

New

ENTERPRISE

B1

Teacher's Book

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Contents

Introduction to the Teacher	p.	5
Unit 1 In Character	p.	9
Unit 2 Reading Time	p.	18
Unit 3 All around the world	p.	26
Values A Philanthropy	p.	37
Public Speaking Skills A	p.	38
Unit 4 Hard Times	p.	39
Unit 5 Citizen 2100	p.	48
Unit 6 The Big Screen	p.	56
Values B Self-confidence	p.	65
Public Speaking Skills B	p.	66
Unit 7 Narrow Escapes	p.	67
Unit 8 Learning & Earning	p.	77
Unit 9 Want to play?	p.	86
Values C Appreciation	p.	94
Public Speaking Skills C	p.	95
Unit 10 Tech World	p.	96
Unit 11 Food for Thought	p.	104
Unit 12 Earth, our Home	p.	112
Values D Caution	p.	121
Public Speaking Skills D	p.	122
CLIL A Literature	p.	123
CLIL B Film Studies	p.	124
CLIL C Science	p.	125
CLIL D Geography	p.	126
Student's Book Audioscripts	p.	127
Evaluations	p.	135
Workbook Key	p.	160
Workbook Audioscripts	p.	175
Grammar Book Key	p.	180

Introduction to the Teacher

New Enterprise B1 is a modular course for young adults and adults studying British English at CEFR Level B1. It allows flexibility of approach, which makes it suitable for classes of all kinds, including large or mixed ability classes.

New Enterprise B1 consists of twelve units. Each unit consists of three lessons plus Culture sections, Reviews & Competences. The corresponding unit in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book

The **Student's Book** is the main component of the course. Each unit is based on specific themes and the topics covered are of general interest. All units follow the same basic structure (see **Elements of the Coursebook**).

Workbook

The **Workbook** is in full colour and contains units corresponding to those in the Student's Book, with practice in Vocabulary, Grammar, Everyday English & Reading. There is a Revision Section every three units for students to revise the vocabulary and grammar taught. There is also a Skills Practice section for students to get more practice in Listening, Everyday English, Reading and Writing. All the exercises in the Workbook are marked with graded level of difficulty (*, **, ***).

Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes answers to the exercises in the Student's Book, the audioscripts of all the listening material, suggested speaking and writing models, and evaluation sheets as well as the answers to the exercises in the Workbook and Grammar Book.

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections, Values, Presentation Skills, Public Speaking Skills & CLIL sections as well as the Pronunciation/Intonation sections in the Student's Book, and the material for all listening tasks in the Workbook.

IWB

The IWB contains all the material in the Student's Book, Teacher's Book, Workbook, Grammar Book and Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentations of all the grammar structures in the Student's Book as well as **videos** closely linked to the texts in the course and activities for Ss to

further practise their English and expand their knowledge, as well as **games** for students to revise the vocabulary and grammar taught.

Digibook applications

The **Digi apps** contain all the material in the Student's Book, Workbook and Grammar Book and help students monitor their progress and improve their stats which are stored so that they can be accessed at any time.

Grammar Book

The Grammar Book contains clear, simple presentations of all grammar structures that appear in the course with a variety of graded exercises.

ELEMENTS OF THE COURSEBOOK

Each unit begins with a brief overview of what will be covered in the unit.

Each unit contains the following sections:

Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises, such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Each unit contains reading texts, such as: articles, blog entries, articles, emails, tweets, forum entries, adverts, etc. These allow skills, such as reading for gist, for specific information, for cohesion & coherence etc to be systematically practised.

Grammar

The grammar items taught in each unit are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce learners' understanding and mastery of each item. Detailed explanations of all grammar points and exercises are in the Grammar Reference. The Workbook contains practice on each grammar structure presented within each unit.

Listening

Learners develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the unit in realistic contexts. This reinforces learners' understanding of the language taught in the unit.

Speaking

Controlled speaking activities have been carefully designed to allow learners' guided practice before leading them to less structured speaking activities.

Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues are followed by language boxes to help learners practise.

Pronunciation/Intonation

Pronunciation/Intonation activities help learners to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Writing

There are writing activities throughout the units, based on realistic types and styles of writing, such as emails, letters, blogs, online forms, reviews, stories, articles, essays, news reports, etc. These progress from short paragraphs to full texts, allowing learners to gradually build up their writing skills.

Culture

Each unit is accompanied by a *Culture* section.

In each *Culture* section, learners are provided with cultural information about aspects of English-speaking countries that are thematically linked to the unit. Learners are given the chance to process the information they have learnt and compare it to the culture of their own country.

Study Skills

Brief tips, explanations and reminders at various points throughout each unit help learners to develop strategies which improve holistic learning skills and enable them to become autonomous learners of the English language.

Review

This section appears at the end of each unit, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the unit. A Competences marking scheme at the end of every *Review* section allows learners to evaluate their own progress and identify their strengths and weaknesses.

Values

This section aims to develop moral values learners need to have in our globalised world.

Public Speaking Skills

This section aims to help learners develop their public speaking skills, giving them guidance on how to become competent public speakers.

CLIL

The *CLIL* sections enable learners to link the themes of the units to an academic subject, thus helping them contextualise the language they have learnt by relating it to

their own personal frame of reference. Lively and creative tasks stimulate learners and allow them to consolidate the language they have learnt throughout the units.

Each *CLIL* section is aimed to be taught after the corresponding *Values & Public Speaking Skills* sections.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

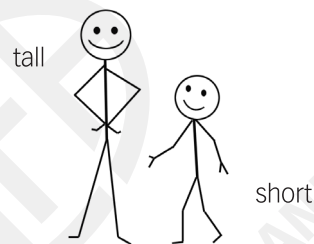
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

The new vocabulary in *New Enterprise B1* is frequently presented through pictures. (See *Student's Book, Unit 4, p. 30, Ex. 1.*)

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask learners to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the learners' country: 'Rome is a city, but Parma is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Use of L1.** In a monolingual class, you may explain vocabulary in the learners' native language. This method, though, should be employed in moderation.
- **Use of a dictionary.** In a multilingual class, learners may refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or a definition.

Note: ✓ **Check these words** sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/ draw the meaning, or look up the meaning in their dictionaries.

B Choral & individual repetition

Repetition will ensure that learners are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask learners to repeat chorally before you ask them to repeat individually. Repeating chorally will help learners feel confident enough to then perform the task on their own.

C Reading & Listening

You may ask learners to read and listen for a variety of purposes:

- **Reading for detail.** Ask learners to read for specific information. (See *Student's Book, Unit 1, p. 5, Ex. 5. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)
- **Listening for detail.** Learners listen for specific information. (See *Student's Book, Unit 1, p. 8, Ex. 2.*)
- **Listening and reading for gist.** Ask learners to read and/or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Unit 3, p. 20, Ex. 3. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)

Note: ▶ **VIDEO**

Main texts in the Student's Book are accompanied by videos that are included in the digi applications and the IWB. The videos can be watched after learners have read the texts. Activities that accompany the videos can be done in class or assigned as HW.

D Speaking

- Speaking activities are initially controlled, allowing for guided practice in language/structures that have just been learnt. (See *Student's Book, Unit 1, p. 8, Ex. 1b.*)
- Ss are led to free speaking activities. (See *Student's Book, Unit 1, p. 8, Ex. 4, where Ss are provided with the*

necessary lexical items and structures and are asked to act out their dialogues.)

E Writing

All writing tasks in *New Enterprise B1* have been carefully designed to closely guide learners to produce a successful piece of writing. They are fully analysed in the *Skills in Action* sections in the Student's Book with model texts and exercises that aim to help learners improve their writing skills.

- Make sure that Ss understand that they are writing for a purpose. Go through the writing task so that Ss are fully aware of why they are writing and who they are writing for. (See *Student's Book, Unit 4, p. 35, Ex. 9. Ss are asked to write an informal email.*)
- It would be well advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

When assigning homework, prepare learners as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

Dictation – learners learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – learners memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – assisted by the digi apps, learners practise at home in preparation for reading aloud in class;

Writing – after thorough preparation in class, learners are asked to produce a complete piece of writing.

G Correcting learners' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the learners are doing.

- **Oral accuracy work:**
Correct learners on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing learners to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow learners to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising learners is of great importance. Praise effort as well as success.

H Class organisation

- **Open pairs**

The class focuses its attention on two learners doing the set task together. Use this technique when you want your learners to offer an example of how a task is done. (See *Student's Book, Unit 1, p. 8, Ex. 1b.*)

- **Closed pairs**

Pairs of learners work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Unit 1, p. 8, Ex. 4b.*)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set a time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role-play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

Ask Ss one after the other to ask and answer questions based on the texts.

I Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's and Teacher's Books.

T	teacher	p(p).	page(s)
S(s)	student(s)	e.g.	for example
HW	homework	i.e.	that is
L1	students' native language	etc	et cetera
Ex(s).	exercise(s)	sb	somebody
		sth	something

Key to symbols used in the Student's/Teacher's Books



audio



pairwork



groupwork



words to be explained using the context each appears in

ICT tasks to help learners develop research skills

Study Skills suggestions to help learners become autonomous



Writing Tip suggestions to help learners develop their writing skills



sections to develop Ss' critical thinking skills



Culture texts to familiarise Ss with the culture of English-speaking countries and develop cross-cultural awareness

VALUES sections to help Ss develop critical thinking skills and values

CLIL sections that link the themes of the units to a subject from the core curriculum

In Character

1

Topic	
In this unit, Ss will explore the topics of character, appearance, clothes and accessories.	
1a Reading & Vocabulary	4-5
Lesson objectives: To learn vocabulary for character & appearance, to listen and read for gist, to read for specific information (correcting sentences), to learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with <i>look</i> , to describe a person Vocabulary: Character (<i>bossy, calm, cheerful, kind, confident, jealous, gentle, clever, cruel, lazy, honest, curious, generous, reliable, friendly, patient, sensible, funny, brave, rude, sociable, serious, charming, careful</i>); Appearance (<i>early/late twenties, middle-aged, elderly, early/late thirties, teenager, thick eyebrows, big ears, small round ears, a long nose, bottom lip fuller than top lip, a big forehead, a curved forehead, blue eyes, brown eyes</i>); Nouns (<i>feature, earlobe, brain</i>); Verbs (<i>judge, tend, brighten up</i>); Phrasal verbs (<i>look</i>); Adjectives (<i>popular, violent, chubby, bushy, arched, rectangular, hooked, adventurous, curved, famous</i>)	
1b Grammar in Use	6-7
Lesson objectives: To learn/revise the present simple – present continuous, to compare action verbs & stative verbs, to learn/revise stative verbs with continuous forms, to learn/revise relatives & defining/non-defining relative clauses	
1c Skills in Action	8-9
Lesson objectives: To learn vocabulary for clothes & accessories, to listen for specific information (multiple choice), to act out a dialogue and practise everyday English for deciding what to wear, to learn the pronunciation of diphthongs /eɪ/, /aɪ/, /ɔɪ/, to read for cohesion & coherence (word formation), to write an article Vocabulary: Clothes & Accessories (<i>leather belt, evening dress, ankle socks, high-heeled shoes, polo-neck jumper, bow tie, skinny jeans, silk blouse, swimsuit, pullover, tracksuit, walking boots, waistcoat, raincoat, tailored suit, polo shirt, sweatshirt</i>); Departments (<i>accessories, beachwear, sportswear, footwear, menswear, womenswear</i>)	
Culture 1	10
Lesson objectives: To listen and read for gist, to read for specific information, to present the kilt, to write a short article on a traditional piece of clothing from one's country Vocabulary: Nouns (<i>occasion, funeral, event, knee, cloth, pleat, pattern, hose, ghillie brogues, sporran, pouch, kilt pin</i>); Verb (<i>hang</i>); Phrasal verb (<i>date back</i>); Preposition (<i>unlike</i>)	
Review 1	11
Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit, to practise everyday English	

Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

1a

Vocabulary

1 **Aim** To present vocabulary related to character

- Put some examples of character adjectives on the board, e.g. friendly, clever, etc.
- Give Ss a one-minute time limit to come up with as many character adjectives as they can think of.
- Then ask Ss to compare their list with their partner's.
- Ask various Ss around the class to read from their lists.

Suggested Answer Key

bossy, brave, calm, cheerful, clever, confident, cruel, friendly, funny, generous, intelligent, jealous, lazy, negative, noisy, patient, rude, serious

2 a) **Aim** To practise vocabulary for character

- Go through the **Study Skills** box with your Ss. Advise Ss to use a printed or digital dictionary and explain that this will help them enrich their vocabulary.
- Ask Ss to go through the sentences, choose the correct words and then check their answers in their dictionaries.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------|--------------------|
| 1 <i>bossy</i> | 7 <i>generous</i> |
| 2 <i>cheerful</i> | 8 <i>patient</i> |
| 3 <i>confident</i> | 9 <i>sensible</i> |
| 4 <i>gentle</i> | 10 <i>rude</i> |
| 5 <i>cruel</i> | 11 <i>serious</i> |
| 6 <i>curious</i> | 12 <i>charming</i> |

- As an extension, ask Ss to make sentences using the other option, or ask Ss to list the adjectives in bold under the headings: POSITIVE – NEGATIVE.

b) **Aim** To practise character adjectives

Ask Ss to use the character adjectives in Ex. 2a to describe themselves and their friends, giving reasons.

Suggested Answer Key

I am a calm and kind person because I don't get angry easily and I like helping other people.

My friend Jane is a clever and curious person because she knows a lot of things and always wants to learn more.

3 **Aim** To present/practise vocabulary for appearance

- Ask Ss to look at the pictures and go through the list of vocabulary. Explain any unknown words Ss might have, either miming the meaning of the word or providing an example sentence. Alternatively, ask Ss to look up the meanings of any unknown words in the Word List or in their dictionaries.
- Elicit answers to the questions from Ss around the class.

Suggested Answer Key

Helen is a teenager with big ears, a long nose, a big forehead and brown eyes.

Mark is in his early twenties. He has got thick eyebrows, small round ears and brown eyes.

Ann is elderly with a big forehead, a bottom lip fuller than the top lip and brown eyes.

Sam is in his early thirties. He has got thick eyebrows, a long nose, a curved forehead and brown eyes.

Sue is in her late thirties. She has got a long nose, a bottom lip fuller than the top lip, a big forehead and brown eyes.

Amira is in her late twenties with thick eyebrows and brown eyes.

Listening & Reading

4 a) **Aim** To listen and read for gist

- Elicit Ss' guesses as to what someone's facial features may say about their character. Provide an example if Ss need help.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

Suggested Answer Key

I think thick eyebrows may mean you are confident. I think big eyes may mean you are friendly. I think small ears may mean you are patient. I think a small nose may mean you are generous. I think thin lips may mean you are cruel. I think a big forehead may mean you are intelligent.

b) **Aim** To identify a text type

- Ask Ss to study the text again and elicit where they think it is from, choosing from the options provided.
- Elicit what style is typical of the types of texts in the list, e.g. a newspaper article is usually on a serious topic with mostly factual information and some opinion; a personal blog usually contains information about the person who writes it; a light-

hearted magazine can contain gossip, news, tips on fashion, etc.

- Then check Ss' answers around the class.

Suggested Answer Key

I think the text is from a light-hearted magazine.

5 **Aim** To read for key information (sentence correction)

- Ask Ss to read the sentences and then read the text again and correct them.
- Check Ss' answers.
- Then give Ss time to explain the words in bold by using the Word List or their dictionaries to help them/ elicit explanations from Ss around the class.

Answer Key

- 1 A person with thick dark eyebrows is **sociable**./A person with **bushy** eyebrows is bossy.
- 2 Blue-eyed people are **calm**./**Brown-eyed** people are confident.
- 3 People with rectangular ears are **honest and hard-working**./People with **big** ears are cruel.
- 4 People with hooked noses are **confident**./People with **long** noses are patient.
- 5 People with lips the same size are **fair**./People with a **fuller top lip** are rude.
- 6 A bright happy person often has a **curved** forehead./A **clever** person often has a big forehead.

Suggested Answer Key

judge (v): to form an opinion about sth/sb

popular (adj): being liked by many people

feature (n): a part of the face [facial features]

tend [to] (v): to be likely to have sth/ behave in a certain way

adventurous (adj): willing to try new things

curved (adj): having a rounded shape

brighten up (v): to make happier

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.
- Play the video for Ss and elicit their comments.

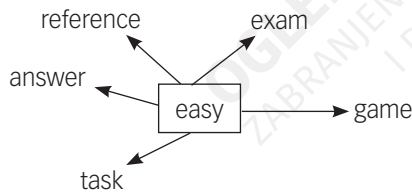
6 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the phrases using the words in the list.
- Then check Ss' answers by having Ss use the phrases in sentences of their own.

NOTE: Explain to Ss that certain words collocate in English. Ss can look in their dictionaries for words that collocate and have a Collocations section in their

notebooks. This will help them expand their vocabulary. Ss can make sentences using the collocations and try to use them as often as they can.

e.g. easy



Answer Key

- | | | |
|-----------|----------|----------|
| 1 ancient | 4 eye | 7 curved |
| 2 chubby | 5 round | |
| 3 thick | 6 bottom | |

Suggested Answer Key

Origami is the **ancient art** of paper folding.
 Babies often have **chubby cheeks**.
 My dad has got **thick eyebrows**.
 Brown is a common **eye colour**.
 Mickey Mouse has got big **round ears**.
 Sue's **bottom lip** trembles when she is going to cry.
 James has got a **curved forehead**.

7 Aim To consolidate prepositional phrases from a text

- Give Ss time to read the gapped sentences and fill the gaps with the correct prepositions.
- Then check Ss' answers.

NOTE: Ask Ss to create a Prepositions section in their notebooks and list all prepositional phrases they come across. Ss can revise them regularly.

Answer Key

- | | | |
|--------|------|---------|
| 1 to | 3 to | 5 about |
| 2 with | 4 of | 6 to |

8 Aim To understand words easily confused

- Explain the task and give Ss time to use their dictionaries to help them complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------|-----------|
| 1 famous | 3 famous |
| 2 popular | 4 popular |

9 Aim To learn phrasal verbs with look

- Ask Ss to read the phrasal verbs box. Make sure that Ss understand the definitions.
- Then give Ss time to complete the task and check their answers.

- Tell Ss to create a Phrasal Verbs section at the back of their notebooks and list all phrasal verbs they come across and include their definitions. Ss can revise this list from time to time.

Answer Key

- | | |
|---------|--------------|
| 1 up | 3 forward to |
| 2 after | 4 for |

Speaking

10 Aim To develop critical thinking skills; to describe a person and compare their character with the information in the text

- Explain the task and ask Ss to work in pairs and describe a person to their partner. They then compare their character with the character the text says their features match and say whether this is true or not.
- Ss take turns to complete the activity. Monitor the activity around the class and then ask some Ss to share their answers with the class.

Suggested Answer Key

My friend Anna has got thick eyebrows, round ears, a long nose and blue eyes. According to the text this means she is sociable, reliable, patient and calm. She is truly all these things and a really good friend.

1b Grammar in Use

1 Aim To present/revise the present simple and the present continuous

- Ask Ss to read the dialogue and identify the tenses in bold. Elicit how these tenses are formed.
- Read out the list of uses and have Ss say which example in bold matches which use.
- Refer Ss to the **Grammar Reference** section for detailed information.
- Then direct Ss' attention to the adverbs of frequency in the dialogue and elicit how we use them in a sentence.

Answer Key

Present simple: works, comes, starts

Present continuous: 'm starting, 'm doing, is showing

We form the present simple with the base form of the verb. 3rd person affirmative is usually formed adding **-s** to the base form of the verb. We use **do/does** to form the negative and interrogative forms.

We form the present continuous with the verb **to be** and the **-ing** form of the main verb.

1

We use the present simple for:

- habits/routines/repeated actions (*comes*)
- timetables/schedules (future meaning) *starts*
- permanent states (*works*)

We use the present continuous for:

- actions happening at the time of speaking (*is showing*)
- fixed arrangements in the near future (*'m starting*)
- temporary situations (*'m doing*)

Adverbs of frequency go before the main verb but after the verb 'to be'. E.g. She **often comes** over ... **it's never** slow!

2 **Aim** To compare action verbs and stative verbs

- Ask Ss to read the theory box and then direct their attention to the highlighted verbs in the dialogue.
- Elicit whether they have continuous forms and why [not].
- Refer Ss to the **Grammar Reference** section for more information on stative verbs.

Answer Key

The verbs 'want' and 'have' (own) do not have a continuous form because they are both stative verbs.

3 **Aim** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

Answer Key

- 1 *works* (permanent state)
- 2 *gets* (routine)
- 3 *is directing* (action happening at the time of speaking)
- 4 *is staying* (temporary situation)
- 5 *is flying* (fixed arrangement in near future)
- 6 *leaves* (timetable – future meaning)
- 7 *loves* (stative verb)
- 8 *dislikes* (stative verb)

Background Information

Morocco is a country in North Africa. It has a long coastline and large areas of desert. Its capital city is Rabat and it has a population of 33.8 million people.

4 **Aim** To learn stative verbs with continuous forms

- Ask Ss to read the theory box. Then direct their attention to the underlined verbs in the dialogue and elicit how the meaning differs.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

Answer Key

'm thinking = *am considering*
think = *believe*

5 **Aim** To practise stative verbs and their continuous forms

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *is seeing* (*is visiting*)
- 2 *see* (*view with my eyes*)
- 3 *looks* (*seems*)
- 4 *are looking* (*are reading*)
- 5 *is tasting* (*is sampling*)
- 6 *tastes* (*has the flavour of*)
- 7 *is* (*fact*)
- 8 *are being* (*are behaving*)

6 **Aim** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *is putting* (fixed future arrangement)
- 2 *starts* (timetable – future meaning)
- 3 *am trying* (action happening at the time of speaking)
- 4 *know* (stative verb)
- 5 *works* (permanent state)
- 6 *teaches* (routine)
- 7 *doesn't like* (stative verb)
- 8 *need* (stative verb)
- 9 *don't have* (stative verb)
- 10 *Are you getting* (temporary situation)
- 11 *believe* (stative verb)
- 12 *is appearing* (fixed future arrangement – stative verb with a continuous form)

Background Information

Snow White is a German fairy tale from the Brothers Grimm. It was published in 1812 and features magical elements such as a magic mirror, a poisoned apple and a glass coffin. The characters include Prince Charming, the Evil Queen and the seven dwarfs. It is often seen in pantomime.

7 **Aim** To learn/revise relatives

- Ask Ss to look at the words in bold in the sentences and identify which ones are used for people, things, time or place and which shows possession. Then elicit an example from the dialogue on p. 6.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- 1 *people* 3 *possession* 5 *time*
2 *things* 4 *place*

8 **Aim** To learn/revise/practise defining/non-defining relative clauses

- Go through the theory box with Ss. Refer Ss to the **Grammar Reference** section for more information. Use the examples to help Ss understand the difference between defining/non-defining sentences.
- Then give them time to fill in the correct relative pronouns in the sentences and put commas where necessary.
- Check Ss' answers and elicit which are defining and which are non-defining relative clauses.

Answer Key

- 1 *who/that (defining)*
2 *where (defining)*
3 *which/that (defining)*
4 *My cousin Harry, whose uncle is a physicist, plans to get a science degree. (non-defining)*
5 *whose (defining)*
6 *when (defining)*
7 *Mr Bloggs, who is a reliable builder, did an excellent job on our house. (non-defining)*
8 *Sandra is curious by nature, which means that she enjoys exploring new places. (non-defining)*

9 **Aim** To practise relative clauses

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 *James enjoys sailing in summer when the weather is good.*
3 *Claire is a model who has been in lots of fashion shows.*
4 *The Wilsons live in a big house which is near the park.*
5 *Sheila is wearing a nice dress which fits her perfectly.*
6 *Steven is a lawyer whose office is in Baker Street./ Steven, whose office is in Baker Street, is a lawyer.*
7 *Alfie works in a shop where they sell men's clothes.*

Speaking

10 **Aim** To practise relatives using personal examples

- Explain the task and give Ss time to complete it using personal examples.
- Elicit answers from Ss around the class.

Suggested Answer Key

- 1 *... who talk loudly.*
2 *... whose children behave rudely to others.*
3 *... which have a lot of action.*
4 *... when I can't get out of bed in the morning.*
5 *... where there are big crowds.*

1c Skills in Action

Vocabulary

1 a) **Aim** To present vocabulary for clothes & accessories

- Read out the list of departments in the store directory and then ask Ss to read the list of clothes and accessories.
- Give Ss time to list the items under the correct departments.
- Check Ss' answers on the board.

Answer Key

ACCESSORIES: leather belt, ankle socks, bow tie

BEACHWEAR: swimsuit

SPORTSWEAR: tracksuit, sweatshirt

FOOTWEAR: high-heeled shoes, walking boots

MENSWEAR: polo-neck jumper, skinny jeans, pullover, waistcoat, raincoat, tailored suit, polo shirt, sweatshirt

WOMENSWEAR: evening dress, polo-neck jumper, skinny jeans, silk blouse, pullover, raincoat, polo shirt, sweatshirt

b) **Aim** To ask for information; to practise vocabulary for clothes & accessories

- Explain the task and ask two Ss to read out the example exchange. Have Ss work in closed pairs and act out similar exchanges for the clothes and accessories in Ex. 1a.
- Monitor the activity around the class and then have some pairs act out their exchanges in front of the rest of the class.

Suggested Answer Key

A: Excuse me. Where can I find evening dresses?

B: In the womenswear department on the ground floor.

A: Excuse me. Where can I find high-heeled shoes?

B: In the footwear department on the second floor.

A: Excuse me. Where can I find polo-neck jumpers?

B: In the menswear department on the first floor. / In the womenswear department on the ground floor.

A: Excuse me. Where can I find swimsuits?

B: In the beachwear department on the fourth floor.

A: Excuse me. Where can I find a tracksuit?

B: In the sportswear department on the third floor. etc

Listening

2 **Aim** To listen for specific information (multiple choice)

- Ask Ss to read the questions and the answer choices and underline the key words.
- Then play the recording twice. Ss listen and choose their answers.
- Check Ss' answers. You can play the recording with pauses for Ss to check their answers.

Answer Key

1 D 2 C 3 A

Everyday English

3 a) **Aim** To read for cohesion and coherence (missing words); to identify relationship

- Ask Ss to read the dialogue and complete the task by completing the gaps with the verbs in the list in the correct tense.
- Elicit who the speakers might be.

Answer Key

The speakers are a couple – probably a husband and wife.

b) **Aim** To listen for cohesion & coherence

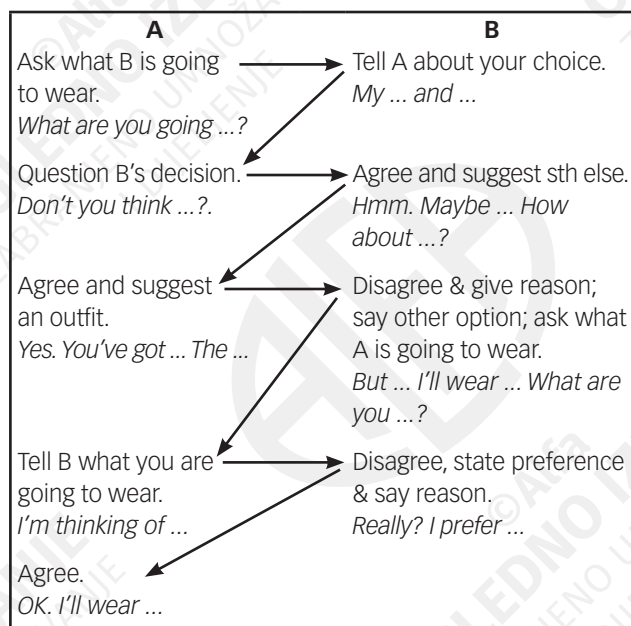
Play the recording for Ss to listen and check their answers to Ex. 3a.

Answer Key

1 match 3 fit 5 prefer
2 suits 4 goes with 6 look

4 **Aim** To role-play a dialogue deciding what to wear

- Explain the task and ask Ss to act out a similar dialogue to the one in Ex. 3 in closed pairs using the prompts and the language in the box to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and offer assistance as necessary.
- Then ask some pairs to act out their dialogues in front of the class.
- Have Ss use a recording device to record themselves.

Suggested Answer Key

A: What are you going to wear to our cousin's barbecue?

B: My new dress and my high-heeled shoes.

A: Don't you think a dress and high-heeled shoes are a bit too much to wear to a barbecue?

B: Hmm. Maybe you're right. How about jeans then?

A: Yes. You've got lots of nice jeans. The black ones really suit you.

B: But I don't like them so much. I'll wear my blue ones. What are you going to wear?

A: I'm thinking of wearing my jeans with a white shirt.

B: Really? I prefer your blue shirt. It really suits you.

A: OK. I'll wear that then.

- A: *What are you going to wear for the cycling trip?*
 B: *My jeans and trainers.*
 A: *Don't you think jeans will be a bit uncomfortable on a cycling trip?*
 B: *Hmm. Maybe you're right. How about shorts then?*
 A: *Yes. You've got lots of nice shorts. The white ones really suit you.*
 B: *But they aren't clean. I'll wear my blue ones. What are you going to wear?*
 A: *I'm thinking of wearing shorts and my blue T-shirt.*
 B: *Really? I prefer your green T-shirt. It really suits you.*
 A: *OK. I'll wear that then.*

- A: *What are you going to wear to the presentation at work?*
 B: *My jeans and a green blouse.*
 A: *Don't you think jeans are a bit too casual to wear to a presentation?*
 B: *Hmm. Maybe you're right. How about trousers then?*
 A: *Yes. You've got lots of nice trousers. The black ones really suit you.*
 B: *But they aren't very comfortable. I'll wear my grey ones. What are you going to wear?*
 A: *I'm thinking of wearing black trousers with a white shirt.*
 B: *Really? I prefer your blue trousers. They really suit you.*
 A: *OK. I'll wear those then.*

Pronunciation

5 **Aim** To learn the pronunciation of diphthongs

/eɪ/, /aɪ/, /ɔɪ/

- Play the recording. Ss listen and repeat chorally and/or individually.
- Elicit other words with the same sounds from Ss around the class.

Answer Key

/eɪ/ *day, play, weigh*

/aɪ/ *eye, sky, guy*

/ɔɪ/ *toy, employ*

Reading & Writing

6 **Aim** To analyse a rubric

Ask Ss to read the task and then answer the questions. Elicit answers from Ss around the class.

Answer Key

- 1 *I am going to write an article for a magazine.*
- 2 *I should write about a person I greatly admire and give reasons why they are inspiring to me. My piece of writing should be 120-150 words.*

7 **Aim** To read for cohesion and coherence; to expand on vocabulary (word formation)

- Go through the theory box with Ss and then give Ss time to read the article and complete the task by forming adjectives from the words in brackets.
- Check Ss' answers on the board.

Answer Key

- | | | |
|--------------|---------------|--------------|
| 1 famous | 3 attractive | 5 acceptable |
| 2 successful | 4 responsible | |

- You can ask Ss to start a Word Formation section in their notebooks and list words under the following headings. Ss can add words using their dictionaries to check the derivatives. Ss can revise regularly.

abstract noun **person noun** **adjective** **adverb**
 fame — famous famously

8 **Aim** To introduce/practise linking ideas

- Go through the **Writing Tip** with Ss. Focus Ss' attention on punctuation in the examples.
- Give Ss time to join the sentences using the linking words in brackets.
- Check Ss' answers.

Suggested Answer Key

- 1 *Roger is friendly and he is caring as well.*
- 2 *John suffers from a disease. However, he is a champion swimmer.*
- 3 *Fran looks after old people and also cares for stray animals.*
- 4 *Although Becky is very young, she has a successful career.*
- 5 *Hugo usually has a lot of energy but he gets tired sometimes.*

Writing

9 a) **Aim** To prepare for a writing task

Ask Ss to reread the task in Ex. 6 and then think about an inspiring person they know of and make notes under the headings in their notebooks.

Suggested Answer Key

Name: *Steve Brown*

Where from: *Great Britain*

What famous for: *well-known athlete from wheelchair rugby*

Achievements: *accident at the age of 23, Steve is one of the best wheelchair rugby players in the UK and Team GB captain in the 2012 Paralympics*

Appearance: *fit and attractive with short blond hair and blue eyes*

Character: cheerful and confident

Why inspiring: he doesn't give up and he follows his dreams

b) Aim To write an article

- Give Ss time to write their articles using their notes in Ex. 9a and following the plan. Remind Ss to give their article a title.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A Great Role Model

The person I really admire is British Paralympian and TV presenter Steve Brown. He's a well-known athlete from wheelchair rugby. However, being unable to walk doesn't stop him from having a successful career.

Starting after an accident at the age of 23, Steve is one of the best wheelchair rugby players in the UK and Team GB captain in the 2012 Paralympics.

Steve is fit and attractive with short blond hair and blue eyes. He is always cheerful and confident and he helps other people in wheelchairs build their confidence too. Steve inspires me because he doesn't give up and he follows his dreams. As well as playing wheelchair rugby, he now also works as a sports commentator and a wildlife presenter, as he loves nature.

Values

Ask Ss to think about the quotation. Then initiate a class discussion about the meaning of the quotation and encourage Ss to participate. You can ask Ss to research for similar quotations and present them in the next lesson.

Suggested Answer

A: *I think the quotation means that being kind is a universal language that everyone understands.*

B: *I agree. Showing kindness is the best way to deal with everyone.*

Culture 1

Reading & Listening

1 Aim To introduce the topic and listen and read for specific information

- Read out the question and elicit Ss' guesses in answer to it.
- Then play the recording. Ss listen to and read the text and find out.

Answer Key

Scottish men wear kilts on traditional and formal occasions.

2 Aim To consolidate new vocabulary

- Ask Ss to look at the picture and the highlighted words and then read the text again and match the words to the numbers.
- The give Ss time to look up the words in bold in the Word List or in their dictionaries and elicit explanations from Ss around the class.

Answer Key

- | | |
|------------|-------------------|
| 1 sporran | 4 hose |
| 2 kilt pin | 5 ghillie brogues |
| 3 pleats | |

Suggested Answer Key

occasion (n): a special event

event (n): something important that happens

cloth (n): material used to make clothing, etc

pattern (n): a repeated design

pouch (n): a small soft bag

unlike (prep): not the same as

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.
- Play the video for Ss and elicit their comments.

Speaking & Writing

3 Aim To consolidate new vocabulary

Direct Ss' attention to the photo and then ask various Ss to present the kilt to the class using their answers in Ex. 2 as necessary.

Suggested Answer Key

The kilt is a traditional piece of clothing from Scotland. It is made of a thick high quality wool cloth called twill. The Scottish wear it with a small pouch called a sporran, a kilt pin that holds the kilt together, socks called hose and shoes called ghillie brogues.

4 Aim ICT To develop research skills; to write a short article about a traditional piece of clothing from one's country

- Explain the task and give Ss time to research online and collect information about a traditional piece of clothing from their country and then make notes under the headings.
- Give Ss time to use their notes to write a short article for an online travel website.
- Alternatively, assign the task as HW and ask Ss to share their articles in the next lesson.

Suggested Answer Key

Name and where/when it is from: sari, India and Asia

Description: large piece of silk or cotton cloth wrapped around the body and worn over the shoulder, often worn with a short top called a choli and an underskirt called a parkar

Present popularity: women wear it every day in some countries such as Bangladesh and Sri Lanka and women in other countries such as Pakistan wear it for special occasions, e.g. weddings, formal events

A sari is a piece of clothing that women from India and Asia wear. It is a large piece of silk or cotton cloth wrapped around the body and worn over the shoulder. Women often wear it with a short top called a choli and an underskirt called a parkar. Women wear it every day in some countries such as Bangladesh and Sri Lanka and women in other countries such as Pakistan wear it for special occasions such as weddings and formal events.

Review 1**Vocabulary****1 Aim To consolidate vocabulary from the unit**

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

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

2 Aim To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 raincoat 3 polo-neck 5 suit
2 fit 4 Skinny 6 walking

3 Aim To practise prepositional phrases and phrasal verbs

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 after 3 of 5 up
2 to 4 for 6 to

Grammar**4 Aim To practise the present simple and the present continuous**

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 enjoy 5 does your plane leave
2 are getting 6 Is your daughter
3 doesn't wear studying
4 isn't going

5 Aim To practise relative pronouns

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 where 3 whose 5 who
2 which 4 when

Everyday English**6 Aim To match exchanges**

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 d 2 e 3 a 4 c 5 b

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel for each of the listed activities.

2

Reading Time

Topic	
In this unit, Ss will explore the topics of types of books and feelings.	
2a Reading & Vocabulary	12-13
<p>Lesson objectives: To learn vocabulary for types of books, to read for gist, to listen and read for gist, to read for key information (multiple matching), to learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with <i>break</i>, to design and talk about a book cover, to write about a book</p> <p>Vocabulary: Types of books (<i>thriller, science fiction, crime, horror, textbook, biography, fantasy, travel, romance, mystery, health, science, comedy, history, action & adventure</i>); Adjectives describing books (<i>amusing, interesting, full of action, educational, complicated, confusing, serious, easy to read, exciting, impossible to put down, scary, silly, realistic, powerful, full of imagination, dull, difficult to read, unbelievable, original, clever</i>); Nouns (<i>throne, epic, spaceship, bestseller</i>); Verbs (<i>rule, break, look, see, watch</i>); Phrasal verbs (<i>settle down, break down/into/out/up</i>); Adjectives (<i>missing, main, depressed, unlikely</i>); Adverb (<i>totally</i>); Phrase (<i>secret code</i>)</p>	
2b Grammar in Use	14-15
<p>Lesson objectives: To learn/revise the past simple and the past continuous, to learn/revise <i>used to/would</i></p>	
2c Skills in Action	16-17
<p>Lesson objectives: To learn vocabulary for feelings, to listen for gist, to act out a dialogue and practise everyday English for narrating an event and expressing sympathy, to learn the intonation in interjections, to read for cohesion & coherence (time words), to write a story</p> <p>Vocabulary: Feelings (<i>relieved, embarrassed, miserable, confused, nervous, disappointed, bored, annoyed, amazed, scared</i>)</p>	
Culture 2	18
<p>Lesson objectives: To read for gist, to listen and read for cohesion and coherence (multiple choice cloze), to talk about a famous book character, to present a famous book character</p> <p>Vocabulary: Nouns (<i>collection, detective, intelligence, moustache, circumstances, tragedy</i>); Verbs (<i>rush, unlock, ignore</i>); Adjectives (<i>popular, fine, proper</i>); Phrase (<i>a link in the chain</i>)</p>	
Review 2	19
<p>Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit, to practise everyday English</p>	

Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

2a

Vocabulary

1 **Aim** To present vocabulary related to types of books

- Ask Ss to read out the words in the list. Explain/Elicit the meanings of any unknown vocabulary. Explain that fiction is literature created from imagination whereas non-fiction is literature based on fact.
- Give Ss time to consider their answers and then ask various Ss to tell the class which of the types of books are fiction/non-fiction.

Answer Key

Fiction: *thriller, science fiction, crime, horror, fantasy, romance, mystery, comedy, action & adventure*

Non-fiction: *textbook, biography, travel, health, science, history*

2 **Aim** To rank items in order of preference

- Ask Ss to look at the fiction books in Ex. 1 and give them time to rank them in order of personal preference.
- Go through the list of adjectives and explain/elicite the meanings of any unknown words.
- Ask two Ss to read out the example and then ask Ss to compare their list with their partner's, using the adjectives in the list and following the example.
- Monitor the activity around the class.
- Ask some pairs to tell the class.

Suggested Answer Key

A: *I like thrillers most of all. They're clever.*

B: *Oh, really? I prefer comedy books. They're easy to read and amusing.*

A: *Well, I can't stand science fiction books. I find them complicated and confusing. etc*

Listening & Reading

3 **Aim** To read for gist

Ask Ss to read the descriptions and elicit which types of books the people like reading from Ss around the class.

Suggested Answer Key

1 *Jake likes action & adventure books.*

2 *Patsy likes comedies.*

3 *Sam likes science fiction books.*

4 *Aidan likes reading fantasy stories.*

4 **Aim** To listen and read for gist

- Ask Ss to read the titles of the books in the text and elicit what type of story each one suggests from Ss around the class.
- Play the recording. Ss listen and check.

Answer Key

A suggests a fantasy story.

B suggests a science fiction story.

C suggests a crime story.

D suggests an action & adventure story.

E suggests a comedy.

5 **Aim** To read for key information (multiple matching)

- Read out the **Study Skills** box and tell Ss that this tip will help them to complete the task successfully.
- Ask Ss to read the descriptions of the people in Ex. 3 and the descriptions of the books in Ex. 4 again and give them time to complete the task.
- Check Ss' answers. Ss justify their answers.
- Then give Ss time to explain the words in bold by using the Word List or their dictionaries to help them. Elicit explanations from Ss around the class.

Answer Key

- 1 D (move fast – action, excitement; popular/classics – was bestseller)
- 2 E (ordinary people – two boys; everyday problems – never grew up, parents broke up, friendship; teach about life – help fix life)
- 3 B (amusing – funny, strange lands – Mars; interesting main character – first Martian; wants to learn – educational)
- 4 A (longer – 694 pages, exciting storyline – ancient families ... the land, thrilling read; imaginary worlds – the Seven Kingdoms of Westeros)

Suggested Answer Key

settle down (phr v): to get comfortable

totally (adv): completely

missing (adj): not being able to be found

break (v): to solve sth (e.g. a code)

bestseller (n): a book that sells a lot

depressed (adj): being very unhappy

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.
- Play the video for Ss and elicit their comments.

Background Information

George R R Martin (b. 1948) is an American writer best known for his epic fantasy series *A Song of Ice and Fire*, which the *Game of Thrones* TV series is based on. The first volume is called *A Game of Thrones* (1996).

Andy Weir (b. 1972) is an American science-fiction writer. His first novel *The Martian* (2011) was made into a film. He has written many other novels and short stories including *The Egg* (2009) and *Artemis* (2017).

Jo Nesbø (b. 1960) is a Norwegian writer and musician. He is best known for writing crime novels with the character Harry Hole. Some of his novels are *The Bat* (2012), *Nemesis* (2008), *The Snowman* (2010), *Phantom*, (2012) and *The Thirst* (2017).

Dan Brown (b. 1964) is an American author best known for his thrillers featuring Robert Langdon. A number of his books have been made into films. His most famous works include *Angels & Demons* (2000), *The Da Vinci Code* (2003), *The Lost Symbol* (2009) and *Inferno* (2013).

Nick Hornby (b. 1957) is an English writer and screenwriter. He has written a number of bestselling novels and award-winning screenplays. These include: *High Fidelity* (1995), *Fever Pitch* (1997), *About a Boy* (1998), and *Brooklyn* (2015).

6 **Aim** To consolidate prepositional phrases

- Give Ss time to read the gapped sentences and fill the gaps with the correct prepositions.
- Then check Ss' answers.

NOTE: Ask Ss to add the prepositional phrases to the Prepositions section in their notebook. Ss can revise regularly.

Answer Key

- | | | |
|---------|------|---------|
| 1 by | 3 at | 5 at |
| 2 about | 4 as | 6 about |

7 **Aim** To consolidate collocations

- Explain the task and give Ss time to complete the phrases using the words in the list.
- Then check Ss' answers by having Ss use the phrases in sentences of their own.

NOTE: Ask the Ss to add the collocations to the Collocations list in their notebooks.

Answer Key

- | | | |
|-----------|---------|---------|
| 1 stay | 4 build | 7 break |
| 2 arrives | 5 wear | 8 take |
| 3 falls | 6 solve | |

Suggested Answer Key

The character did his best to **stay alive**.

Until **help arrived**, the character was on her own.

I love it when **snow falls** in winter.

In winter we always **build a snowman** when it snows.

We usually make our snowman **wear a scarf** and put a carrot for a nose.

Detectives can **solve crimes**.

I am not very good at **breaking codes** as I don't know much about computer programming.

I convinced my friend to **take a chance** and read a fantasy story.

8 Aim To understand words easily confused

- Explain the task and give Ss time to use their dictionaries (digital or printed) to help them complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------|-------|---------|
| 1 looked | 2 saw | 3 watch |
|----------|-------|---------|

9 Aim To learn phrasal verbs with break

- Ask Ss to read the phrasal verbs box and make sure that Ss understand the definitions.
- Then give Ss time to complete the task and check their answers.
- Tell Ss to add the phrasal verbs to the section at the back of their notebooks and include their definitions. Remind Ss to revise this list from time to time.

Answer Key

- | | | |
|-------|--------|------|
| 1 out | 3 down | 5 up |
| 2 up | 4 into | |

Speaking & Writing**10 a) Aim  To develop creative skills; to design a book cover**

- Explain the task and give Ss time to work in small groups and design a book cover for a book from their own imagination.
- Ask various Ss around the class to share their answers with the class.

Suggested Answers

Our book will be a fantasy one. The title will be *Nowhere and it will show a glass castle up near a cliff*.

b) Aim To write a short paragraph about a book

- Explain the task and give Ss time to write a short paragraph about their book following the examples in the text.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

This novel is about the magical land of Nowhere and Princess Daisy. She must stay alive and solve the mystery of who killed her father before she takes the throne. She has her magical friends to help her but can she trust them?

2b Grammar in Use**1 Aim To present/revise the past simple and the past continuous**

- Ask Ss to read the story and identify the past simple and past continuous forms used. Elicit how these tenses are formed.
- Read out the list of uses and have Ss say which tense matches which use.
- Refer Ss to the **Grammar Reference** section for detailed information.

Answer Key

We form the past simple of regular verbs with the base form of the main verb + -ed. Irregular verbs have got their own forms.

We form the past continuous with was/were + the -ing form of the main verb.

We use the past simple for:

- actions that happened at a definite time in the past (stated or implied) – *changed, made, had, felt*
- actions that happened one after the other in the past – *went, got, crashed*

We use the past continuous for:

- an action in progress at a specific time in the past – *were sailing*
- two or more actions in progress at the same time in the past – *were helping, were talking*
- a past action in progress when another action interrupted it (the interrupting action is in the past simple) *was trying, shouted*
- background information in a story – *was blowing*

2 Aim To practise the past simple and the past continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 were you, fell, took
- 2 Was it snowing, was snowing, didn't stop
- 3 Did you see, was going
- 4 did Susie look, heard, wasn't
- 5 were you doing, were searching, was waiting

3 Aim To practise the past simple and the past continuous

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.
- Elicit answers to the questions from Ss around the class.

Answer Key

- | | |
|------------------|--------------|
| 1 was | 7 was taking |
| 2 wasn't raining | 8 was going |
| 3 was shining | 9 pulled |
| 4 was raining | 10 drove |
| 5 was moving | 11 felt |
| 6 heard | 12 wanted |

Suggested Answer Key

- A: What was the weather like at first?
 B: The sun was shining.
 A: What did Paul do when it started raining?
 B: He went under a tree.
 A: What did he hear?
 B: He heard a shout for help.
 A: Who was asking for help?
 B: A man.
 A: What did Paul do when he saw the man in the river?
 B: He jumped in, grabbed his arm and pulled him to the river bank.
 A: Where did Paul take the man?
 B: To hospital.
 A: What did the doctors say?
 B: They said he was fine.
 A: What did Paul want?
 B: He wanted to go home and have a hot shower.

4 Aim To practise linking ideas

- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

Answer Key

- 2 a 3 e 4 d 5 b

Aidan was watching TV while his brother was getting dressed.

I was having a bath when my doorbell rang.

I heard a noise in the garden so I went to see what it was.

Amy went to bed early last night because she was very tired.

5 Aim To practise avoiding repetition

- Read out the box and explain that this tip will help Ss to complete the task successfully.
- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

Answer Key

- 1 He was running down the street carrying a big box.
- 2 They were standing on the beach admiring the view.
- 3 Olivia was sitting in front of the TV eating her dinner.
- 4 Max was sitting in the garden reading a book.
- 5 Jenny and Ann were drinking coffee talking about their summer plans.

6 Aim To present/revise used to/would

- Ask Ss to read the box.
- Then direct Ss' attention to the underlined verbs in the text on p. 14 and elicit answers to the questions.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- 1 The first underlined verb ('used to be') is talking about a past state. The second ('would meet') is talking about a past habit.
- 2 No. **Would** cannot be used to talk about a past state.
- 3 Yes. **Used to** and **would** can both be used to talk about a past habit.

7 Aim To practise used to/would

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | |
|-----------------|-----------------|
| 1 used to/would | 5 used to |
| 2 used to | 6 used to/would |
| 3 used to/would | 7 used to |
| 4 used to | 8 used to/would |

Speaking**8 Aim To practise using used to/would**

- Explain the task. Ask Ss to read the ideas and then talk in pairs about their past states/habits using *used to*.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

10 a) **Aim** To keep notes

Ask Ss to read the rubric in Ex. 9 again and play the recording. Ss keep notes.

b) **Aim** To write a story

- Give Ss time to write their stories using their notes in Ex. 10a and following the plan.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key**Almost Lunch!**

Mark and Paul were walking along the beach carrying their surfboards. The sun was shining and the waves were crashing on the beach. It was a perfect day for surfing.

While Paul was cleaning his board, Mark went surfing. Paul was relaxing on the beach when he saw a dark shape in the water moving towards Mark. It was a shark!

Paul jumped up and shouted to Mark to get out of the water. Mark was riding a wave and at first, he didn't hear him. Paul started waving his hands and shouting louder. Mark saw him and paddled as fast as he could. Paul ran to meet him and pulled him out of the water just in time.

As they watched the shark swim away, they both felt relieved. "I was almost that shark's lunch!" said Mark.

Values

Ask Ss to think about the quotation. Then initiate a class discussion about the meaning of the quotation and encourage Ss to participate. You can ask Ss to research for similar quotations and present them in the next lesson.

Suggested Answer

A: I think the quotation means that imagination helps us get very far in life.

B: I don't quite agree. I think it means more than that. I think it means that your imagination allows you to be free.

Culture 2**Reading & Listening**1 **Aim** To introduce the topic and read for specific information

- Ask Ss to look at the picture. Read out the questions in the rubric and then give Ss time to read the text and find out.
- Elicit answers from Ss around the class.

Answer Key

The character is Hercule Poirot. Agatha Christie created him. He works with Captain Hastings.

2 a) **Aim** To read for cohesion and coherence (multiple choice cloze)

Ask Ss to do the task. Point out that Ss need to look at the words before/after each gap as they will help them do the task.

b) **Aim** To listen for confirmation

- Play the recording. Ss listen and check their answers to Ex. 2a.
- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.
- Play the video for Ss and elicit their comments.

Answer Key

1 C 2 A 3 D 4 B 5 C

3 **Aim** To consolidate new vocabulary

Direct Ss' attention to the words in bold in the text and then give Ss time to match them to the synonyms in the list using their dictionaries as necessary.

Answer Key

popular = well-liked

finest = most stylish

rushes = moves quickly

unlocked = opened

proper = correct

ignore = not pay attention to

Speaking & Writing4 **Aim**  To develop critical thinking skills

Give Ss time to consider their answers to the question and then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I think Hercule Poirot is a popular character because he is very clever and his intelligence is impressive to readers. I think he is also popular because his character is a little strange. I think reading about a short well-dressed Belgian detective with a moustache and funny eating habits who solves mysteries is interesting to a lot of people.

5 **Aim** ICT To develop research skills; to write/ present a short text about a book character

- Explain the task and give Ss time to research online and collect information about a book character and then make notes under the headings.
- Give Ss time to use their notes to present their character to the class.
- Alternatively, assign the task as HW and ask Ss to present their characters in the next lesson.

Suggested Answer Key

Who he/she is: Miss Marple

Where he/she appears: in crime fiction novels by Agatha Christie

Why he/she is a great character: She is a kind, little, old lady famous for her intelligence and her stories of St. Mary Mead, the village where she lives. She always links a crime to a story from her village through a comment by one of the people involved or in some other way.

Miss Marple appears in crime fiction novels by Agatha Christie. She is a kind, little, old lady famous for her intelligence and her stories of St. Mary Mead, the village where she lives. She always links a crime to a story from her village through a comment by one of the people involved or in some other way.

Review 2

Vocabulary

1 **Aim** To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|---------------|-----------|
| 1 non-fiction | 4 saw |
| 2 adventure | 5 amusing |
| 3 bestseller | |

2 **Aim** To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-------------|----------------|
| 1 stayed | 5 disappointed |
| 2 took | 6 embarrassed |
| 3 solved | 7 relieved |
| 4 confusing | 8 annoyed |

3 **Aim** To practise prepositional phrases and phrasal verbs

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|------|---------|------|
| 1 up | 3 down | 5 as |
| 2 by | 4 about | |

Grammar

4 **Aim** To practise the past simple and the past continuous

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------------|----------------|
| 1 was booking | 4 was shining |
| 2 were you doing | 5 closed |
| 3 didn't hear | 6 were walking |

5 **Aim** To practise used to/would

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|-----------------|
| 1 used to | 4 used to |
| 2 used to/would | 5 used to/would |
| 3 used to | |

Everyday English

6 **Aim** To match exchanges

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 c | 2 d | 3 e | 4 a | 5 b |
|-----|-----|-----|-----|-----|

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel for each of the listed activities.

3

All around the world

Topic	
In this unit, Ss will explore the topic of travel and means of transport.	
3a Reading & Vocabulary	20-21
Lesson objectives: To learn vocabulary for means of transport, to read for gist, to listen for specific information, to read for specific information (T/F/DS statements), to learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with <i>run</i> , to talk about a visit to a place, to write a comment on a blog Vocabulary: Means of transport (<i>reindeer sled, Monte toboggan, rainforest zip-line tour, reed boats, bamboo train, classic cars</i>); Nouns (<i>ride, platform, wheel, railway track, uniform, travel, journey, trip</i>); Verbs (<i>shine, whizz</i>); Phrasal verbs (<i>come across, set up, run into/after/out of/over</i>); Adjectives (<i>early, foreign</i>)	
3b Grammar in Use	22-23
Lesson objectives: To learn/revise the present perfect and the present perfect continuous, to learn/revise the <i>past perfect</i> and the <i>past perfect continuous</i> , to learn/revise the definite article (<i>the</i>)	
3c Skills in Action	24-25
Lesson objectives: To learn vocabulary for parts of an airport, to listen for specific information (gap fill), to read for cohesion & coherence (missing sentences), to act out a dialogue and practise everyday English for reporting lost luggage, to learn the pronunciation of silent letters, to read for cohesion & coherence (word formation), to write an article describing a journey Vocabulary: Parts of an airport (<i>departures, arrivals, check-in, passport control, information, baggage reclaim, duty-free, customs</i>)	
Culture 3	26
Lesson objectives: To scan a text, to listen and read for specific information (sentence completion), to talk and write about a symbol of one's country/capital city Vocabulary: Nouns (<i>underground railway, line, diamond, curve, symbol</i>); Verb (<i>change</i>), Adjectives (<i>confusing, straight, bold, amusing</i>); Phrase (<i>at the bottom of</i>)	
Review 3	27
Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit, to practise everyday English	

Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

3a

Vocabulary

1 **Aim** To generate vocabulary for means of transport

- Ask Ss around the class to name different means of transport we use while on holiday. Write them on the board under each category.
- Ask individual Ss which their favourite means of transport is and why.

Suggested Answer Key

by air: plane, helicopter

by rail: train

by road: coach, bus, car, motorbike, scooter, rickshaw, taxi, quad bike

by water: boat, ship, gondola, ferry

My favourite means of transport while on holiday is a plane because I get excited on the journey to a faraway place. It's comfortable and safe, too.

2 a) **Aim** To present vocabulary related to unusual means of transport

- Ask Ss to look at photos 1-6 and read the list of countries and decide in pairs which form of transport they think comes from which country.
- Ask various Ss to tell the class.

Ss' own answers

b) **Aim** To listen for specific information

Play the recording. Ss listen and find out if their guesses were correct.

Answer Key

- | | |
|--------------|------------|
| 1 Finland | 4 Peru |
| 2 Portugal | 5 Cambodia |
| 3 Costa Rica | 6 Cuba |

Reading & Listening

3 **Aim** To introduce the topic of a text and listen and read for gist

- Ask Ss to skim the text quickly and elicit which photos each one relates to.
- Play the recording. Ss listen to and read the text to check.

Answer Key

- A 6 B 5 C 3 D 2

4 **Aim** To read for specific information (T/F/DS statements)

- Ask Ss to read the statements and then give them time to read the text again and mark them accordingly.
- Check Ss' answers and then give Ss time to look up the meanings of the words in bold in the Word List or in their dictionaries and elicit definitions from Ss around the class.

Answer Key

- 1 T (a 1950s American car)
- 2 DS
- 3 DS
- 4 F (wasn't very comfortable)
- 5 T (I spent ... the trees!)
- 6 F (We're about ... tourist)

- Elicit meaning of bolded words. Alternatively, give Ss time to look up the meanings of the words in the **Check these words** box in the Word List or their dictionaries.

Suggested answer key

early (adj): near the beginning of sth

shine (v): to sparkle

foreign (adj): coming from a country that is not yours

come across (phr v): to meet by chance

set up (phr v): to establish a business

whizz (v): to move fast

uniform (n): a special set of clothes worn when doing some jobs

- Play the video for Ss and elicit their comments.

Background Information

Portugal (the Portuguese Republic) is a country in Southern Europe bordering Spain and the Atlantic Ocean. The capital city is Lisbon and the population is 10.4 million people. It is a popular tourist destination.

Cuba (the Republic of Cuba) is a Latin American island country in the north Caribbean. The capital city is Havana and the people speak Spanish. The population is 11 million.

Finland (the Republic of Finland) is a Scandinavian country between Norway, Sweden and Russia. The capital city is Helsinki and the population is 5.5 million people.

Peru (the republic of Peru) is a country on the west coast of South America. The capital city is Lima and the population is 32 million people. The people speak Spanish.

Background Information

Costa Rica (the Republic of Costa Rica) is a country in Central America. The capital city is San José and the population is 4.9 million people. The people speak Spanish.

Cambodia (The Kingdom of Cambodia) is a country in Southeast Asia. The capital city is Phnom Penh and it has a population of 15.2 million people. It was previously the Khmer Empire and it borders Thailand, Laos and Vietnam.

5 **Aim** To consolidate new vocabulary

- Give Ss time to read the words in the list and the paragraph and replace the bold words with their opposites using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Suggested Answer Key

- | | |
|---------------|-----------|
| 1 long | 6 fast |
| 2 modern | 7 hot |
| 3 wide | 8 amazing |
| 4 comfortable | 9 cheap |
| 5 huge | |

6 **Aim** To consolidate new vocabulary & practise collocations

- Ask Ss to choose the correct verbs to match the items a and b.
- Check Ss' answers and then give Ss time to use the collocations in sentences.
- Ask various Ss around the class to share their sentences with the rest of the class.

Answer Key

- | | |
|----------|--------|
| 1 a go | b have |
| 2 a take | b go |
| 3 a go | b do |
| 4 a do | b go |
| 5 a make | b go |
| 6 a take | b go |

Suggested Answer Key

I would like to **go on holiday** tomorrow.

Are you going to **have a holiday** this year?

Let's **take a trip** this weekend.

Where would you like to **go on a trip**?

Mary loves **going shopping**.

I have to go to the supermarket later to **do some shopping**.