 18 a, 19 finally, 20 was introduced, 21 in, 22 its, 23 has been, 24 the, 25 the most successful, 26 which, 27 it, 28 took, 29 has had, 30 possible, 31 has become, 32 which.