Welcome to Sunrise – a bright new look at English!

Sunrise is a complete English course written especially for primary and secondary school students. Sunrise 9 is the third level for secondary students, designed to build on their primary school English and develop confident users of English. The course has a communicative approach, integrating listening, speaking, reading and writing, with a clear focus on grammar structures.

Key features

• Sunrise 9 makes learning fun through motivating topic-based units. Each unit has a review lesson at the end to recycle and reinforce language.
• Sunrise 9 has a clear and comprehensive grammar syllabus.
• Sunrise 9 has a story running through the book, with young characters who introduce new language.
• Sunrise 9 has dramatised dialogues for students to act out and practise ‘real language’.
• Sunrise 9 has Discoveries and Inventions sections after every unit providing information and reading practice.
• Sunrise 9 Activity Book provides consolidation and practice of grammar and vocabulary.
• Additional, optional activities to challenge more able students are provided in the Teacher’s Book.

Sunrise 9 materials are:
Student’s Book, Activity Book, Teacher’s Book, CD
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INTRODUCTION

Who is Sunrise 9 for?
Sunrise is specially written to meet the needs of secondary classes in Kurdistan. The material:
• Is clear and easy to follow.
• Is motivating and enjoyable.
• Has clear aims and provides regular revision and testing.
• Contains projects to encourage students to work together.
• Can be used for mixed ability teaching. The Teacher’s Book provides optional activities to help the teacher adapt to different teaching situations and the Activity Book provides extra practice where needed.
• Contains social, cultural and historical information.

What are the components of Sunrise?
• Student’s Book
• Activity book
• Teacher’s book
• CD

Student’s Book

What’s in the Student’s Book?
• Units 1–7, each with four lessons, a review and a text about discoveries and inventions. Lessons 1, 2 and 3 are language lessons and 4 is an integrated skills lesson.
• A welcome unit to introduce the characters in the book. A farewell unit to end the course on an up-beat note, and to look forward to next year.
• Projects
• Grammar summary
• Word list
• Irregular verbs

How is the Student’s Book organised?
Units 1–7 are topic-based and follow the adventures of an international group of young musicians at Music Now – an imaginary music festival in Edinburgh. The story of the young musicians’ experiences and related topics continue throughout the book.

The Music Now theme provides a suitable vehicle for cultural, historical, literary and environmental topics.

Lessons 1, 2 and 3 of each unit introduce and practise the new language. The language is introduced in dialogue or text which is followed by a number of comprehension and practice activities. Students put new language and knowledge into practice to talk about themselves and their world. All these lessons contain grammar and pronunciation or vocabulary activities and many have games and fact files. Lessons usually end with a writing activity.

Lesson 4 of each unit has five sections covering reading, listening, speaking, writing and To help you study. The To help you study section gives useful tips to help students learn English and remember vocabulary.

The Review revises the language of the unit and ends with a poem or puzzle.

The lesson material can be exploited flexibly according to the size and kind of class you have. The Teacher’s Book gives suggestions for how to begin lessons, extra activities throughout many lessons and homework. These help the teacher adapt the book to suit different teaching situations and provide revision and recycling as well as opportunities for further language development.

What about grammar?
Sunrise 9 revises and consolidates many of the grammar points covered in Sunrise 7 and 8. It also extends the students’ grammar into important new areas. Lessons 1–3 in each unit focus on particular grammar points. These are highlighted in the lesson heading and in the grammar boxes and practice activities. There is a grammar summary at the back of the book, organised by unit, which students and teachers can refer to during lessons or for homework. The back of the book also contains a list of all the irregular verbs that appear in Sunrise.

What about pronunciation?
Pronunciation sections in lessons 1–3 of each unit give practice in pronunciation – mainly sounds and word stress. These activities are recorded and provide models for repetition.
What about vocabulary?
Vocabulary development is systematic and the word list gives lesson-by-lesson coverage of all new words. Students are encouraged to develop and maintain their own vocabulary notebooks in the To help you study sections and many activities in the Student’s and Activity books are provided to revise and extend vocabulary areas.

What about pair and group work?
Many of the activities are designed for students to do in pairs or small groups. Opportunities for pair and group work are pointed out in the Teacher’s Book.

What about projects?
There is a project for each unit. These projects are intended to be used with the whole class after completing a unit. Alternatively, projects could be used for homework or as supplementary material with the more confident students in mixed-ability classes. The projects provide a valuable resource for student creativity, self-expression and language consolidation. Students are encouraged to make a Sunrise File based on different topics from the Student’s Book. These files could be put into a hole-punched book to display in class.

What about the poems?
The poems have been specially written for Sunrise 9. They include examples of the grammar recently taught. They are designed for students to learn by heart to encourage them to revise and repeat the grammar they have learnt.

What about the Discoveries and Inventions lessons?
These optional lessons are designed to extend students’ reading skills in areas of general historical and contemporary interest. There is a significant content of new and more technical vocabulary.

Activity Book
What’s in the Activity Book?
Lessons 1–3 of each unit contain grammar, vocabulary and pronunciation activities. Lesson 4 develops reading, writing and study skills, and often includes a crossword for vocabulary consolidation. The Review contains more formal exercises in the style of the Cambridge exams to revise the unit language, and ends with a ‘How good are you?’ section inviting students to think about their progress in the unit.

How do I use the Activity Book?
The Activity Book offers many options. It can be used for homework or in class after completing a lesson in the Student’s Book. Alternatively you may wish to do some or all of the activities as you proceed through the lesson. You may like to use the Review as a more (or less) formal test. The Activity Book answers are at the back of the Teacher’s Book.

Teacher’s Book
What’s in the Teacher’s Book?
- Introduction
- Lesson notes including CD scripts and answers
- Brief lesson notes for the Discoveries and Inventions lessons
- Activity Book answers
- Grammar summary
- Word list

How do I use the lesson notes?
The lessons in the Student’s Book are designed to be taught as they stand. All you need is the Student’s Book and the CD. The lesson notes in the Teacher’s Book offer you extra options: ideas to start your lessons, extra activities throughout the lesson and homework suggestions. The CD script and answers for each lesson are also provided. A quick look at the lesson notes before class will enable you to tailor your lesson to the particular group you are teaching without having to spend a long time on preparation. Similarly, the answers to the activities in the Student’s Book and Activity Book can be given to students on the board if desired, cutting down on your time spent marking after class.

CDs
What’s recorded on the CDs?
The CDs contain all the recorded listening material in the Student’s Book and Activity Book, including grammar, pronunciation, review activities and the poems. Recorded items are indicated by a CD symbol in both the Student’s and Teacher’s Book.

The CDs are an important component of the course. Although, of course, you have the option of reading the texts yourself to your class we feel that students should get as much practice in listening to native speakers and in repeating the native speech patterns as possible.
# Map of the Book

## Welcome Unit

**Present simple; Present continuous; Definite articles; Study skills: vocabulary notebook**

### Vocabulary
- Clothes, colours; Physical description; Music; Kinds of music; Countries and location; Town facilities and attractions

## Unit 1 Music Now

### Structures
1. Relative pronoun: who; Relative adverb: where
2. -ing forms; so/neither + auxiliaries
3. Present continuous: future arrangements; Making suggestions Why don’t you/we … ?
4. Revision

### Skills and Sounds
- Syllable stress
- Word stress
- Reading/Writing/Listening: personal profiles
- Speaking: personal information
- To help you study: Real English; guessing the meaning of words

### Review
- of unit language
- Discoveries and Inventions *The Wheel*

## Unit 2 Sightseeing

### Structures
1. Object pronouns: Can/Could … ? Verb + indirect and direct object; Verb + infinitive
2. Past simple: affirmative and Wh- questions; Prepositions of direction
3. Past simple: revision; Expressing hope
4. Revision

### Skills and Sounds
- Intonation in questions and statements
- Pronunciation of dates
- Reading: descriptions of famous castles
- Listening: an account of a sightseeing tour
- Speaking: conversation about a visit to a famous place
- Writing: description of a famous place
- To help you study: Real English; organising your learning

### Review
- of unit language
- Poem: ‘Holiday’
- Discoveries and Inventions *The Wheel*

## Unit 3 How Things Work

### Structures
1. Present simple passive; Infinitive of purpose
2. Open conditional; Relative pronouns: who, which, that
3. Past simple passive; Agent: by
4. Revision

### Skills and Sounds
- Word stress
- Intonation in questions
- Reading: The Lighthouse of Alexandria
- Listening/speaking: the Titanic
- Writing: description of a story
- To help you study: Real English; word building

### Review
- of unit language
- Poem: ‘Changes’
- Discoveries and Inventions *Photography*
UNIT 4 SUPERSTITION AND MYSTERY  p44

STUCTURES
1 Present perfect + just. Apologising
2 Expressing possibility, indefinite pronouns
3 First conditional
4 Revision

SKILLS AND SOUNDS
Intonation

VOCABULARY
A robbery
Monsters
Superstitions

REVIEW of unit language; Poem: ‘The Mystery’

Discoveries and Inventions Pen and Paper  p54

UNIT 5 DANGER  p56

STUCTURES
1 have to and don’t have to; had to and didn’t have to
2 Present perfect and past simple; so (consequence)
3 Present perfect: for and since
4 Revision

SKILLS AND SOUNDS
Rhyming words
Weak forms

VOCABULARY
Rules; Household tasks; Verbs for actions
Hang-gliding; Memorable events
Time phrases
Animals

REVIEW of unit language; Poem: ‘The Lesson’

Discoveries and Inventions Flight  p66

UNIT 6 COMMUNICATION  p68

STUCTURES
1 Reported requests and commands
2 Present perfect: already and yet, Adjective + infinitive
3 Reported statements
4 Revision

SKILLS AND SOUNDS
Syllable stress
Rhyming words

VOCABULARY
Newspaper article
Email
Music
Verbs of movement

REVIEW of unit language; Poem: ‘My Own Sweet Way’

Discoveries and Inventions Medicine  p78

UNIT 7 PEOPLE AND PLACES  p80

STUCTURES
1 Question tags with be
2 Present perfect: ever and never, may and might; all and none
3 both; superlative + ever
4 Revision

SKILLS AND SOUNDS
Intonation in question tags

VOCABULARY
Objects; Physical description
Memorable experiences
Places
Town facilities and attractions

REVIEW of unit language; Song: ‘Dublin’

Discoveries and Inventions Money  p90

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GRAMMAR SUMMARY  p98
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Grammar
Present Simple
Present Continuous (revision)
Definite articles

Vocabulary
Clothes, colours; Physical description; Music;
Kinds of music; Countries and location; Town
facilities and attractions.

Useful Aid
• World map showing Kurdistan, Ireland, England,
Canada, New Zealand, Brazil.

To start …
• Introduce yourself to the class. Say: Hello, I’m …
• Walk around the room introducing yourself to
individual students.
• Encourage the students to introduce themselves
to you. Use Hello, I’m … and My name is …
• If you wish, you can take a tennis ball into class
with you.
• You throw the ball to a student who then
introduces him/herself. They then throw the ball to
another student who does the same.

1 LISTEN AND READ
Aim: to revise present simple and present
continuous and adverbial phrases of place (on the
right, in the middle, etc.). To help students become
familiar with the characters in the story.
• Explain that Music Now is an international
music festival for young people, held in Edinburgh
in Scotland.
• Play the CD to introduce the characters while
students follow in their books.

CD script
Teenage voice
Welcome to Music Now! – the
music festival for young people from
all round the world!
Maddy Hi, I’m Maddy.
Nelson I’m Nelson.
Dana And I’m Dana.
Annie Hello, my name is Annie.
Dave My name is Dave.
Jade And I’m Jade – my friends call me J!

2 LISTEN AND SPEAK
Aim: to revise the present simple and to present
and practise the definite article with musical
instruments.
• Say Listen to the instruments.
• Play the CD. Students listen and point to each
instrument as they hear it.
• Play the CD again and ask students to name the
instruments.

CD script
CD1 Track 2
1 drums  2 guitar
3 keyboard  4 violin
• Students use the box to make sentences about
the people in the group.

Answers
Dave plays the guitar.
Jade plays the guitar.
Annie plays the keyboard.
Maddy plays the violin.
Nelson plays the drums.
Extra activities

• In pairs, one student closes his/her book and the other asks questions like Who plays the keyboard? Then they change roles.
• Students write four sentences from the box in their notebooks.

3 Write

Aim: to practise describing people – where they are and what they are doing.

• Ask the class e.g. What does Dana look like? Then ask about one of the girls.
• Students continue the activity in pairs.

4 Grammar

Aim: to compare and contrast the present simple and present continuous.

• Students complete the chart.
• Play the CD. Students listen and check.
• Check round the class.

CD script and answers CD1 Track 3

Present simple
Jade comes from New Zealand.
Maddy and Dave come from Europe.
Maddy plays the violin.
Jade and Dave play the guitar.

Present continuous
Dana is holding a microphone.
Dave is holding a guitar.
Jade is wearing white jeans.
Nelson is sitting in the middle.
Maddy and Dana are standing on the left.

5 Write

Aim: to give written practice of the present simple and present continuous, and adverbial phrases of place.

• Go through the text about Annie with the class.
• Talk about one of the other characters in the same way.
• Students write about three of the other people in the photos.

Go to Activity Book Welcome Unit Activities 1 and 2

6 Listen and Read

Aim: to give further practice of the present simple and continuous, and to revise the future with going to.

• Students read the speech bubbles and listen to Mike and Emma. Then they complete the paragraph about Mike and Emma.

CD script CD1 Track 4

Mike I’m Mike Fraser, and this is my city. It’s Edinburgh, in Scotland. Isn’t it beautiful? I’m a student, and I’ve got a summer job on this newspaper. It’s called MNX and, as you can see, it’s about the Music Now festival. I’m 16 and I really like all kinds of music. I’m going to have a great time this week!

Emma I’m Emma Kitson. Like Mike, I’m 16 and a student. I live in London, but I’m staying in Edinburgh at the moment. I’m enjoying life in this fantastic city. I’m working with Mike on MNX, and I’m going to meet people from lots of different countries at Music Now. I’m really excited.

• Check round the class.

Answers
1 16 2 working 3 MNX 4 Music Now 5 Edinburgh 6 countries

Extra activity

• Students close their books and see how much they remember about Mike and Emma.

7 Speak and Write

Aim: to give students the opportunity to speak about their plans for the week using going to.

• Ask students the first question, What are Emma and Mike going to do this week? Ask students for as many different answers as possible.
• Tell students two or three things you are going to do this week.
• Ask two or three students what they are going to do.
• Students take turns to tell each other about their plans for the coming week.
• Students all write a paragraph about their plans. This is suitable for homework.
8 **LISTEN AND SPEAK**

**Aim:** to talk about musical likes and dislikes.

- Ask students for examples of the different kinds of music. They can refer to performers and composers and even imitate the different styles.
- Play the CD. Students listen and number the types of music in the order they hear them.
- Check round the class.
- Ask two or three students what kind of music they like.
- They ask you what you like.
- Students ask each other about what kind of music they like.

**CD script and answers (CD1 Track 5)**

1. jazz  
2. samba  
3. rock  
4. classical  
5. folk  
6. reggae

9 **WRITE**

**Aim:** to read about Scotland and its capital, and to encourage students to describe a place in their own words.

- Read the Fact File with the class.
- Ask students about Kurdistan and Hawler.
- Students write a short description of the capital of their country, using the Edinburgh information as a model. This is suitable for homework.

**Extra activities**

- Give students a short time, e.g. two minutes, to look at the Fact File. Then they close their books and you ask quick-fire questions to check their memory. This can be a quiz or a team game.
- Pairs or groups can prepare a poster about an imaginary or ideal city. They tell the class about their city.

10 **TO HELP YOU STUDY**

**Aim:** to encourage students to record vocabulary systematically.

- Encourage students to bring small vocabulary notebooks to class.
- Discuss other suitable vocabulary topics.
- Students start their notebooks. Check the books from time to time.

**Extra activities**

- Students choose two of the people from activity 1 and write about them in the first person, e.g. Hi, I'm Maddy. I'm from Ireland. I've got long curly hair and I'm wearing a blue skirt. I play the violin.
- Guessing game. Students choose a character, including Mike and Emma. They give a fact about that person and see if the other students can guess/remember who it is. If not, they give another fact. The person who guesses chooses the next character. This can also be played as a team game.

**Homework**

- Students bring their vocabulary notebook up to date.
- Students find photos of a male and a female, e.g. in a magazine, or family photos, and write descriptions of the two people, mentioning their names, ages (if known), physical description, where they are from (if known), and what they are doing in the photo.

**Go to Activity Book Welcome Unit Activities 3–9**

**Grammar Summary p98**
Lesson 1 She’s the one who’s got a suitcase. Student’s Book p8

Grammar
Relative pronoun: who
Relative adverb: where

Vocabulary
Facilities; Jobs.

To start …
• Write these questions on the board: Have you got a brother? Do you like football? Where do you live?
• Ask individual students to answer a question.
• After you have asked a few students the questions, ask the class: Who has got a brother? Who likes football? etc.
• The students try and remember the name of the student who had a brother etc. They answer using the name of the student only.
• After each answer, you confirm by saying: Yes, … is the one who’s got a brother.

1 LISTEN AND READ

Aim: to teach the relative pronoun who and relative adverb where.

• Point to the photo of Vanessa and say This is Vanessa. Then point to Maddy and ask Who’s this?
• Play the CD of the first section. Students listen and follow in their books.
• Play it again, sentence by sentence, for students to repeat. They do this in two groups, one group taking each part.
• Ask Who telephoned in the morning? Where can Maddy get coffee? Who’s organising the festival?
• Go through the second section in the same way. Then ask Who’s Dave looking for? Where is the festival organiser? Students identify him in the photo.

CD script CD1 Track 6
Maddy Hello, I’m Maddy Cullen, from Ireland.
Vanessa How do you spell your surname?
Maddy C–U–double L–E–N.
Vanessa Ah, yes, I remember. You’re the person who telephoned this morning. You’re in room 407. Can you fill in this form, please?
Maddy Sure! It’s really big here! I expect there’s a place where I can get a cup of coffee, but I can’t find it.

Vanessa There’s a café on the first floor, and the coffee’s not bad.
Dave Excuse me. I’m looking for a place where I can leave my guitar.
Vanessa Sorry, I don’t know. Ask Rob Townsend—he’s the man who’s organising the festival.
Dave Where can I find him?

2 LISTEN AND SPEAK

Aim: to listen for specific information, to practise the relative pronoun who.

• Students read the five descriptions, or you can go through them with the class. Students look at the photo and guess who the people are.
• Play the CD. Students listen and note the answers.

Ask and answer
• Check by asking Which one is …?

CD script and answers CD1 Track 7
Excuse me, can you help me? I’m looking for Rosanna, the singer from Spain. She’s the one who’s wearing a black dress.
Excuse me, can you help me? I’m looking for Emma, the photographer from MNX. She’s the one who’s carrying a camera.
Excuse me, can you help me? I’m looking for Mungo, the disc jockey from Glasgow. He’s the one who’s talking to Rob Townsend.

Excuse me, can you help me? I’m looking for Maddy, the musician from Ireland. She’s the one who’s got a suitcase.

Excuse me, can you help me? I’m looking for Dave, the guitarist from Liverpool. He’s the one who’s wearing a red jumper.

3 GRAMMAR

Aim: to explain and practise the relative pronoun who and the relative adverb where.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 8

Who and where

Rob is the man who is near the door.
He’s the person who can help you.

A shop is a place where you can buy things.
A cafe is a place where you can get coffee.

4 WRITE AND SPEAK

Aim: to give further practice with the relative pronoun who.

- Students read and match.
- They write the complete sentences in their notebooks.
- Check round the class.

Answers

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

Extra activity

- Students talk about people in their family or the class, e.g. My mother is the person who cooks the meals. My sister is the person who is studying to be a doctor. Nasreen is the one who is best at English, etc.

Go to Activity Book Unit 1 Lesson 1 Activities 1–3

5 PRONUNCIATION

Aim: to identify and practise stress in words with three or four syllables.

- Play the CD. Students listen and repeat.
- Play it again. They mark the stress, as in the example.
- Check round the class.

6 READ AND SPEAK

Aim: to practise the relative adverb where.

- Go through the Festival Village Information with the class.
- Students read the sentences and write the answers.
- Check round the class, making sure students give full answers, e.g. The cafe is a place where you can get snacks and drinks, etc.

Answers

1 the cafe 2 the health centre 3 the self-service restaurant 4 the bus stop (outside the main entrance of the Village) 5 the television room

Ask and answer

- Ask the question. Students say the answer together.
- Then ask further similar questions.
- Students continue the activity in pairs.

7 WRITE AND SPEAK

Aim: to practise the relative pronoun who and the relative adverb where.

- Give students a time limit, e.g. five minutes, to write the definitions in their notebooks.
- Students read their definitions to the class. See how many definitions there are for each word.
- This can also be done in groups or as a team.

Homework

- Students bring their vocabulary notebooks up to date.
- Students write an information sheet about the school or about their town.

Go to Activity Book Unit 1 Lesson 1 Activities 4–6

Grammar Summary p98
1 Lesson 2 I love making new friends. Student’s Book p10

Grammar
-ing forms
so/neither + auxiliaries

Vocabulary
Leisure and routine activities.

To start ...
• Cut out some activity pictures from a magazine, e.g. playing football, cooking, eating, using a computer.
• Put them up on the board at the front of the classroom.
• Point to the first picture. Say: I like playing football.
• Point to the next picture. Say: I don’t like cooking.
• Divide the class into four groups. Ask them to use the pictures on the board and their own ideas to find one thing they all like doing and one thing they don’t like doing.

1 Listen and Read
Aim: to teach the grammar

• Look at the photo. Point to different characters, asking Who’s this? What’s he/she doing? etc.
• Play the CD. Students listen and follow.
• Play it again to give pronunciation and repetition practice.
• Students read the dialogue aloud.

CD script CD1 Track 10
Emma Hi! I’m Emma, and this is Mike. We’re from MNX, the festival newspaper. Can we ask you some questions?
Jade Sure.
Dave Go ahead.
Mike We’re doing an article about people’s likes and dislikes. So what three things do you like doing most?
Jade Mm. That’s easy! I like playing the bass guitar, of course. And I love making new friends.
Dave Yes, so do I.
Jade And I’m interested in discovering new places, so I really like sightseeing.
Dave Do you? I don’t! I can’t stand looking at old buildings.
Jade Well, what do you like then?
Dave I love playing and singing, and I don’t mind practising the guitar.
Emma Smile, please.

Jade Oh, who’s that?
Mike He’s a piper – he’s playing the bagpipes. They’re Scottish, but to tell you the truth I don’t really like them.
Jade Neither do I! Why is he wearing a skirt?
Mike It isn’t a skirt! It’s a kilt!
Jade I’m only joking! I know it’s a kilt.

Complete the sentences.
• Students re-read the dialogue and complete the sentences.
• Check round the class.

Answers
1 likes 2 loves 3 discovering new places 4 doesn’t like

Look!
• Draw attention to the structures in the Look! box.

Extra activities
• Students go through the dialogue and pick out all the verbs and expressions which are followed by -ing: (don’t) like, love, be interested in, can’t stand, don’t mind, be good at.
• Students make sentences with four to six of the verbs + -ing.

2 Read and Write
Aim: to practise using -ing forms.

• Students read the article silently.
• They correct the mistakes.
• Check round the class.

Answers
He loves making new friends.
He loves playing and singing.
He can’t stand looking at old buildings.
He doesn’t mind practising the guitar.

Go to Activity Book Unit 1 Lesson 2 Activities 1 and 2

3 Grammar
Aim: to present and practise the -ing form with so/neither + auxiliaries.

[sound of bagpipes playing]
Teaching point: The verb to love. Love has two different meanings. A husband loves his wife. I love my parents. = a strong emotional attachment. But I love listening to music. I love football. = like very much.

- Students read the sentences and find the correct responses.
- Play the CD. Students listen and check.
- Check round the class. Draw attention to the fact that positive statements are followed by so and negative ones by neither, and that the auxiliary verb is the same in the response as in the statement.

CD script and answers CD1 Track 11

Agreeing
1  I love travelling.  b) So do I.
2  I can't stand being late.  c) Neither can I.
3  I don’t mind cooking.  d) Neither do I.
4  I’m interested in Scottish dancing.  a) So am I.

Extra activities
- Make up similar statements for students to agree with.
- Students continue the activity in pairs.

4 LISTEN AND SPEAK

Aim: to listen for specific information; to talk about likes and dislikes using the -ing form.

- Students look through the chart. They may copy it into their notebooks.
- Play the CD. Students listen and complete the chart.
- Check round the class.

CD script CD1 Track 12

Mike My favourite TV programmes are cartoons. I love them.
Emma So do I.
Mike I don't mind getting up early.
Emma Neither do I.
Mike I love cooking.
Emma Do you? I don't. I can't stand it!
Mike I don't mind listening to the bagpipes.
Emma Neither do I.
Mike I can't stand washing up.
Emma Can't you? I don't mind it.
Emma I love going to parties.
Mike So do I.
Emma I don't mind doing my homework.
Mike Don't you? I do. I can't stand it.
Emma I can't stand tidying my room.

Mike Neither can I.
Emma I love going shopping.
Mike Do you? I don't. I can't stand it.

Answers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mike</th>
<th>Emma</th>
</tr>
</thead>
<tbody>
<tr>
<td>watching cartoons</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>getting up early</td>
<td>OK</td>
<td>OK</td>
</tr>
<tr>
<td>cooking</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>listening to the bagpipes</td>
<td>OK</td>
<td>OK</td>
</tr>
<tr>
<td>washing up</td>
<td>✗</td>
<td>OK</td>
</tr>
<tr>
<td>going to parties</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>doing homework</td>
<td>✗</td>
<td>OK</td>
</tr>
<tr>
<td>tidying my room</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>going shopping</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

- Read the speech bubbles about Mike and Emma with the class.
- Students make more sentences about Mike and Emma.

Extra activities
- One student closes his/her book. The other chooses an activity, e.g. cooking. The first student tries to remember what Mike and Emma feel. Then they change roles.
- Students write sentences about Mike and Emma.

Go to Activity Book Unit 1 Lesson 2 Activities 3–5

5 SPEAK AND WRITE

Aim: students talk about themselves using -ing forms.

- Tell students how you feel about some of the items in the chart.
- Then ask two or three students how they feel about other items.
- Students continue asking and answering in pairs.
- They write five sentences in their notebooks about other students.

6 PRONUNCIATION

Aim: to practise the stress and intonation of the new grammar.

- Play the CD. Students listen and repeat.
- Students underline the stressed words.
CD script and answers  CD1 Track 13
I love playing and singing.
So do I.
Do you? I don’t.
I can’t stand sightseeing.
Neither can I.
It isn’t a skirt. It’s a kilt.

7 GAME: Agreement Tennis

**Aim:** to practise the use of so/neither.

- Make sure students understand the game.
- They play in pairs or teams, taking turns to make statements and respond.

8 WRITE

**Aim:** students write about themselves using -ing forms.

- Students write an article about themselves like the one in activity 2. This is suitable for homework.

**Homework**
- Students bring their vocabulary notebooks up to date.
- Students interview two members of their family, or friends from outside school, and write an article about their likes and dislikes. One can be in the first person and one in the third person.

Go to Activity Book Unit 1 Activities 6 and 7
Grammar Summary p99
Lesson 3  What’s happening this week?  Student’s Book p12

1 LISTEN AND READ

Aim: to revise the present continuous for future arrangements, and questions with How long …?

• Students read the questions.
• They find the answers in the festival programme.
• Check the answers round the class.

Answers
2 Maddy is playing the violin at half past seven on Monday evening.
3 Nelson Costa and Papagaio are playing at seven o’clock on Friday evening.
4 Dana is singing at 7.30/half past seven on Thursday evening.
5 The musicians are visiting the castle at 12.15/quarter past twelve on Monday.
6 They are spending two hours at the sports centre.
7 On Thursday night they are walking round Edinburgh and discovering the city’s mysteries.
8 They are leaving for the Highlands at eight o’clock on Saturday morning.
9 They are staying in Inverness for one night.

2 LISTEN AND SPEAK

Aim: to listen for specific information, and talk about changes to future arrangements.

• Students look through the programme again.
• Play the CD. Students listen and note down five changes.
• Check round the class.

CD script and answers  CD1 Track 14

Rob  All right, listen everyone. Can you all hear me? Now I want to tell you about some small changes to the programme this week. First, this evening, Maddy Callen is playing at seven o’clock, not at 7.30. So don’t be late! Tomorrow there’s a visit to Holyrood Palace and now that starts at two o’clock instead of three o’clock. Two o’clock for the visit to Holyrood Palace. On Thursday evening, Dana Azad is singing at eight o’clock – not at half past seven. On Saturday morning, the coach for the Highlands is leaving at seven o’clock in the morning. Sorry about that! And finally the party on Sunday evening, is starting later than it says in the programme – the party is starting at 8.30. OK? Now have a wonderful week at the Festival. If you have any problems, come and talk to me.

Ask and answer
• Go through the questions and answers with the class.
• Students take turns to ask and answer questions about the programme.

Go to Activity Book Unit 1 Lesson 3 Activity 1

3 GRAMMAR

Aim: students practise making suggestions using Why don’t you/we …?

• Students copy and complete the chart in their notebooks.
• Play the CD. Students listen and check.

CD script and answers  CD1 Track 15

Why don’t you visit the Sports centre on Wednesday?
Why don’t you try something more adventurous?
Why don’t you come and watch Maddy Callen?
Why don’t you come on a sightseeing tour of Edinburgh?
Why don’t we meet again later?

Go to Activity Book Unit 1 Lesson 3 Activity 2
4 LISTEN

Aim: to listen for specific information; to revise the present continuous for future arrangements + sequencing adverbs.

- Go through the instructions with the class.
- Play the CD. Students listen and put the events in the correct order.
- Check round the class.

CD script CD1 Track 16

Mike Jade, tell me, what are you and the band doing after the festival?

Jade We’re going on a World Tour!

Mike Really! Which countries are you going to?

Jade First we’re visiting Spain for a week and we’re going to Madrid and Barcelona.

Mike Great!

Jade And next we’re travelling to Greece.

Mike How long are you staying there?

Jade For four days. Then we’re flying to Australia.

Mike Australia!

Jade Yes. We’re spending two weeks there.

Mike What, in Sydney?

Jade Yeah, we’re performing in Sydney, but we’re visiting lots of other places too.

Mike Wow!

Jade And after that we’re going to Brazil for a week!

Mike Oh, that’s brilliant!

Jade Yes, and finally, on the way home, we’re stopping in the USA!

Mike And how long are you staying there?

Jade We’ve got 24 hours in San Francisco.

Mike You’re lucky! It sounds fantastic!

Jade Yes, we can’t wait! But then we’re returning to New Zealand and the next day – guess what!

Mike What?

Jade We’re going back to school!

Answers
e c a f b d

Complete the timetable.
- Students now complete the timetable, writing the arrangements in the correct order.
- Check round the class.

5 SPEAK

Aim: to practise the present continuous for future arrangements and to ask and answer questions with How long …?

- Ask the two example questions, and ask students to give you the answers.
- In pairs, students take over the questioning.

Extra activity
- Students imagine that Jade’s plans have changed. They write a new timetable. They take turns to ask questions and find out the new timetable.

Look!
- Draw attention to the words in the Look! box. These will not be new for the students, but this is a good revision opportunity.
- Students talk about Jade’s timetable, using the sequencing words.

6 WRITE

Aim: to revise sequencing words to talk about future arrangements.

- You may wish to go through this round the class first.
- Students write the complete article in their notebooks. This is suitable for homework.

Answers
1 First they’re visiting Spain.
2 Next they’re travelling to Greece.
3 Then they’re flying to Australia, and
4 after that they’re going to Brazil.
5 Finally they’re stopping in San Francisco, USA.
6 They’re returning to New Zealand on 9th September …
7 Pronunciation

Aim: to distinguish between the sounds /n/ and /ŋ/.

- Play the CD. Students listen and repeat
- Students write the words under the correct sound.

CD script CD1 Track 17

sing singing thing
English language hungry

- Play the second part of the CD. Students listen and check.

Answers

doin ng long ring
finger kangaroo longer

8 Write

Aim: to use the grammar in discussion and writing.

- Students talk about what’s happening this week in pairs or small groups.
- Students make notes.
- Invite some students to tell the class what’s happening.
- Students write sentences in their notebooks. This is suitable for homework.

Homework

- Students write their arrangements, real or imaginary, for next week. They use sequencing words, times, dates, etc.

Go to Activity Book Unit 1 Lesson 3 Activities 3–7
Grammar Summary p99
Lesson 4 *What makes you angry?*

**Vocabulary**

Personal information.

**To start …**

- Put a picture of a famous person on the board.
- Tell the students that they are going to interview this person.
- In pairs, the students think of five questions they would like to ask the person.
- Ask some of the pairs to tell the class their questions.
- Each pair then joins with another pair and they ask and answer their questions.

**Reading**

1. **Aim:** to read and connect ideas to complete an interview.

- Students read through the interview with Jade.
- They complete Jade’s answers with the appropriate sentences.
- With a less confident class, start the exercise with the whole group.
- Check round the class.

**Answers**

1c 2e 3b 4a 5d

**Extra activity**

- Students can read and act out the interview in pairs.

2. **Aim:** to read and correct ideas; to match questions with answers.

- Ask students to read Dana’s answers and provide appropriate questions. If necessary, point out that students can find similar questions in Jade’s interview with MNX.
- Check round the class. Do this by encouraging pairs of students to give the question and answer.

**Listening**

3. **Aim:** to listen for specific information and correct personal information.

- Students read through the profile. Check their understanding.
- Play the CD. Students follow, listening for mistakes.
- Check round the class.

**Speaking**

4. **Aim:** to ask and answer questions about personal information.

- With a less confident class, prepare the questions first. (Tell them to ignore questions about Cascade and Edinburgh.)
• Depending on time and space, students work with a partner, or go round the class choosing people to interview. Make sure they all ask and answer at least twice.
• Students note the answers in their notebooks.

**Writing**

5 **Aim:** to write a personal profile using notes.

• Students re-read the profile of Dave. If necessary, point out that it is written in the third person.
• Students write a profile based on their notes. This is suitable for homework. Check their notebooks.
• If time, students may write their profile on a sheet of paper with a photo or picture of the person. Display their work.

**To Help You Study**

6 **Aim:** to practise idiomatic expressions.

• You may first ask students to find the expressions in the unit.
• Play the CD. Students listen and repeat.
• Check their understanding.

**CD script**

<table>
<thead>
<tr>
<th>CD1 Track 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure.</td>
</tr>
<tr>
<td>Pleased to meet you.</td>
</tr>
<tr>
<td>Go ahead!</td>
</tr>
<tr>
<td>To tell you the truth …</td>
</tr>
<tr>
<td>I’m only joking!</td>
</tr>
<tr>
<td>Guess what!</td>
</tr>
<tr>
<td>Don’t ask!</td>
</tr>
</tbody>
</table>

**Extra activity**

• In pairs or groups, students choose four of the phrases and make up situations or short dialogues for them. Invite as many pairs or groups as possible to perform for the class.

7 **Aim:** to guess the meaning of words from context.

• Go through the text with the class.
• Pick some words and expressions from the unit for students to work on in the same way, e.g. capital city, independent, Scottish accent (p7), ground floor, contact (p9), article, sightseeing, piper (p10).

**Extra activities**

• Spelling game. Choose words from the unit for students to spell. This can be a whole class activity, or a team game, with teams choosing words for their opponents to spell.
• Students write a short dialogue with a real or imaginary famous person, asking about their future arrangements. They act out their dialogue with a partner, for the class.
• In groups, students use all the expressions from activity 6 in a dialogue. It should be as short as possible! Each group performs for the class. Vote on who is best.

**Homework**

• Students bring their vocabulary notebooks up to date.
• Students interview a friend or relative using questions from Jade’s interview. Then they write a profile of the person. They can do the interview in Kurdish but the writing must be in English!

**Go to Activity Book Unit 1 Lesson 4 Activities 3–6 Grammar Summary p99**
1 Read and complete

**Answers**

1 comes  2 have  3 are going  4 lives  
5 knows  6 comes  7 is staying  

2 Read and complete

**Answers**

1 enjoying  2 working  3 loves  4 to write  
5 watches  6 going  7 having  8 hates  
9 shopping  10 talking  11 writing  12 working  
13 to be  

3 Complete

• Students complete the sentences.  
• If there are problems, remind students that who goes with people and where with places.  

**Answers**

1 Piper/who  2 airport/where  
3 castle (or palace)/where  4 guitarist/who  
5 band/who  6 kitchen/where  
7 friend/who  8 disco/where  

4 Ask and answer

• Students take turns to ask and answer questions.  

**Answers**

Dana doesn’t mind practising. He hates getting up early.  
He doesn’t mind going to parties. He loves flying.  
Rosanna doesn’t mind dancing. She loves practising. She  
doesn’t mind getting up early. She loves going to parties.  
She hates flying.  

• Finally they write a summary of each character’s likes and dislikes.  
• Check their books. Students may read their summary aloud.  

Extra activities

• Students complete the chart for themselves.  
• They take turns to ask each other about the chart.  
• They write a profile of their partner.  

5 Write sentences

**Answers**

1 Mike is a reporter and so is Emma.  
2 We are students and so are they.  
3 Mike doesn’t like really bagpipes and neither does Jade.  
4 Maddy doesn’t live in Edinburgh and neither do we.  
5 Dave plays the guitar and so does Jade.  
6 I speak English and so do you.  
7 Dave doesn’t mind practising and neither does Annie.  
8 Emma can’t speak Spanish and neither can Mike.  

6 Make suggestions

**Answers**

1 Why don’t you go to bed?  
2 Why don’t you eat something?  
3 Why don’t we go to the cinema?  
4 Why don’t you buy a new one?  
5 Why don’t we have a picnic?  

7 Correct these sentences

• This may be done round the class or in writing.  
• Check round the class.  

**Answers**

1 takes (not makes)  2 the one  
3 can’t stand  4 doesn’t mind  
5 How long (not How long time)  6 on Saturday night  

8 Find the odd word

• This can be used as a quick test or as a game.  
• Students should explain why the words are odd.  

**Answers**

1 singer (The others work in the medical profession.)  
2 microphone (The others are musical instruments.)  
3 singer (The others are types of music.)  
4 camera (The others are clothes.)  
5 travel (The others are means of travel.)  

Extra activity

• Students make up their own odd-word exercise and give it to their partner/the rest of the group.  

9 Spelling

• Start this off with the whole class.  
• Students list up to ten words and take turns to test each other.  
• Check who gets the most words right.  
10 Puzzle

• If students have not come across this type of puzzle, draw the chart on the board and go through it, or start it, with the whole class.
• Otherwise students work alone or in pairs.
• Check round the class.

Answers

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>Canada</td>
<td>doctor</td>
</tr>
<tr>
<td>Bruce</td>
<td>Spain</td>
<td>musician</td>
</tr>
<tr>
<td>Colin</td>
<td>Australia</td>
<td>teacher</td>
</tr>
<tr>
<td>Diana</td>
<td>Hungary</td>
<td>dentist</td>
</tr>
<tr>
<td>Edward</td>
<td>Brazil</td>
<td>reporter</td>
</tr>
</tbody>
</table>

Extra activity

• Ask about the people, e.g. *Who’s Anna? She’s the one who lives in North America*, etc.

Go to Activity Book Unit 1 Review Activities 1–5
Lesson 1  Could you tell us the way …?

Grammar
Object pronouns
Can/Could …?
Verb + indirect and direct object
Verb + infinitive

Vocabulary
Directions; Invitations.

To start …
• Prepare some things for the students to do, e.g. give out books, open/close a window, move a chair, close the door, tell you the time.
• When the students are all sitting down, tell one of the more confident students to do something. Say: Close the window, please.
• Repeat this with the other activities you prepared.
• In pairs, the students think of one thing to tell other students to do.
• When everyone has finished, ask a few of the pairs to give instructions to individual students.

1 LISTEN AND READ
Aim: to teach the grammar and to match words and pictures.

• Play the CD of the first section. Students listen and follow.
• Play it again. Students listen and repeat.
• Do the same for the other two sections.
• Students match the photos and text.
• Check round the class.

CD script  CD1 Track 20
Maddy  Dave, are you coming? We’re leaving for the sightseeing tour in five minutes!
Dave  I don’t want to go sightseeing. I can’t stand old buildings.
Maddy  But I’d like to see the castle.
Dave  Oh … I can show you the castle – I know my way around Edinburgh. Would you like to come with me?
Maddy  I’d love to! Let’s go!
Dave  In a minute. Take it easy.

Maddy  You don’t know your way around Edinburgh at all! We’re lost!
Dave  Hang on. Give me the map. Yes, we need to turn right …
Maddy  Excuse me, could you tell us the way to the castle, please?
Woman  Yes, of course. Turn left here and go straight ahead. You can’t miss it.
Maddy  Thank you very much. Come on, Dave!

Maddy  Oh look! There’s Dana and Rosanna!
Dave  Where?
Maddy  On the bus. Quick, can you lend me your camera? I want to take a photo of them.
Dave  Do you want to walk up to the castle now?
Maddy  No, thanks! I’d like to get on the bus!

Answers
1a  2c  3b

Extra activity
• Students read or act out the dialogue in groups.

2 WRITE
Aim: to practise using object pronouns.

• You may wish to go through this round the class first.
• Students complete the sentences.
• Check round the class.

Answers
1 them  2 us  3 me  4 her  5 you  6 him  7 it

Extra activity
• Students look through the text and find all the object pronouns.

3 SPEAK
Aim: to make requests with can/could.

• Go through the first request with the class.
• Then students make further requests, round the class or in pairs.
Teaching point: tell students that *Could you …?* is sometimes more polite than *Can you …?*

**Answers**
1. Can/Could you tell me your name, please?
2. Can/Could you give me a hand, please?
3. Can/Could you tell me the time, please?
4. Can/Could you tell/show me the way to the station, please?
5. Can/Could you lend me your calculator, please?
6. Can/Could you show me the photo, please?

- Students now take turns to make and answer requests.

**Go to Activity Book Unit 2 Lesson 1 Activities 1–3**

**Grammar**

**Aim:** to present and practise verb + infinitive structures.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers CD1 Track 21**

**Verb + infinitive**

I’d like to see the castle.
I’d love to come with you.
I want to take a photo.
We need to turn right.

**Extra activity**

- Students check the text for verbs followed by an infinitive.

**Go to Activity Book Unit 2 Lesson 1 Activity 4**

**Pronunciation**

**Aim:** to hear and practise correct intonation for requests and answers.

- Play the CD. Students listen and mark up and down arrows.
- Play it again for students to repeat.
- You may need to point out that requests use rising intonation while answers use falling intonation.

**CD script and answers CD1 Track 22**

1. Would you like to come with me? [up]
2. I’d love to. [down]
3. Could you tell us the way, please? [up]
4. Yes, of course. [down]
5. Can you lend me your camera? [up]

**Read and speak**

**Aim:** to re-order a conversation and to practise using verb + infinitive structures.

- In pairs students put the conversation into the correct order.
- Play the CD. Students listen and check.
- In pairs students read the correct dialogue aloud.

**CD script and answers CD1 Track 23**

**Emma** Would you like to go to the cinema this evening?
**Jade** I’m sorry, I can’t. I’m going to a party.
**Emma** Well, would you like to go tomorrow evening?
**Jade** Tomorrow? Yes, I’d love to. What’s on?
**Emma** There’s The X-Files, with Gillian Anderson.
**Jade** Hmm, I don’t like her much. I don’t want to see that.
**Emma** Or there’s Loch Ness – a film about the monster.
**Jade** Oh, great! I’d like to see that!

**Write**

**Aim:** to complete and reply to an invitation.

- Students choose an event from the list and write an invitation to a friend.
- Then they each write an invitation on a piece of paper, following the invitation in the book.
- Collect all the papers and redistribute them.
- Students write their own reply following the answer in the book. They can accept or decline.
- Several students read their invitations and replies.

**Homework**

- Students write a short letter inviting a friend to come and stay. They give dates and details of two or three events they can go to.

**Go to Activity Book Unit 2 Lesson 1 Activities 5–6 Grammar Summary p99**
Grammar
Past simple: affirmative and Wh- questions
Prepositions of direction

Vocabulary
Tourist attractions; Past experiences.

To start …
• Put your timetable from Unit 1, Lesson 3 on the board.
• Point to today. Say: *Today I am …* Ask: *What did I do yesterday?* Point to yesterday on the timetable.
• Encourage the students to tell you what you did yesterday.
• Ask an individual student: *What did you do yesterday?*
• Ask a few more students. Then ask: *What did Maddy, Dave, Dana and Rosanna do in the last lesson?*

1 LISTEN AND READ

Aim: to revise the past simple affirmative and Wh- questions.

- Play the CD to introduce the guidebook extracts and for help with pronunciation. Students read the guidebook extracts and Maddy’s letter to her sister.

CD script CD1 Track 24

*The Royal Mile*

The Royal Mile is an old street in the centre of Edinburgh. It goes from Edinburgh Castle to Holyrood Palace.

Gladstone’s Land is an old house near the castle. It is over 350 years old and has six floors. Some older houses had ten floors, and were the world’s first skyscrapers! The houses were very close together with dark, narrow paths between them.

Walk down the Royal Mile from Gladstone’s Land, and you come to another interesting old house. Deacon Brodie lived here over two hundred years ago. Brodie was a well-known man in Edinburgh. In the day he made furniture. But at night he had another secret job — he was a burglar and stole things from other people’s houses!

Walk further along the Royal Mile, and you come to the Bakehouse on the left. In 1851, 230 people lived in this small house! It was very crowded and dirty.

The famous film star, Sean Connery, lived in Edinburgh when he was young. He delivered milk to people’s houses from a horse and cart.

- Then students answer the questions.
- Check round the class.

Answers
1. *At one o’clock every day.*
2. *In 1861.*
3. *Near the castle.*
4. *Over two hundred years ago.*
5. *He made furniture.*
6. *Deacon Brodie was.* (At night.)
7. *He delivered milk to people’s houses.*

2 GRAMMAR

Aim: to practise the past simple with Wh-questions.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 25

Past simple: Wh- questions

*When* was the last time I wrote to you?
*When* was the first time they fired the gun?
*Who* was a burglar?
*What* did the young Sean Connery do?
*Where* did Deacon Brodie live?

Extra activity
- Students ask and answer other Wh- questions, about the text or anything else.

Go to Activity Book Unit 2 Lesson 2 Activities 1–3

3 PRONUNCIATION

Aim: to listen to and say dates in English.

- Students first look at the five dates.
- Play the CD. Students listen and repeat.
- Play the next section. Students write the dates they hear.
- Play it again for them to check.
- Check round the class. Students read out the dates.

CD script and answers CD1 Track 26

*1861 1994 1512 1702 2000* …

*1812 1930 1665 1905 1000*
Extra activity

Teaching point: Note: it has become conventional to say the dates 2001 – 2009: two thousand and one, etc. 2010 will probably be said: twenty ten.
• Dictate more dates. Students write and then say them.

4 Read and speak

Aim: to re-order a conversation and to practise asking and answering Wh- questions.
• In pairs students put the conversation into the correct order.
• Check by letting two or three pairs read the dialogue aloud.

Answer
Maddy When was the last time you visited Edinburgh?
Dave A long time ago! I think I was about nine years old.
Maddy And the last time?
Dave Last year. I know the city really well.
Maddy So why did we get lost?
Dave Because the map was wrong.
Maddy I don’t believe you!

Extra activity
• Students act out the dialogue in pairs.

Ask and answer
• Ask several students the question in the first speech bubble.
• Students ask you the questions.
• Then they take turns to ask and answer in pairs. They need not tell the truth.
• Treat the next set of questions in the same way.

Extra activity
• They write three sentences about first times and three about last times they did something.

5 Listen and speak

Aim: to listen to a description of a tour and follow it on a map.
• Students look at the map and read place and street names.
• Play the CD. Students listen only.
• Play it again. Students follow the route on the map.
• Check by holding up your map and tracing the route, or letting a student do so.

CD script CD1 Track 27

Jade The tour started on Waverley Bridge, opposite the railway station. The bus went along Princes Street and we saw all the shops. At the end of Princes Street we turned left into Lothian Road and then left again. The bus stopped near the castle and we got off and looked around. Then we got on the bus again and went down the Royal Mile. We went past Gladstone’s Land and Deacon Brodie’s house. Near the end of the Royal Mile we saw the Bakehouse. The bus went past Holyrood Palace and then turned left into Regent Road, and we were soon back at Waverley station.

Look!
Teaching point: we often use up and down when there is no hill involved. E.g She walked up/down the road to the shops. Here up/down = along.
• Go through the words in the box.
• Students use them in sentences.

Extra activities
• Ask where different places are on the map.
• Ask how to get from one place to another.
• Students ask and answer similar questions in pairs.

6 Write and speak

Aim: students give directions to and from places they know.
• You may like to prepare a set of directions with the class.
• In pairs students write directions.
• They read their directions to other pairs who guess the place.

Extra activity
• Students each prepare a simple town plan. They give their plan to their partner and give directions. The partner says where he/she has arrived.

Homework
• Students write a description of a real or imaginary visit to a place, like Jade’s description of the sightseeing tour of Edinburgh.

Go to Activity Book Unit 2 Lesson 2 Activities 4–7
Grammar Summary p99
Lesson 3  Happy birthday, Dana!

Grammar
Past simple: questions and negative (revision)
Expressing hope

Vocabulary
Famous people and places.

To start …
• Ask individual students when they started school. Ask: When did you start school?
• Tell students when you started school.
• In pairs, students think of two more questions about the past to ask you or other students.
• Go round the class and ask some of the pairs to tell you their questions.

1 LISTEN AND READ
Aim: to introduce hope. To revise the past simple with irregular verbs, and to read about past events.
• Play the conversation on the CD
• Students correct the sentences.

CD script CD1 Track 28
Dana  So what are you two doing today?
Maddy  We're going to visit Holyrood Palace. Aren't you coming?
Dana  Er … No. I'm not.
Nelson  Why not?
Dana  Well, I've got to stay here today. I'm waiting for a phone call from my parents.
Maddy  Oh, there's nothing wrong, is there Dana?
Dana  No, no … not at all. It's just that … It's my birthday!
Maddy  Oh Dana, happy birthday!
Dana  Thanks.
Nelson  Yes, happy birthday. I hope you have a great day!
Dana  Thanks a lot. So you're off to Holyrood Palace. Isn't that where Mary Queen of Scots lived?
Nelson  I don't know. Who's she?
Maddy  Don't you know? Here, have a look at my guide book. Come on, we must go.
Dana  And I must go too. I'm expecting my call. I hope you enjoy the Palace.
Maddy  I'm sure we will. And we'll see you when we get back.
Dana  I hope so. Bye!

Answers
1 Nelson and Maddy are going to Holyrood Palace.
2 Dana's parents are going to phone him.
3 Nelson doesn't know about Mary Queen of Scots.
4 Dana isn't going to Holyrood Palace after his phone call.

2 SPEAK
Aim: to ask and answer questions in the past simple, using When?
• Students read the text about Holyrood Palace.
• Ask the class When did James IV build Holyrood Palace? Students answer.
• In pairs students ask and answer the other questions.
• Students write the questions in their notebooks.
• Check for grammar and spelling.

3 LISTEN AND SPEAK
Aim: to listen to and correct personal information; to practise questions and negatives in the past simple.
• Students read the text about Sir Arthur Conan Doyle. Check their understanding.
• Play the CD. Students listen for mistakes.
• Play it again, giving time for them to correct the mistakes.
• Check round the class.

CD script CD1 Track 29
Sir Arthur Conan Doyle was born in Edinburgh in 1859. He studied at Edinburgh University and he started work as a doctor. But then he became a successful writer. He wrote lots of books, but he is most famous for his stories about the brilliant detective, Sherlock Holmes. He had two wives and five children. He died in 1920 at the age of 71.

Answers
He was born in Edinburgh, not London.
He worked as a doctor, not a dentist.
He didn't write plays, but books (novels and short stories).
He had five children, not four.
He died in 1930, not 1920.

Ask and answer
• Ask the question. Students answer.
• They continue asking each other questions, in pairs or round the class.
Fact File
This is a good opportunity to revise ordinal numbers – first, second, etc.

Go to Activity Book Unit 2 Lesson 3 Activities 1–3

4 Grammar

Aim: to practise expressing hopes.

• Students put the sentences into the correct order.

Answers
1 I hope we will see you later.
2 I hope it doesn’t rain.
3 I hope you can come to my party.
4 I hope I didn’t wake you up.
5 I hope they arrive soon.

• Draw students’ attention to the short form in the speech bubble.

5 Write

Aim: to practise expressing hopes.

• In pairs students put the dialogue into the correct order.
• They practise the dialogue and write it in their notebooks.

Answer
I’m going to the cinema this evening.
What are you going to see?
Oh, a new film about Sherlock Holmes.
I hope you enjoy it.
I’m sure I will!
And are we seeing each other at the weekend?
I hope so!

Homework
• Students choose a famous person, or invent one, and write a history book entry like the text about Sir Arthur Conan Doyle.

Go to Activity Book Unit 2 Lesson 3 Activities 4–8
Grammar Summary p99
Lesson 4  Castles of the world

Vocabulary
Buildings and places.

To start …
• Take some pictures into class of some interesting places the students may have been to or know about.
• Ask the students to identify the places in the pictures. Can any of them tell you about the places? Have any of them visited the places?
• Prompt the students to talk about their visit, e.g. 
  When did you go? Was it last summer? Did you like it?
• If none of them have visited the places in the pictures, ask them to tell you about an interesting place they have visited.

Reading

1  Aim: to match the texts and the photos; to ask and answer questions using the past simple.

• Read the texts one by one with the class.
• Students match photos and texts.
• Check comprehension.

Answers
A  Hawler – The citadel  B  Peru – Sacsayhuaman
C  Krakow – Wawel Castle  D  Segovia – Alcazar

Ask and answer
• Go through the speech bubbles with the class and ask some questions.
• Students continue the activity in pairs or groups. Check for correct verb forms.

Extra activities
• Allow students two to three minutes to look at the texts. Then ask questions. Who can remember most?
• This can also be done in pairs.

Listening

2  Aim: to listen for specific information.

• Students first read the questions so they know what to listen for.
• Play the CD. Students listen but do not write.
• Play it a second time. Students write the answers.
• Check round the class, asking students the questions.

Speaking

3  Aim: to ask and answer questions about a visit to an interesting place using Wh- questions and the past simple.

• You may ask two or three students each question first. Or they can ask you.
• Students take turns to ask each other about a place, real or imaginary, which they visited. (They may imagine they visited one of the castles on page 26.)

Writing

4  Aim: to write about a visit to a famous or interesting place using the past simple.

• This follows on from the Speaking activity. It is suitable for homework. Check their notebooks.
• If time allows, students can write their account on a sheet of paper and illustrate it. Display the work for the class to look at.

Go to Activity Book Unit 2 Lesson 4 Activities 1–3

To help you study

5  Aim: to practise idiomatic expressions.

• You may first ask students to find the expressions in the unit.
• Play the CD. Students listen and repeat.
• Check their understanding.
CD script CD1 Track 31
I'd love to!
In a minute.
Take it easy.
Hang on.
You can't miss it.
Come on!
What's on?
I'm afraid I can't.

Extra activity
- Students choose four of the phrases and, in pairs or groups, make up situations or short dialogues for them. Let as many as possible perform for the class.

Extra activities
- This needs some outside preparation time. Students find out about a famous person, who they will pretend to be. They also prepare questions to ask a famous person. They ask their partner questions to find out who they are, when they lived, etc.
- Team game. Team 1 says something that will prompt one of the expressions in activity 5. A student from team 2 must use the correct response, adding to it if necessary, e.g. Can you tell me where the castle is, please? – You can't miss it. It's right in the centre of town. Then they change roles.
- To make it more difficult, team 1 gives the response and team 2 must give the prompt.
- Game. This game is played in groups of six. Each student has a sheet of paper, about A5 size. On the board write in a column: Who?; Where?; When?; How he/she got there; What he/she liked most; What he/she liked least. At the top of their sheet students write a name (answering Who?). They fold the sheet over so that the writing cannot be seen, and pass the paper on. The next student writes a place, folds the sheet and passes it on. Continue until all six questions have been answered. Then pass the paper back to the person who answered the first question. In turn, students unfold their paper and read the story. The stories can often be very amusing.

Homework
- Students bring their vocabulary notebooks up to date.
- They imagine they are a visitor from the future coming to the town. They write a description of the town as if it was very old and strange. This is quite difficult, so brainstorm ideas in class first.
- Otherwise, students write about a visit made by someone they know, so that they use the third person.

Go to Activity Book Unit 2 Lesson 4 Activities 4 and 5
Grammar Summary p99
2 Review

1 Read and complete
• Students read through the text and choose the correct word for each gap.
• Check round the class.
• Give explanations only if necessary.

Answers
1B 2A 3B 4C 5B 6C 7A 8C 9C 10B 11C 12A 13B 14C 15A

Extra activities
• Students ask and answer questions about Sean Connery.
• Or, in pairs, one is Sean Connery and the other interviews him about his life.

2 Complete
• You may want to review the object pronouns.
• Students read and complete the passage with object pronouns.
• Check round the class. Students may check each other's work.

Answers
1 me 2 him 3 them 4 us 5 her 6 them 7 you 8 him

3 Put the words in the right order
• Students rewrite the sentences correctly.
• Remind them to check punctuation.
• Check round the class.

Answers
1 Could you tell us the way to the airport? 2 I hope Dana has a good birthday. 3 Excuse me, can you lend me your camera? 4 Can she give him a hand? 5 They told us their names.

4 Make requests
• Students may write the requests beginning Can you ...? in their notebooks first.
• Play the CD. Students make the requests.
• Pause for them to repeat the request after the CD and practise polite intonation.

CD script and answers  CD1 Track 32
Make requests with can like this:
tell us the way
Can you tell us the way, please?
1 tell me the time
   Can you tell me the time, please?
2 give them a hand
   Can you give them a hand, please?
3 wait a minute
   Can you wait a minute, please?
4 speak more slowly
   Can you speak more slowly, please?
5 say that again
   Can you say that again, please?

• Now prompt students to make requests beginning Could you ...? in the same way, and check that their intonation is appropriate.

Answers
1 Could you tell us the way, please? 2 Could you tell me the time, please? 3 Could you give them a hand, please? 4 Could you wait a minute, please? 5 Could you speak more slowly, please? 6 Could you say that again, please?

5 Complete
• You may wish to check the past simple forms first.
• Or you could use this as a test.
• Students complete the sentences.
• Check round the class. Students may check each other's work.

Answers
1 went 2 destroyed 3 saw 4 came 5 drove 6 fought 7 wrote 8 fell

6 Ask and answer
• Go through the example with the class.
• Students ask and answer questions in pairs.
**Answers**

1. Did Deacon Brodie live in Glasgow?
   No, he didn’t live in Glasgow. He lived in Edinburgh.

2. Did Sean Connery deliver water?
   No, he didn’t deliver water. He delivered milk.

3. Did King James III build Holyrood Palace?
   No, he didn’t. King James IV built it.

4. Did Dana go to Dohuk last summer?
   No, he didn’t go to Dohuk. He went to Hawler.

5. Did Mary Queen of Scots become Queen after King James VI?
   No, she didn’t. She became Queen before King James VI.

**Extra activities**

- Students make similar incorrect statements, e.g. about other information from the unit. Their partner questions the statement and gives the correct answer.
- To make it more difficult, let students make some correct statements. Leave out the question stage. The partner agrees or corrects the statement.

**7 Game: Adverb Tennis**

- This can be played in teams or pairs.
- To vary, students start from the adverb and give the adjective.

**8 Poem**

- Students read the gapped poem.
- They decide which words go where.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers (CD1 Track 33)**

**Holiday**

It was a short holiday with some friends (1) of mine.
We camped near the beach and the weather was fine.

And we watched quietly
As the moon (3) climbed in the sky
And a night bird sang sweetly
From a tree nearby.
And we swam about happily
In the warm blue (4) sea
And we all slept easily
My friends and me.

It was a short holiday, a long (5) time ago
But I’ll never ever forget it, that I do know.

**Extra activities**

- Play the CD again and have the class read the poem aloud.
- Let students learn the words by heart and say the poem aloud.

Go to Activity Book Unit 2 Review Activities 1–6
Lesson 1 It’s made of plastic.

Grammar
Present simple passive
Infinitive of purpose

Vocabulary
Musical instruments; Materials.

To start ...
• Bring a few objects to the lesson made of glass, plastic, metal. Make sure that the students will know the names of the objects.
• Hold up one of the objects. Ask: What's this? What is it made of?
• Do this with each object.
• Ask the students to look at the photo on page 32 and to tell you who they can see. Ask: What are Dave and Maddy talking about?
• Do not confirm their guesses, they will find out in the dialogue.

1 LISTEN AND READ
Aim: to introduce the present simple passive and the infinitive of purpose.

• Play the CD to present and practise the dialogue.
• Students read the dialogue in pairs.
• They answer the questions. This can be done round the class or in writing.
• Check round the class.

CD script CD1 Track 34
Maddy Wow. That sounds great, Dave.
Dave Yeah? Do you like my new guitar?
Maddy Can I have a look?
Dave Here you are. It’s from Japan but the body’s made of American hardwood.
Maddy Is that important?
Dave Yes, they use it to make the sound better. Hardwood’s used for the neck, too.
Maddy It looks good.
Dave And these are called tuners. They’re made of metal. You turn them to tune the guitar.
Maddy Yes, Dave, I know all that! I like the colour.
Dave Yeah, it’s cool. This one’s painted blue but you can pay a bit more to get your favourite colour.

Answers
1 Japan
2 Wood (American hardwood)
3 To make the sound better.
4 To tune the guitar.
5 Blue
6 You pay a bit more.

2 LISTEN
Aim: to listen for information and to practise the present simple passive.

• Students first look through the sentences. They may try to match the parts now.
• Tell them that what they will hear is more than just these five sentences, so they must listen carefully.
• Play the CD. Students listen and match the sentence parts.
• Check round the class.

CD script CD1 Track 35
Nelson Drums are played all over the world and they all look much the same. They’ve all got a drumhead. That’s the bit on the top of the drum. The drumhead is the drum’s most important part and it’s made of skin or plastic. The drumhead is stretched over the body of the drum. In other words, it’s pulled hard to make it as tight as possible. Drums are tuned by changing the tightness of the drumhead. Another word for tightness is tension. There are small screws called tension screws at the side of the drum, and the screws are tightened to stretch the drumhead more. This gives the drum a higher sound. Like this.[FX] To lower the sound, the screws are loosened. Like this.[FX]

Answers
1d 2a 3b 4e 5c
3 Grammar

**Aim:** to teach and practise the present simple passive.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers CD1 Track 36**

**Present simple passive**

*It is* made of American hardwood.

*Hardwood is* used for the neck too.

*This one is* painted blue.

*They are* made of metal.

*Drums are* played all over the world.

**Extra activity**

- Students use the structure with different ideas, e.g. *Windows are made of glass. The walls are painted white. Football is played all over the world.*

4 Speak and Write

**Aim:** to practise the present simple passive by talking about what things are made of.

**Ask and answer**

- Students look through the phrases.
- Go through the questions and answers with the class.
- They continue asking questions. This is suitable for class or pairwork.

**Answers**

**What’s the desk made of?**

*It’s made of wood.*

**What are the scissors made of?**

*They’re made of metal.*

**What’s the computer made of?**

*It’s made of grey plastic.*

**What’s the sofa made of?**

*It’s made of red leather.*

**What’s Emma’s jumper made of?**

*It’s made of green wool.*

**What’s Mike’s jacket made of?**

*It’s made of black leather.*

**What’s the phone made of?**

*It’s made of red plastic.*

**What are the shelves made of?**

*They’re made of metal.*

**What are Emma’s jeans made of?**

*They’re made of blue denim.*

**What’s the clock made of?**

*It’s made of white plastic.*

**Write sentences**

- First ask about different classroom items, e.g. *What are the chairs made of? What’s the door made of?*
- Students then write five to ten sentences about things in the classroom.
- Check round the class or take the notebooks in.

**Extra activities**

- A student says e.g. *red plastic.* The others answer *The phone. It’s made of red plastic.*
- A guessing game to be played in pairs or teams.
  - A student says e.g. *It’s made of wood.* The others have to guess, e.g. *Is it the door?*

**Go to Activity Book Unit 3 Lesson 1 Activities 1–3**

5 Pronunciation

**Aim:** to distinguish between and practise the sounds /u/ as in *good* and /u:/ as in *blue.*

- Students copy the chart in their notebooks.
- Check that students pronounce good and blue correctly.
- Students write the words in their notebooks in the correct columns.
- Play the CD. Students listen and check.
- Check round the class.
- Play the CD again, pausing for students to repeat the words.

**CD script and answers**

*good*  *blue*

*could  food*

*should  fruit*

*wood  soon*

*wool  tooth*

*would*

**Extra activity**

- They find other words with the same sounds, e.g. *book, look, you, true.*

**Look!**

- Go through this with students.
- They find other examples of the infinitive of purpose in the dialogue.
6 Read and Write

**Aim:** to practise the infinitive of purpose.

- Students read and match the sentences.
- They write them in their notebooks.
- Check round the class.

**Answers**

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

**Extra activity**

- Students make their own sentences using the infinitive of purpose. They could focus on the classroom, e.g. *We use chairs to sit on. We use pens to write with*, etc.

**Homework**

- Students write a paragraph about their bedroom: what is in it, what the things are made of and what they are used for.

**Go to Activity Book Unit 3 Lesson 1 Activities 4–6**

**Grammar Summary p100**
Grammar
Open conditional
Relative pronouns: who, which, that

Vocabulary
Music; Processes.

To start …
• Ask the students to look at the photo on page 34 and tell you who they can see and what they are doing.
• Do not confirm their guesses, they will find out in the dialogue.

1 LISTEN AND READ
Aim: to introduce the open conditional and relative pronouns who, which and that.
• Play the CD.
• Check comprehension and give pronunciation and reading practice.
• Ask questions using relative pronouns, e.g. Who’s the person who’s singing? Who’s the person who’s recording? What’s the machine that makes CDs?

CD script CD1 Track 38
Mike Who’s the guy who’s singing?
Vanessa Dana, from Kurdistan.
Mike He’s really professional.
Vanessa Yes, it’ll sound good on the recording. I’m recording all the bands.
Mike Oh, on cassette or something?
Vanessa No — on CD! I’ve got a brilliant new machine which makes CDs.
Mike Why CDs?
Vanessa Because if you send a cassette to a record company, they throw it away. If you send a CD, they listen to it. And if they like the music, they buy it! Do you want to see the CD recorder?
Mike Have I got a choice?
Vanessa No! Here it is. The blue button is the one that controls the recording level. When you turn it, the sound gets louder.
Mike What’s this red button on the left?
Vanessa When you press it, the recording starts. And you press the yellow button to open and close the CD drawer.
Mike Can you make lots of copies?
Vanessa No, just one.
Mike So this is the only copy of Dana’s song.
Vanessa That’s right — the only one in the world!

Mike And who do you send the CD to?
Vanessa To the A&R people in the record company.
Mike The A&R people? Who are they?
Vanessa They’re the ones who choose the bands — A&R stands for ‘artists and repertoire; I’ll send Dana’s CD in the morning.

Complete
• Go through the first sentence with the class.
• Students complete the remaining sentences.
• Check round the class.

Answers
1 which makes CDs.
2 they listen to it.
3 if they like it.
4 the sound gets louder.
5 you press the red button.
6 you press the yellow button.

Extra activities
• Ask questions requiring answers with infinitives of purpose, e.g. Why do you press the red button? — To start recording, etc.

2 LISTEN AND SPEAK
Aim: to listen and match words with definitions; to make definitions using who, which, and that.
• Students first look through the words and definitions.
• Play the CD. Students listen and follow.
• They listen for the words and match with the definitions.
• Check round the class.

CD script CD1 Track 39
Mike So what happens when a record company likes a song?
Vanessa They make a proper recording, because they usually can’t use the demo.
Mike What’s a demo?
Vanessa It’s the cassette or CD that is sent to them.
Mike Oh, I see.
Vanessa So you go to a recording studio that has all the professional recording equipment.
Mike Right.
Vanessa And there are lots of people in the studio. There’s the engineer …
Mike The engineer?
Vanessa Yes, the person who looks after the sound equipment. And the producer.

37
Mike What does he or she do?
Vanessa The producer is the person who is in charge of the recording. It’s a really exciting job.
Mike So what do the A&R people do?
Vanessa I told you! They are the ones who choose the band. And then of course there’s the most important group of people.
Mike Who are they?
Vanessa They’re the people who are going to play, of course! The band!

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

Ask and answer
• Go through the example with the class.
• Students continue to make questions and answers.
• This is also suitable for pairs.

Answers
2 It’s a place that has professional recording equipment.
3 It’s someone who looks after the sound equipment.
4 It’s the person who is in charge of the recording.
5 They are the ones who choose the band.
6 They are the people who are going to play.

Extra activity
• Students write a list of activity titles, e.g. teacher, farmer, student. Then they ask each other e.g. What’s a student? It’s someone who studies at school or college, etc.

Look!
• Go through this with the class. Note that that can be used with people and things.

Fact File
• Ask if anyone has listened to music by The Beatles. Do they know the names of any Beatles’ songs?
• Students read the Fact File. Check comprehension.

3 Grammar
Aim: to teach and practise the open conditional.

• Students copy and complete the chart in their notebooks.
• Play the CD. Students listen and check.
• Check round the class.
• Students find other examples in the dialogue.
CD script and answers CD1 Track 40
Open conditional
If you send a CD, they listen to it.
If you send a cassette, they throw it away.
When you turn it, the sound gets louder.
When you press the red button, the recording starts.

Extra activity
• Students make other statements with open conditionals. You may prompt them with questions, e.g. What happens when the temperature falls to zero? What happens if you drop a glass on the floor? etc.

Go to Activity Book Unit 3 Lesson 2 Activities 1–3

4 Pronunciation
Aim: to listen for sentence stress.

• Students read the completed Grammar sentences quietly.
• Play the CD. Students listen and underline the stressed words.
• Check round the class.

CD script and answers CD1 Track 41
If you send a CD, they listen to it.
If you send a cassette, they throw it away.
When you turn it, the sound gets louder.
When you press the red button, the recording starts.

Extra activity
• Play the CD again, pausing for students to repeat.

5 Read and Write
Aim: to read about someone’s reactions to music, and to use the open conditional to write about musical likes and dislikes.

• Students first read the passage silently.
• Ask questions about Dana’s feelings.
• Do students agree with him?
• Ask a few students what kind of music they like, if they play an instrument, etc.
• Then students write a paragraph using the suggestions given. This is suitable for homework.

Homework
• Students write eight to ten sentences using if/when and open conditionals. This could take the form of a description of piece of equipment, e.g. a refrigerator, a television or a mobile phone.

Go to Activity Book Unit 3 Lesson 2 Activities 4–7
Grammar Summary p100
Grammar
Past simple passive
Agent: by (The car was driven by my father.)

Vocabulary
Rooms and furniture; Films, music, books.

To start …
• Ask the students to look at the photo of Vanessa on page 36 and to read the headline of the article.
• What do they think has happened? Do not confirm their guesses, they will find out in the article and dialogue.

1 Read

Aim: to introduce and practise the past simple passive and by.

• Students look at the photo and the headline and guess what has happened.
• Check comprehension.

Make questions
• Do the first question with the class.
• Students write the other questions.
• Check round the class.

Answers
1 Why were the police called?
2 When was Vanessa Croft’s room burgled?
3 How much money was stolen?
4 Who was seen near the room?
5 Who was questioned by the police last night?
6 What was Vanessa upset about?
7 Where did she want to send the CD?

2 Listen and Speak

Aim: to practise the past simple passive by listening to an interview and finding mistakes.

• Students may re-read the report of the break-in first.
• Play the CD. Students listen for differences from the newspaper report.
• Check round the class, if your class is weak.
• Otherwise check by letting students ask each other questions about the break-in.

CD Script

Vanessa Well, I came back from Dave’s concert at about 10 o’clock yesterday evening. I unlocked the door, turned on the light, and immediately saw that Dana’s CD wasn’t on my bed. I left it there before I went out, next to my diary. I know I did.

Police And was anything else missing?

Vanessa Yes, there was, actually. Some money … £50. I’m sure I left it in my room, and I certainly haven’t got it now.

Police Anything else?

Vanessa No, nothing. I’m sure it was the CD that the burglar wanted. I don’t understand why.

Police And was the door damaged?

Vanessa No. And I know I locked it. The person used a key to get in, I’m sure.

Police And was what about your suitcases, your cupboards, drawers and so on?

Vanessa No. Nothing was disturbed. I’d say that he, or she, knew just what he was looking for. He took my key from reception, went in, picked up the CD and left. I think that he took the £50 … well … because it was there.

Police And have you any idea who did it?

Vanessa No, absolutely no idea. I’m sure it wasn’t one of us. But who would want a demo CD?

Police Thank you for your help, Miss Croft. We’ll need to see you again tomorrow so that you can sign your statement.

Vanessa Of course, officer. Good night.

Answers
The break-in happened before 10pm not after 10pm. Vanessa’s drawers and cupboards were not searched. Her diary was not stolen. Her door was locked.

What do you think?
• Students look at the two questions at the end of the report. In groups, they discuss why the CD was stolen and who by.
• Groups report back to the class.

3 Grammar

Aim: to teach and practise the past simple passive.

• Students copy and complete the chart in their notebooks.
• Play the CD. Students listen and check.
• Check round the class.
CD script and answers CD1 Track 43

Past simple passive
The room was burgled.
A CD was taken.
The cupboards were searched.
Several people were questioned by the police.
Why was the CD stolen?

Extra activity
• Students find other examples of the past simple passive in the text.

4 Pronunciation

Aim: to hear and practise rising and falling intonation in questions.

• Students read through the questions.
• They may guess how the intonation will be.
• Play the CD. Students listen and write the appropriate arrows.
• Check round the class by letting different students read the questions.

CD script and answers CD1 Track 44
1 Was the room locked? [up]
2 Was there any damage? [up]
3 Why was the CD stolen? [down]
4 Were the windows broken? [up]
5 How much money was stolen? [down]
6 Who was the song written by? [down]

Answers
Questions with a question word (why/ how, who, etc.), i.e. 3, 5 and 6, have falling intonation.
Yes/No questions, i.e. 1, 2 and 4, have rising intonation.

Extra activity
• Students make other questions. Check their intonation.

5 Write

Aim: to practise the past simple passive.

• Students read through the passage.
• They write it in their notebooks with the correct verbs.
• Check round the class.

Answers
1 were called 2 were stolen 3 was discovered
4 was opened 5 were broken 6 was found
7 was used 8 was painted 9 were seen
10 was driven

6 Read and Speak

Aim: to read a description of a film and to answer questions using past simple passive and by.

• Students read the passage.
• Give students a short time to answer the questions. Then check round the class.
• Or you may do the exercise round the class. Students may also answer from memory.

Answers
1 In 1997.
2 James Cameron.
3 Leonardo DiCaprio and Kate Winslet.
4 James Cameron.

Look!
• Go through this with the class.

Activity Book p31 Exercise 3

7 Write and Speak

Aim: to use the Grammar by preparing a class quiz.

• Go through the questions. Does anyone know the answers? (Leonardo Di Caprio and Kate Winslet, Bob Marley, Jane Austen.)
• Students write questions about films, music and books. This can be done for homework and may involve some research.
• Have a class quiz. This can be held in teams or round the class. Or you may take in all the questions and choose some only.

8 Write

Aim: to use the past simple passive + by to write about a favourite film or music album.

• Look again at Maddy’s comments on Titanic.
• Students write about their own favourite film or music album.
• This is suitable for homework.
• Some students may read their work to the class.

Homework
• Students write the story of Vanessa’s break-in from memory using as many past simple passives as they can. They should use the version on CD – the one without mistakes.

Go to Activity Book Unit 3 Lesson 3 Activities 1–7
Grammar Summary p100
Lesson 4 A Wonder of the World

Vocabulary
Describing a disaster.

To start
- Ask students if they know about the Seven Wonders of the Ancient World. (the statue of Zeus [Greece], the temple of Artemis [Turkey], The Colossus of Rhodes [Greece], the Lighthouse of Alexandria [Egypt], the Hanging Gardens of Babylon [Iraq], the Pyramids [Egypt], The Mausoleum at Halicarnassus [Turkey]).
- Tell students that they are going to read a text about the discovery of one of these wonders.

READING
1 Aim: to read a text and supply the missing words.

• Students read the text and choose the words.

Answers
1 put on 2 found 3 realised 4 built
5 lit 6 burned 7 began 8 fell
9 forgot 10 knew

2 Aim: to re-read the text for general meaning.

• Students read the text again. Individually or in pairs they choose suitable titles.

Answers
1 The Discovery 2 The Building
3 The Disaster 4 Now We Know

Go to Activity Book Unit 3 Lesson 4 Activities 1 and 2

LISTENING
3 Aim: to listen to a text for detailed information.

• Ask students to tell you what they know about the ship Titanic.
• Students look at the notes and, in pairs, try to predict the answers. They may be able to predict some accurately. Others they will have to guess.
• Play the CD. Students check and correct their predictions.

Teaching point: explain to students that in English we always call ships she.

CD script

CD1 Track 45

In 1985 a team of people, using a camera in a small submarine, was exploring the bottom of the North Atlantic ocean. 4,000 metres down they discovered the famous ship Titanic. They were the first people to see her for 73 years.

The Titanic was built in Northern Ireland and was finished in 1911. She took 26 months to build. She was as big as a luxury hotel and could carry 3,511 people. She could cross the Atlantic from Britain to America in six days. She was the most luxurious ship in the world and, her builders said, the safest.

On 10th of April 1912 she left England on her first journey. On the night of the 14th April she hit an iceberg and sank 3 hours later. Over 1,500 people drowned because there were not enough lifeboats.

What will happen to the Titanic? Divers have raised many things from the wreck, but because the ship broke in two before it sank everyone agrees that it will be impossible to raise the whole ship.

Answers
1895 a camera on a submarine North Atlantic 4,000 metres
On the bottom for 73 years
Built in Northern Ireland 1911
26 months to build
as big as a luxury hotel
could carry 3,511 people
6 days to cross the Atlantic
most luxurious ship in the world
safest in the world
14 April 1912 hit an iceberg
sank 3 hours later 1,500 drowned
divers raised many things
impossible to raise the whole ship

TEACHING

4 Aim: to ask and answer questions using past tenses in the active and passive.

• You may need to start the class off by asking one or two individual students questions, e.g.
When was the Titanic built? Where was she built? Why did she sink?
• In pairs students continue asking and answering questions.
**WRITING**

5 **Aim:** to write a narrative text using past tenses in the active and passive.

- Students may help each other in this activity.
- If you do this in class you may wish to give individual paragraphs to different students.
- Otherwise this can be done for homework.

**Model answer:** see the CD script above.

**TO HELP YOU STUDY**

6 **Aim:** to choose the correct prefix *in-* or *im-* to form negative adjectives.

**Answers**

1 incorrect 2 impolite 3 impossible 4 inexpensive 5 impatient 6 indefinite

7 **Aim:** to practise idiomatic expressions.

- You may first ask students to find the expressions in the unit.
- Play the CD. Students listen and repeat.

**CD script CD1 Track 46**

Can I have a look?
Can I have a go?
Go on!
All right, then.
That's right.
It's cool.

**Extra activity**

- Students choose four of the expressions and make up situations or short dialogues for them. Let as many pairs as possible perform for the class.

**Homework**

- If students have only done one or two paragraphs in Writing 5 they can do the others at home.

Go to Activity Book Unit 3 Lesson 4 Activities 3–5 Grammar Summary p100
3 Review

1 Read and choose
• If necessary, give a brief explanation.
• Students read the passage and choose the correct words.
• Check round the class.

Answer
1 is name 2 When 3 throws 4 take
5 is recorded 6 called 7 which 8 round
9 by 10 to

2 Put the verbs in the correct form
• This may be done round the class or written. It is suitable for a test.
• Check round the class. Students may check each other's work.

Answers
1 are worn 2 are bought 3 are made
4 is picked 5 is made 6 is coloured
7 is made 8 paid (are comes before usually)
9 are taken 10 are sold

3 Make sentences
• Do a few sentences with the whole class before students write as many sentences as they can.
• Or you may do the whole exercise round the class.
• Check round the class.

Answers
You go to a bookshop to buy books/a post office to buy stamps.
You wear a jumper to stay warm/a raincoat to stay dry.
You use a camera to take photos/a dictionary to find definitions/a fridge to keep food cold/a key to open a door/a knife and fork to eat with/a pen to write with.

Extra activity
• Students make new sentences about other items and places.

4 Complete
• This can be done round the class or as written work.
• Check round the class. Students may check each other's work.
• This is a good time to revise colour words.

Answers
1 pink 2 green 3 white 4 red 5 purple

5 Match

Answers
1b 2d 3c 4c 5a

Extra activity
• Students think of other general statements using if and when.

6 Complete
• This could be used as a test.
• Check round the class. Students may check each other's work.
• What other word could they use? (that)

Answers
1 designer/who 4 tuner/which
2 recorder/which 5 producer/who
3 engineer/who

7 Put the verbs in the correct form
• You may begin by seeing how much students remember about the first part of the story of jeans.
• This may also be done round the class or as written work. It is suitable for a test.
• Check round the class. Students may check each other's work.

Answers
1 was known 7 were sold
2 were made 8 was found
3 was discovered 9 was bought
4 were called 10 were made
5 were made 11 are said
6 was used

Extra activities
• Tell students the origin of the name of the cotton cloth: denim. (It was first made in Nimes in France: de Nimes means from Nimes in French.)
• Do students know the history of any other kind of clothing, traditional or modern?

8 Game: WORD MACHINE
• Give students a set time to write their words.
• You could award points, e.g. one point for two letter words, two for three letters, three for four and five for more than four.
• See if they can use them in sentences.

9 Poem
• Students read the poem and try to complete it.
• Play the CD. Students listen and check.
• Play it again for them to read the poem aloud with the CD.

CD script and answers CD1 Track 47

Changes
The very first paper was made (1) in China
And for writing there really was nothing finer,
Until PCs were bought (2) by everyone
And these days paper doesn’t seem so much fun.

Television was invented (3) by John Logie Baird.
Some films that were shown (4) made me very scared!
But this PC was given (5) to me for my birthday,
So no more TV – it’s computer games I play!

Once records and cassettes were used (6) easily,
Then the systems were changed (7) to the CD,
And now it’s all iPods and MP3s.
What will the next innovation be, please?

Extra activities
• Students learn the poem by heart and say it to each other.
• Students write another verse about other changes (it doesn’t have to rhyme).

Go to Activity Book Unit 3 Review Activities 1–7
Grammar
Present perfect + just
Apologising
Vocabulary
Verbs for actions.

To start …
• Ask the students to look at the photographs on page 44 and tell you who they can see.
• Ask: What do you think they are talking about? (The burglary.)
• Can they remember what was stolen?

1 LISTEN AND READ
Aim: to introduce the present perfect + just and ways of apologising.

• Play the CD.
• Students read the dialogue.

CD script CD1 Track 48
Vanessa Hi, Rob. What’s the matter?
Rob Oh, Vanessa. I’ve just read the story about the burglary. I’m so sorry. It was me. I took the CD.
Vanessa You? I don’t understand.
Rob I can explain. Listen. You remember, yesterday morning, we were talking about Dana’s CD.
Vanessa Yes, I remember. And you wanted to play it on your MNX radio programme, and I said OK.
Rob Yes, that’s it. And I forgot to collect it from you. Well, my programme was last night and I realised I didn’t have it …
Vanessa So you stole it?
Rob Well, no … yes. I came to find you, but there was no one here.
Vanessa Yes, we were all at Dave’s concert.
Rob You told me. I’ve just remembered. But it was urgent. So I went to reception. I know the receptionist. And I explained the problem. She offered to let me into your room. She came with me. I wanted her to be a witness.
Vanessa Go on …

True or false?
• Students re-read the text and answer the questions.
• Check round the class.

Answers
1 True
2 True
3 False. He knew the receptionist.
4 False. She didn’t give him the key.
5 False. He went with the receptionist.
6 False. He found it outside her room.
7 True
8 False. Vanessa didn’t get the note.

2 LISTEN
Aim: to listen to conversation for specific information.

• Students first read the questions.
• Play the CD. Students listen and start to note the answers.
• Play it a second time for them to complete the answers.
• Check round the class.

CD script CD1 Track 49
Male Voice Edinburgh police station. Sergeant Macrae speaking. Can I help you?
Vanessa Yes. This is Vanessa Croft speaking. Do you remember me? Someone burgled my room last night.
Voice Yes, Miss Croft. I know all about it.
Vanessa Well, I know who did it!
Voice You do? Do you want us to arrest him?
Vanessa
No … no. I’ve just seen him. He’s just told me all about it. It was all a big mistake.

Voice
A mistake? I see.

Vanessa
Yes. A mistake. He wanted to borrow the CD. He wanted to play it on his radio programme.

Voice
So he stole it?

Vanessa
No, he borrowed it. I knew he wanted it and I forgot to give it to him.

Voice
And what about the £50?

Vanessa
He found it outside my room. I think it fell out of my pocket when I was going out. So he picked it up to keep it safe. He’s given it back to me, and the CD.

Voice
I see. So you don’t want us to do anything?

Vanessa
No, please don’t. I’m so sorry, sergeant. I do apologise for wasting your time.

Voice
That’s alright, Miss Croft. Thank you for letting us know.

Answers
1 Because Rob wanted to borrow the CD, not steal it.
And he found her £50 and gave it back to her.
2 To play on his radio programme.
3 It fell out of her pocket.
4 To keep it safe.

3 Pronunciation

Aim: to practise apologising using correct stress patterns.

- Play the CD. Students listen and repeat.
- Play it again.
- Play it a third time. Students now underline or note the stressed words.

Teaching point: the auxiliary do + apologise makes the apology sound more sincere.

CD script and answers CD1 Track 50

I’m so sorry.
I’m really sorry.
I do apologise.
I do apologise for being late.
I do apologise for wasting your time.

4 Grammar

Aim: to teach and practise the present perfect + just.

- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD1 Track 51

The Present Perfect with just

I’ve just read about the burglary.
I’ve just remembered.
I’ve just had lunch.
He’s just come in.
They’ve just gone out.

Questions

Have you just been shopping?
Has she just gone to bed?
Have they just had an argument?

Go to Activity Book Unit 4 Lesson 1 Activities 1–3

5 Speak and Write

Aim: to order a dialogue and practise apologising and the present perfect + just.

- In pairs students put the dialogue in the correct order.
- They practise it with each other.

Answer

– Hi! You look exhausted.
– I am. I’ve just been for a long run.
– Why don’t you sit down and have a rest.
– I can’t. I must have a shower and then go out.
– Where are you going?
– I’m so sorry! I can’t tell you – it’s a secret!
– But it’s my birthday today. Aren’t you coming out to the restaurant with me?
– Maybe … And maybe that’s the secret!

6 Read and Write

Aim: to understand and complete a note.

- Students can complete the note individually, in pairs or for homework.

Answers

1 remember 2 receptionist 3 mind
4 important 5 outside 6 safe

Homework

- Students write an email from Vanessa to her sister describing the burglary.

Go to Activity Book Unit 4 Lesson 1 Activities 4–6

Grammar Summary p100
To start …
- teach the expression *Keep your fingers crossed.*
We say this when we are hoping for good luck. Do students have any superstitions that they say or do when they want to have good luck?

**Grammar**

Expressing possibility: *could/might/maybe*

Indefinite pronouns: *someone/anything* etc.

**Vocabulary**

Monsters; Definitions.

**1 LISTEN AND READ**

**Aim:** to practise indefinite pronouns.

- Students read the passage and fill the gaps with the indefinite pronouns.
- Play the first part of the CD. Students listen and check.
- Students read the dialogue.

**CD script and answers CD1 Track 52**

Rob: So, Danny. I've got some good news! I've just had a phone call from someone at Records UK. About your CD.

Dana: What did she say?

Rob: She didn't say anything really. But she likes your music. She's going to talk to her colleagues in the record company.

Dana: That's great!

Rob: Keep your fingers crossed. We might hear something when we get back from the Highlands. You are coming, aren't you?

Dana: That's great!

Rob: Keep your fingers crossed. We might hear something when we get back from the Highlands. You are coming, aren't you?

Dana: Sure. Hey, Rob, what's this Loch Ness Monster, this Nessie that everyone is talking about? I've never heard about it. Is there really a monster?

Rob: Well … There could be. Some people say there is, but I don't know. You see it the largest and deepest lake in Britain. The water's dark brown and it's impossible to see anything deep in the lake. But people say there's something down there.

Dana: What could it be? Could it be a big fish?

**2 LISTEN**

**Aim:** to introduce *could/might/maybe* to express possibility. To define words.

- Use the CD to present the next part of the story.
- Students read the dialogue in groups.

**CD script CD1 Track 53**

Rob: Probably not. It *could* be a prehistoric animal, or a family of animals that have lived there for thousands of years. But a lot of people think it *might* be a fake.

Dana: A fake? Why?

Rob: People say Nessie was invented by the Scottish Tourist Board.

Dana: Why?

Rob: To attract tourists to Scotland!

Dana: That's a disappointment. But maybe it is there, and maybe we'll see it.

Rob: Hmm … maybe!

- Students answer the questions. This may be done round the class, in pairs or as written work.
- Check round the class.

**Answers**

1. colleague 2. Highlands 3. monster
4. prehistoric 5. fake 6. disappointment

**Fact File**

Another superstition. Explain that in Britain and other English speaking countries April 1st is called April Fool's Day. People play harmless tricks on each other before noon. But it's bad luck if you play a trick in the afternoon!

**Grammar**

**Aim:** to teach and practise using *could/might/maybe* to express possibility.

- Students read the Grammar and order the sentences individually or in pairs.
- Check round the class.

**Answers**

*Maybe* I will see you next week.
*I might* go to the cinema this evening.
*Nessie* could be a fake.
*Could* Nessie be a fake?

Go to Activity Book Unit 4 Lesson 2 Activities 1 and 2
**LISTEN**

**Aim:** to listen to a description of a monster for specific information.

- Students first look at the picture.
- Students copy the chart into their notebooks, so that they know what to listen for.
- Play the CD. Students listen and note answers.
- Check round the class. You may need to play the CD again to complete/confirm answers.

**CD script CD1 Track 54**

**Annie** Well, in Canada we have a monster called Bigfoot and my grandfather Fred actually saw Bigfoot! It was one evening in 1935 and my grandfather was fifteen years old. He was walking home through the forest when he heard something behind him. Something was following him! He couldn't see anything so he hid behind a tree and waited. Suddenly a very large 'thing' appeared. It was walking on its back legs and it was about 2 metres tall. It looked like a man, but it wasn't wearing any clothes, and it was covered with dark hair. My grandfather screamed, and the monster ran away. It's true! My grandfather told me.

**Answers**

1. 1935  
2. evening  
3. the forest  
4. about 2 metres  
   none  
   dark, covering the monster

**Pronunciation**

**Aim:** students understand that the stress (or lack of it) on the word *might* (and *could*) can affect the degree of possibility/probability.

**Teaching point:** Explain to students that the sentence *He might phone this evening* (stress on *might*) = it's unlikely. But *He might phone this evening* (no stress on *might*) is much more likely.

- Play the CD.
- Students tick the correct answers.

**CD script and answers CD1 Track 55**

1. I might see you this evening.  
   I probably will.  
   ✔ I probably won't.  
2. I might see you this evening.  
   I probably will.  
   ✗ I probably won't.

**READ AND WRITE**

**Aim:** to practise indefinite pronouns.

- Individually, in pairs or for homework students match the beginnings and endings and choose the correct indefinite pronoun.

**Answers**

1. c everyone was out shopping.  
2. a something under the table.  
3. d anything to eat since breakfast.  
4. e someone outside the door.  
5. b anyone seen him?

**WRITE**

**Aim:** to write using a variety of adjectives.

- Students could do this in class, if time allows, or for homework.

**Homework**

- Students could do the previous activity, or they could write Fred's diary entry about his encounter with Bigfoot.

Go to Activity Book Unit 4 Lesson 2 Activities 3–5 Grammar Summary p122
Lesson 3  If you walk under a ladder ... Student’s Book p48

Grammar
First conditional

Vocabulary
Superstitions.

To start ...
• Introduce the topic of superstitions.
• Ask: What is lucky? What is unlucky?
• Encourage the students to talk about things they consider lucky and unlucky. Ask: Are these things really unlucky? (No, they are superstitions.) Write the word superstition on the board.

1 READ

Aim: to introduce the first conditional.
• Students read the sentences and match them with the appropriate cartoons.
• Ask about the superstitions.
• Students take turns to cover the text and describe the superstition.

Answers
Britain c, f; Kurdistan d; Spain e; Brazil a; Poland b

Extra activity
• Invite discussion and comment. Students may have their own stories to tell.

2 LISTEN AND SPEAK

Aim: to listen for specific information and make first conditional sentences.
• Students look through the beginnings and endings and try to match them.
• Play the CD. Students listen and match.
• Check round the class.
• Ask where each superstition is from.
• Students compare these with superstitions from their own country.

CD script CD1 Track 56
Maddy Here’s a superstition from Ireland. If two people look in a mirror at the same time, they’ll have an argument.

Jade This is something I heard when I was in Brazil last year. If someone leaves their bag on the floor, they’ll lose all their money.

Mike Here’s a good old Scottish superstition, although I think other countries have it as well. If you eat an apple a day, you won’t be ill.

Dave I don’t know if this is true, but it’s something I heard in Spain. If someone has money on New Year’s Day, they’ll have money all year.

Answers
1d) Ireland 2c) Brazil 3a) Scotland 4b) Spain

Extra activity
• Students discuss how superstitions could have arisen, e.g. black cats were once believed to belong to witches, mirrors were very expensive, so breaking one was unlucky, etc.

3 GRAMMAR

Aim: to teach and practise the first conditional.
• Students copy and complete the chart in their notebooks. They may refer to the text to help them.
• Play the CD. Students listen and check.
• Check round the class.

CD script and answers CD1 Track 57
First conditional
If you open an umbrella indoors, you will have bad luck.
If you put your hat on a bed, it will bring bad luck.
If you eat an apple a day, you won’t be ill.

Extra activity
• Give students a limited time to find all the examples of the first conditional in the lesson.

Go to Activity Book Unit 4 Lesson 3 Activities 1–4

4 SPEAK

Aim: to use the first conditional by speaking about local superstitions.
• Take a few suggestions from the class before students work alone or in pairs to see how many superstitions they can find.
• If time, students can consult, e.g. grandparents at home and report back in their next English lesson.
• Students report back to the class.
Extra activities
- Class discussion about superstitions. Does anyone really believe them? Often British people say, e.g. Touch wood (= I hope I’m lucky) without knowing why or believing it makes a difference.
- Students write a paragraph about superstitions. This could be used for homework.

5 Pronunciation
Aim: to distinguish between and practise the sounds /æ/ as in bad and /ʌ/ as in luck in minimal pairs.

- Play the CD. Students listen and repeat.
- Give further practice as necessary, as these sounds are difficult for speakers of some languages.

CD script and answers CD1 Track 58

<table>
<thead>
<tr>
<th>bad</th>
<th>luck</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td>cup</td>
</tr>
<tr>
<td>cat</td>
<td>cut</td>
</tr>
<tr>
<td>sank</td>
<td>sunk</td>
</tr>
<tr>
<td>drank</td>
<td>drunk</td>
</tr>
</tbody>
</table>

• Play the next section. Students listen and write the words they hear.
• Check round the class.

Extra activities
- Give further practice saying the words in random order for students to say.
- Students use the words in sentences.
- They find other examples of words with the two sounds.

6 Read
Aim: to read a letter and practise the first conditional by completing sentences.

- Students read Dana’s letter.
- Ask comprehension questions.
- Then students complete the sentences.
- Check round the class.

Answers
1 we practise all the time.
2 like his CD.
3 will visit Naseen.

7 Speak and Write
Aim: to use the first conditional to make predictions for their future.

- Students think of good predictions.
- They write sentences about themselves, either new or based on the other students predictions. The sentences may be serious or amusing.
- This is suitable for homework.

Consolidation and Extension activities
- Students prepare a short dialogue involving predictions, e.g. between a parent and a child (If you don’t tidy your room, I’ll be angry, etc.), a teacher and a student, or two friends, etc. Students read each other’s dialogue. Let some pairs read for the class.
- Mixed predictions. Students work in groups of about eight. Each student writes a prediction in two parts, on two separate pieces of paper, e.g. If you walk under a ladder, … something will fall on you. and If I pass my exams, … my parents will be very happy. They fold the papers in half and collect and mix the first halves and second halves together. Then they each take one first and one second half and read them aloud. e.g. If I pass my exams, something will fall on you, etc. Each group chooses one or two funny predictions to read to the class.
- Prediction chain. Students make predictions round the class, one word each. For example. If it rains next week we will not play football.

Homework
- Students learn the pattern for the first conditional.
- They do some research and write a short paragraph about superstitions. This could involve speaking to an older person, or looking in an encyclopaedia, etc.

Go to Activity Book Unit 4 Lesson 3 Activities 5–6
Grammar Summary p100
Lesson 4 Man or monster?

To start …
• Tell the students that they are going to read a famous Scottish mystery story by an author called Robert Louis Stevenson.

Reading
1 Aim: to read the first part of a story.
• Students first look at the cover of the book and suggest what the story is about.
• Students now read the first part of the story.
• Check comprehension, using questions with the past simple and continuous, e.g. What happened when John Utterson was walking home?

Speaking
2 Aim: to tell the next part of the story using pictures.
• Students read through the cartoon pictures.
• They can read the dialogue parts aloud.
• Then they re-tell the story, following the example. You can do this round the class, with different students making a sentence each.

Listening
3 Aim: to listen to the next part of the story and to compare this with students’ ideas.
• Play the CD. Students compare this story with their version of the story.

CD script CD1 Track 59
The next day, Utterson saw Hyde again at the back door of Dr Jekyll’s house.
‘Mr Hyde,’ Utterson said, ‘I am a friend of Dr Henry Jekyll. He told me about you!’
‘He never told you anything! You’re lying!’ And Hyde opened the door quickly and disappeared into the house.
Utterson didn’t understand. He walked round the house and knocked at the front door. An old servant opened the door and Utterson asked to see Dr Jekyll.
‘I’m sorry sir, Dr Jekyll is out.’
‘I’ve just seen Mr Hyde. He went into the laboratory by the back door.’
‘Yes, sir, Mr Hyde has a key. He works in the laboratory. We don’t often see him.’
Utterson walked home. Now he was very worried.
A year later, a famous doctor was murdered and the police said the murderer was Edward Hyde. Utterson went to see Dr Jekyll.

Have you heard?’ Utterson asked. ‘Your friend Edward Hyde is a murderer. He’s killed a famous doctor.’
Dr Jekyll looked very ill. ‘Yes,’ he said. ‘It’s terrible news.’
‘Where is Hyde?’ Utterson asked.
‘I don’t know. But I’m sure he’s gone away. He sent me this letter.’
Utterson looked at Hyde’s letter. He felt cold. The handwriting was very like Dr Jekyll’s.
A few months later, Utterson passed Dr Jekyll’s house and saw him at the window.
‘Jekyll! How are you?’ Utterson asked.
‘I’m very ill and tired.’
‘You need some fresh air and exercise,’ said Utterson. ‘Come for a walk.’
‘I’d like to come, but it’s impossible. I can’t leave the house,’ answered Jekyll with a smile. But suddenly he stopped smiling and closed the window. In that moment, Utterson saw a different face at the window. It wasn’t the face of Dr Jekyll.

Extra activities
• Ask students what was happening at the end. Why couldn’t Jekyll leave the house?
• What do they think will happen next?
• Students re-tell the story as if they were John Utterson.

CD script and answers CD1 Track 60
A few days later, Dr Jekyll’s servant visited Utterson.
‘What’s the matter?’ asked Utterson. ‘Is Dr Jekyll ill?’
‘Something is wrong. He’s in his laboratory. He has been there for three days. I’m worried because he won’t speak and he won’t open the door. Please come at once.’
They walked quickly to Dr Jekyll’s house and Utterson went to the door of the laboratory.
‘Jekyll, open this door immediately!’ he shouted.
‘Utterson, please go away! Leave me alone!’
‘That’s not Dr Jekyll’s voice! That’s Mr Hyde!’ shouted Utterson. ‘We must break down the door!’
When they ran into the room, they saw a dead man on the floor. It was Edward Hyde. There was a bottle in his hand. The label on the bottle said Poison.
‘Get the police,’ said Utterson. ‘I think that Mr Hyde has also killed Dr Jekyll.’
Then Utterson saw a letter which was lying on the desk.
Aim: to exchange ideas about how the story ends.

• Students decide what is in the letter and how the story ends.
• They exchange ideas with a partner. Some pairs may report to the class.
• Play the CD. Students listen and check.
• How many students were right?

CD script CD1 Track 61
On the envelope it said: For Mr John Utterson from Dr Henry Jekyll.

Utterson read the letter.
‘There is good and bad in all of us. I made a special drug, because I wanted to be completely good. But I also made another man. His name is Edward Hyde, who is completely bad. He is the other half of me, the very bad part of me, and now he controls me. There is only one answer. I’ll take poison. If I kill myself, I will also kill Edward Hyde.’

Extra activity
• Students act out the whole story in groups.

Writing
Aim: to write a different ending to the story.

• Ask students if they liked the ending.
• Get some ideas for an ending that saves Dr Jekyll.
• Students work on a new ending. This should be done in groups or pairs.
• Students write their new ending. This is suitable for homework. Encourage students to present their work neatly and illustrate it. Display their work if possible.

To help you study
Aim: to practise idiomatic expressions.

• Play the CD. Students listen and repeat.
• Students find the expressions in the text.

CD script CD1 Track 62
I’ve got some good news!
That’s great!
Just this once!
See you tomorrow.
Hmm … maybe.
1 Read and complete
• This can be done round the class or written. It is suitable for homework.
• Students read and complete the passage.
• Check round the class. Students may check each other’s work.

Answers
1 fell  6 true
2 later  7 mistake
3 just  8 everyone
4 whole  9 could
5 morning  10 sometimes

2 Write sentences
• This can be done round the class or in writing. It is suitable as a test.
• Check round the class. Students may check each other’s work.

Answers
1 is, will rain  4 walks, you’ll/you will be
2 rains, will stop  5 cross, you’ll/you will have
3 eat, won’t sleep  6 carry, will bring
• Students discuss these superstitions and their possible reasons.

3 Write sentences
• This is also suitable as a test.
• Check round the class. Students may check each other’s work.

Answers
1 If you take an umbrella, you won’t get wet.
2 If you drink too much coffee, you’ll sleep badly.
3 If you press this button, you’ll stop the video.
4 If you don’t take exercise, you won’t be fit.
5 If you hurry, you won’t be late.
6 If you watch too much TV, you’ll have square eyes!

4 Rewrite the sentences
• This is also suitable for homework, or as a test.

Answers
1 Nelson has just woken up.
2 Annie has just eaten an apple.
3 Mike has just seen the dentist.
4 Rosanna has just bought some new shoes.
5 Dave has just broken a guitar string.
6 Emma has just washed her hair.

5 Write sentences
• Students could do this exercise in pairs.
• Check round the class. Students may check each other’s work.

Suggested answers
1 It might be a monkey. It could be a bird.
2 It could be a bird/partridge.
3 It might be a cow/goat.
4 It could be a snake.
5 It might be a lion/tiger.
6 It could be a chicken.

6 Read and find the word
• This can be done in pairs.

Answer
PERFECT  perfect

7 Complete

Answers
1 everyone  2 no one  3 someone
4 anything  5 something

8 Find the odd word
• Students find the odd word.
• Check round the class. Encourage students to explain why the word is odd each time.

Answers
1 small (the others are all words for big)
2 hear (the others all involve making a sound, which we can hear)
3 walked (this is a movement verb; the others are about feelings)
4 wonderful (the others all mean very bad)
5 climb (this is upwards movement; the others are all downwards)

9 Test each other
• This is a good way of helping each other to learn words.
• Explain the idea. Someone says a word. The next person says a word that is associated with it in some way, and so on.
• This can be played as a team game, or done in pairs or groups.

10 Poem
• Ask the students whether they know any mystery stories.
• Ask them to read the poem and identify the words that rhyme with she, found, hair, sock, bird.

**CD script and answers  CD1 Track 63**

**The Mystery**

What were you doing when the lights went out?

I was reading in my room, and then I heard a shout,

So I took out my torch and I was looking all around,

And that’s when I saw a key lying on the ground.

And what did you do when you saw the key?

I picked it up, and I was taking it into my room with me

When all of a sudden I heard another shout,

Which really was quite strange as there was nobody about.

So what did you do next? Did you look everywhere?

Yes, I did — in the hall, in the kitchen and on the stair,

But I was going to my room when I got quite a shock.

The door was closed and the key that I was holding fitted the lock!

So did you dare to turn the key and open your door?

Yes, I did, but I cannot tell you what I saw …

**Extra activity**

• Ask the students to work in pairs and decide what it was the speaker saw when s/he opened the door of his/her room.

**Go to Activity Book Unit 4 Review Activities 1–5**
Lesson 1  You don’t have to lose weight!

Grammar

have to and don’t have to
had to and didn’t have to

Vocabulary

Rules; Household tasks; Verbs for actions.

To start …
• Ask the students to look at the photo on page 56 and tell you what they can see.

1 LISTEN AND READ

Aim: to introduce and practise have to and don’t have to.

• Play the CD.
• Students read the dialogue in pairs.

CD script  CD2 Track 1

Dave  Great meal!
Mike  Yes, but I must lose some weight. I’m eating too much.
Dave  Rubbish! You’re not fat. You don’t have to lose weight.
Mike  I know I don’t have to lose weight. But I want to. Look! There’s a trip to the mountains at the weekend. A long walk will be good for all of us.
Dave  Oh, I don’t know. It says here you have to leave at seven in the morning. I’m not getting up that early at the weekend.
Mike  Yes, but it will be a nice day out — it’s very beautiful in the mountains and the air is very clean. But it says that you have to wear walking boots. Do we have to? I haven’t got any.
Dave  We’ll be all right with trainers. And you’re right — a walk in the mountains will be fun.

True or false?
• Students answer the questions.
• Check round the class.

Answers
1  False. He doesn’t have to lose weight.
2  True.
3  False. He doesn’t like getting up early.
4  True.
5  True.

GRAMMAR

Aim: to present and practise have to/don’t have to.

• Students copy and complete the chart in their notebooks. They may refer to the passage.
• Play the CD. Students listen and check.
• Check round the class.

CD script and answers  CD2 Track 2

have to/don’t have to

You have to leave at seven in the morning.
He doesn’t have to lose weight.
He has to get up early.
We don’t have to wear walking boots.

Teaching point: You may compare have to and must. In the affirmative they mean more or less the same, but in the negative they are different: don’t have to is the same as don’t need to, but mustn’t means an obligation not to do something.

Go to Activity Book Unit 5 Lesson 1 Activities 1–4

3 READ AND WRITE

Aim: to read a poster and make statements using have to.

• Students read the poster.
• Go through the example. You may do the exercise round the class first.
• Students write sentences.
• Check round the class.

Answers
You have to leave at 7am on Saturday.
You have to wear good walking boots.
You have to take some warm clothes.
You have to take all your litter home with you.
You have to stay with the rest of the group.
You have to collect your packed lunch from the dining room.
You have to buy your ticket by Friday lunchtime.
**4 Speak**

**Aim:** students use *have to* and *don’t have to* to talk about themselves.

- Ask students the questions in the speech bubbles.
- Let them also ask you.
- Students take turns to ask and answer the questions.

**5 Listen and Speak**

**Aim:** to practise *had to* and *didn’t have to*.

- Students first read through the questions.
- Play the CD. Students listen and answer *Yes* or *No*, or tick or cross the answers.
- Students tell each other what Rob had to do.
- Finally check round the class with the whole class.

This *Useful Extra* needs to be prepared at home with the students’ parents.

- Tell students what your parents had to do when they were children.
- Let some students tell the class about their parents’ childhood.
- Students continue talking in pairs or groups about their parents’ childhood.

**CD Script CD2 Track 3**

Rob: *What were things like when I was a child? [laughs] I’m not that old, you know – it wasn’t so long ago! Yes, I suppose some things in my life have changed. We lived on a farm in the country when I was a child, and I had to get up at six every morning. Now I get up when I like. There were lots of animals on the farm and I had to help my father before breakfast. I like animals and I enjoyed it – especially because I didn’t have to make my bed when I helped him. I had to catch a bus to school at eight o’clock. I liked school a lot – I played lots of sport. The only thing I didn’t like was the uniform – we had to wear grey school uniform and I hated it! I had to do an hour’s homework every evening. I usually went to bed quite early, but on Saturdays I didn’t have to go to bed before midnight. What else? Well, now I worry about money all the time, but then I didn’t have to think about money. That was what was nice about being a child, you could just enjoy yourself – you didn’t have to worry about anything.*

**Answers**

1. Yes, he did.
2. Yes, he did.
3. No, he didn’t.
4. Yes, he did.
5. Yes, he did.
6. Yes, he did.
7. No, he didn’t.
8. No, he didn’t.
9. No, he didn’t.

**6 Pronunciation**

**Aim:** to match rhyming words that have different spellings.

- Students match the pairs of words, writing them in their notebooks.
- Play the CD. Students listen and check.
- Play the CD again. Students repeat the words.

**CD Script and Answers CD2 Track 4**

*boot – suit  
great – weight  
lose – shoes  
meal – feel  
money – funny  
own – phone  
wear – share  

**Extra Activity**

- Students find other rhyming words to add to the list.

**7 Write**

**Aim:** students use *had to* to write about themselves.

- Tell the class some things you had to do as a child.
- Then get suggestions from a few students.
- They all write five sentences. This is suitable for homework.

**Homework**

- Students ask an older relative, e.g. a grandparent, what they had to do as a child. They then write a short paragraph.

*Go to Activity Book Unit 5 Lesson 1 Activities 5 and 6  
Grammar Summary p101*
Lesson 2  Have you ever been hang-gliding?  Student’s Book p58

**Grammar**

Present perfect and past simple (revision)

so (consequence)

**Vocabulary**

Hang-gliding; Memorable events.

To start …

- Tell the students about a holiday (fictitious or real) that you took in the mountains last year.
- Say: *Last year, I went to the mountains on holiday. Have you been to the mountains?*
- If some of them have, ask them to tell you some of the things they did there.
- In pairs, students make a list of activities you can do in the mountains.
- Ask some of them to report back to the class.

1 **LISTEN AND READ**

**Aim:** to revise and practise the present perfect and past simple.

- Play the CD.
- Students read the dialogue in pairs.

**CD script CD2 Track 5**

Mike  Look at that hang-glider! Have you ever been hang-gliding?

Dave  Sure. I went on a course six months ago. I trained as an instructor, so now I’m qualified to teach hang-gliding.

Mike  I don’t believe you.

Dave  It’s true!

Mike  I’ve always wanted to go hang-gliding. My sister had a go last month.

Dave  So now you’ve got the chance! There’s a place over there where we can hire a hang-glider. Let’s hire one!

Mike  Don’t be stupid, Dave. I can’t go up in one on my own.

Dave  That’s OK. We’ll go up together.

Mike  What, in the same hang-glider?

Dave  Yes, it’s safe. I saw it in a programme last week about hang-gliding in Rio.

Mike  No, honestly, I can’t.

Dave  Don’t be a spoilsport! Everything’ll be all right. I promise.

Mike  OK, then. Let’s go!

2 **GRAMMAR**

**Aim:** to revise and practise the present perfect and the past simple.

- Students may first look through the text for examples of the two tenses.
- Students copy and complete the chart in their notebooks.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers CD2 Track 6**

**Present perfect**

*I* have always wanted to go hang-gliding.

*I* have seen it on TV.

**Past simple**

*I* went on a course six months ago.

*My sister* had a go last month.

*I* saw it in a programme last week.

Go to Activity Book Unit 5 Lesson 2 Activities 1 and 2

3 **LISTEN**

**Aim:** to listen to the next section of the story for specific information.

- Students first look through the statements.
- Play the CD. Students listen and note if each statement is true or false.
- Check round the class.

**CD script CD2 Track 7**

Mike  Wow! It’s amazing.

Dave  Yeah.

Mike  But we’re so high up. Too high!
Dave: Don’t worry. When we want to go down we just do this.

Dave: Oh no!

Mike: Dave, are you all right?

Dave: Yes. No. It’s my leg.

Answers
1 True  4 False. (They crashed.)
2 True  5 True
3 True

4 LISTEN AND READ

Aim: to practise the present perfect and the past simple.

• Students read the dialogue and work out the correct order.
• You may remind them that a question in the present perfect is often answered in the past simple with a time. (e.g. Have you ever been to England? Yes. I went there last year.)
• Play the CD. Students listen and check.

CD script and answers CD2 Track 8
Dave: Have you ever broken your leg?
Mike: Yes, I have.
Dave: When did you break it?
Mike: Two years ago.
Dave: What happened?
Mike: I fell while I was playing football.
Dave: How did you feel?
Mike: Terrible!

5 SPEAK AND WRITE

Aim: students use the present perfect and past simple to talk about their own experiences.

• Ask two or three students one or two questions.
• Let them ask you some of the questions.
• Students take turns to ask each other the questions. If possible, let them move round the room asking each other.
• Students write about other people’s experiences. This is suitable for homework.
• Check the writing.

6 PRONUNCIATION

Aim: to distinguish between and practise the sounds of /z/ as in prize and /s/ as in price in minimal pairs.

• Students look through the words.
• Play the CD. Students listen and repeat.
• Play the next section. Students listen and write what they hear.
• Check round the class.

CD script and answers CD2 Track 9
1 prize  2 once  3 plays  4 how’s  5 ice

7 READ

Aim: to present and practise so and because.

• Students read the passage and complete it with the information.
• Check round the class.

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

8 WRITE

Aim: to complete sentences about hang-gliding using so and because.

• Students complete the sentences with a reason (because) or a consequence (so).
• Check round the class.

Homework
• Students write sentences or a paragraph about something they’ve done and when they did it.

Go to Activity Book Unit 5 Lesson 2 Activities 3–5 Grammar Summary p101
Lesson 3  I haven’t seen them for ages. Student’s Book p60

Grammar
Present perfect: for and since

Vocabulary
Time phrases.

To start …
• Ask the students to look at the pictures on page 60 and tell you who they can see and what they are doing.
• What do the students think has happened to Mike and Dave? Do not confirm their guesses, they will find out in the dialogue.

1 LISTEN AND READ
Aim: to introduce and practise the present perfect + for and since.

• Play the first part of the CD.
• Students read the dialogue in pairs.
• Do the same for the second part.

CD script CD2 Track 10
Rob It’s seven o’clock. We must go back. What’s happened to Mike and Dave?
Jade I don’t know. I haven’t seen them for ages – not since midday.
Annie I last saw them at Loch Ness.
Rob That was three hours ago! Has anyone seen them since then?
Jade No, perhaps they’ve got lost.
Rob We must find them. The mountains are very dangerous!
... Mike Dave, it’s getting terribly late. Are you sure you can’t walk?
Dave Ouch! No, I’m sorry, I think I’ve broken my leg. It really hurts!
Mike What are we going to do? I’m freezing cold, and it’s starting to rain.
Dave I’m starving. I haven’t eaten anything since eight o’clock this morning. How long have we been on the mountain?
Mike A long time! We’ve been here for three hours.
Dave Can we make a fire? If we make a fire, maybe someone will see it.
Mike Have you got any matches?
Dave No.
Mike Neither have I. Anyway, there’s no wood up here, and you can’t make a fire with stones. Hey! I’ve got an idea! Wait here.
Dave I’m not going anywhere!

True or false?
• Students go through the questions, correcting the false ones.
• Check round the class.

Answers
1 False. She hasn’t seen them since midday.
2 True.
3 False. No one has seen them since four o’clock.
4 False. He hasn’t eaten anything since eight o’clock in the morning.
5 True. (They’ve been there for three hours.)

2 SPEAK AND LISTEN
Aim: to discuss a difficult situation and make suggestions, to revise going to.

• Ask students what they think will happen next. What can Rob and the others do?
• What can Mike and Dave do?
• Play the CD. Students listen and compare their answers.

CD script CD2 Track 11
Rob Hello – is that the police? We’re near Loch Ness and we’ve got a problem. We’ve lost two of our group, two boys. Mike Fraser and Dave Lewis. They’ve been lost for three hours. Please could you look for them? Thank you very much.
Man 1 OK, we’re flying round Loch Ness now. Oh, look!
Man 2 What?
Man 1 Look at those stones on the mountain. I think they spell a word.
Man 2 You’re right! It says H-E-L-P!
Man 1 Maybe Mike and Dave are down there. Let’s take a look!
Mike Are you really a hang-gliding instructor, Dave?
Dave Well, actually no. But I did do a training course six months ago. Anyway it doesn’t matter.
Mike Yes, it does. You nearly killed us! And now we’re stuck on this mountain! You are dangerous!
Dave What do you mean? Hey! Mike – listen! Can you hear something?
Mike Yes – it’s a helicopter! Look, up there! It’s coming this way!
Dave Brilliant!
Mike Help! We’re over here! Yes! It’s landing!
3 Grammar

**Aim:** to teach and practise the present perfect with *for* and *since*.

- Students copy and complete the chart. They should refer to the passage to help them.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers CD2 Track 12**

**Present perfect: for and since**

*They’ve been there for three hours.*

*They’ve been there since 4pm.*

*He hasn’t seen them for ages.*

*She hasn’t seen them since midday.*

*He hasn’t eaten anything since this morning.*

*I’ve been hungry for a long time.*

Go to Activity Book Unit 5 Lesson 3 Activities 1 and 2

4 Read

**Aim:** to practise the present perfect with *for* and *since*.

- Students look at sentences a) – d). Then they read the profile and complete it.
- Check round the class.

**Answers**

1 d  2 b  3 a  4 c

5 Speak

**Aim:** to ask and answer questions using the present perfect with *How long …?* and *for*.

- Do the first question with the class.
- Students work out the other questions.
- Students take turns to ask and answer the questions.
- Check by having different pairs ask and answer all the questions in front of the class.

**Answers**

1 B  For three years.
2 A  How long has she had her cat?
   B  For three years.
3 A  How long has she played the violin?
   B  For seven years.
4 A  How long has she had this violin?
   B  For a year.
5 A  How long has she known Lucy?
   B  For five years.
6 A  How long has she been friends with Lucy?
   B  For four years.

6 Write

**Aim:** to write statements using the present perfect and *since*.

- Go through the first sentence with the class. Imagine that the time is now, and subtract three years from now to give the answer.
- You may do the remaining sentences round the class first.
- Then students write all the answers.
- Check round the class.

**Answers**

These depend on the year you are using this course!

Answers given are for 2008.

1 She’s lived in the flat in Dublin since 2005.
2 She’s had her cat since 2005.
3 She’s played the violin since 2001.
4 She’s had this violin since 2007.
5 She’s known Lucy since 2003.
6 She’s been friends with Lucy since 2004.

Extra activity

- Students take turns to make statements for their partner to convert, e.g. *I’ve been here for four hours. So you’ve been here since … o’clock,* etc.

7 Pronunciation

**Aim:** to recognise and practise the sound /ə/.

- Students first look through the sentences.
- Play the CD. Students listen and circle the /schwa/ sounds.
- Check round the class.
- Then play it again, pausing for them to repeat the sentences.
- Students read the sentences aloud.
CD script and answers  © CD2 Track 13
I haven’t seen them for ages.
That was three hours ago.
How long have we been on the mountain?
I’ve had her since I was twelve.

8 GAME: Who Is It?

Aim: to find out about someone using questions with How long …? and the present perfect.

• First ask the questions round the class, or let students ask you the questions.
• Students take turns to ask and answer the questions. It is best if they can move round the class to ask the three people, so that it is less obvious who they are describing. They write the answers.
• Students take turns to describe someone to the class. The others guess who it is. They can ask for information to be repeated, e.g. How long has he played football? This can be done in groups.

9 WRITE

Aim: to write a profile using the present perfect and time details.

• Students may write about themselves or someone else.
• This is suitable for homework. Students may add a small picture, like a passport photo.
• Display all work.

Homework

• Students research and write a short profile of a famous person. If possible, they illustrate it. Display all work if possible.

Go to Activity Book Unit 5 Lesson 3 Activities 3–6
Grammar Summary p 101
Lesson 4  Our environment is in danger. Student’s Book p62

Vocabulary
Geographical features.

To start …
• Ask the students to look at the photographs on page 62.
• Ask: What will happen to these places if we do not look after the planet?
• Encourage them to make predictions using the first conditional – if + will and won’t. e.g. If we don’t look after the planet there won’t be any trees. / wild animals will die.

Reading

1  Aim: to match the photos with the descriptions; to focus on the object pronouns.
• Students look at the photos and match them with the descriptions on page 62.
• Check round the class.

Answers
1  Maddy (hills in Ireland)
2  Dana (mountains in Kurdistan)
3  Jade (beaches in New Zealand)
4  Nelson (Amazon rainforest)

What do the words mean?
• Go through the example with the class.
• Students read the three remaining sentences and work out what each pronoun refers to.
• Check round the class.

Answers
Dana: it = the mountain air
Jade: them = our beaches
Maddy: them = our green hills

2  Aim: to read the passage and write predictions.
• Students read the text on page 62.
• Students write nine sentences as in the instructions.
• They may check each other’s work, or you may collect their notebooks.

Answers
For the 30-second answer, students multiply items from the first section by ten.

Listening

3  Aim: to listen for specific words and information.
• Play the CD. Students just listen for general understanding.
• Play it again. Students tick or write the words they hear.
• Check round the class.

CD script and answers

CD2 Track 14
The most beautiful part of Scotland? Mm, that’s difficult. Probably the mountains. There’s lots of snow in the winter, and in the summer they’re lovely and green. You can go skiing there in the winter, and walking in the summer. Visitors usually spend most time in Edinburgh – there’s a lot to do here. Somewhere I think everyone must see is the islands – there are so many, and they are so beautiful. My favourite? Easy! The north, near the sea – it’s very wild there, lots of hills and not many people. Pollution? Well, there is some pollution but every country has pollution problems, and I think Scotland is luckier than some others. My holidays? I don’t stay here for my holidays. I go to southern Europe – it’s got two things that Scotland hasn’t got. Warm sea and sun!

• Students listen again and attempt to answer the questions.
• Play the CD again for them to complete the answers.
• Check round the class.

Answers
1  Probably the mountains.
2  In Edinburgh.
3  Yes, the islands.
4  The north, near the sea.
5  Yes, there’s some, but not too much.
6  Southern Europe – for the warm sea and sun!
Go to Activity Book Unit 5 Lesson 4 Activities 1 and 2

**SPEAKING**

4 **Aim:** to ask and answer questions about Kurdistan.
- Go through the speech bubble with the class.
- Students take turns to ask each other the questions about Kurdistan.
- Let several pairs speak in front of the class.

**WRITING**

5 **Aim:** to write about Kurdistan, using pronouns and *there*.
- Ask two or three students to speak in some detail about the most beautiful part of Kurdistan. They may prepare this presentation for homework.
- They all write a short description.
- This is suitable for homework. Check students’ notebooks.

**TO HELP YOU STUDY**

6 **Aim:** to practise idiomatic expressions.
- Play the CD. Students listen and repeat the expressions.

**CD script CD2 Track 15**

*Rubbish!*

*Don’t be stupid.*

*Don’t be a spoilsport!*

*Ouch!*

*I’m freezing cold.*

*I’m starving.*

*I’ve got an idea.*

**Extra activities**
- Students find the expressions in the unit.
- Students make up dialogues using the expressions.

7 **Aim:** to practise using a dictionary.
- Students put the words in the correct columns of the chart.

**Answers**

*Nouns:* concert weather café storm rubbish

*Pronouns:* we it I they

*Verbs:* go went happen be think throw pollute

*Adjectives:* nice sunny rainy

*Adverbs:* badly quickly

*Prepositions:* of in up away down

**Homework**
- Students make a tourist poster advertising a beautiful place in their own country. They may work in pairs or small groups.

Go to Activity Book Unit 5 Lesson 4 Activities 3–5
Grammar Summary p101
1 Read and choose
- Students read the extract and choose the correct words.
- Check round the class. Explain where necessary.

**Answers**
1 weather
2 so (the danger is a result, requiring so)
3 winds
4 have died (up until now, no specific time)
5 because (the lack of understanding causes the trouble)
6 have to (it is necessary to)
7 warm (hot is rarely used with clothing)
8 Before
9 someone
10 when

**Extra activity**
- Students close their books. See how many safety points students can remember.

2 Make true sentences
- This can be done round the class or as written work.
- Students may correct each other’s work. Check round the class.

**Answers**
You have to do your homework if you want to pass your exams.
You have to practise every day if you want to be a good musician.
You have to wear walking boots if you want to walk in the mountains.
You have to take regular exercise if you want to keep fit.
You have to save money if you want to buy new clothes.

3 Ask and answer
- Go through the example with the class.
- Students ask and answer the questions in pairs.

**Answers**
1 Did she have to practise for two hours a day? Yes, she did.
2 Did she have to write a letter from home every day? No, she didn’t.
3 Did she have to get up early? Yes, she did.
4 Did she have to go to all the concerts? No, she didn’t.
5 Did she have to learn Italian? Yes, she did.
6 Did she have to eat Italian food? No, she didn’t.
7 Did she have to learn another instrument? Yes, she did.

**Write sentences**
- Students write negative or affirmative sentences about Annie, following the example.
- Check round the class.

**Answers**
1 She had to practise for two hours a day.
2 She didn’t have to write a letter home every day.
3 She had to get up early.
4 She didn’t have to go to all the concerts.
5 She had to learn Italian.
6 She didn’t have to eat Italian food.
7 She had to learn another instrument.

4 Complete
- This is suitable for homework.
- Students may check each other’s work, or you may check round the class.

**Answers**
1 Did/have 2 was 3 Did/do 4 saw 5 walked 6 Did/enjoy 7 was 8 ‘ve met 9 ‘ve/had

5 Make true sentences
- This is suitable for spoken or written work.
- Students may check each other’s work.

**Answers**
The clean air in the Kurdish mountains is great, so we mustn’t pollute it.
The Amazon rainforest is beautiful, so we have to stop cutting down trees.
A lot of wild animals are in danger of disappearing, so we have to stop people killing them.
Too many people in the world are overweight, so they shouldn’t eat so much.
You can easily get lost in the mountains, so tell someone where you are going.

6 Complete
- This is suitable for use as a test or for homework.
- Students may check each other’s work, or you may check round the class.

**Answers**


Answers
1 since; for
2 for
3 for three; since Friday
4 for 15; since 1.00
5 since April; for six
6 for two; since 1st October

7 Correct
• This is suitable for spoken or written work.
• Students may check each other’s work.

Answers
1 Rob must find Dave and Mike.
2 Annie saw Dave and Mike three hours ago.
3 ‘We’ve been here since four o’clock,’ Mike said.
4 Dana has loved singing since he was very young.
5 Hang-gliding has been a popular sport for over 50 years.

8 Test each other
• Go through the speech bubbles with the class.
  If one student says a length of time, the other says for; if it is a date or time, the other says since.
  • This can be done in pairs or as a team competition. Keep up the pace.

9 Poem
• Students read the poem and try to complete the gaps.
• Play the CD. Students listen and check.
• Then check round the class.

CD script and answers CD2 Track 16
The Lesson
I’m going for a walk in the mountains (1) today,
It’s warm and it’s sunny as I start out on my way.
It hasn’t rained (2) for weeks, and the weather’s really fine
So I’m not taking waterproofs or boots for the climb.
I’ve walked for two hours and I’m up on a crest,
So I’m stopping for a drink (3) and a fifteen minute rest.
I can see the lake below me, and hear the sheep all bleat,
And I’ve got some little blisters where my trainers rub my feet.
I’ve walked for two more hours now, I’m stopping here to eat.
I have to go slower for I’ve got some cuts (4) on my feet.
I’m starting to get colder the higher that I go,
The sun’s gone in, the sky’s turned grey — I hope it doesn’t snow (5)!

I’m feeling rather bad and I’d really like to stop,
But it isn’t very far until (6) I reach the top.
It’s just started raining, and I’m frozen to the bone,
And I wish I wasn’t here up this mountain on my own.
I’m in a helicopter, and I’m feeling rather sick (7).
It’s lucky that these rescue people were so very quick!
It’s minus five degrees and it’s snowing hard outside.
Another hour (8) or two, and I might easily have died.
I’ve learnt my lesson (9) now, and you should learn it too:
When you’re going to the mountains, take the right things with you.
The weather (10) changes quickly, you need to be prepared,
And never go alone — the mountains must be shared.

Extra activity
• Students learn the poem by heart.
• They say the poem to each other in pairs – each student takes a verse in turn.

Go to Activity Book Unit 5 Review Activities 1–5
Grammar
Reported requests and commands

Vocabulary
Requesting and commanding

To start …
• As the students come into the room, remind them about requests and commands by asking them to do small things, e.g. open/close a window, move a chair. Ask: Could you open the window, please?

1 LISTEN AND READ
Aim: to introduce reported requests and commands; to read a newspaper report for specific information.

• Play the CD. Students follow in their books.
• Give help where necessary, but encourage them to work out new words from context.
• Students answer the questions. This can be done round the class or in writing.
• Check round the class.

CD script CD2 Track 17
Mike Fraser was a hero yesterday. Thanks to his quick thinking, he and Dave Lewis were rescued from danger in the mountains.

Mike and Dave went to the Scottish Highlands with a group from the Music Now Festival. In the afternoon, they went hang-gliding. Unfortunately the hang-glider crashed on a mountain near Loch Ness and Dave broke his ankle. He couldn’t walk, so he and Mike stayed on the mountain and waited. They had no food or water, so they were hungry, thirsty and cold. By the evening they were starting to get desperate. Then Mike had a brilliant idea. He wrote a message on the ground with stones.

Meanwhile, group leader Rob Townsend was trying to find Mike and Dave. Finally he decided to contact the police. He dialled 999 on his mobile phone and he asked the police to look for the missing teenagers. A police helicopter flew over Loch Ness, and the pilot saw Mike’s message. Dave and Mike were rescued and flown to hospital in Inverness last night.

Later, Mike spoke to our reporter. ‘We were incredibly relieved when the helicopter arrived,’ he said. ‘The police told Dave not to move and they carried him to the helicopter. I climbed in after him. They asked us to put on dry clothes and they gave us some hot soup. They were great.’

Dave wanted to apologise.
‘I feel very guilty – it was all my fault,’ he said. ‘Rob told us to wear walking boots, and he told us not to leave the group. But I took no notice. I was very silly.’ The police agreed. On the radio news last night, they asked walkers in the Highlands to be sensible and not to take stupid risks.

Answers
1 Because he broke his ankle.
2 Because they had no water.
3 He dialled 999 on his mobile phone.
4 To hospital in Inverness.
5 They felt incredibly relieved.
6 The police carried him.
7 He felt very guilty.
8 They thought he was very silly.

2 READ
Aim: to distinguish between requests and commands; to match direct with reported speech.

• If necessary, do the first two sentences with the class.
• Then students go through the others.
• Check before they match the direct and reported requests and commands.
• Check round the class.

Answers
1 Command
2 Request. He asked the police to look for the missing teenagers.
3 Request. They asked walkers in the Highlands to be sensible.
4 Command. Rob told us to wear walking boots.
5 Request. They asked walkers not to take stupid risks.
6 Request. They asked us to put on dry clothes.
7 Command. He told us not to leave the group.

3 GRAMMAR
Aim: to teach and practise reported requests and commands.

• Students copy and complete the chart.
• Play the CD. Students listen and check.
CD script and answers  CD2 Track 18

 Reported requests

‘Could you look for them?’
He asked the police to look for them.
‘Please don’t take risks.’
They asked walkers not to take risks.

 Reported commands

‘Keep still!’
They told Dave to keep still.
‘Don’t say anything.’
He told me not to say anything.

 Extra activities

- Students take turns to tell or request each other to do things. The partner must first report what he or she was told/asked and then say whether it was a request or a command.
- Often the tone of voice is as important as the words. So, Will you please sit down! may be a command, not a request.

 Go to Activity Book Unit 6 Lesson 1 Activities 1 and 2

 4 List en and Speak

Aim: to listen for mistakes; to convert direct speech into reported speech.

- Students first read through the sentences.
- Play the CD. Students listen and note differences.
- Check round the class.

 CD script  CD2 Track 19

1 Emma, could you get me a cup of tea, please?
2 Mike, would you open the window, please?
3 You two, stop talking!
4 Mike, please don’t be late tomorrow.
5 Mike, take the letters to the post office.
6 Emma, don’t forget your camera!

Answers

1 tea, not coffee  4 Mike, not Emma
2 open, not close  5 post office, not post box
3 talking, not laughing  6 camera, not bag

 Ask and answer

- Go through the example with the class.
- Students ask and answer questions about the sentences. This can be done round the class or in pairs.

 Answers

1 No, she asked Emma to get her a cup of tea.
2 Did she ask Mike to close the window? – No, she asked him to open it.
3 Did she tell them to stop laughing? – No, she told them to stop talking.
4 Did she ask Emma not to be late? – No, she asked Mike not to be late.
5 Did she tell Mike to take the letters to the post box? – No, she told him to take them to the post office.
6 Did she tell Emma not to forget her bag? – No, she told her not to forget her camera.

 5 Listen and Write

Aim: to listen to messages and report them in writing.

- It will help if students copy the message format into their notebooks.
- Play the CD. Students listen and note the details.
- Play it again for them to check.
- Check round the class. Students may check each other’s work.

 CD script  CD2 Track 20

Jade  Hi, this is Jade speaking with a message for Emma. Emma, can you meet me at the café at 7.30 this evening? See you there – Bye.

 Woman  Hello, this is Mike’s mother. Can Mike phone home as soon as possible? Thanks.

Rob  Hello, this is Rob Townsend with a message for Emma and Mike. Please come to a party at the Festival Village tomorrow evening. I hope you can both make it. Bye.

Answers

To: Emma  From: Jade
Message: Can you meet her at the café at 7.30 this evening?

To: Mike  From: your mother
Message: Can you phone home as soon as possible?

To: Emma and Mike  From: Rob Townsend
Message: Can you come to a party at the Festival Village tomorrow evening?

 Write sentences

- Students write the messages in reported form.
- Check round the class. Students may check each other’s work.

 Answers

Jade asked Emma to meet her at the café at 7.30.
Mike’s mother asked him to phone home as soon as possible.
Rob asked Emma and Mike to go to a party at the Festival Village.

Fact File
- Students read this through silently.
- Ask students to close the books. Say the Scottish words and ask students to translate them into English (and/or vice versa).

6 Pronunciation

Aim: to hear and practise stress in words with three or more syllables.

- Play the CD. Students listen and repeat.
- Play it again. They mark the stress.
- Check round the class.

CD script
CD2 Track 21
apologise assistant desperate helicopter
hero hospital incredibly sensible
teenager unfortunately

Answers
hero (1)
assistant, desperate, hospital, sensible, teenager (3)
apologise, helicopter, incredibly (4)
unfortunately (5)

6 Game: Do What I Say!

Aim: to use reported requests and instructions in a guessing game.

- Go through the instructions with the class. A student writes a request or an instruction on a piece of paper and gives it to a member of the group. The others should not see the paper. The second student does what the paper says. The others must guess what the instruction was. The trick is to choose an action which answers several different instructions, as in the example.
- Students play the game.
Lesson 2  I've already asked you three times!  Student’s Book p70

Grammar
Present perfect: *already* and *yet*
Adjective + infinitive

Vocabulary
Newspaper headlines.

To start …
• Ask the students to look at the photograph on page 70 and tell you who they can see.
• Ask: What's Mike doing? Is Emma happy? What is she saying to Mike?
• Do not confirm their guesses, they will find out in the dialogue.

1 LISTEN AND READ
Aim: to introduce and practise the present perfect with *already* and *yet* and adjectives with infinitives.

• Play the CD.
• Students read the dialogue in pairs.

CD script  CD2 Track 22
Emma  Have you finished with the computer yet?
Mike  Nearly. What's the hurry?
Emma  I've already asked you three times. I want to finish the front page. It's our last edition.
Mike  But I'm sending an email to Australia.
Emma  Mike, is it really necessary to spend all day on the computer?
Mike  What's the problem? Have you thought of a good headline yet?
Emma  No. I thought of 'End of Festival', but that sounds silly.
Mike  How about 'Festival Finished'?
Emma  Now, that really is silly. I quite like 'Party Now!' or 'The Music's Over'. It's difficult to choose. Which one is best?
Mike  It's hard to say. Oh, look! Another email! I've already had four this morning!
Emma  I know! 'MNX Madness' – that's a great headline.
Mike  Madness? Why madness?
Emma  Because you are driving me mad!

Complete and match
• Students complete the questions. If necessary, point out that the sentences all begin with question words.
• Students find the correct answers.

• Check by letting students ask and answer round the class.
• Students now complete the statements about the text.
• Check round the class.

Answers
1  has not  2  already, three  3  has, yet  4  difficult, choose  5  it's, to  6  has already had

2 GRAMMAR
Aim: to teach and practise the present perfect with *already* and *yet*.

• Students copy and complete the chart.
• Play the CD. Students listen and check.
• Check round the class. Give further explanation and examples if necessary.

CD script and answers  CD2 Track 23
Present perfect: *already* and *yet*
I've already asked you three times.
It hasn't stopped raining yet.
Have you finished with the computer yet?

Extra activities
• Students find examples of *already* and *yet* with the present perfect in the text.
• Students ask each other questions with *yet* and answer with *already* or *yet*.

Go to Activity Book Unit 6 Lesson 2 Activities 1–3

3 READ AND SPEAK
Aim: to practise using adjectives with the infinitive and *already* and *yet*.

• You may first ask students to find adjectives with infinitives in the text.
• They match the headlines with the sentences. Do the first one with the class if necessary.
• Check round the class.

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

**Aim:** students use *yet* and the present perfect to talk about themselves.

- Tell the class some things you want to do but haven’t done yet, e.g. *I haven’t passed my driving test yet!* (They need not be true!)
- Students use the prompts to think of five things they’d like to do.
- In pairs, they take turns to tell their partner.

**Extra activity**
- Students tell other pairs what their partner hasn’t yet done.

**5 PRONUNCIATION**

**Aim:** to recognise and practise different spellings of vowel sounds.

- Students match up all the rhymes.
- Play the CD. Students listen and check.

**CD script and answers CD2 Track 24**

<table>
<thead>
<tr>
<th>choose – whose</th>
<th>friend – send</th>
</tr>
</thead>
<tbody>
<tr>
<td>head – said</td>
<td>hunt – front</td>
</tr>
<tr>
<td>really – nearly</td>
<td>sure – tour</td>
</tr>
<tr>
<td>thought – short</td>
<td>turn – learn</td>
</tr>
<tr>
<td>worry – hurry</td>
<td></td>
</tr>
</tbody>
</table>

**Extra activities**
- Play the CD again, pausing for students to repeat the words.
- They find other words to add to their list of rhymes.

**6 READ**

**Aim:** to practise adjectives + infinitives by completing a reading passage.

- Students read the passage and complete it.
- Check round the class.

**Answers**

1 message 2 from 3 to 4 nothing
5 easy 6 who 7 with 8 It
9 difficult

**Look!**
- Students read the examples.
- They find similar examples in the text.
- They may write similar sentences of their own.

**7 WRITE**

**Aim:** to write a message to another class.

- Explain that students are going to write a message or email to another class.
- In small groups they decide what to put in the message.
- If it is possible for the messages to be given to other English learners in the school, or to learners in another school, or if they can be emailed that would be excellent.
- Otherwise you can collect all the messages, mix them up and redistribute them round the class.

**Consolidation and Extension activities**

- Students imagine they are a famous person, e.g. an actor, a singer, a sports person. They decide briefly what they are good at and on some achievements. Then they imagine they are a reporter about to interview a famous person. They prepare some questions which should include the grammar of this lesson, e.g. *Have you won any medals yet? Is it hard to train? etc.*
- Students take turns to interview a famous person. If there’s time and space, let them move round and choose different people to interview. Make sure they take turns at asking and answering.
- Students write a list of ten to twelve things that have to be bought or done, e.g. tidy the bedroom, wash the dishes, buy some fruit. They write this out twice. On one sheet they tick four to six things that they have already done.
- Students give their partner the unticked list. The partner must find out what has already been done, by asking e.g. *Have you tidied the bedroom yet?* The other answers either *Yes, I’ve already tidied it or No, I haven’t tidied it yet.* The questioner ticks appropriately. Finally they compare lists.
- They may report back to the class on what their partner has and hasn’t done.

**Homework**

- Students imagine they are a tourist visiting somewhere, e.g. Edinburgh, or a place they know well. They list things to see and do there, and decide which they have already done. They use this list as the basis for a letter to a friend or family member about their visit. They may use sentences like *I haven’t visited the castle yet, so I’m going to visit it tomorrow.*

Go to Activity Book Unit 6 Lesson 2 Activities 4–7
Grammar Summary p101
Lesson 3 He said there was going to be a big bang! Student’s Book p72

Grammar
Reported statements

Vocabulary
Music.

To start …
• Before the lesson, prepare some questions to ask the students, e.g. What time is it? What music do you like? What day is it today?
• Ask the questions and encourage individual students to answer.
• When they answer, pretend that you cannot hear them. Ask another student: What did he/she say?
• Prompt them to answer: He/she said it’s it was …
Do not worry at this stage about the correct tense change.

1 LISTEN AND READ

Aim: to introduce reported statements.

• Play the CD.
• Students read the dialogue in pairs.

CD script CD2 Track 25

Voice MNX? Here’s some really hot news for you, so listen carefully. Tonight there’s going to be a great big bang at the Music Now stage! It’s going to be at nine o’clock. Yeah! That’s right. The biggest explosion of sound you’ve ever heard. It’s going to shake the roof and break the windows. So be warned – and my name’s Master Blaster!

Mike Oh no! Emma, could you turn off your ipod and listen to me?

Emma Why? What on earth’s the matter?

Mike I’ve just listened to a message on the answerphone. I think we’ve had a call from a madman.

Emma What are you talking about?

Mike He said that there was going to be a big bang at the Music Now stage tonight.

Emma Calm down, Mike. Now, exactly what did he say?

Mike He said that this big bang was going to be on the Music Now stage at nine o’clock. We must do something! Maybe call the police?

Emma Who left the message? Did he leave his name?

Mike Yes, he said his name was Master Blaster. What are we going to do?

Emma Wait, Mike. Why don’t you look at the festival programme first?

Mike We haven’t got time for that.

Emma Look. Look here. It’s Sunday. This evening on the Music Now stage, Master Blaster, the loudest reggae sound system in the world. It’s music, Mike, loud music!

Mike Oh …

True or false?
• Students re-read the passage, answer the questions and correct the false statements.
• Check round the class.

Answers
1 True
2 False. She was listening to music.
3 False. She wasn’t worried.
4 True
5 True
6 False. He’s a reggae singer/musician.

2 GRAMMAR

Aim: to teach and practise reported statements.

• Students copy and complete the chart.
• Play the CD. Students listen and check.
• Check round the class.

CD script and answers CD2 Track 26

Reported statements

‘My name’s Master Blaster.’
He said (that) his name was Master Blaster.

‘It’s going to be at nine o’clock.’
He said (that) it was going to be at nine o’clock.

‘We must call the police.’
He said (that) they had to call the police.

‘It’s reggae.’
She said (that) it was reggae.

‘It starts at seven thirty.’
She said (that) it started at seven thirty.

‘We must do something!’
He said (that) they had to do something.

Go to Activity Book Unit 6 Lesson 3 Activities 1–4
3 LISTEN AND SPEAK

Aim: to match questions and answers; to report answers.

- Students read the questions and find the answers.
- Play the CD. Students listen and check.
- Check round the class.
- Then students ask each other to report the answers. This may be done in fours or round the class. Student 1 asks the question. Student 2 answers. Student 3 asks What did she say? and Student 4 reports the answer.

CD script CD2 Track 27

1 What kind of music is this?
   Emma It's reggae.
2 Where is it from?
   Emma It's from Jamaica.
3 When does the concert start?
   Emma It starts at nine o'clock.
4 Who is playing?
   Emma Master Blaster.
5 Where is he from?
   Emma He's from New York.
6 When does the festival finish?
   Emma It finishes on Sunday.
7 What is happening on the last day?
   Emma There's going to be a party.

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

4 LISTEN AND SPEAK

Aim: to compare newspaper headlines with the radio and to report what was said.

- Students first read the headlines and guess what they are about. You may go through them with a less confident class.
- Play the CD. Students listen only.
- Play it again. They note differences between the radio and newspaper reports.
- You may check round the class at this stage.

CD script CD2 Track 28

Mungo Good morning Edinburgh and welcome to Festival Radio. It's Sunday morning eight o'clock and here is the news. The figures for Friday's concert by Papagao are now in and there was a new festival record of 9,000 people. Tonight's festival party starts at 8.30 and a great evening is planned with something for everyone. Don't miss the famous reggae star Master Blaster, who arrived in Edinburgh yesterday and is already making himself heard. One problem is the weather and I'm afraid that we expect some rain for this evening's event – so don't forget your umbrellas. And a piece of late news just in; we hear that Dana from Kurdistan has won the prize as the festival's best singer! So let's hear that song one more time. Get ready for Dana and We Can Make Music Together!

Answers
(details from the radio news are given) 9,000 were at the concert; the party starts at 8.30; the weather is likely to be cold and rainy; the reggae star (Master Blaster) arrived yesterday; a Kurdish singer won the prize.

Ask and answer
- Students ask each other questions about the news items, as in the example.
- This is suitable for pairs or as a team game. To make it more difficult, those who are answering close their books.

5 SPEAK AND WRITE

Aim: to ask and answer questions about likes and dislikes and plans; to report the answers in writing.

- Students first read the questions and note their own answers.
- Then they interview three students each. They should move around, if possible. They note the answers.
- Finally they write full sentences about the students. The last part could be done for homework.

Homework
- Students write a short speech, e.g. by someone thanking others for a present or an award. Then they write the newspaper report of the speech.

Go to Activity Book Unit 6 Lesson 3 Activities 5 and 6 Grammar Summary p102
Vocabulary
Verbs of movement.

READING
1 Aim: to predict what a story is about and then read and check.
• Students look at the title and the first picture.
• They discuss what they think the story is about. This can be done in groups and reported back to the class.

2 Aim: to read and compare ideas.
• Students read the story, comparing it with their ideas.
• Check comprehension.

Extra activity
• Students close their books. They re-tell the story so far.

SPEAKING
3 Aim: to tell the next part of the story using pictures.
• Students look at the picture story. They work out what is happening.
• They discuss the story in groups.
• Each group reports back to the class with their version of the story.

LISTENING
4 Aim: to listen to the rest of the story and find out what really happened.
• Play the CD. Students listen and compare their version with the CD.
• You will need to play it two or three times.

CD script CD2 Track 29
"Sazan, it's time to get up!" Her mother was shouting from the kitchen. "I've already called you three times? Why haven't you got up yet?"
Sazan didn't move. She lay under the bedclothes and waited. Then she heard her father's feet on the stairs.
"Come on, Sazan. Your mother said it was time to get up." He walked around the room, and then looked under the bed.
"Hey, Sazan, where are you?" he laughed. "Have you forgotten to wake up?"

Sazan lay under the bedclothes and she tried to make herself as small as possible. Then something amazing happened. She really did become smaller and smaller. Soon she was absolutely tiny.
"That's incredible! I've just become really tiny!" Sazan thought. "Tiny Sazan!"
"I'm taking off the bedclothes," her father said. Bright light shone in Sazan's eyes, and she flew up in the air to the ceiling. She looked down on her father.
"Hi, Dad! I'm up here!" she shouted. But her father couldn't hear her. Then her mother called from the kitchen, 'Come on, you two. Stop playing games. It's time for school.'
Sazan laughed. Then she fell slowly down and landed on her father's head. 'I've never been here before!' she thought.
A strong wind started to blow. Sazan caught hold of a thick hair and put her arms around it. 'If I don't hold on, I'll fall off,' she thought.
Her father was walking out of the bedroom towards the stairs. Then he started to run down the stairs. The wind blew harder and harder, and Sazan nearly fell off her father's head.
The wind stopped and they were in the kitchen. Her father walked up to her mother, and put his arms around her.
"Sazan's not there," he said. 'I'm a bit worried – she's not in her room!'
"Here I am!" Sazan shouted. But her parents didn't hear her.
Then Sazan jumped in the air and landed on something soft that moved up and down. She was on her mother's eyelash! She went up and down every time her mother opened and closed her eyes. Sazan felt strange. Then she fell off the eyelash on to the eyeball. It was like a beautiful clear blue sea.
Then suddenly the sea was full of enormous salty waves! Her mother was crying!
"Sazan! Where are you?" her mother called.
Sazan opened her mouth, but it immediately filled with water. She started to swim. Then a great wave of tears carried her down her mother's face to her lips. Her mother breathed in deeply and a strong wind lifted Sazan up. The wind was her mother's breathing, and it carried her up into her mother's nose. Then …
"I'm going to sneeze," Sazan's mother said.
"Oh no!" thought Sazan.
'A-tish-0000!'
The sneeze blew Sazan out of her mother's nose and up into the air. Sazan screamed. She went round and round in the air, and then she fell – right down on to a piece of toast on the breakfast table.
"Here, calm down and have something to eat," her father said.
The piece of toast flew up into the air. Sazan looked in horror at her mother's open mouth with her huge white teeth. But then her mother put the toast down.

'I can't eat,' she said. 'I'm going upstairs to look for Sazan.'

'I'm here, I'm here,' Sazan shouted.

'Yes, I can see you are,' her mother said. 'It's time to get up!'

Sazan opened her eyes. She was in bed, and her mother was sitting beside her.

'Oh, Mum,' she said. 'I've had a really weird dream. I was absolutely tiny – and you nearly ate me!'

Her mother laughed. 'Time to get up,' she said.

Go to Activity Book Unit 6 Lesson 4 Activities 1 and 2

WRITING

5 Aim: to practise writing the opening to a story in English.

- Go through the instructions and examples with the class.
- Invite comments on which opening they prefer.
- Students now write their openings. This is suitable for homework.

6 Aim: to comment constructively on each other's work.

- Students show each other their work. Encourage them to make constructive comments.

TO HELP YOU STUDY

7 Aim: to practise idiomatic expressions.

- Play the CD. Students repeat the expressions.

CD script CD2 Track 30

It was all my fault.

What's the hurry?

What's the problem?

It's hard to say.

Calm down.

Extra activities

- Students find the expressions in the unit.
- They use them in conversation.

8 Aim: to improve writing skills and techniques.

- Go through the instructions with the class.
- Students follow the instructions in pairs.
- They complete their stories from Activity 5.
- Steps 1 and 2 can be done for homework.
- Check written work.

Extra activity

- Students read their stories to the class.

Consolidation and Extension activities

- In pairs, students imagine they are Sazan and a reporter. The reporters interview Sazan about what it was like being so small.
- Spelling chain. Give students a word, e.g. bedroom. Choose a student. He or she chooses a word beginning with the last letter of your word, i.e. m, for example, mother. The next word must begin with r. This can be played round the class or in groups, or from team to team. You could insist they use words from the lesson or unit.
- Allow students a limited time to see how many words they can make from INCREDIBLE or DESCRIPTION.

Homework

- Students make up another story about Sazan. Perhaps she is small again, or perhaps she grows very big. They may use the writing partner technique for the later stages.

Go to Activity Book Unit 6 Lesson 4 Activities 3 and 4

Grammar Summary p102
6 Review

1 Read and complete
• Students read and complete the text.
• Check round the class.

Answers
1C 2C 3C 4A 5A 6C 7B 8B 9A 10C

2 Write sentences
• This can be used for homework.
• Check round the class. Students may check each other’s work.

Answers
1 She asked them all to stop talking.
2 She asked Dave to turn the music down.
3 She asked Maddy not to be late.
4 She asked Nelson to open the window.
5 She asked Dana to sing his song again.
6 She asked Emma not to forget to bring the photos.

3 Write sentences
• This can also be used as a test or for homework.
• Check round the class. Students may check each other’s work.

Answers
1 He told them to take some warm clothes.
2 He told them not to leave any litter.
3 He told them to take some water.
4 He told them not to go off on their own.
5 He told them to keep an eye on the weather.
6 He told them not to forget their packed lunches.

4 Put the words in order
• This may be done round the class or as written work.
• Check round the class.

Answers
1 Emma wanted to use the computer.
2 It’s necessary to wear walking boots in the mountains.
3 Rob decided to make a phone call.
4 It’s difficult to pronounce some English words.
5 You should try to take lots of exercise.
6 It isn’t easy to play the violin well.

5 Ask and answer
• Students look through and work out the questions.
• Students ask and answer the questions in pairs.

Answers
1 Have the police found Mike and Dave?
   Yes, they’ve already found them.
2 Has Annie seen the castle?
   Yes, she’s already seen it.
3 Has Nelson written his postcards?
   No, he hasn’t written them yet.
4 Has Rosanna phoned her parents?
   Yes, she’s already phoned them.
5 Have Dana and Rosanna visited the museum?
   No, they haven’t visited it yet.

Write sentences
• Students write sentences as in the example.
• Check round the class. Students may check each other’s work.

Answers
2 The police have already found Mike and Dave.
3 Annie has already seen the castle.
4 Nelson hasn’t written his postcards yet.
5 Rosanna has already phoned her parents.
6 Dana and Rosanna haven’t visited the museum yet.

6 Listen and report
• Students may first work out the reported form of each sentence.
• Play the CD. Students listen and report, as in the example.
• Encourage them to repeat the report after the CD.

CD script and answers CD2 Track 31
Listen and report what Emma and Mike say, like this.

Emma There’s a party tomorrow night.
   She said there was a party tomorrow night.

Now you.

Emma There’s a party tomorrow night.
   She said there was a party tomorrow night.

Mike It starts at half past eight.
   He said it started at half past eight.

Emma It finishes at eleven.
   She said it finished at eleven.

Both Everyone must come.
   They said everyone had to come.

Mike There’s going to be a competition.
   He said there was going to be a competition.

Both It’s going to be a great party!
   They said it was going to be a great party.
Extra activity

• Students write the reported statements.

7 Correct the sentences.

• This may be done round the class or as written work.
• Check round the class. Students may check each other’s work.

Answers

1 Emma told Mike not to call the police.
2 We have already had lunch.
3 Have you seen the film yet?
4 It’s not difficult to learn English.
5 Mike asked Emma to take off her headphones.
6 Yesterday Emma said Mike was driving her mad.

8 Test each other

• Go through the example with the class.
• Let them make two or three examples in class.
• Students take turns to make, ask about and report statements.

9 Poem

• Students read the poem and choose the best alternatives.
• Play the CD. Students listen and check.

CD script and answers  CD2 Track 32
My own sweet way

Dad said that we were going on a visit to the queen;
I thanked him very kindly, but said I’d already been.

Dad told me that on Monday we were flying to New York;
I said it was a nice idea, but I’ve got to go to work.

Dad told me for the weekend we were driving down to France;
I mentioned I got sick in cars, and wouldn’t take the chance.

Dad said that he was buying me a brand new set of clothes;
I said gently I had plenty and had no need of those.

Dad’s been so very kind to me, it’s difficult to say
That I really like to live my life in my own sweet way.
Lesson 1 You’re a star now, aren’t you?

Grammar
Question tags with be

Vocabulary
Objects; Physical description.

Useful Aids
• An opaque bag with some mystery objects in it, e.g. a ball, an apple, etc.
• Photos or postcards of places in your country or famous places they should know, e.g. the Eiffel Tower.

To start …
• Ask the students to look at the photograph on page 80 and tell you who they can see and what they think is happening.
• Tell them to read the lesson title if they need a clue.
• Do not confirm their guesses, they will find out in the dialogue.

1 Listen and Read

Aim: to introduce question tags with be in the present and past simple.

• Use the CD to present the text.
• Check comprehension.
• Students read the dialogue in groups. Let one or two groups read for the class.

CD script CD2 Track 33

Rob Give me an M! Give me a U! Give me an S! Give me an I! Give me a C! Give me an O! Give me a W! MUSIC NOW. Hello everyone, It’s time for Star Surprise, and here to tell you all about it is Mike.

Mike Thank you, everyone. This evening you’ve all voted and chosen the Star Musician of the Festival, and it is – all the way from New Zealand – JADE!!! Come up here, Jade, we’ve got a surprise for you. Listen to this.

Voice Hello, Jade. Many congratulations, dear. We’re all very proud of you.

Jade Oh, no! It’s my mother, isn’t it?

Mike Yes. You can speak to her on the phone again later. Now listen to this.

Voice Hi Jade! Remember me? You’re a star now, aren’t you?

…

Mike Who’s that?

Jade It’s Rocky, my brother in Auckland!

Voice Come back soon, Jade. I miss you.

Jade See you soon, Rocky.

Mike You’re looking forward to seeing Rocky again, aren’t you?

Jade Sure.

Mike There’s just one more thing for you to listen to. [MUSIC] What was that?

Jade I haven’t a clue!

Mike Really?

Jade Only joking! It was my old school band, wasn’t it?

Mike That’s right! That was Jade and the Janglers from four years ago! And now here’s Rob to give you the Festival Star Prize!

Rob And the prize is: a CD of all the festival music, signed by all the musicians – a souvenir of Music Now.

Make questions
• If necessary, do the first question with the class.
• Students make the other questions.
• Check round the class.

Answers
1 Who is the Star Musician of the Festival?
2 Who is the first voice?
3 What did she say?
4 What is Jade’s brother’s name?
5 What did he say?
6 What were Jade’s old school band called?

Extra activities
• One student closes his/her book and another asks the questions.
• Students act out the story from memory.
2 Grammar

Aim: to teach and practise question tags with be in the present and past simple.

- Go through the dialogue with the class picking out question tags.
- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

CD script and answers CD2 Track 34

Question tags
1 It's my mother, isn't it?
2 We're very proud of her, aren't we?
3 You're looking forward to seeing Rocky, aren't you?
4 She's the Star Musician, isn't she?
5 It was my old school band, wasn't it?
6 They were good, weren't they?

Extra activity
- Students make further statements with question tags, e.g. It's hot/cold today, isn't it?

Go to Activity Book Unit 7 Lesson 1 Activities 1–4

3 Pronunciation

Aim: to practise the intonation of question tags.

- Play the Grammar sentences again, pausing for students to repeat.

4 Write

Aim: to give written practice of question tags with be in the present and past simple.

- Students copy and complete the sentences.

Answers
1 It's from Brazil, isn't it?
2 You're a big star now, aren't you?
3 He's Kurdish, isn't he?
4 We're next, aren't we?
5 She was the winner, wasn't she?
6 They were at the party, weren't they?

Extra activity
- Students take turns to make statements, e.g. It's your book. Their partner repeats the statement, adding a question tag, e.g. It's your book, isn't it?

5 Game: What Is It?

Aim: to practise question tags in a game.

- Use the bag and objects you have brought, or a school bag with classroom items, e.g. a book, chalk, a ruler, etc. Put in one object at a time, so that students cannot see.
- Students take turns to come and feel the object, guessing e.g. It's a ball, isn't it?
- Students continue the game in groups.

6 Speak

Aim: to guess about places using question tags.

- Look at the first photo. Students have to guess where Vanessa was.
- Students continue the activity.

Answers
1 Vanessa was at the reception desk, wasn't she?
2 Mike and Emma were in the MNX office, weren't they?
3 Dana and Rosanna were on the bus, weren't they?
4 Rob, Jade and Annie were on the mountain, weren't they?

Extra activity
- Use the postcards you brought in and ask students what and where they are. They answer e.g. That's the Eiffel Tower, isn't it? It's in Paris, isn't it?

7 Write and Speak

Aim: to make guesses about people using question tags.

- Go through the example with the class.
- Students each write a short description.
- They read their description for the others to guess.

Extra activity
- Students write and read similar descriptions about members of the class or other teachers for the others to guess.

Homework
- Students imagine they are Jade. They write their conversation with Jade’s mother or brother after the party, or her diary entry.

Go to Activity Book Unit 7 Lesson 1 Activities 5 and 6
Grammar Summary p102
Grammar
Present perfect + ever/never
may and might
all and none

Vocabulary
Memorable experiences.

To start …
• Ask the students to look at the photo on page 82 and read the speech bubble.
• Ask: Have you ever been in a competition? Encourage individual students to answer and tell you what kind of competition, e.g. quiz, sport.
• Ask: Have you ever won a competition? What did you win?

1 LISTEN AND READ
Aim: to revise ever and introduce never with the present perfect.

• Students look at the photo. Who is there? What is happening?
• Play the CD.
• Students read the dialogue in pairs.
• Ask the final question. Answer: No.

CD script CD2 Track 35
Dave Have you ever been on TV?
Maddy No, never. Why? Have you?
Dave Yeah, lots of times.
Maddy Lots of times? You’re joking. You’ve never been on TV at all!
Dave Yes, I have. We’ve got a small TV at home and I often sit on it!
Maddy Honestly! Dave, shut up!

2 LISTEN
Aim: to listen for detail

• Students first read through the questions.
• Play the CD. Students listen, and choose the best answers.
• Play the CD again for students to check their answers.
• Check round the class. Pay particular attention where two words sound similar, e.g. island and Highlands.

CD script CD2 Track 36
Emma Hello? Can you all hear me? We’re going to have a competition! I’ve never heard so much noise! Be quiet for a moment!
Dave Boo!
Emma That’s Dave, isn’t it? Try and listen. You might learn something! Now look at this picture. It might be a beautiful island anywhere in the world. But in fact, it’s the Isle of Skye, off the north-west coast of Scotland. And the first prize in the competition is a week’s free holiday there. Have any of you ever been to Skye?
Mike Yes, I have. I went there last year. It’s a fabulous place. I hope I win – I’ve never won a prize.
Emma You can’t enter the competition, Mike, because you live here. Right, the competition is called ‘How much do you know about Scotland?’ Here are the questions – you’ve got three minutes to write and then I’ll tell you the answers. OK? Good luck!

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

Extra activity
• Students close their books. Ask questions about the CD script.

3 READ
Aim: to revise topics in the coursebook.

• This is the competition from the party. Give students three minutes to complete the answers. They may also work in pairs.
• Check the answers round the class.

Answers
1 Edinburgh.  7 Arthur Conan Doyle.
2 The bagpipes.  8 Loch Ness.
3 About five million.  9 Nessie.
4 Sean Connery.  10 Robert Louis Stevenson.
5 The Outlook Tower.  11 The Highlands.
6 Holyrood Palace.

Extra activity
• Give students a short time to look through the answers. Then they close their books and answer the questions from memory.
**4 Grammar**

**Aim:** to teach and practise the present perfect with *ever* and *never*.

- Students copy and complete the chart.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers**

**CD2 Track 37**

**Present perfect: ever/never**

*Have you ever been to Skye?*

*Yes, I have.*

*Have you ever won a prize?*

*No, I haven’t.*

*No, never.*

*No, I’ve never won a prize.*

**Extra activity**

- Students find examples of *ever* and *never* in the lesson.

Go to Activity Book Unit 7 Lesson 2 Activities 1–3

**5 Speak and Write**

**Aim:** students speak and write about themselves using the present perfect with *ever* and *never*.

- Ask students some of the questions.
- Students then take over the questioning in pairs or small groups.
- Students note the answers and compare them.

Go to Activity Book Unit 7 Lesson 2 Activity 4

**6 Listen and Speak**

**Aim:** to practise the language of guessing and possibility.

- Go through the expressions with the class.
- You could practice them with a guessing game.
- Play the CD. After each sound, pause for students to guess what it is. If they can’t say it in English then translate it for them into Kurdish.
- Play it again for them to confirm their guesses.
- Go through the answers.

**CD script and answers**

**CD2 Track 38**

1. animal roar
2. violin music
3. a plane taking off
4. a fire
5. the sea
6. a gunshot
7. an alarm clock beeping
8. a squeaking door
9. a chicken clucking
10. an elephant trumpeting
11. a snake hissing

**7 Pronunciation**

**Aim:** to distinguish between and practise the sounds /eI/ as in *may* and /aI/ as in *might* in minimal pairs.

- Students look through the words.
- Play the CD. Students listen and repeat.

**CD script and answers**

**CD2 Track 39**

<table>
<thead>
<tr>
<th>may</th>
<th>might</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>white</td>
</tr>
<tr>
<td>late</td>
<td>light</td>
</tr>
<tr>
<td>way</td>
<td>why</td>
</tr>
<tr>
<td>day</td>
<td>die</td>
</tr>
<tr>
<td>lake</td>
<td>like</td>
</tr>
<tr>
<td>main</td>
<td>mine</td>
</tr>
</tbody>
</table>

- Play the next part of the track. They write the words they hear.

**8 Write**

**Aim:** students use the present perfect with *ever* and *never* and the language of possibility to write about themselves.

- Go through the example with the class.
- Tell students some things you’ve always wanted to do but have never done.
- Let some students tell the class their ideas.
- Students write their paragraph. This is suitable for homework. Check their work.

**Homework**

- In the next lesson the winners of the music festival will be announced. Ask student to write who will probably be the winner, and why. And who should be the winner and why.

Go to Activity Book Unit 7 Lesson 2 Activities 5–7 Grammar Summary p102
Grammar
both; superlative + ever

Vocabulary
Places.

To start …
• Ask the students to look at the photo on page 84.
• Ask: Can you remember where Jade and Maddy are from? Which cities do they live in? (New Zealand and Ireland – Auckland and Dublin.)

1 LISTEN AND READ
Aim: to present both and to listen for specific information.
• Students first read the introductory dialogue between Rob and Dave.
• Ask questions, e.g. Where is next year’s festival going to be? How are they going to decide?
• Students read the next section, the gapped dialogue between Maddy and Rob. They complete it with sentences a) – e).
• Play the CD. Students listen and check.
• Check round the class.

CD script CD2 Track 40
Rob OK everybody – this is the best festival we’ve ever had and now it’s nearly time to say goodbye. But before we go, what about next year’s festival? Where’s it going to be?
Dave Liverpool!
Rob Sorry, Dave. We’ve looked carefully at all the suggestions, and the choice is between Auckland in New Zealand and Dublin in Ireland. Yes, they’re both wonderful cities! In a minute, I’m going to ask you to vote, but before you decide, let’s hear what Maddy and Jade have to say about their cities. Maddy first.
Maddy Yes! Come to Dublin.
Rob What’s the best thing about Dublin?
Maddy Oh, the cafés. There are lots of great places where you can meet your friends.
Rob And what’s the worst thing about it?
Maddy I suppose it’s the weather. It often rains in Dublin – but I don’t mind that.
Rob What are the people like?
Maddy They’re kind, they’re funny, and they’re very friendly to visitors.
Rob OK, and what’s the food like?
Maddy It’s delicious! And we eat a lot of fresh fish, because Dublin is on the coast.

Answers
1e 2c 3b 4a 5d

2 LISTEN AND WRITE
Aim: to listen to a conversation for specific information.
• Students copy the chart.
• Play the CD. Students listen without writing.
• Allow them time to complete the chart.
• Play the CD again for students to complete and check their answers.
• Check round the class, by asking e.g. What’s the best thing about Auckland?
• Finally, ask students which city they think should hold the next festival, and why.

CD script and answers CD2 Track 41
Rob Tell me, Jade. What’s the best thing about Auckland?
Jade Oh, the beaches. They’re just fabulous – the best beaches I’ve ever seen.
Rob What’s the worst thing about it?
Jade Well, I guess the weather can be bad. It rains a lot in Auckland.
Rob What are the people like?
Jade They are really relaxed, like all New Zealanders!
Rob More relaxed than people in Britain?
Jade Definitely!
Rob What about the food – what’s the food like?
Jade Oh, it’s very international – you can eat food from all over the world in Auckland. And of course, we eat a lot of fish and seafood.
Rob OK, and now the big question – what’s the music like?
Jade There’s a great music scene – musicians from all over the world come to perform in Auckland. And every summer there are music festivals on the beach! They’re amazing!

Rob OK, so why should the next festival be in Auckland?

Jade Because it’s a fabulous city – and New Zealand is a really cool country!

Rob Thank you, Jade. Now everyone – which city do you think should hold the next festival? Dublin or Auckland?

3 SPEAK

Aim: to speak about different features of a city.

Students use the chart to ask and answer questions about Auckland in pairs.

They each think of a city in their own country and complete a similar chart.

They take turns to ask and answer questions about their chosen cities.

4 PRONUNCIATION

Aim: to practise the intonation of exclamations.

• Play the CD. Students listen and repeat.

• Pay attention to the intonation.

CD script CD2 Track 42

It’s delicious!

It’s amazing!

They’re wonderful!

It’s fantastic!

It’s brilliant!

They’re fabulous!

5 GRAMMAR

Aim: to teach and practise both.

Students copy and complete the chart.

They take turns to ask and answer questions about their chosen cities.

CD script and answers CD2 Track 43

Both

They are both wonderful cities.

They are both on the coast.

You can eat fresh fish in both cities.

It rains a lot in both cities.

6 SPEAK AND WRITE

Aim: to practise both.

• Do the example with the class.

• Students match the other pairs.

• They write sentences with both.

• Check round the class. Students may check each other’s work.

Answers

Kurdistan and France are both countries.

Carrots and potatoes are both vegetables.

Europe and Asia are both continents.

The Mississippi and the Amazon are both rivers.

Samba and jazz are both kinds of music.

A jaguar and a tiger are both wild animals/big cats/animals which are in danger.

or: A jaguar and a tiger both have beautiful fur.

A jacket and a shirt are both items of clothing.

7 GAME: Connections

Aim: to play a word game using both.

• Using the example, explain the rules.

• You may give other examples and play a couple of rounds with the class, e.g. cow and cat, bottle and glass.

• This can be played in pairs, groups or as a team game.

8 SPEAK AND WRITE

Aim: students speak to each other using ever with superlative adjectives and the present perfect.

• Ask two or three students two or three questions each.

• Let students ask you some of the questions.

• Students take turns to ask each other questions. They note the answers.

• They also note answers for themselves.

• They write a paragraph about themselves and their partner.

• The writing is suitable for homework.

Homework

• Students ask another friend or someone in their family the questions in activity 8. Then they write a paragraph, in English, about the answers.

Go to Activity Book Unit 7 Lesson 3 Activities 2–7

Grammar Summary p102
Lesson 4  Auckland and Dublin

**Vocabulary**

Town facilities and attractions.

**READING**

1. **Aim:** to read a passage for general meaning.
   - It may be helpful for students to read the titles first, so that they are really looking for the topic of each paragraph.
   - They read the text and match the titles.
   - Check round the class, explaining where necessary.

**Answers**

1. The People (key words: Maoris, Europeans)
2. The Geography (key words: mountains, volcanoes, landscape)
3. The weather (key words: temperature, warmest, coolest)
4. ‘The City of Sails’ (key words: sailing, boats)

**Extra activity**

- Students look at the photos and you ask questions about different things in them.

2. **Aim:** to read for specific information and do a true/false exercise.
   - Students re-read the text and complete the exercise.
   - The exercise may be done individually or in pairs. Students may check each other’s work.

**Answers**

1. True.
2. False. They arrived between 1100 and 1199.
3. False. The South Island is larger.
4. False. Summer in New Zealand is at the same time as winter in Kurdistan. (Because it is in a different hemisphere.)
5. True.

**LISTENING**

**Aim:** to listen to a text and complete the words of a song.

- Play the CD.
- Ask comprehension questions, e.g. When did Molly Malone live? What did she sell? Why did she die?

3. **Listen to the song**
   - Students complete the song.
   - Play the CD. Students check their answers.
   - Play the CD again. Students can sing the song.

**CD script and answers**

In Dublin’s fair city
Where the girls are so pretty
There once lived a girl called sweet Molly Malone.
She wheeled her wheelbarrow
Through streets broad and narrow
Crying ‘Cockles and mussels alive, alive oh.
Alive, alive oh, alive, alive oh,’
Crying ‘Cockles and mussels alive, alive oh.’

**SPEAKING**

4. **Aim:** to describe a famous Kurdish person.
   - Give an example of a famous Kurdish person. Describe him or her, but don’t give his/her name. Students guess who it is.
   - Give students a few minutes to make notes about a famous Kurdish person.
   - In pairs, students take turns to describe their famous person.

**WRITING**

5. **Aim:** to write a description.
   - Students write the description of their famous person. This can be done in class or for homework.
   - They can pass their descriptions to another student (not the student in the original pair) to guess the identity.

Go to Activity Book Unit 7 Lesson 4 Activities 1 and 2
**TO HELP YOU STUDY**

6 **Aim:** to practise idiomatic expressions.

- Play the CD. Students repeat the expressions, paying particular attention to intonation.

**Teaching point:** explain to students that *Shut up!* can be rude. You should only say it to friends, and should always smile when saying it!

**CD script**

*

**CD2 Track 45**

*I haven’t a clue.*

*Boo!*

*Shut up!*

*Good luck!*

*Absolutely brilliant!*

*Definitely!*

7 **Aim:** to review students’ learning.

- Go through the questions for first impressions.
- Give students a short time to think about the questions.
- They discuss their answers in groups or in class.
- Go through the example in the speech bubbles.
- Students think of words or places and test each other.

**Extra activities**

- Students think of a list of interesting places, famous people, etc. Then they take turns to say one. The next student has to respond with *ever* and a superlative, or *never*, like this:
  
  **Student 1:** *The Beatles.*
  
  **Student 2:** *They’re the best/worst band I’ve ever heard.*
  
  (to Student 3): *Mount Everest.*
  
  **Student 3:** *I’ve never climbed it.*

- Spelling chain. Do this round the class or in groups. Each student says a word beginning with the last letter of the previous word, like this: *park → keyboard → rain → November.* They should not repeat words.

**Homework**

- Students write a paragraph comparing New Zealand and Kurdistan.

**Go to Activity Book Unit 7 Lesson 4 Activities 3–5**

**Grammar Summary p102**
7 Review

1 Read and choose
• Students read the passage and choose the correct words.
• Check round the class.

Answers
1 never; 2 night; 3 Both; 4 by; 5 between; 6 first; 7 ever; 8 easier; 9 isn’t she; 10 all; 11 prize; 12 questions; 13 right; 14 weren’t; 15 had; 16 What; 17 days’; 18 been; 19 see; 10 next

Extra activities
• Ask comprehension questions.
• Ask students where they think the festival will be next time.

2 Listen and Speak
• Students may first read through the sentences and add the question tags.
• Play the CD. Students listen and then repeat the sentence with the question tag.
• Because the intonation is important, pause the CD for them to repeat the correct responses.

CD script CD2 Track 46
Listen and add question tags to show that you are sure, like this.
Dana is Kurdish.
Dana is Kurdish, isn’t she?

Now you.
1 Dana is Kurdish.
Dana is Kurdish, isn’t she?
2 Edinburgh is a wonderful city.
Edinburgh is a wonderful city, isn’t it?
3 Emma and Mike are both sixteen.
Emma and Mike are both sixteen, aren’t they?
4 Dave and Mike were in danger.
Dave and Mike were in danger, weren’t they?
5 Rob was at the party.
Rob was at the party, wasn’t he?
6 We’re good at English.
We’re good at English, aren’t we?

3 Ask and answer
• Students may first work out the questions.
• Students ask and answer questions in pairs.

Answers
1 Has Jade ever ridden a horse?
Yes, she has.
2 Has Nelson ever been to a carnival?
Yes, he has.
3 Has Dana ever visited Holyrood Palace?
No, he hasn’t.
4 Has Rob ever lost his bag?
No, he hasn’t.
5 Have Dave and Mike ever flown in a helicopter?
Yes, they have.

• Students write the answers in full, as in the example.

Answers
1 Jade has ridden a horse.
2 Nelson has been to a carnival.
3 Dana has never visited Holyrood Palace.
4 Rob has never lost his bag.
5 Dave and Mike have flown in a helicopter.

4 Ask and answer
• Go through the example with the class.
• Students may first write the questions.
• Do the activity in pairs or with the whole class.
• Check round the class.

Answers
1 What’s the worst film you’ve ever seen?
2 What’s the longest book you’ve ever read?
3 What’s the hottest place you’ve ever visited?
4 What’s the best song you’ve ever heard?
5 What’s the most exciting game you’ve ever played?
6 What’s the nicest present you’ve ever had?

5 Write sentences
• Go through the examples. If necessary, remind students that they should use both only for two items.
• Students write the sentences.
• Check round the class. They may check each other’s work.

Answers
1 They’re both musicians.
2 They’re all places where people live.
3 They’re all drinks.
4 They’re both parts of the body.
5 They’re both languages.
6 They’re all adjectives describing the temperature.
7 They’re all types of furniture.
8 They’re both cities.
6 Correct these sentences
- This can be done round the class or as written work.
- Students may correct each other's work.

**Answers**
1 isn't he? 2 Have you ever been  3 None of us 4 are both  5 the nicest

7 Find the odd word
- This can be done round the class, in pairs or as written work.
- Students explain why words are odd.
- Check round the class.

**Answers**
1 terrible – the others are positive words.
2 broken – this is a past participle, but the others are past simple.
3 Kurdish – this is a language but the others are countries.
4 climb – this is regular in the past tense (climbed) but the others are irregular (ride, rode, ridden; break, broke, broken; see, saw, seen).
5 island – this is land surrounded by water. The others are all areas of water.

8 Test each other
- This is suitable for pairs or groups.
- Go through the speech bubbles with the class.
- Students spend a short time looking through the stories for interesting things people said.
- They test each other.
- See who can get the most right.

9 Poem
- Students read through and find the opposites.
- Play the CD. Students listen and check.
- Check round the class.

**CD script and answers**  CD2 Track 47

**Dublin**

Have you ever been to Dublin?
You can fly there any day. It's a really pretty city. And it's good for work and play.

You might walk along the Liffey, Stroll in St Stephen's Park, Or if you want some noise and fun: Temple Bar after dark!

There are interesting things to do, Museums you might see, Old buildings in the Georgian style And cafés to drink tea.

Have you ever been to Dublin? You really have to go. It's waiting for your visit now, Its beauties all on show.

**Extra activities**
- Play the CD again for students to read the poem round the class.
- Students learn the poem by heart.

Go to Activity Book Unit 7 Review Activities 1–5
Before you start …
• The festival is over. Ask students: What do you think will happen to Dana now the festival is finished?
• Do not confirm or deny their predictions. They will find out from the CD.

1 LISTEN AND READ

Aim: to introduce wish + could.

• Play the CD.
• Play the CD again. Students read the conversation silently or aloud with the CD.
• Students do the True/false exercise individually or in pairs.
• Check round the class.

CD script CD2 Track 48

Rob So, Dana … you didn’t win. Are you disappointed?
Dana No, not really. I think Jade deserved to win. She’s really great!
Rob I’m glad you feel like that. So, you’re going back to Kurdistan …
Dana Yes, tomorrow. I wish I could stay longer.
Rob How do you get there?
Dana I fly from Edinburgh to Vienna and then change and get a plane to Hawler.
Rob Well, maybe I’ve got one last surprise for you before you go. Come with me, there’s someone who wants to meet you.
Dana Meet me?
Rob Yes … come over here. Dana Azad, can I introduce you to Bill Jennings?
Dana Hello Mr Jennings.
Bill No, no, call me Bill. I’m from Records UK.
Dana Records UK? But …
Bill Hey, Rob, haven’t you told him yet?
Rob Er … no. I wanted to surprise him. Now, Dana, you know I played your CD on my MNX programme the other evening …
Bill Well, I heard it and I really liked it. I’d like you to come to a studio and lay down a couple of tracks with our own musicians.
Dana I don’t believe it!
Rob It’s true, Dana.
Dana But I’m going back to Kurdistan tomorrow.

Answers
1 False. He has to change in Vienna.
2 True.
3 False. He hasn’t told Dana.
4 False. Bill can do the recording in Kurdistan.
5 True.

2 GRAMMAR

Aim: to teach wish + could.

• Students study the grammatical form.
Teaching point: make sure that students understand that, when a statement has been made, they should not use the full sentence again with a wish. They should use the short form instead.

Make wishes
• This can be done as a spoken or written exercise, or both.
• You can ask students to give the wishes in both forms.

Answers
1 I wish I could come and see you this evening.
2 I can’t come and see you this evening. I wish I could.
3 I wish we could have a holiday this year.
4 We can’t have a holiday this year. I wish we could.
3 I wish I could sleep, doctor.
4 I can’t sleep, doctor. I wish I could.
5 I wish she could join us on our picnic.
6 She can’t join us on our picnic. I wish she could.
7 I wish my parents could drive.
8 My parents can’t drive. I wish they could.

Go to Activity Book Farewell Unit Activity 1

3 READ AND WRITE

Aim: to revise tenses.

• Students can do this individually or in pairs. Or it may be a more formal test.
Answers
1 was talking  2 is called   3 works
4 listened to  5 likes/liked  6 wants
7 am going    8 will come   9 isn't

4 Listen and Sing

Aim: to end the course with a song.

• Play the CD. Students should listen with their books shut.
• Play the first verse again. Students repeat and sing, line by line. You may need to do this more than once.
• When they have learned the verse, repeat this procedure with the second verse.
• Now students can open their books and sing the whole song together.

CD Script  CD2 Track 49

We can make music together
Give me an A, give me an E.
Give me an A, then we will see.
If we can make music together,
If we can make music together.
I like your sound, I like you around me,
So glad that I found you, glad that you found me
Hope we can meet, make music together
We gotta stay cool, we gotta get better.
C’mon …

Give me an A, band, give me an E.
Give me an A, band, then we will see.
If we can make music together,
If we can make music together.
I reckon we’ve got it, I reckon we’ll make it.
I reckon we’ve got it, we’ve got what it takes if
We want to make music together,
We want to make music together.

Give me an A, give me an E.
Give me an A, then we will see.
If we can make music together,
If we can make music together.

Go to Activity Book Unit 7 Farewell Unit
Activities 2–4
Before you start …
• Students look round the class and in their bags and pockets and list all the inventions they can find. Do they include ‘unlikely’ inventions – money, their desks, windows, pens and pencils? Or do they just list the obvious ones – mobile phones, CD players, electric lights?
• In pairs or small groups students make a list of the five most important inventions, giving reasons.

1 Answers
1A 2B
Discoveries: fire, America, the Earth goes round the Sun, oil
Inventions: the wheel, the plane, television, the alphabet

2 Answers
The Middle East, Europe, North and South America
C, E, A, F, D, B

2 THE TELEPHONE Student’s Book p30

Before you start …
• How many methods of communication do the students know which were used before the telephone was invented? E.g. letters, flashing light signals, smoke signals, signalling with flags and fires on hilltops. Help with vocabulary where necessary.

2 Answers
1B 2C 3B 4A 5C

3 PHOTOGRAPHY Student’s Book p42

Before you start …
• How many different types of photographer can students think of? Give them an example or two, e.g. sports photographer, war photographer. In pairs or small groups they list others. E.g. wildlife photographer, fashion photographer, wedding photographer, photographer of famous people. Help with vocabulary where necessary.

1 Answers
1 The first paper
2 The invention of ‘modern’ paper
3 The spread of papermaking
4 recent developments in papermaking

2 Answers
1 journalist 2 rotates 3 reservoir 4 evaporating

5 FLIGHT Student’s Book p66

Before you start …
• Have any students in your class been in an aeroplane? Where did they go? Did they enjoy it? Were they scared? If your students haven’t flown, would they like to? Where would they like to go? Would they be scared?

1 Answers
1 birds 2 also 3 spent 4 rose 5 happy 6 lasted
Before you start …

• Ask students, in small groups, to list common, everyday medical problems – e.g. cold, headache, stomach ache, toothache, sore throat. Help with vocabulary where necessary. What do they do when they have one of these problems? What medicines do they take?

1

Answers
1 False. She wanted to be a famous scientist.
2 False. She studied at a French university.
3 True
4 True (she was exposed to too much radioactivity).
5 False. She won a Nobel prize after her mother died.

2

Answers
3, 1, 6, 5, 2, 4

Before you start …

• Before students read the text explain to them that there was a time when money did not exist. In small groups they discuss how people survived in a world without money. They then read the text to find out if their ideas were correct.

1

Answers
2 The world before money
3 The invention of money
4 The development of money
5 The age of plastic

2
Welcome Unit

1. Jade comes from New Zealand and she's got dark hair.
2. Nelson has got dark hair and he plays the drums.
3. Dana is a singer and he comes from Kurdistan.
4. Annie and Dana are from Europe and Jade is from New Zealand.
5. Dave and Jade play the guitar and they are on the right.

2. Dave and Jade are standing on the right.
3. Maddy and Annie are wearing skirts.
4. Maddy is holding a violin and she is standing on the left.
5. Dave and Jade are holding guitars.

3. I am writing this letter at the festival. I am sitting at a table with some of the musicians. One of the musicians is playing a guitar at the moment. His name is Dave and he lives in Liverpool. I like all the people here – they come from lots of different countries. I am having a great time in Edinburgh!

Love
Emma

4. She's going to dance.
5. She's going to play the violin.
6. They're going to listen to music.

5. Mike lives in Edinburgh and he is having a great time at Music Now.
6. Emma is a student and she is going to meet lots of people at the festival.
7. Dana is going to sing at Music Now.
8. Maddy comes from Ireland and she plays the violin.

Unit 1 Lesson 1

1. from 2 name 3 the 4 who
5. fill 6 a 7 where 8 the
9. the 10 who

2. He’s the one who’s talking to Emma.
3. She’s the one who’s sitting at the reception desk.
4. He’s the one who’s wearing an orange shirt.
5. She’s the one who’s standing on the left.

3. A guitarist is someone who plays in a band.
4. A nurse is someone who helps a doctor.
5. A penfriend is someone who writes letters to you.
6. A receptionist is someone who works in a hotel.
7. A tourist is someone who is on holiday.
8. A school is a place where you can learn.

5. coffee dentist doctor entrance
6. public dentist doctor entrance

Unit 1 Lesson 2

1. doing 2 playing 3 taking 4 travelling
5. visiting 6 being 7 feeling 8 going
9. meeting 10 dancing

3. Rosanna can’t stand washing up.
4. Dana loves going to discos.
5. Rob can’t stand getting up early.
6. Jade doesn’t mind tidying her room.
7. A gymnasium is a place where you can take exercise.

3. Jade likes cooking and so does Mike.
4. Nelson can’t play the guitar and neither can Annie.
5. Dana loves sightseeing and so do Rosanna and Jade.
6. Pedro speaks Spanish and so does Rosanna.

4. Maddy I love going to the cinema.
Dave So do I.
Maddy I don’t mind doing homework.
Dave  Don't you? I can't stand doing homework.
Maddy  I love listening to music.
Dave  So do I.
Maddy  And I don’t mind watching cartoons.
Dave  Neither do I.
Maddy  I can’t stand tidying my room.
Dave  Neither can I.
Maddy  But I don’t mind writing letters.
Dave  And I love writing letters.

Maddy loves going to the cinema and so does Dave. Maddy doesn’t mind doing homework and neither does Dave. Maddy loves listening to music and so does Dave. Maddy doesn’t mind watching soap operas and neither does Dave. Maddy can’t stand tidying her room and neither can Dave. Maddy doesn’t mind writing letters and Dave loves writing letters.

Dave    Why don’t we go to the cinema this evening?
Maddy  You’re hungry? Why don’t you have something to eat?
Dave    It’s a beautiful day. Why don’t we go for a walk in the park?
Maddy  You’re worried about your exams? Why don’t you talk to your teacher?

I’m having coffee with a group from Italy.
I’m watching the sightseeing tour leave.
I’m having lunch.
I’m visiting Festival Radio and seeing Mungo.
I’m answering letters and phone calls.
I’m going home to change my clothes.
the festival is starting.

4
7.45 am     quarter to eight  07.45
8.00 am     eight o’clock  08.00
9.30 am     half past nine  09.30
3.15 pm     quarter past three  15.15
6.10 pm     ten past six  18.10
10.55 pm    five to eleven  22.55

5
1 on, at, for  2 on, for  3 on, at, for
4 at, on  5 at, on, on, for

6
1 band  2 bicycle  3 hello
4 perform  5 book

7
1 most, coast  2 queen, mean  3 what, hot
4 tour, sure  5 why, high

Adjectives  Adverbs
amazing  always
angry  finally
mad  never
noisy  often
pleased  sometimes
positive  usually

There are four hundred bedrooms in the Festival Village.
Like Mike, Emma is a student and is 16 years old.
Mike doesn’t mind getting up early and neither does Emma.
A café is a place where you can get snacks and drinks.
Food in the café is cheaper than in the restaurant.
Welcome Unit

1. Jade comes from New Zealand and she's got dark hair.
2. Nelson has got dark hair and he plays the drums.
3. Dana is a singer and he comes from Kurdistan.
4. Annie and Dana are from Europe and Jade is from New Zealand.
5. Dave and Jade are standing on the right.
6. Dave and Jade play the guitar and they are on the right.

Jade: She's going to dance.
Nelson: She's going to play the violin.
Dana: They're going to listen to music.

Mike lives in Edinburgh and he is having a great time at Music Now.
Emma is a student and she is going to meet lots of people at the festival.
Dana is going to sing at Music Now.
Maddy comes from Ireland and she plays the violin.

Unit 1 Lesson 1

1. from 2. name 3. the 4. who
5. fill 6. a 7. where 8. the
9. the 10. who

2. He's the one who's talking to Emma.
3. She's the one who's sitting at the reception desk.
4. He's the one who's wearing an orange shirt.
5. She's the one who's standing on the left.

3. A guitarist is someone who plays in a band.
4. A nurse is someone who helps a doctor.
5. A penfriend is someone who writes letters to you.
6. A receptionist is someone who works in a hotel.
7. A tourist is someone who is on holiday.

4. A health centre is a place where you can talk to a doctor.
2. A post office is a place where you can post a letter.
3. A café is a place where you can drink a cup of coffee.
4. A bus stop is a place where you can catch a bus.
5. A phone box is a place where you can make a phone call.
6. A cinema is a place where you can see a film.
7. A gymnasium is a place where you can take exercise.
8. A restaurant is a place where you can have a meal.

Unit 1 Lesson 2

1. doing 2. playing 3. taking 4. travelling
5. visiting 6. being 7. feeling 8. going
9. meeting 10. dancing

3. Rosanna can't stand washing up.
4. Dana loves going to discos.
5. Pedro speaks Spanish and so does Rosanna.
6. Mike loves cooking and so does Mike.

3. Jade likes cooking and so does Mike.
4. Nelson can't play the guitar and neither can Annie.
5. Dana loves sightseeing and so do Rosanna and Jade.
6. Pedro speaks Spanish and so does Rosanna.

4. Maddy: I love going to the cinema.
   Dave: So do I.
   Maddy: I don't mind doing homework.
Dave: Don't you? I can't stand doing homework.
Maddy: I love listening to music.
Dave: So do I.
Maddy: And I don't mind watching cartoons.
Dave: Neither do I.
Maddy: I can't stand tidying my room.
Dave: Neither can I.
Maddy: But I don't mind writing letters.
Dave: And I love writing letters.

5 Maddy loves going to the cinema and so does Dave. Maddy doesn't mind doing homework and neither does Dave. Maddy loves listening to music and so does Dave. Maddy doesn't mind watching soap operas and neither does Dave. Maddy can't stand tidying her room and neither can Dave. Maddy doesn't mind writing letters and Dave loves writing letters.

6 1 of 2 at 3 about 4 to 5 in 6 to 7 in 8 at 9 of 10 at

7 1 most, post 2 early, curly 3 bass, place 4 folk, joke 5 truth, youth 6 friend, end 7 soap, hope 8 so, know 9 course, horse 10 straight, late

Unit 1 Lesson 3

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

2 Why don't we go to the cinema this evening?
2 You're hungry? Why don't you have something to eat?
3 It's a beautiful day. Why don't we go for a walk in the park?
4 You're worried about your exams? Why don't you talk to your teacher?

3 2 I'm having coffee with a group from Italy.
3 I'm watching the sightseeing tour leave.
4 I'm having lunch.
5 I'm visiting Festival Radio and seeing Mungo.
6 I'm answering letters and phone calls.
7 I'm going home to change my clothes.
8 the festival is starting.

4 7.45 am 07.45
8.00 am eight o'clock 08.00
9.30 am half past nine 09.30
3.15 pm quarter past three 15.15
6.10 pm ten past six 18.10
10.55 pm five to eleven 22.55

5 1 on, at, for 2 on, for 3 on, at, for 4 at, on 5 at, on, for

6 1 band 2 bicycle 3 hello
4 perform 5 book

7 1 most, coast 2 queen, mean 3 what, hot 4 tour, sure 5 why, high

Unit 1 Lesson 4

1 1 D 2 I 3 B 4 F 5 H
6 A 7 E 8 J 9 C 10 G

2 Sample answer
Funny films, funny stories and funny people make him laugh and he last cried when he fell of his bike three years ago. He's a friendly person and he's quiet – when he isn't singing! For Dana, a good friend is someone who helps you when things go wrong. People who don't tell the truth make him angry.
Dana's bad habit is that he isn't very tidy. He likes rock music, reggae and samba. In his free time Dana enjoys dancing, he plays basketball, and he loves going to the cinema.

3 1 C 2 D 3 A 4 E 5 B

4 1 fan 2 joke 3 habit 4 cry

5 Adjectives Adverbs
amazing always
angry finally
mad never
noisy often
pleased sometimes
positive usually

6 MICROPHONES
ULRUX
STARTICK
ISASKS
CASTLE
IION
DECL
ACCE
SEND
NAESSOU
SELFTOUR

Unit 1 Review

1 1 who 2 where, drinks 3 doesn't, stand 4 making, in
5 going, so 6 doesn't, neither 7 going, by, morning 8 visiting, 1st
9 staying, for 10 water-skiing, skating

2 1 C 2 E 3 H 4 A 5 F

3 1 There are four hundred bedrooms in the Festival Village.
2 Like Mike, Emma is a student and is 16 years old.
3 Mike doesn't mind getting up early and neither does Emma.
4 A café is a place where you can get snacks and drinks.
5 Food in the café is cheaper than in the restaurant.

4 1 C 2 D 3 C 4 A 5 C
6 D 7 D 8 A 9 B 10 C
Unit 2 Lesson 1

1 Excuse me, could you tell me the way to the bus station?
Turn right and go straight ahead.
2 Would you like to go swimming this afternoon?
I'm afraid I can't. I'm going to a football match at three o'clock.
3 Can you give me a hand with this suitcase, please?
Yes, of course. It's heavy!
4 What's on at the cinema this evening?
There's a James Bond film.
5 Do you want to walk back to the Village?
No, I don't. I'd like to catch a bus.

2
She waits for him.
3 They look at it.
4 Can you help us?
5 She tells her the way to the castle.
6 He shouts to them.

3
Could you lend me your camera, please?
Can you tell me the time, please?
Can you buy me an ice cream, please?
Can you give me your phone number, please?
Could you show me your ticket, please?

4
Does Nelson want to learn Scottish dancing?
No, he doesn't.
Would Rosanna love to visit Edinburgh Zoo?
Yes, she would.
Do Mike and Emma need to get concert tickets?
No, they don't.
Does Jade want to buy a kilt?
Yes, she does.
Do Maddy and Dave need to look at the map?
Yes, they do.

5
Nelson doesn't want to learn Scottish dancing.
Rosanna would love to visit Edinburgh Zoo.
Mike and Emma don't need to get concert tickets.
Jade wants to buy a kilt.
Maddy and Dave need to look at the map.

6
1 to 2 with 3 on 4 in 5 in
6 of 7 with 8 at 9 at

1 x 2 v 3 x 4 x 5 v 6 x 7 x 8 v

Unit 2 Lesson 2

1 What did Deacon Brodie do at night?
He stole things from other people's houses.
Who was a milkman when he was young?
Sean Connery.
When did 230 people live in the Bakehouse?
In 1851.
When do they fire an old gun every day?
At 1 pm/1 o'clock.

2
1 was 2 visited 3 wanted 4 went
5 stopped 6 got 7 looked 8 had
9 bought 10 watched

3
1 When was the first time you went swimming?
2 What was the name of your first English teacher?
3 When was the last time you watched a video?
4 What was your first school called?
5 When was the last time you went on a bus?
6 When was the last time you made a phone call?

4
1 through 2 up 3 down 4 past 5 along
5 along 2 left 3 left 4 along
5 through 6 right 7 up 8 down
9 past 10 left

6
2 here 3 feel 4 thirty
5 song 6 daughter 7 two
8 higher 9 worst 10 white

7
1 dirty 2 crowded 3 loud 4 dark
5 close 6 narrow 7 secret 8 well-known

Unit 2 Lesson 3

1
1 was 2 appeared 3 lived 4 had
5 wrote 6 was 7 said 8 was
9 killed 10 came 11 had 12 arrived
13 was 14 was 15 went 16 happened

2
No, we didn't travel by bus. We travelled by train.
No, we didn't go sightseeing in the morning. We went sightseeing in the afternoon.
No, we didn't leave on 13th July. We left on 14th July.
No, we didn't buy lots of presents in Paris. We bought lots of presents in Rome.

3
2 How long/many hours did it take to fly from London to Edinburgh?
3 When did you go to bed last night?
4 Who did Dana meet yesterday?
5 Why did Annie have a sandwich?
6 Where did Nelson and Maddy go yesterday?
7 How many short stories did Conan Doyle write about Sherlock Holmes?
8 Where did Sean Connery live when he was young?

4
I hope you have a good holiday.
I hope you enjoy the film.
I hope the weather is good.
I hope you pass/do well in your exam.
I hope you win.

5
wives men women children
people lives feet mice
teeth knives leaves
Unit 2 Lesson 4

Sample answer
Vanessa went to a music festival in New York three years ago. She stayed at a hotel in Manhattan. One day she visited the Empire State Building. It was built in 1931 in nine months, and it was the world's tallest building – 381 metres high, with 73 elevators!

She also visited Central Park. It’s 140 years old and has got 500,000 trees! There are millions of visitors every year.

Vanessa bought lots of CDs in New York.

Unit 3 Lesson 1

1. Emma’s bag isn’t made of plastic.
2. Dave’s guitar is painted blue.
3. Lots of guitars are made in Japan.
4. Is Mike’s jacket made of leather?
5. Are the shelves painted grey?

Unit 2 Review

1. love, with
2. his, wanted
3. fired
4. had, made, stole
5. hopes/hoped
6. married
7. long did
8. went
9. visited, ago
10. built

1 E 2 F 3 A 4 H 5 C
Unit 3 Lesson 2

1. If you feel thirsty, there's some lemonade in the fridge.
2. If you get hungry, there are biscuits in the cupboard.
3. If you get bored, you can watch one of the videos next to the TV.
4. If you want to listen to music, try some of the CDs in the kitchen.

3. say 2 tell 3 ask
4. walk 5 send (True) 6 finish

4. 1. It's Dana who/that visited Hawler Castle.
2. It's Jade who/that is from New Zealand.
3. It's Maddy who/that is in room 407.
4. It's Mike who/that comes from Scotland.
5. It's Emma who/that lives in London.
6. It's Annie who/that went to Wawel Castle.
7. It's Rosanna who visited the Alcázar.
8. It's Dave who/that likes the Beatles.
9. It's Nelson who/that plays the drums.

5. 2. My favourite thing is the hat which/that John Lennon wore.
3. My favourite thing is the book which/that I am reading now.
4. My favourite thing is the volleyball which/that I found on the beach.
5. My favourite thing is the blue pen which/that my friend gave me.
6. My favourite thing is the jeans which/that I wear on stage.

5. What does km stand for? Kilometre.

Unit 3 Lesson 3

1. was spent 2 was made 3 was designed
4. was built 5 were used 6 were frozen
7. was ... killed 8 was finished 9 was told
10. was cut 11 was shown 12 was seen

2. The door was opened with a key.
3. Vanessa's room was searched.
4. The CD recording of Dana was stolen.
5. The police were called.
6. Photos of the room were taken.
7. Lots of people were questioned.
8. The burglar wasn't found.

Unit 3 Lesson 4

1. is written 2 is made 3 is sent
4. is chosen 5 are played 6 are copied
7. printed 8 are bought

2. Suggested answer
Jade's first CD was called 'I'm only joking'. It was recorded last year and written by Jade and her friend Meg. Demos were sent to 20 record companies and it was chosen by Megamix records. The song was recorded at Megamix studios in Los Angeles on 25th June. It was sent to 200 radio stations and played by 150 DJs. 20,000 records were sold.
Unit 3 Review

1. is 2. is used 3. to
4. if/when 5. that/which 6. When
7. was 8. was, by 9. was, by
10. newsagent, that/which

2. CD 2. machine 3. give 4. scissors
5. computer

3. Jaws was directed by Stephen Spielberg.
4. Mike and Emma use a computer to write MNX.
5. If you feel ill, go to bed.
6. The CD was taken when Vanessa was at Dave's concert.

4. The songs are written by the band.
5. Several people were questioned by the police last night.
6. Titanic was written by James Cameron.
7. Who was the director of the film?

5. False. The first CD was sold in 1982.
6. True.
7. True.
8. True.
9. False. It is very difficult to damage a CD, but it is possible.


Unit 4 Lesson 1

1. No thanks. I've just had breakfast.
2. I've just seen Dana in the restaurant.
3. Jade's just finished playing ...
4. He's just gone to buy a sandwich ...
5. Haven't you just phoned her?

2. am 2. is 3. is
4. arrived 5. have been 6. 've/have just got
7. lived 8. played 9. was
10. liked 11. 'm/am going 12. 'll/will try

3. I am so sorry.
1. I am sorry I am late.
3. I do apologise. I have spilt your tea.
4. Rob apologised for taking Dana's CD.
5. Vanessa was sorry for wasting the policeman's time.
6. I am sorry I was angry with you.

4. 1. at 2. at 3. to 4. for 5. to
6. of 7. at 8. to 9. from 10. into

5. wear a watch 2. comb your hair
3. clean your teeth 4. get dressed
5. make a mess 6. make a journey
7. pass an exam 8. have an argument

Unit 4 Lesson 2

1. You might fall over.
2. You might miss the bus.
3. You might bite.

2. could/might 2. maybe/possibly
3. could/might 5. Might/Could 6. probably

3. 1. Something 2. Someone 3. anything
4. everyone 5. no one

4. What was the man doing when he saw the burglar?
He was carrying a tray.
What was the girl doing when she saw the burglar?
She was using the computer.
What was the dog doing when it saw the burglar?
It was watching TV.

5. 1. everyone 2. colleagues 3. monsters
4. disappointment 5. indefinite pronoun
6. Loch 7. prehistoric 8. fake

Unit 4 Lesson 3


2. If you give me the papers, I'll put them in the cupboard.
2. If you like, I'll tidy the desk.
3. If you give me some money, I'll buy some flowers.
4. If you tell me what to say, I'll answer these letters.
5. If you want to make some phone calls, I'll leave the room.
6. If you want some coffee, I'll make it.

3. If he really likes your music, he'll come to see your concert.
2. If the equipment is dangerous, you'll soon find out.
3. If you ask Rob, he'll tell you what to do.
4. If you spend all your time in Edinburgh, you won't rehearse enough.
5. I'll leave a message on the answerphone if Emma isn't in.
6. If another band asks you to sing with them, you'll have to say no.
7. If he doesn't play well at the concert, he'll be sorry!

4. The police will question everyone again if they don't find any clues.
3. You'll be late for the concert if you don't hurry.
4. You'll feel sick if you eat too much.
5. You'll be tired in the morning if you go to bed at midnight.
6. I'll leave a message on the answerphone if Emma isn't in.
7. I'll ask Maddy to sing if I see her at the party.
5
1 well, sell  
2 look, took  
3 shoe, two  
4 nail, whale  
5 break, cake  
6 life, wife  
7 bird, heard  
8 you'll, cool  

6
1 umbrella  
2 ladder  
3 number  
4 Brazil  
5 singer  
1 same  
2 ill  
3 lose  
4 opens  
5 good  
6 something  
7 indoors  
8 unlucky  
9 worse  
10 bring  
11 breaks  
12 great  
13 first  
14 send  
15 here  

Unit 4 Lesson 4

1 A 2 B 4 C 1 D 3

2
1 After  
2 Suddenly  
3 and  
4 When  
5 but  
6 before  
7 extremely  
8 everyone  
9 for  
10 Finally  
11 where  
12 to  
13 because  
14 who  
15 Now  

3 collected  
4 found things in different places and kept them together in one place  
5 connected  
6 joined two or more things together  
7 crashed  
8 made a very loud noise  
9 dreadful  
10 terrible, frightening  
11 froze  
12 became ice  
13 storm  
14 very bad weather  
15 wires  
16 long thin pieces of metal, often used to carry electricity  

4

Unit 4 Review

1 Rob has just remembered what Vanessa told him.  
2 Rob apologised for taking the CD.  
3 Others think that there’s nothing there.  
4 Nessie could/might be a prehistoric animal.  
5 Maybe Nessie’s a fake.  
6 If you open an umbrella indoors you will have bad luck.  
7 If you break a mirror you will have seven years’ bad luck.  
8 John Utterson was walking home one Sunday when something strange happened.  
9 Dr Jekyll wrote: ‘If I kill myself, I will also kill Edward Hyde.’

2
1 If you eat too much, you will be sick.  
2 Jade has just come back from Holyrood Palace.  
3 I apologise for being late.  
4 The room was empty. There was no one there.  
5 I’ll telephone you if I’m late.  
6 There might/could be a monster in Loch Ness.  
7 If you don’t hurry up, you’ll be late for school.  
8 I apologise for not being there.  
9 Dana will get a lot of money if his song is a big hit.  

4
1 C 2 A 3 B 4 D 5 B  
6 D 7 A 8 C 9 B 10 A  
11 C 12 B 13 D 14 A 15 B  

Unit 5 Lesson 1

1 You have to leave at seven in the morning.  
2 She has to get up early.  
3 He doesn’t have to lose weight.  
4 We don’t have to wear walking boots.  
5 Do you have to go now?  
6 Does he have to wear school uniform?  
7 I had to catch the bus.  
8 He didn’t have to walk to school.  
9 Did he have to get up at six every morning?  

2 Teachers don’t have to do homework.  
3 Students have to be on time.  
4 You don’t have to go to school in the holidays.  
5 You have to remember to bring your books.  
6 The teachers have to know the students’ names.  
7 Students don’t have to give their teacher presents every lesson.  
8 The teachers don’t have to wear school uniform.  

3 Do you have to be beautiful? No, you don’t.  
2 Do you have to be a good actor or actress? Yes, you do.  
3 Do you have to have lots of money? No, you don’t.  
4 Do you have to work with other people? Yes, you do.  
5 Do you have to live in Hollywood? No, you don’t.  

4 I didn’t have to help my brother but I had to do my homework.  
3 I had to go shopping but I didn’t have to go to bed early.  
4 I didn’t have to wash the car but I had to have a shower.  
5 I had to be polite to my grandpa but I didn’t have to talk to him for a long time.  
6 I didn’t have to get up early but I had to wash up after breakfast.  

5
1 for  
2 to, at  
3 at, in  
4 for  
5 with  
6 on, in  
7 to, at  
8 about  

6 F 2 A 3 C 4 G 5 D  
6 E 7 H 8 B  

97  

978023009837-Sunrise 9 TB.indd   97  
27/3/08   09:53:10
Unit 5 Lesson 2

1. haven’t written 2. ‘ve had
3. ‘ve done 4. ‘ve made
5. ‘ve also done 6. ‘ve
7. had 8. never
9. ‘ve forgotten 10. was
11. haven’t you called 12. rang
13. wasn’t

Note: Jade ate haggis – a typical Scottish dish.

2. Have you ever visited 2. I’ve always wanted to
3. I went 4. did you do
5. I stayed 6. played
7. Did you go 8. ‘ve heard
9. We didn’t have 10. I didn’t mind
11. ‘ve never liked 12. Have you seen
13. I haven’t seen 14. you had
15. I left 16. have you lived
17. I lived

3. Emma wanted to be a reporter, so she came to the festival.
4. Dave trained as an instructor, so he is qualified to teach hang-gliding.
5. Vanessa wasn’t there, so Rob took the CD.
6. Ickyll and Hyde had the same handwriting, so Utterson was worried.

4. break a leg
2. climb a mountain
3. do the ironing
4. go on a course
5. make the bed
6. ride a horse
7. tell the truth
8. train as an instructor
9. win a prize

5. so, toe
2. break, take
3. chance, dance
4. sport, caught
5. hire, higher
6. cause, doors

Unit 5 Lesson 3

1. for 2. for 3. since 4. since 5. for

2. How long has he had his dog? For five years.
3. How long has he used a computer? For two years.
4. How long has he known Peter? For five years.
5....
**Unit 5 Review**

1. have to 2. didn’t 3. Did, have 4. broke 5. so 6. for 7. hasn’t, since 8. been, for 9. have to 10. will cut down

2. jeans 2. pilot 3. jaguar 4. bamboo 5. dog

3. The climbers had a map, so they didn’t get lost.
   2. Don’t forget to take some water.
   3. Wear warm clothing because it often gets cold in the mountains.
   4. Rob has known Vanessa since February.
   5. I haven’t been to the cinema for three months.


5. 1. A 2. a 3. the 4. a 5. a
   6. the 7. The 8. a 9. the 10. the
   11. the 12. the 13. a 14. the 15. the
   16. the 17. the 18. A 19. the 20. a

**Unit 6 Lesson 1**

1. 1. She told them not to talk.
   2. She asked her to stand next to Jade.
   3. She asked him to look at the camera.
   4. She told her not to close her eyes.
   5. She asked her not to hide behind Nelson.
   6. She asked her to take off her cap.
   7. She told him to keep still.
   8. She told them not to move.
   9. She asked them to smile.

2. 1. Give me the map.
   2. Can you lend me your camera?
   3. Turn left and go straight ahead.
   4. Don’t be stupid, Dave.

3. 1. on 2. to 3. for 4. on
   5. on 6. to 7. to 8. to

4. 1. sensible 2. put on 3. danger 4. find
   5. dry 6. quick 7. later 8. over
   9. relieved 10. after

5. 1. ✓ 2. ✓ 3. × 4. ✓ 5. ✓
   6. × 7. × 8. ✓ 9. ✓ 10. ×

**Unit 6 Lesson 2**

1. 1. Mike has already sent six emails.
   2. Vanessa hasn’t tidied her room yet.
   3. Nelson hasn’t had a call from his parents yet.
   4. Rosanna has already bought presents for her family.
   5. We can make music together has already sold 1,000,000 copies.

2. 1. already 2. already 3. yet 4. yet
   5. already 6. yet 7. yet 8. already

3. 1. Fish and chips is simple to make.
   2. English is easy to learn.
   3. Mississippi is difficult to spell.
   4. Football is exciting to watch.
   5. Email is fun to use.
   6. Walking boots are comfortable to wear.

4. 1. ambulance – you go to hospital in it
   2. hard – not easy
   3. headline – you find it on the front of a newspaper
   4. necessary – you have to do it
   5. murder – kill
   6. race – go very fast

7. afterwards already ambulance communicate edition headline necessary receive unconscious

**Unit 6 Lesson 3**

1. 1. He said (that) it was party time.
   2. She said (that) it was her jacket.
   3. She said (that) Edinburgh was a great town.
   4. He said (that) the music was too loud.
   5. He said (that) it wasn’t his fault.
   6. He said (that) they were his drums.
   7. She said (that) the food wasn’t hot.
   8. She said (that) it wasn’t her bag.
   9. They said (that) the photos weren’t ready.
   10. He said (that) he was learning Italian.
   11. She said (that) she was looking forward to a holiday.
   12. He said (that) the concerts were going very well.
   13. He said (that) he was going to be on TV on Monday.
   14. They said (that) they were really enjoying the festival.

2. 1. She said (that) she liked rock and reggae.
   2. They said (that) they liked all kinds of music.
   3. She said (that) she didn’t feel very well.
   4. He said (that) his concert started at 8 o’clock.
   5. He said (that) he hated pizza.
   6. She said (that) she didn’t want to go home.
   7. He said (that) he didn’t need very much sleep.

3. 1. They said (that) they had to finish the newspaper.
   2. She said (that) she had to telephone her parents.
4 She said (that) she had to practise a lot.
5 She said (that) everyone had to tidy up.
6 She said (that) she had to pack her suitcase.

4 said 2 told 3 told 4 told 5 said
6 said 7 said 8 said 9 said

5 alive dead
arrive leave
awful wonderful
forget remember
win lose
life death
old-fashioned modern
start finish

6 said, head 2 shake, break 3 comb, home
4 worn, warn 5 heard, word 6 calm, farm

Unit 6 Lesson 4

1 to 2 together 3 But
4 What 5 about 6 if
7 too 8 Then 9 between
10 for 11 only 12 so
13 When 14 with 15 and

2
1 Juliet told a friend at the dance that Romeo was wonderful.
2 As he left the dance a friend told Romeo that Juliet was a Capulet.
3 Romeo looked up at Juliet in her window and told her that he loved her and wanted to marry her.
4 Juliet was surprised when her mother told her that she was getting married the next day.
5 Juliet told her mother that Romeo was the only person she wanted to marry.
6 When Romeo saw Juliet's body he said that he didn't want to live any more.

3 1 D 2 B 3 A 4 C
4 RADIO 2 TELEPHONE 3 VIDEO 4 CAMERA
WALKMAN 5 COMPUTER 6 FRIDGE 7 HELICOPTER
8 PLANE 9 TELEVISION

Unit 6 Review

1 to look 2 told, not 3 thought, yet
4 already, four 5 easy, send 6 his, was
7 there, going 8 had 9 told, to
10 her, get

2 silly 2 ankle 3 tiny
4 helicopter 5 arrive 6 hero

3 1 Dave asked Emma to phone his parents.
2 Emma told Mike to calm down.
3 Dave said it was all his fault and he felt very guilty.
4 Rob said that the party was going to start at half past eight.
5 Emma hasn't finished the front page yet.

4 1 D 2 B 3 B 4 C 5 A
6 B 7 C 8 A 9 B 10 D
11 C 12 D 13 C 14 B 15 A

Unit 7 Lesson 1

1 aren't you 2 aren't we 3 isn't it
5 isn't she 6 aren't they 4 isn't it
8 isn't she 9 isn't he 10 isn't she

2 wasn't it 3 weren't they 4 wasn't it
5 wasn't she 6 weren't they 7 wasn't she
8 wasn't it

3 1 It is her mother, isn't it?
2 She was in a school band four years ago, wasn't she?
3 The CD is a great souvenir of Music Now, isn't it?
4 The musicians were all at the party, weren't they?
5 Dave's ankle was broken, wasn't it?
6 Dave and Mike were rescued by a helicopter, weren't they?

4 1 It was the home of the Kings of Scotland, wasn't it?
3 He was born in Edinburgh, wasn't he?
4 Boots are for walking in the mountains, aren't they?
5 They're made of metal, aren't they?
6 They were the stars of Titanic, weren't they?

5 1 of 2 for 3 of 4 on 5 from
6 of 7 to 8 to 9 to 10 of
11 by 12 of 13 by 14 of

6 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 ✓

Unit 7 Lesson 2

1 2 I've never seen the Acropolis.
3 I've never been on a long flight.
4 I've never tried scuba diving.
5 I've never learnt to dance the samba.
2 Have you ever visited London?
   No, I’ve never visited London. OR Yes, I have.

3 Have you ever visited Loch Ness?
   No, I’ve never visited Loch Ness. OR Yes, I have.

4 Have you ever read a Sherlock Holmes book?
   No, I’ve never read a Sherlock Holmes book. OR Yes, I have.

5 Have you ever met a film star?
   No, I’ve never met a film star. OR Yes, I have.

6 Have you ever lived abroad?
   No, I’ve never lived abroad. OR Yes, I have.

7 Have you ever driven a car?
   No, I’ve never driven a car. OR Yes, I have.

8 Have you ever won a prize?
   No, I’ve never won a prize. OR Yes, I have.

9 Have you ever written your own songs?
   I’ve never written any songs of my own.

10 Have you ever sung them to anyone?
    I’ve never heard anyone as good as you before.

11 Have you ever performed your own songs?
   No one has ever said that before.

12 They all want to pay for the meal.
   None of them has/have enough money.

13 They all thank Rob.
   None of them can decide what to do next.

14 They all want to do something different.
   They all go back to the Village.

15 They are both wonderful cities.
   We can make music together.

16 Students’ own answers

Unit 7 Lesson 3

1 New Zealand and Brazil are both countries.
2 Apples and bananas are both fruits.
3 Africa and America are both continents.
4 Ford and Toyota are both cars.
5 Reggae and folk are both kinds of music.
6 A lion and a giraffe are both animals.
7 A parrot and a penguin are both birds.
8 A coat and a pair of jeans are both kinds of clothes.
9 Lemonade and orange juice are both drinks.

2 What’s the worst record you’ve ever heard?
3 What’s the longest book you’ve ever read?
4 What’s the most exciting journey you’ve ever made?
5 What’s the oldest building you’ve ever visited?
6 What’s the most beautiful painting you’ve ever seen?
7 What’s the most delicious meal you’ve ever eaten?
8 What’s the longest distance you’ve ever walked?
9 What’s the most dangerous thing you’ve ever done?
10 What’s the most fantastic present you’ve ever had?

3 This is the worst meal I’ve ever eaten.
4 Vanessa is the kindest person I’ve ever met.
5 That was the hardest crossword I’ve ever done.
6 This is the best summer Emma has ever had.
7 These are the most delicious chocolates Rosanna has ever eaten.
8 Dave is the craziest person Mike has ever known.
9 Edinburgh is the most wonderful city Rob has ever visited.

4 What’s the longest distance you’ve ever walked?
5 Students’ own answers
Unit 7 Review

1. brother, isn’t 2. band, wasn’t 3. been 4. went, last 5. both 6. best 7. third 8. population

2. Jade is the Star Musician of the Festival, isn’t she? I’ve never enjoyed myself so much. None of them had any money. Maddy, Jade, Rosanna, Dana, Annie and Nelson are all going home. This is the best party I’ve been to.

3. You’re looking forward to going home, aren’t you? The song was called I can see clearly now, wasn’t it? Rosanna has never been on TV. Have you ever visited London? This is the best concert I’ve ever seen. Auckland and Dublin are both on the coast.


Farewell Unit

1. Dana wishes he could stay longer in Edinburgh. Jade and her friends wish they could visit Dana in Kurdistan. I wish I could play the violin like Maddy … … and Maddy wishes she could sing like Dana! Do you wish you could visit Edinburgh one day?

2. Dana isn’t disappointed that he didn’t win the competition. He changes planes in Vienna. Mr Jenning’s first name is Bill. He wants Dana to make a recording in Kurdistan. Dana wants to tell Jade his news.
Welcome Unit

Jade comes from New Zealand.
Annie and Dave come from Europe.
Maddy plays the violin.
Jade and Dave play the guitar.
Dane is holding a microphone.
Dave is holding a guitar.
Jade is wearing white jeans.
Nelson is sitting in the middle.
Maddy and Dana are standing on the left.

Grammar Summary

• The African elephant is larger than the Asian elephants.
• The largest the most famous the first
• Play
  - Let’s visit the castle
  - Please open the window
• We’re going to the cinema.
  - I like listening to the radio.

Unit 1

an/a: a castle a red belt a university

Unit 3

-ed (in progress)

-ing

I love making new friends.
Do you mind practicing?
They can’t stand looking at old building.
Are you good at doing your homework?

Grammar Summary

• Jade comes from New Zealand.
  - Annie and Dave come from Europe.
  - Maddy plays the violin.
  - Jade and Dave play the guitar.
  - Dane is holding a microphone.
  - Dave is holding a guitar.
  - Jade is wearing white jeans.
  - Nelson is sitting in the middle.
  - Maddy and Dana are standing on the left.

Unit 1

an/a: a castle a red belt a university

Unit 3

-ed (in progress)

-ing

I love making new friends.
Do you mind practicing?
They can’t stand looking at old building.
Are you good at doing your homework?
Grammar Summary

So/neither

I love traveling. So do I.
I can’t stand being late. Neither can I.
I don’t mind cooking. Neither do I.
I’m interested in Scottish dancing. So am I.

We’re visiting the castle on Monday. Rosanna is singing at 7pm on Thursday.
They’re staying in Inverness on Saturday night.
What time is Maddy playing?
When are they driving to Loch Ness?
How long are they spending at the sport centre?

Why don’t you/we …..?
Why don’t you go to the doctor?
Why don’t we have a cup of tea?

Can

Tell
Give
Lend
show

The time?
A hand?
Your calculator?
The way?

I’d like to see the castle.
I’d love to come with you.
I want to take a photo.
We need to turn right.

Unit 2

Grammar

Can you/redouwyeyo/36u5h缴纳

Can

Could

I
you
Tell
Give
Lend
show

The time?
A hand?
Your calculator?
The way?

Ask

bring

buy

send

sing

take

write

Grammar Summary

So/neither

I love traveling. So do I.
I can’t stand being late. Neither can I.
I don’t mind cooking. Neither do I.
I’m interested in Scottish dancing. So am I.

We’re visiting the castle on Monday. Rosanna is singing at 7pm on Thursday.
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Why don’t you/we …..?
Why don’t you go to the doctor?
Why don’t we have a cup of tea?

Can

Tell
Give
Lend
show

The time?
A hand?
Your calculator?
The way?

I’d like to see the castle.
I’d love to come with you.
I want to take a photo.
We need to turn right.

Unit 2

Grammar

Can you/redouwyeyo/36u5h缴纳

Can

Could

I
you
Tell
Give
Lend
show

The time?
A hand?
Your calculator?
The way?

Ask

bring

buy

send

sing

take

write
**Unit 3**

**Grammar Summary**

**Who/That:**

- He’s the one who/that is singing.
- They’re the people who/that are going to play.

**Which/That:**

- I’ve got a machine which/that makes CDs.
- A demo is the CD which/that is sent to the recording company.

**Unit 4**

**Just:**

- I’ve just had breakfast.
- He’s just finished his homework.
- Has she just had her exam results?

---

**Grammar Summary**

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- A demo is the CD which/that is sent to the recording company.

**Unit 4**

**Just:**

- I’ve just had breakfast.
- He’s just finished his homework.
- Has she just had her exam results?
Unit 5

don’t have to = Have to
didn’t have to = Had to

You have to leave at seven in the morning. He doesn’t have to lose weight. He has to get up early. We don’t have to wear walking boots.

I had to catch the bus. He didn’t have to walk to school.

since and for

They’ve been there for three hours. They’ve been there since 4 pm. He hasn’t seen them for ages. She hasn’t seen them since midday. He hasn’t eaten anything since this morning. I’ve been hungry for a long time.

Unit 6

ask + چاوُگ

‘Could you look for them?’ He asked the police to look for them.

‘Please don’t take risks.’ They asked walkers not to take risks.

tell + چاوُگ

‘Keep still’ They told Dave to keep still.

‘Don’t say anything.’ He told me not to say anything.

yet already

I’ve already asked you three times. It hasn’t stopped raining yet. Have you finished with the computer yet?

Grammar Summary

<table>
<thead>
<tr>
<th>راپیدروسی داهاتو</th>
<th>راپیدروسی داهاتو</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have to leave at seven in the morning. He doesn’t have to lose weight. He has to get up early. We don’t have to wear walking boots.</td>
<td></td>
</tr>
<tr>
<td>I had to catch the bus. He didn’t have to walk to school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>since and for</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’ve been there for three hours. They’ve been there since 4 pm. He hasn’t seen them for ages. She hasn’t seen them since midday. He hasn’t eaten anything since this morning. I’ve been hungry for a long time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>دهناً داهاتو چاوُگ</th>
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<tbody>
<tr>
<td>‘Could you look for them?’ He asked the police to look for them.</td>
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Grammar Summary

• difficult easy hard
• necessary Nice pleased

It’s difficult to choose. Pleased to meet you.

The Grammar

ever and never:
Have you ever been to Skye?
Yes, I have.
Have you ever won a prize?
No, I haven’t.
No, never.
No, I’ve never won a prize.

ever plus other auxiliaries:
He’s the tallest man I’ve ever seen.
She’s the cleverest girl I’ve ever met.
Edinburgh is the most exciting place we’ve ever been.

might and may:
What’s that sound? It may be a lion.
It might be a tiger.

all and both:
Dublin and Auckland are both wonderful cities.
They are both on the coast.
You can eat fresh fish in both cities.
It rains a lot in both cities.
Annie, Dana and Nelson are all musician.
They all speak English.

Farewell Unit

could:
I wish I could see you more often.
We wish you could come to the mountains with us.
I wish I could play the guitar.

Unit 7

be:
It’s my mother, isn’t it?
We’re very proud of her, aren’t we?
You’re looking forward to seeing Rocky, aren’t you?
She’s the star Musician, isn’t she?
It was my old school band, wasn’t it?
They were good, weren’t they?

both:
Dublin and Auckland are both wonderful cities.

all:
Annie, Dana and Nelson are all musician.
They all speak English.

fell, falling, fallen:
Bek Khojewski gushed, ‘My name’s Master Blaster.’
He said (that) his name was Master Blaster.
It’s going to be at nine o’clock.’
He said (that) it was going to be at nine o’clock.
We must call the police.
He said (that) they had to call the police.
It’s reggae.’
She said (that) it was reggae.
It starts at seven thirty
She said (that) it started at seven thirty.
We must do something!’
He said (that) they had to do something.

never:
Have you ever been to Skye?
Yes, I have.
Have you ever won a prize?
No, I haven’t.
No, never.
No, I’ve never won a prize.

difficult, easy, hard:
It’s difficult to choose. Pleased to meet you.

necessary, nice, pleased:
It’s difficult to choose. Pleased to meet you.

important:
It’s difficult to choose. Pleased to meet you.
<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
</tr>
</thead>
<tbody>
<tr>
<td>where rel adv</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>who rel porn</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
</tbody>
</table>

**Lesson 2**

<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
</tr>
</thead>
<tbody>
<tr>
<td>article n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>bagpipes n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>bass (bass guitar) n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>can't stand v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>cartoon n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>dislike n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>Go ahead.</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>joke v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>kilt n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>like n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>make (make friends) v</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>mind (don't mind) v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>neither (neither do I) adv</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>piper n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>practise v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>Scottish</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>smile n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>so (so do I) adv</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>tidy v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>truth n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>wash up v</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
</tbody>
</table>

**Lesson 3**

<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventurous adj</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>change n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>coach n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>Come on!</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>exhibition n</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>farewell n</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>first adv</td>
<td>پیشنهاد بکه</td>
</tr>
<tr>
<td>Guess what!</td>
<td>دمعاد، درونه حساسانی</td>
</tr>
<tr>
<td>historic adj</td>
<td>پیشنهاد بکه</td>
</tr>
</tbody>
</table>
Unit 2 Sightseen
Lesson 1
afraid (I’m afraid I can’t) adj around prep
at all (not at all) adv
Best wishes
calculator n
change v
event n
Hang on
help n
in (in a minute) prep
invitation n
lend v
library n
lost adj
miss (you can’t miss it) v
need v
quick adv
show v
station (railway station) n
straight ahead adv
Take it easy.
turn v
What’s on?

Lesson 2
along prep

Lesson 3
be executed
be off to
build v
century n
detective n
happily adv
life n
play n
play v (= act)
possible adj
quietly adv
resident n
**English**

**Kurdish**

---

royal adj  
soldier n  
study v  
tower n  

**Lesson 4**

ancient adj  
breathe v  
camping n  
cave n  
civilisation n  
completely adv  
destroy v  
dragon n  
fascinating adj  
fire n  
huge adj  
least adv  
most adv  
over(=more than) prep  

**Peru**

rebuild v  
rock n  
roof n  
same (the same as) prep  
stone n  
tonne n  
view n  
weigh v  

**Review**

actress n  
agent n  
any more (not any more) adv  
audience n  
contest n  
golf n  
golf course n  
handsome adj  
invite v  

---

**English**

manager n  
part (=role) n  
star adv  
still adv  
surfer n  
typical adj  

**Discoveries and Inventions**

The Telephone  
accidentally adj  
assistant n  
beast n  
def adj  
emperor n  
pay attention to v  
principle n  
receiver (radio) n  
rent v  
transmit v  

**Unit 3 How Things Work**

Lesson 1  
denim n, adj  
drumhead n  
Go on!  
hardwood n  
interview v  
Japanese leather n, adj  
look n  
loosen v  
lower v  
notes n  
pull v  
scissors n  
screw n  
shelf/shelves n  
sofa n  
sound v  
stretch v  

---

**Kurdish**

**English**
<table>
<thead>
<tr>
<th>English</th>
<th>کوردی</th>
<th>English</th>
<th>کوردی</th>
</tr>
</thead>
<tbody>
<tr>
<td>take (take notes) v</td>
<td>وکارکردن (توکارکردن تیپینی)</td>
<td>record v</td>
<td>توکارکردن (توکارکردن تیپینی)</td>
</tr>
<tr>
<td>tension n</td>
<td>گریه</td>
<td>recording n</td>
<td>توکارکردن (توکارکردن تیپینی)</td>
</tr>
<tr>
<td>tight adj</td>
<td>نوید</td>
<td>sell v</td>
<td>دایرین (دایرین)</td>
</tr>
<tr>
<td>tighten v</td>
<td>توودکات، قایم دمکات</td>
<td>send v</td>
<td>دمینیزه (دمینیزه)</td>
</tr>
<tr>
<td>tightness n</td>
<td>توودکات</td>
<td>stand for v</td>
<td>مانایا نیرو دمینیزه (مانایا نیرو دمینیزه)</td>
</tr>
<tr>
<td>tune v</td>
<td>دمینیزه، تونر</td>
<td>that rel pron</td>
<td>که</td>
</tr>
<tr>
<td>tuner n</td>
<td>دامنیزه، تونر</td>
<td>which rel pron</td>
<td>که</td>
</tr>
<tr>
<td>wood n</td>
<td>مونتری دامنیزه</td>
<td>work (how it works) v</td>
<td>کاکت</td>
</tr>
<tr>
<td>wool n</td>
<td>شرم</td>
<td></td>
<td>کاکت</td>
</tr>
</tbody>
</table>

**Lesson 2**

A & R people n  | گذو، سین (گذو، سین) |
artist n | گذوی، گذوی |
button n | گذوی، گذوی |
CD recorder n | گذوی، گذوی |
charge (in charge of) n | گذوی، گذوی |
choice n | گذوی، گذوی |
choose v | گذوی، گذوی |
compact disk (CD) n | گذوی، گذوی |
company n | گذوی، گذوی |
control v | گذوی، گذوی |

copy n | گذوی، گذوی |
demo n | گذوی، گذوی |
drawer n | گذوی، گذوی |
dream v | گذوی، گذوی |
engineer n | گذوی، گذوی |
guy n | گذوی، گذوی |
if conj | گذوی، گذوی |
keen adj | گذوی، گذوی |
level n | گذوی، گذوی |
lover (music lover) n | گذوی، گذوی |
machine n | گذوی، گذوی |
out of fashion | گذوی، گذوی |
prefer v | گذوی، گذوی |
producer n | گذوی، گذوی |
professional adj | گذوی، گذوی |

**Lesson 3**

break-in n | وکارکردن (توکارکردن تیپینی) |
burgle v | گذوی، گذوی |
by (agent) prep | گذوی، گذوی |
character n | گذوی، گذوی |
clue n | گذوی، گذوی |
damage n | گذوی، گذوی |
direct v | گذوی، گذوی |
extremely adv | گذوی، گذوی |
frame n | گذوی، گذوی |
hurry n | گذوی، گذوی |

**Lesson 4**

amazing adj | گذوی، گذوی |
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<th>Persian</th>
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<tr>
<td>Atlantic crossing</td>
<td>تنگ‌بندی به توقیق‌های نشان‌داری</td>
<td>onto prep</td>
<td>لباس</td>
</tr>
<tr>
<td>dive</td>
<td>تیپوئامه</td>
<td>pick v</td>
<td>پورت‌دار</td>
</tr>
<tr>
<td>diving equipment</td>
<td>ماهک‌کننده لازم دارا</td>
<td>reflect v</td>
<td>داشتن (روک‌های دنده‌ای شوی)</td>
</tr>
<tr>
<td>dozen</td>
<td>گروه‌کننده</td>
<td>scene n</td>
<td>نظم دیده</td>
</tr>
<tr>
<td>earthquake</td>
<td>وسعت مرور</td>
<td>warm v</td>
<td>گرم می‌کند</td>
</tr>
<tr>
<td>Egypt</td>
<td>وسعت مرور</td>
<td>worker n</td>
<td>کلکار</td>
</tr>
<tr>
<td>harbour</td>
<td>وسعت مرور</td>
<td>Discoveries and Inventions</td>
<td>دوزی‌های و داهالان‌های روزگاری</td>
</tr>
<tr>
<td>lifeboat</td>
<td>راه‌پیمایی(مشورت‌های)</td>
<td>Photography</td>
<td>وین‌گرتنی و فن‌های زیبا</td>
</tr>
<tr>
<td>lighthouse</td>
<td>تیپوئامه</td>
<td>digital camera n</td>
<td>گری گرگ‌زدایی نیسته‌های</td>
</tr>
<tr>
<td>luxurious adj</td>
<td>نازک‌سازی</td>
<td>fade v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>luxury</td>
<td>نازک‌سازی</td>
<td>lack of demand n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>rock</td>
<td>نازک‌سازی</td>
<td>optics n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>statue</td>
<td>پری‌کر</td>
<td>permanent adj</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>submarine</td>
<td>تیپوئامه</td>
<td>photographic adj</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>violent</td>
<td>تیپوئامه</td>
<td>photographic plate n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>warm</td>
<td>تیپوئامه</td>
<td>portable adj</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>Review</td>
<td>تیپوئامه</td>
<td>ray of light n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>as...as adv</td>
<td>تیپوئامه</td>
<td>reflect v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>bark n</td>
<td>تیپوئامه</td>
<td>store v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>camera film n</td>
<td>تیپوئامه</td>
<td>upside down</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>cloth</td>
<td>تیپوئامه</td>
<td>Unit 4 Superstition and</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>colour v</td>
<td>تیپوئامه</td>
<td>Mystery</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>cost n</td>
<td>تیپوئامه</td>
<td>Lesson 1</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>cotton n adj</td>
<td>تیپوئامه</td>
<td>break into v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>definition n</td>
<td>تیپوئامه</td>
<td>burglary n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>dry adj</td>
<td>تیپوئامه</td>
<td>collect v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>frighten v</td>
<td>تیپوئامه</td>
<td>comb v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>guide n</td>
<td>تیپوئامه</td>
<td>contract n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>hole n</td>
<td>تیپوئامه</td>
<td>conversation n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>label n</td>
<td>تیپوئامه</td>
<td>corridor n</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>Latin</td>
<td>تیپوئامه</td>
<td>explain v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>lens n</td>
<td>تیپوئامه</td>
<td>get dressed v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>mine v</td>
<td>تیپوئامه</td>
<td>go on (= continue) v</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>miner n</td>
<td>تیپوئامه</td>
<td>it serves you right.</td>
<td>عناصری نیسته‌های</td>
</tr>
<tr>
<td>mirror n</td>
<td>تیپوئامه</td>
<td>odd(= strange) adj</td>
<td>عناصری نیسته‌های</td>
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<tr>
<td>mix v</td>
<td>تیپوئامه</td>
<td>thief n</td>
<td>عناصری نیسته‌های</td>
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</table>

Unit 4 Superstition and Mystery

Lesson 1
break into v
burglary n
collect v
comb v
contract n
conversation n
corridor n
explain v
get dressed v
go on (= continue) v
it serves you right.
odd(= strange) adj
thief n
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>turn round v</td>
<td>متفاوت</td>
</tr>
<tr>
<td>urgent adj</td>
<td>دراهم</td>
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<tr>
<td>witness n</td>
<td>کی</td>
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<tr>
<td>Lesson 2</td>
<td>عصر</td>
</tr>
<tr>
<td>almost adv</td>
<td>بال‌الحال</td>
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<tr>
<td>anything pron</td>
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<tr>
<td>appear v</td>
<td>چالش</td>
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<td>April fool's day</td>
<td>روز جمله‌ای</td>
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<td>attract v</td>
<td>جذاب</td>
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<td>behind prep</td>
<td>پشت</td>
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<td>clockwork adj</td>
<td>بخار و یک</td>
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<tr>
<td>colleague n</td>
<td>هم‌آفرین</td>
</tr>
<tr>
<td>cover v</td>
<td>پوشش</td>
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<tr>
<td>creature n</td>
<td>بیولوژی</td>
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<tr>
<td>dark (dark brown) adj</td>
<td>سیاهی</td>
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<td>deep adj</td>
<td>عمیق</td>
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<td>ناسازی</td>
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<td>بزرگ</td>
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<td>exist v</td>
<td>موجود</td>
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<td>fake n</td>
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<td>familiar adj</td>
<td>می‌شناسند</td>
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<td>fish v</td>
<td>ماهی</td>
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<td>fur n</td>
<td>ساقه</td>
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<td>height n</td>
<td>ارتفاع</td>
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<td>hide v</td>
<td>پنهن</td>
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<td>make up (= invariant) v</td>
<td>ترکیب</td>
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<td>prove v</td>
<td>ثابت</td>
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<td>مهربان</td>
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<td>پنجره</td>
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**Lesson 3**

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**Lesson 4**

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<td>exam n</td>
<td>آزمایش</td>
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<td>fox n</td>
<td>خر</td>
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<td>English</td>
<td>Kurdish</td>
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<td>--------------------------------</td>
<td>------------------------------</td>
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<td>possession n</td>
<td>پاکش 5 ماتریس</td>
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<td>servant n</td>
<td>وانفی 1</td>
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<td>signature n</td>
<td>مهربان</td>
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<tr>
<td>strange adj</td>
<td>جزمه، پرور</td>
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<td>stupid</td>
<td>بی‌پیشی</td>
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<td>take off (flight)</td>
<td>افتاده</td>
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<td>tent</td>
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<td>training school</td>
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**Lesson 3**

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<td>flat</td>
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<td>helicopter</td>
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<td>match</td>
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<td>since</td>
<td>می‌تواند</td>
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<td>terribly</td>
<td>ترسی</td>
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<tr>
<td>hurt</td>
<td>خریدن</td>
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<tr>
<td>Ouch!</td>
<td>دلخاورد</td>
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<tr>
<td>maybe</td>
<td>ممکن</td>
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<td>precious</td>
<td>قابلی</td>
</tr>
<tr>
<td>stuck</td>
<td>بسته</td>
</tr>
</tbody>
</table>

**Lesson 4**

| central        | مرکزی     |
| distance       | فاصله    |
| environment    | محیط     |
| pollute        | آلوده    |

**Review**

| climber       | صعودکننده |
| clothing       | لباس     |

---

**Discoveries and Inventions**

**Flight**

- gilder n
- inflate v
- injury n
- kite n
- set off (leave) v
- throughout (time)

**Unit 6 Communication**

**Lesson 1**

- agree v
- ankle n
- answer phone n
- apologise v
- assistant n
- desperate adj
- dial v
- fault n
- hero n
- hospital n

**Lesson 2**

- incredibly adv
- guilty adj
- meanwhile adj
- message n
- missing adj
- notice (take no notice) n
<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
</tr>
</thead>
</table>
| relieved adj    | بلندگی، موبک‌بره‌ه
| rescue v        | سری‌بازی، هم‌چند  
| sensible adj    | لانه‌گرفتی  
| soup n          | مناسه‌گیری‌های
| thanks (thanks to...) n | دیگری‌کردن، گرفتن
| unfortunately adv | بی‌نمایی

**Lesson 2**

| afterwards adv | پاپش‌گامه، لبه‌های لبه‌ای  
| alive adj      | زندگی  
| already adv    | تیپ‌های بلوتوسی  
| ambulance n    | دوست‌ها و دوستانی
| communicate v  | دوست‌ها و دوستانی
| edition n      | بالادسته‌های
| Finland        | ترس
| glade adj      | بزرگ‌کننده  
| hard (=difficult) adj | سخت
| headline n     | سخت
| hero n         | سخت
| hunt v         | سخت
| necessary adj   | سخت
| race v         | سخت
| receive v      | سخت
| sender n       | سخت
| unconscious adj | سخت
| yet adv        | سخت
| Worldwide adj  | سخت

**Lesson 3**

| Calm down! | ثابت
| death n    | مراقب
| Jamaica    | مراقب
| madman n   | مراقب
| notice v   | مراقب
| shake v    | مراقب
| warn v     | مراقب
| urgent adj | مراقب
| sound system n | مراقب

<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
</tr>
</thead>
</table>
| speaker n       | بلندگی، موبک‌بره‌ه  
| bedclothes n    | سری‌بازی، هم‌چند
| beside prep     | لانه‌گرفتی
| breath in v     | مناسه‌گیری‌های
| catch hold v    | دیگری‌کردن، گرفتن
| ceiling n       | بی‌نمایی
| clear adj       | بی‌نمایی
| deeply adv      | بی‌نمایی
| dream n         | بی‌نمایی
| eyeball n       | بی‌نمایی
| eyelash n       | بی‌نمایی
| hold on         | بی‌نمایی
| horror n        | بی‌نمایی
| lift up v       | بی‌نمایی
| lip n           | بی‌نمایی
| push off v      | بی‌نمایی
| salty adj       | بی‌نمایی
| thick adj       | بی‌نمایی
| tiny adj        | بی‌نمایی
| turn over v     | بی‌نمایی
| wave n          | بی‌نمایی

| Review          | پیش‌بر
| bully v         | پیش‌بر
| divide n        | دوست
| Jamaican judge v | دوست
| on the scene (=info fashion) | دوست
| regard (consider think) v | دوست
| spread v        | دوست
| tragically adj  | دوست

**Discoveries and Inventions**

| Medicine | دوست
| bacteria n | دوست
| cancerous tumour | دوست

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<table>
<thead>
<tr>
<th>English</th>
<th>Kurdish</th>
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<tbody>
<tr>
<td>chemical n</td>
<td>ماده‌های کیمیایی</td>
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<td>material n</td>
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<td>mould (fungus) n</td>
<td>به‌پیچیده کردن</td>
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### Unit 7 People and Places

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<td>congratulations n</td>
<td>وتیبیتی</td>
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<td>look forward to v</td>
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<td>sign v</td>
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<td>souvenir n</td>
<td>شاخص</td>
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<td>vote v</td>
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### Discoveries and Inventions

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<td>abroad adv</td>
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