

## UNIT 1: LANGUAGE PRACTICE

### **To be**

#### **1 Complete the sentences with the correct word.**

- 1 Madrid is the capital of Spain.
- 2 I \_\_\_\_\_ from Cambridge in the south of England.
- 3 Sydney and Canberra \_\_\_\_\_ in Australia.
- 4 \_\_\_\_\_ you from America? No, I'm \_\_\_\_\_. I'm from Canada.
- 5 \_\_\_\_\_ Edinburgh in Scotland or Wales?
- 6 \_\_\_\_\_ Canberra and Sydney in New Zealand?
- 7 Arsenal and Chelsea \_\_\_\_\_ big football clubs in London.
- 8 Where is Rome? \_\_\_\_\_ in Italy.

### **There is, there are (+ any)**

#### **2 Underline and correct the mistake in the sentences.**

- 1 Are there a airports in Manchester? Are there any airports in Manchester?
- 2 Yes, there are an airport in Manchester.
- 3 There aren't no parks in this town.
- 4 There is a school in Oxford?
- 5 No, it isn't a beach in Madrid.
- 6 There are any cinemas in New York?

### **Adjectives**

#### **3 Choose a word from the box to complete each sentence.**

expensive	quiet	dry	cheap	<del>cold</del>	noisy	wet	big
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- 1 It is always very cold in the Arctic and Antarctic.
- 2 Nightclubs and discos are \_\_\_\_\_ places.
- 3 Libraries are usually \_\_\_\_\_ places.
- 4 This watch isn't cheap. It's very \_\_\_\_\_ .
- 5 Where is my umbrella? It's raining and \_\_\_\_\_ today.
- 6 Chicago is a \_\_\_\_\_ city in The USA.
- 7 In the Sahara Desert it's hot and \_\_\_\_\_ .
- 8 There are some good \_\_\_\_\_ restaurants in London.

## UNIT 1: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to consolidate students' understanding of *to be, there is/there are (+any)*;  
to extend students' use of adjectives from Lesson 1.1.  
This worksheet is designed to be used after Lesson 1.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### To be

- 1 Students can work in pairs or alone to complete the sentences. When students have finished, refer them to the grammar box on page 7 of the Course Book to check their answers. Elicit answers from the students.

**Answers:**

1 is 2 'm 3 are 4 Are, not 5 Is 6 Are 7 are 8 It's

### There is, there are (+ any)

- 2 Students work in pairs to first of all work out what the mistake is in each sentence. They underline the mistake and then correct it. Elicit answers from the students.

**Answers:**

- 1 Are there any airports in Manchester?  
2 Yes, there is an airport in Manchester.  
3 There aren't any parks in this town.  
4 Is there a school in Oxford?  
5 No, there isn't a beach in Madrid.  
6 Are there any cinemas in New York?

### Adjectives

- 3 Before students start this exercise, ask them to look at the adjectives in the box and make a short sentence with each adjective. Students say their sentences to their partner. Ask students to feedback to the class.

Check that students know the vocabulary *library/libraries* and *umbrella*. Students then do the exercise deciding which word goes in each gap. Elicit answers from the students.

**Answers:**

1 cold 2 noisy 3 quiet 4 expensive 5 wet 6 big 7 dry 8 cheap

## UNIT 1: READING

- 1 Read the text about Paris and Edinburgh and complete the sentences with the correct word.

### Paris

Paris is the capital of France. It's a big city. The population is over two million. There are a lot of good French restaurants. The coffee is very good! The River Seine is in Paris. There is a famous tower called the Eiffel Tower. A big street called 'Champs Élysées' is near the Eiffel Tower. There are some beautiful clothes shops in the city. Some are expensive and some are cheap. There are a lot of art galleries and a famous one called Le Louvre. Paris is a beautiful city.

### Edinburgh

Edinburgh is a city in Scotland in the UK. It is often cold and wet in the winter. Edinburgh is a very old city with a population of approximately half a million. There is a big castle on a hill in the city. There is a big street called 'The Royal Mile'. There are some beautiful old houses in Edinburgh. The city is famous for the Edinburgh festival every year in August. There are lots of theatre performances at the festival. The Highlands of Scotland are north of Edinburgh.

- 1 Paris is a big city.  
a) small          b) quiet          c) big
- 2 There are a lot of \_\_\_\_\_ restaurants in Paris.  
a) small          b) good          c) cheap
- 3 Le Louvre is a famous \_\_\_\_\_ .  
a) park          b) theatre          c) art gallery
- 4 The castle in Edinburgh is on a \_\_\_\_\_ .  
a) canal          b) hill          c) bridge
- 5 There are some beautiful \_\_\_\_\_ houses in Edinburgh.  
a) new          b) cheap          c) old
- 6 The Highlands of Scotland are \_\_\_\_\_ of Edinburgh.  
a) north          b) south          c) west

- 2 Complete the table with information about Paris and Edinburgh.

	Paris	Edinburgh
Location	<i>France</i>	
Population		
Famous place or event		
Name of a big street		

## UNIT 1: READING

### TEACHER'S NOTES

- Aim:** to provide a reading text on the unit theme.  
This worksheet is designed to be used after Lesson 1.1.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

- 1 Before students read the text, write the following vocabulary items from the text on the board and check students' understanding: *near, called, art galleries, often, hill, festival, theatre performance*. Ask students who know the meaning to make a sentence as an example.

Students then read the text and do the multiple-choice sentences. Elicit answers.

**Answers:**

1 c 2 b 3 c 4 b 5 c 6 a

- 2 Students work in pairs to find out the information about both cities. They write the information in the box. Ask students to write one extra fact about the cities when they have finished.

**Answers:**

	Paris	Edinburgh
Location	France	Scotland
Population	Over two million	Approximately half a million
Famous place or event	Eiffel Tower	Edinburgh Festival
Name of a big street	Champs Élysées	The Royal Mile

## UNIT 1: STUDY SKILLS

### Using your dictionary

1 Read the words in the box. Then write them below in alphabetical order.

dry big cheap ~~bad~~ beautiful college bus station car park  
swimming pool shopping

- |                    |          |
|--------------------|----------|
| 1 <u>bad</u> (adj) | 6 .....  |
| 2 .....            | 7 .....  |
| 3 .....            | 8 .....  |
| 4 .....            | 9 .....  |
| 5 .....            | 10 ..... |

Write *n* for noun or *adj* for adjective next to each of the words. Check in your dictionary.

2 Match the underlined vowels with the correct sound. Check in your dictionary.

- |                      |         |
|----------------------|---------|
| 1 famous <u>b</u>    | a) /ɑ:/ |
| 2 <u>r</u> estaurant | b) /eɪ  |
| 3 pa <u>r</u> k      | c) /e/  |
| 4 qui <u>e</u> t     | d) /u:/ |
| 5 muse <u>u</u> m    | e) /aɪ/ |
| 6 bea <u>u</u> tiful | f) /i:/ |

### Writing skills: linkers

3 Use *and* to join these sentences.

- 1 There are some good shops in the city. There are a lot of restaurants in the city.  
There are some good shops and a lot of restaurants in the city.
- 2 Barcelona is a beautiful city. Barcelona is a very busy city.
- 3 The mountains are very peaceful in the summer. The mountains are warm in the summer.
- 4 Are there any cheap restaurants in the city? Are there any good museums in the city?
- 5 It is hot in this town in the summer. It is dry in this town in the summer.
- 6 It's a noisy city. It's a big city.
- 7 There's a big university in this town. There's a famous football team in this town.
- 8 It's a small cafe. It's a quiet cafe.

4 Now write four sentences of your own using the linker *and*.

## UNIT 1: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to provide further practice in using dictionaries;  
to practise alphabetical ordering and reading phonetics;  
to consolidate writing skills using the linker *and*.

This worksheet is designed to be used after Lesson 1.4.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

### *Using your dictionary*

- 1 This exercise provides further practice in putting words into alphabetical order. Note that some words start with the same letter. Remind students to look at the second letter of the word to correctly order the list. Monitor whilst students work to check for questions. Students can compare their list with their partner. They then decide whether each word is a noun or adjective and write this next to the word. Students check in their dictionaries.

**Answers:**

1 bad – *adj* 2 beautiful – *adj* 3 big – *adj* 4 bus station – *n* 5 car park – *n*  
6 cheap – *adj* 7 college – *n* 8 dry – *adj* 9 shopping – *n* 10 swimming pool – *n*

- 2 Briefly revise the phonetic symbols from Exercise 2 on page 12 of the Course Book. Write each one on the board and ask students to call out the sound. Students can work alone or in pairs to match the underlined vowel sounds to the phonemes. Monitor whilst students work to answer any questions. Elicit answers from the class.

**Answers:**

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

### *Writing skills: linkers*

- 3 Students practise using *and* to join the two sentences together. Elicit answers from students.

**Answers:**

- 1 There are some good shops and a lot of restaurants in the city.
- 2 Barcelona is a beautiful and very busy city.
- 3 The mountains are very peaceful and warm in the summer.
- 4 Are there any cheap restaurants and good museums in the city?
- 5 It is hot and dry in this town in the summer.
- 6 It's a noisy and big city.
- 7 There's a big university and a famous football team in this town.
- 8 It's a small and quiet cafe.

- 4 Students write their own sentences using *and*. Ask students to read their sentences to their partner when they have written them.

## UNIT 2: LANGUAGE PRACTICE

### **Present simple**

#### **1 Correct the mistake in each sentence.**

- 1 Paolo flies to Rome on business every week.  
*Paolo flies to Rome on business every week.*
- 2 I doesn't like coffee with milk.
- 3 Some doctors works in hospitals.
- 4 Aisla don't want to go to university.
- 5 Sarah studys French and Italian at university.
- 6 We works in an office in London.
- 7 My friend design clothes for a big fashion designer.
- 8 You doesn't come from Spain, you come from Portugal.

#### **2 Put the words in the correct order to make questions.**

- 1 Does / the / have / town / a / theatre ? *Does the town have a theatre?*
- 2 subjects / they / What / do / study ?
- 3 a / bank / near / Is / the / station / there ?
- 4 your / brother / like / his / Does / course ?
- 5 job / does / What / Mia / do ?
- 6 qualifications / What / do / need / you ?
- 7 university / Is / city / the / the / on a campus / or / in ?
- 8 bookshops / there / Are / university / the / at ?

### **Places of work**

#### **3 Complete the text with the words in the box.**

part-time	residence	<del>university</del>	campus	library
do	lecturers	lawyers	bars	main

Lots of people like to go to university<sup>1</sup> to study for a degree. Some students live in halls of \_\_\_\_\_<sup>2</sup> and others live in flats off \_\_\_\_\_<sup>3</sup>.

All universities have a \_\_\_\_\_<sup>4</sup> where students study their subject. Some students do a one-year course before they start their \_\_\_\_\_<sup>5</sup> course.

University \_\_\_\_\_<sup>6</sup> know a lot about their subject. Students go to lectures and listen and write down useful information. They also ask questions.

Some students at university have a \_\_\_\_\_<sup>7</sup> job at weekends or in the evenings - in cafes, \_\_\_\_\_<sup>8</sup> and shops.

After university, students \_\_\_\_\_<sup>9</sup> lots of different jobs. Some work in their office and the court as \_\_\_\_\_<sup>10</sup> and other enjoy careers in areas like health, tourism and business.

## UNIT 2: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to consolidate use of the present simple tense;  
to further practise vocabulary associated with places of work.  
This worksheet is designed to be used after Lesson 2.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Present simple***

- 1 Students work in pairs to correct the mistake in each sentence. Elicit answers.

**Answers:**

- 1 Paolo flies to Rome on business every week.
- 2 I don't like coffee with milk.
- 3 Some doctors works in hospitals.
- 4 Aisla doesn't want to go to university.
- 5 Sarah studies French and Italian at university.
- 6 We works in an office in London.
- 7 My friend designs clothes for a big fashion designer.
- 8 You don't come from Spain, you come from Portugal.

- 2 This exercise gives students further practice in getting words in the correct order for question forms. Students can work alone or in pairs. Ask students to compare their questions at the end of the exercise. Elicit answers from students.

**Answers:**

- |                                      |   |
|--------------------------------------|---|
| 1 Does the town have a theatre?      | 5 What job does Mia do?                         |
| 2 What subjects do they study?       | 6 What qualifications do you need?              |
| 3 Is there a bank near the station?  | 7 Is the university on a campus or in the city? |
| 4 Does your brother like his course? | 8 Are there bookshops at the university?        |

### ***Places of work***

- 3 This exercise revises some of the vocabulary connected with work learnt in the unit. Students complete the text alone or in pairs. Elicit answers from students. Ask students if they can remember any other new words they have learnt from the unit.

**Answers:**

- 1 university 2 residence 3 campus 4 library 5 main  
6 lecturers 7 part-time 8 bars 9 do 10 lawyers



## UNIT 2: READING

### 1 What do you think is the meaning of the words in the box?

stressful case specialise procedure correct

**Now read the interview and talk to your partner about the meanings of the words. Use your dictionary to check you are correct.**

- Interviewer: Hello, Rebecca, and thank you for talking to me today.
- Rebecca: It's a pleasure. I love my job and like to talk about it! I also have some free time today.
- Interviewer: Is it true that lawyers work very long hours?
- Rebecca: A good question! Yes, we do work long hours and sometimes that is very stressful; preparing a case for court for example. We need to get lots of information to make sure we have a strong case for our clients.
- Interviewer: What type of law do you specialise in, Rebecca?
- Rebecca: I specialise in business law. I work with companies to make sure all their legal procedures are correct.
- Interviewer: What is the best part of your job?
- Rebecca: I like all the different people I meet. Every company is different and I learn a lot about the world of business. I also like the fact that my job helps employees and employers.
- Interviewer: Is it true that the training is quite long to be a lawyer?
- Rebecca: Well you can study law at university or - and this is my case - study another subject at university and then do a law course afterwards.
- Interviewer: Are there lots of jobs in law?
- Rebecca: Yes, there is a very good career structure. There are lots of jobs to move on to or you can stay in your company and work hard to get a promotion. The best job is to be a partner in the company!

### 2 Are the following statements true or false?

- 1 Rebecca is not busy on the day of the interview. *true*
- 2 Lawyers don't work long hours to prepare a case for court.
- 3 Rebecca is a business lawyer who makes sure legal procedures are right in companies.
- 4 Rebecca meets the same people every day in her job.
- 5 You need to do a law course to become a lawyer.
- 6 There aren't many jobs in law.

## UNIT 2: READING

### TEACHER'S NOTES

- Aim:** to provide further reading on the topic of work and study.  
This worksheet can be used after any of the lessons in Unit 2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

- 1 Students note down what they think the words mean. They then read the text and decide whether they were correct about the meaning of the words in this context. Students compare their answers with their partner.

Give students dictionaries to check the meanings of the words. This is good preparation for the dictionary skills work in the Study skills lesson 2.4.

**Answers:**

- 1 stressful = worrying. A job or situation that is stressful makes you worry a lot.
- 2 case (in this context) = a question or problem that is resolved in a law court
- 3 specialise = to limit all of your study or business to a certain subject
- 4 procedure = a way of doing something
- 5 correct (in this context) = suitable for a particular situation

- 2 Students then read the text again and decide if the statements are true or false. Elicit answers from the students.

**Answers:**

- 1 true
- 2 false: lawyers work long hours to make sure they have all the information necessary for the case.
- 3 true
- 4 false: she meets different people in her job.
- 5 true
- 6 false: there is a good career structure.

## UNIT 2: STUDY SKILLS

### Using your dictionary

1 Look at the words in the table and the answers. Use your dictionary to find out:

- if the word is a verb or noun
- the number of syllables in the word AND which syllable is stressed

	Verb or noun	No. of syllables and word stress
1 conference	<i>noun</i>	<i>three syllables / 1<sup>st</sup> syllable</i>
2 qualification		
3 secretary		
4 create		
5 prepare		
6 navigate		
7 laptop		
8 application		

### Writing a CV

2 Read Carmen's notes about herself. Then use this information to complete her CV below. Remember to use capital letters when necessary.

*spanish 10/10/1980 45, debden road, cambridge, cb4 8ed bristol university – modern languages – second-class degree 2002-present: translator, bristol university press travel: south america and australia*

Curriculum Vitae – Carmen Romoly	
Nationality: .....	1
Date of birth: .....	2
Address: .....	3
Telephone: (home) 01223 456654 (mobile) 0897 456321	
Email: <a href="mailto:Carmenromoly1@hotmail.com">Carmenromoly1@hotmail.com</a>	
Education	
1998-2002 .....	4
.....	5
.....	6
Employment	
.....	7
Interests	
.....	8

UNIT 2: STUDY SKILLS**TEACHER'S NOTES**

- Aim:** to provide further practice in using a dictionary;  
to provide further practice in writing a CV.  
This worksheet is designed to be used after Lesson 2.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

**Study skills: using your dictionary**

- 1 This exercise practises identifying word stress and using a dictionary to check this. Ensure that students know the meaning of the words in the box. Before they start the exercise, ask them to work in pairs and note down in the box whether they think the words are verbs or nouns and where the word stress is. They then use their dictionaries to check their answers. Monitor while students work to check if there are any questions. Elicit answers from students.

**Answers:**

- 2 qualification (noun) = five syllables. Stress on 4th syllable.  
3 secretary (noun) = four syllables. Stress on 1st syllable.  
4 create (verb) = two syllables. Stress on 2nd syllable.  
5 prepare (verb) = two syllables. Stress on 2nd syllable.  
6 navigate (verb) = three syllables. Stress on 1st syllable.  
7 laptop (noun) = two syllables. Stress on 1st syllable.  
8 application (noun) = four syllables. Stress on 3rd syllable.

**Writing skills: a CV**

- 2 The main aim is for students to use the correct capitalisation, but at the same time they also have to think where to put the missing information in the CV. Students can work alone or in pairs. Elicit answers from students.

**Answers:**

- 1 Spanish  
2 10/10/1980  
3 45, Debdon Road, Cambridge, CB4 8ED  
4 Bristol University  
5 Modern Languages  
6 Second-class degree  
7 2002-present: Translator, Bristol University Press  
8 Travel: South America and Australia

## UNIT 3: LANGUAGE PRACTICE

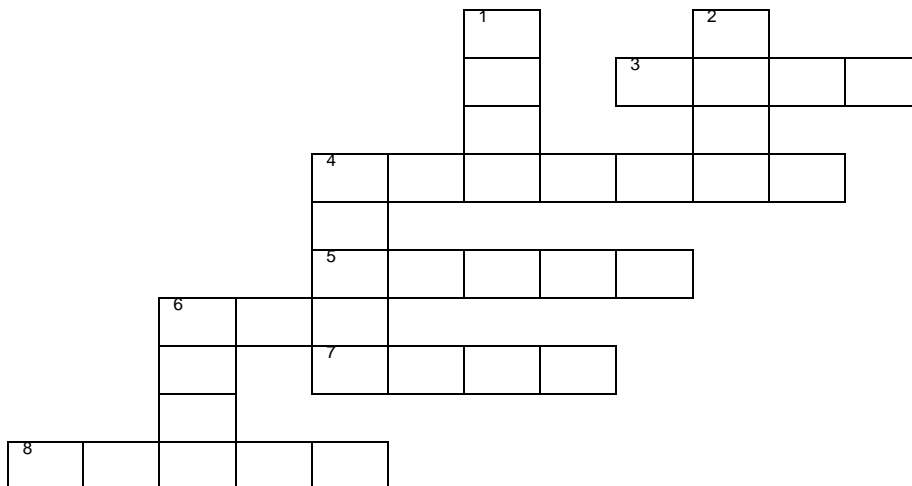
### Question words

#### 1 Write questions for the answers.

- 1 Who's she? She's our English teacher.
- 2 .....? They're accountants.
- 3 .....? The bank is next to the supermarket.
- 4 .....? The film starts at 5 p.m.
- 5 .....? Put a teabag in the cup and pour boiling water on the teabag. Add milk or sugar.
- 6 .....? I speak Spanish and French.

### Words connected with water

#### 2 Complete the crossword.



#### Across

- 3 How often do you w \_ \_ \_ your car?
- 4 Water f \_ \_ \_ \_ \_ in very cold weather.
- 5 The Canary Islands are in the Atlantic O \_ \_ \_ \_ .
- 6 The Mediterranean is a s \_ \_ .
- 7 T \_ \_ \_ is a type of fish.
- 8 My brother j \_ \_ \_ \_ in the swimming pool when it's hot.

#### Down

- 1 Birds d \_ \_ \_ into the sea to get food.
- 2 A l \_ \_ \_ is an area of water surrounded by land.
- 4 Boats f \_ \_ \_ \_ on water.
- 6 S \_ \_ \_ : to move yourself through the water using your arms and legs.

## UNIT 3: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to extend students' knowledge of question words;  
to consolidate students' knowledge of vocabulary connected with water.  
This worksheet is designed to be used after Lesson 3.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### Question words

- Briefly revise question words with students by asking them to call out the question words they have learnt in Lesson 3.1. Write them on the board: *when, where, who, what, which* and *how*. Ask students to make some questions with some of these words for a few minutes. Ask for class feedback.

Students then do Exercise 1 alone or in pairs. The warmer activity should prepare them for writing whole questions. Monitor to check if anyone needs help. Elicit answers from the class.

#### Answers:

- Who's she?
- What do they do?
- Where's the bank?
- When does the film start?
- How do you make a cup of tea?
- Which/What languages do you speak?

### Words connected with water

- Students work alone to complete the crossword. Elicit answers from the class. As students give the answer to each clue, ask them to give you another sentence using that particular word.

#### Answers:

##### Across

3 wash 4 freezes 5 Ocean 6 sea 7 Tuna 8 jumps

##### Down

1 dive 2 lake 4 float 6 swim

### UNIT 3: READING

#### GREAT LAKES OF THE WORLD

##### *The oldest lake in the world*

Lake Baikal is 25–30 million years old - the oldest lake in the world. It holds 20 percent of the planet's surface freshwater. It is 650km long and nearly 2km deep.

Lake Baikal is in eastern Siberia where the winters are very cold. Temperatures average minus 20 degrees. The lake freezes for five months or more of the year. The ice is 1.2m thick, and trucks drive across the lake when it freezes.

The lake has more than 1,200 species of animals and 1,000 species of plants. It is home to the world's only freshwater seal, the nerpa. There are approximately 50,000 nerpa in the lake. Nerpas can dive down 300m to catch fish!

##### *Giant lakes*

The world's largest lake is the Caspian Sea in south-west Asia. It is 370,000 sq km. It is salt water and not freshwater. The world's largest freshwater lake is Lake Superior, one of the Great Lakes of North America. These lakes are the biggest mass of freshwater in the world.

##### *Stories about lakes*

Scotland's Loch Ness is famous for its 'monster', and is only 230m deep. But Lake Nicaragua in Central America is home to the dangerous bull shark, which is more than 3m long. The sharks swim up and down the San Juan River into the Caribbean Sea.

#### 1 Read the text quickly and complete the information in the table.

Lake / Sea	Location
1 Lake Baikal	
2 Caspian Sea	
3 Lake Superior	
4 Loch Ness	
5 Lake Nicaragua	

#### 2 Read the text again and answer the questions.

- How old is Lake Baikal?
- How long is Lake Baikal?
- What happens to Lake Baikal in the winter?
- What is the name of the seal that lives in Lake Baikal?
- Why does the seal dive deep into the lake?
- Is Lake Superior freshwater or salt water?
- What is Loch Ness famous for?
- Which lake is home to the dangerous bull shark?

## UNIT 3: READING

### TEACHER'S NOTES

- Aim:** to provide reading based on the unit theme of water.  
This worksheet is designed to be used after any of the lessons in Unit 3.
- Time:** 40 minutes
- Materials:** photocopies of the worksheets for each student

Pre-teach the following vocabulary before the exercise: *freshwater, surface (surface freshwater), average, species, mass.*

- 1 As a warm-up activity, ask students to name any big lakes they know of or have visited in the world. Ask them to tell the class any information they have about the lake.

Students then quickly read the text and fill in the information in the table. Ask students if any of them have visited the lakes in the reading text. Then elicit answers.

**Answers:**

- 1 Lake Baikal - eastern Siberia, in Russia
- 2 Caspian Sea – south-west Asia
- 3 Lake Superior – North America
- 4 Loch Ness – Scotland
- 5 Lake Nicaragua – Central America

- 2 Students then answer the comprehension questions working alone or in pairs. There is a variety of question forms here to reinforce the question words from Lesson 3.1. Elicit answers from the students.

**Answers:**

- 1 25–30 million years old
- 2 650 km long
- 3 It freezes.
- 4 Nerpa
- 5 to catch fish
- 6 freshwater
- 7 Its monster
- 8 Lake Nicaragua



## UNIT 3: STUDY SKILLS

### ***Classroom language***

**1 The classroom instructions are in the wrong order. Write them in the correct order.**

1 page 27 / at / books / your / Open    Open your books at page 27.

2 pairs / in / Work

3 partner / ideas / Check / with / your / your

4 your / Close / books

5 page 27 / at / Look

6 your / own / Work / on

**2 Match the questions with the answers.**

1 What part of speech is 'desert'?

a) D-E-S-E-R-T.

2 How do you spell 'desert'?

b) It's on the first syllable.

3 Where is the word stress in 'desert'?

c) /dezət/

4 How do you pronounce it?

d) It's a noun. 1d

**3 Choose a word and tell your partner. Ask your partner the four questions in Exercise 2 about your word. Use your dictionary to check your answers.**

For example: What part of speech is 'water'? How do you spell 'water'?

### ***A description of a process***

**4 Read the description of the water cycle and correct the six underlined mistakes.**

Then<sup>1</sup> the sun heats the sea. Then the water in the sea evaporates and they<sup>2</sup> goes into the air. Finally<sup>3</sup> the water vapour forms clouds. Then the clouds cross the land and it<sup>4</sup> move above the mountains. In the cold air, the water vapour changes into rain. After<sup>5</sup> the rain falls to the ground and they<sup>6</sup> goes into rivers. Finally, the rivers carry the water to the sea and the cycle begins again.

**5 Choose one of the processes in the box.**

Make a good cup of tea or coffee	Cook a good pasta or rice dish
Prepare for a long run	...or choose your own process!

**Write a short description of the process using:**

- Pronouns: *it* and *they*
- Linkers: *first of all*, *next*, *then*, *finally*, *after that*

UNIT 3: STUDY SKILLS**TEACHER'S NOTES**

- Aim:** to provide practice of study skills (classroom language);  
to practise writing skills (a description of a process).  
This worksheet is designed to be used after Lesson 3.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

**Classroom language**

- 1 Students work in pairs or alone to reorder the classroom instructions. Elicit answers. At this point add any instructions that you also use with your class to the lists.

**Answers:**

1 Open your books at page 27. 2 Work in pairs. 3 Check your ideas with your partner.  
4 Close your books. 5 Look at page 27. 6 Work on your own.

- 2 Students match the questions with the answers. Elicit answers from the students.

**Answers:**

1 d 2 a 3 b 4 c

- 3 Students work with their partner based on the structure of Exercise 2. Students choose a word and then ask their partner each of the questions from Exercise 2 about that word. They note down their partner's answers and then check for correct answers in their dictionaries.

**A description of a process**

- 4 There are six mistakes in this exercise with pronouns and linkers. The mistakes are underlined so that students can concentrate on working out why they are wrong. Elicit answers from the students.

**Answers:**

1 First of all 2 it 3 Next / Then / After that 4 they 5 Next / Then / After that 6 it

- 5 Students have revised linkers and the pronouns *it* and *they* in Exercise 4, so they have a model for writing their own process. First of all students choose a process. Encourage them to think of their own if they prefer (but ensure it's not too difficult in terms of language). Students write a short description trying to use *it* and *they* once and at least three of the linkers. Students read their descriptions to each other. Monitor as students work to make any corrections.

## UNIT 4: LANGUAGE PRACTICE

### Articles

**1 Complete the sentences with a, an, the or no article.**

- 1 *Bridget Jones: The Edge of Reason* is a romantic comedy.
- 2 *Pirates of the Caribbean* is \_\_\_\_\_ action film.
- 3 Do you like \_\_\_\_\_ science fiction films?
- 4 I like \_\_\_\_\_ thrillers because they're exciting.
- 5 *The Incredibles* is \_\_\_\_\_ animation film. It's great!
- 6 *Frankenstein* is \_\_\_\_\_ horror film.

### Can, can't

**2 Tick the correct sentences and correct the mistakes in the others.**

- 1 Yves cans ride a bike fast. Yves can ride a bike fast.
- 2 Can you play football? .....
- 3 Peter can't skis. ....
- 4 The team play can basketball very well. ....
- 5 Cans Maria swim underwater? .....
- 6 We can dance the rumba and the samba. ....

### Holiday resorts vocabulary

**3 Complete the sentences with the words from the box.**

chalet	restaurant	swim	cafés	shopping	try	campsite
books	sea	beach	satellite			

- 1 People often sit on the beach on holiday.
- 2 We usually stay in a \_\_\_\_\_ when we go skiing.
- 3 It is lovely to have a hotel room with a \_\_\_\_\_ view.
- 4 Our family like to \_\_\_\_\_ different foods on holiday.
- 5 My friend always stays on a \_\_\_\_\_ on holiday. She loves the outdoor life.
- 6 Natasha likes to go \_\_\_\_\_ and go to \_\_\_\_\_ when she goes on holiday.
- 7 The \_\_\_\_\_ in our hotel serves breakfast, lunch and dinner.
- 8 Some people like to watch \_\_\_\_\_ TV on holiday.
- 9 I \_\_\_\_\_ in the sea when it's warm!
- 10 Michelle sometimes reads \_\_\_\_\_ on holiday to relax.

**4 Work with a partner. Read the sentences in Exercise 3. Do you like to do those things on holiday? Why / Why not?**

## UNIT 4: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to provide further practice of *can, can't*,  
to consolidate holiday resort vocabulary.  
This lesson is designed to be used after Lesson 4.3.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### Articles

- 1 Briefly revise when to use the definite article, the indefinite and no article at all. Students then complete the sentences with an article or leave the space blank to indicate no article. Elicit answers from students.

**Answers:**

1 a 2 an 3 no article 4 no article 5 an 6 a

### Can, can't

- 2 Students tick the correct sentences and mark the mistakes in the others. Elicit answers from students.

**Answers:**

1 Yves can ride a bike fast. 2 correct 3 Peter can't ski.  
4 The team can play basketball very well. 5 Can Maria swim underwater? 6 correct

### Holiday resorts

- 3 Briefly revise the holiday resort vocabulary from Exercises 1 and 2 on page 36 of the Course Book. Students then read the sentences and complete the gaps with a word from the box. Elicit answers from students.

**Answers:**

1 beach 2 chalet 3 sea 4 try 5 campsite 6 shopping / cafés 7 restaurant  
8 satellite 9 swim 10 books

- 4 Students talk to each other about the things to do on holiday in Exercise 3. They tell each other whether or not they like to do those things, giving reasons for their answers.

## UNIT 4: READING

1 Read the sports club leaflet and match the words a-f with their meanings 1-6.

### RIVIERA SPORTS CENTRE

This fantastic new sports centre is now open seven days a week. You can enjoy lots of sports with help from our great team of instructors. Book an appointment now to talk to an instructor about which sports you want to do. There are no membership fees. Pay £4.00 each time you visit the club to do sport. Read more about the sports you can enjoy below.

- **Football training** Tuesday and Thursday at 4.00 p.m. Tuesday 6-10 years and Thursday 11-16 years. Matches every Saturday.
- **Running club** Wednesday at 6.00 p.m. Meet at the front entrance. All levels welcome.
- **Yoga classes** Saturday morning at 10.00 a.m. Please bring your own mat.
- **Swimming and diving lessons** Learn to dive in a separate diving pool - six metres deep.
- **Tennis coaching** available Monday to Saturday. Rackets and balls supplied. Book five lessons and get a discount!
- **Fitness studio** with a variety of classes including dance and aerobics. Timetable of classes available at the reception desk.

- |                |          |   |
|----------------|----------|---|
| a) enjoy       | <u>4</u> | 1 a list of the times of classes                  |
| b) appointment |          | 2 a reduction in the cost of something            |
| c) levels      |          | 3 an arrangement for a meeting at an agreed time  |
| d) separate    |          | 4 to get pleasure from something                  |
| e) discount    |          | 5 something which is not joined to something else |
| f) timetable   |          | 6 standards of skill or ability                   |

2 Read the leaflet again and decide if these sentences are true or false.

- 1 The sports centre is not open on Sundays. *false*
- 2 You pay £4.00 every time you do sport at the sports centre.
- 3 There is football training twice a week.
- 4 Experience is needed for the running club.
- 5 You need to take a mat to the yoga class.
- 6 There is one pool for swimming and diving.
- 7 Tennis lessons are cheaper if you book five lessons.
- 8 You can find out more about times of fitness classes at the reception desk.

## UNIT 4: READING

### **TEACHER'S NOTES**

- Aim:** to provide further reading practice;  
to practise answering comprehension questions.  
This worksheet is designed to be used after Lesson 4.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

If you are using the worksheet in class, write the following items of vocabulary on the board:

instructors    match/matches    yoga    mat    pool    coaching    rackets

Ask students to work in pairs, discussing what they think the words mean. Ask for feedback and explain the meaning of any which students do not know. This will prepare students for the reading text.

- 1 Students match the words with their definitions. Students can refer back to the text to check the words in context. Give students dictionaries to help them check their answers. Elicit answers from students.

**Answers:**

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

- 2 Students work alone or in pairs and read the text. Students read the sentences and check the text to see if they are true or false. Elicit answers from students.

**Answers:**

1 false (...is now open seven days a week)    2 true    3 true    4 false (all levels welcome)  
5 true    6 false (...a separate diving pool)    7 true    8 true

## UNIT 4: STUDY SKILLS

### Working with numbers

1 Match the numbers a-f with the words 1-6.

a) 1,000	<u>2</u>	1 five hundred and twenty-one
b) 120		2 one thousand
c) 450		3 six thousand, two hundred and fifty
d) 4,400,000		4 one hundred and twenty
e) 6,250		5 four hundred and fifty
f) 521		6 four million, four hundred thousand

2 Write the numbers as percentages.

- a) 1,500 out of 2,000 = 75%
- b) 2 out of 20 = \_\_\_\_\_
- c) 30 out of 90 = \_\_\_\_\_
- d) 50 out of 200 = \_\_\_\_\_
- e) 950 out of 1,000 = \_\_\_\_\_

### Describing a table

3 Complete the sentences to describe the table. Use *over*, *exactly*, *nearly* and *about*.

Film survey: Which type of film do you like?

Romantic comedies	70%	1 Over <u>60% of people like romantic comedies.</u>
Science fiction films	55%	2 Exactly .....
Thrillers	33%	3 Nearly .....
Comedies	24%	4 About .....
Historical films	52%	5 Over .....
Love stories	65%	6 Exactly .....
War films	19%	7 About .....

4 Choose five films from Exercise 3. Ask five different students if they like them. Write sentences to describe the information that you get.

Over 60% of the students like historical films.

UNIT 4: STUDY SKILLS**TEACHER'S NOTES**

- Aim:** to provide further practice of working with numbers;  
to practise describing a table.  
This worksheet is designed to be used after Lesson 4.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

**Working with numbers**

- 1 Students match the numbers with the corresponding words. Elicit answers from the students.

**Answers:**

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

Suggested extra activity: use recording 1.35 from page 38 of the Course Book. Write a) to h) on the board with the incorrect numbers next to each item. Play the recording and ask students to correct the numbers. Students can then check in their CB.

- 2 Students can work alone or in pairs. This exercise provides more practice of writing percentages. If time, ask students to write their own numbers for their partner to write as a percentage.

**Answers:**

a) 75% b) 10% c) 33% d) 25% e) 95%

**Describing a table**

- 3 Briefly revise the uses of *over*, *exactly*, *nearly* and *about*. Students work alone or in pairs to write sentences describing the table, using *over*, *exactly*, *nearly* and *about*. Monitor whilst students work to answer any questions.

**Model answers:**

- 1 Over 60% of people like romantic comedies.
- 2 Exactly 55% of people like science fiction films.
- 3 Nearly 35% of people like thrillers.
- 4 About a quarter of (the) people like comedies.
- 5 Over half of (the) people like historical films.
- 6 Exactly 65% of people like love stories.
- 7 About a fifth of (the) people like war films.

- 4 Students choose five films from Exercise 3 and ask five different students if they like them. They then write sentences to describe the information they get. Students can use percentages or fractions in their sentences. Monitor as students work to help them with any difficulties.



## UNIT 5: LANGUAGE PRACTICE

### ***Comparative and superlative adjectives***

#### **1 Correct the mistake in each sentence.**

- 1 Motorbikes are faster bikes. Motorbikes are faster than bikes.
- 2 Ships are bigger than boats.
- 3 Cars are comfortabler than buses.
- 4 Air travel is expensive than bus travel.
- 5 Cars are more small than lorries.
- 6 Walking is gooder than travelling by car all the time.
- 7 Walking is more cheap than travelling by car!
- 8 The roads in some countries are badder than in others.

#### **2 Use a superlative to write each of the sentences.**

- 1 The London Underground / is / old / metro system in the world.  
The London Underground is the oldest metro system in the world.
- 2 Where / is / near / bus station?
- 3 What / is / quick / way / to the airport?
- 4 Formentera / is / small / Balearic island.
- 5 New York / is / one of / busy / cities in the world.
- 6 Le Louvre / is / one of / famous / art galleries in the world.
- 7 Where / is / good / restaurant in this town?
- 8 He / is / bad / player / in the team.

### ***Transport and travel***

#### **3 Complete the sentences with a word from the box.**

green tram aisle bike ship ~~arrival~~ flight attendants hand luggage red  
business standard

- 1 The arrival time of the flight in Warsaw is 9:00 a.m.
- 2 \_\_\_\_\_ serve drinks and food during flights.
- 3 A \_\_\_\_\_ doesn't go on the road. It goes on the sea.
- 4 My younger brother rides his \_\_\_\_\_ very fast in the park.
- 5 Passengers usually take some \_\_\_\_\_ on the plane.
- 6 I prefer \_\_\_\_\_ seats to window seats on a plane.
- 7 When a traffic light is \_\_\_\_\_, cars stop.
- 8 A ticket for a \_\_\_\_\_ is usually cheaper than a ticket for a plane.
- 9 You can fly \_\_\_\_\_ class or \_\_\_\_\_ class.
- 10 When a traffic light is \_\_\_\_\_, cars start to move.

## UNIT 5: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to provide further practice of superlative and comparative adjectives;  
to consolidate new vocabulary for transport and travel.  
This worksheet is designed to be used after Lesson 5.3.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Comparative and superlative adjectives***

- 1 Students read each sentence carefully and underline the mistake in each sentence. They then correct each of the mistakes. Elicit answers from the students.

#### **Answers:**

- 1 Motorbikes are faster than bikes.
- 2 Ships are bigger than boats.
- 3 Cars are more comfortable than buses.
- 4 Air travel is more expensive than bus travel.
- 5 Cars are smaller than lorries.
- 6 Walking is better than travelling by car all the time.
- 7 Walking is cheaper than travelling by car!
- 8 The roads in some countries are worse than in others.

- 2 Students use a superlative adjective to write each of the sentences. Elicit answers.

#### **Answers:**

- 1 The London Underground is the oldest metro system in the world.
- 2 Where is the nearest bus station?
- 3 What is the quickest way to the airport?
- 4 Formentera is the smallest Balearic island.
- 5 New York is one of the busiest cities in the world.
- 6 Le Louvre is one of the most famous art galleries in the world.
- 7 Where is the best restaurant in this town?
- 8 He is the worst player in the team.

### ***Transport and travel***

- 3 Students choose the correct word from the box to complete each gap. Elicit answers.

#### **Answers:**

- 1 arrival 2 Flight attendants 3 ship 4 bike 5 hand luggage 6 aisle 7 red 8 tram  
9 business / standard or standard / business 10 green

## UNIT 5: READING

### 1 Match the words with their meaning.

- |                   |   |
|-------------------|---|
| 1 resort <u>c</u> | a) price you pay to travel by bus, train or plane |
| 2 season          | b) plan before you do something                   |
| 3 in advance      | c) place where people go for a holiday            |
| 4 special offer   | d) reduction in the price of something            |
| 5 fare            | e) time in the year when something often happens  |

### 2 Read the text and complete the table.

#### GETTING INTO AND OUT OF LONDON

There are five main London airports: Gatwick, Heathrow, Luton, Stansted and City Airport. You can travel into London quickly from each of these airports.

Gatwick Airport is 50km south of central London. The Gatwick Express (a train) takes 30-35 minutes to reach central London. Heathrow is 24km west of central London and the Heathrow Express (a train) takes 15–20 minutes to reach central London. City Airport is 14km east of central London. A bus to central London takes 30 minutes.

Luton Airport is about 50km north of central London. The train to central London from Luton takes about 30 minutes. Stansted Airport is about 60km north-east of central London, and the Stansted Express takes 40–45 minutes to reach the city centre.

The Eurostar is a very fast train from London to some cities in Europe. It goes to Paris, Disneyland Paris, Brussels, Lille and some ski resorts in the skiing season. The Eurostar starts from St Pancras station in London. If you book in advance there are often special offers on the fares. Journey time to Paris from London is approximately two hours 20 minutes, and to Brussels is approximately one hour 50 minutes. Eurostar trains travel to Paris from London at least 16 times a day, from Monday to Saturday. On Sundays there are approximately ten trains to Paris.

Airport	Location	Time to get to London
Gatwick	<i>50km south of central London</i>	
Heathrow		<i>15–20 minutes</i>
Luton		
City		
Stansted		

### 3 Read the text again and mark the statements true or false.

- City Airport is the nearest to central London. *true*
- Stansted Airport is closer to central London than Gatwick Airport.
- The Heathrow Express is faster than the train into central London from Luton Airport.
- The Eurostar doesn't go to ski resorts in the summer.
- The Eurostar fares are cheaper if you book in advance.
- The journey to Brussels on the Eurostar is slower than the journey to Paris.
- There are more than 15 trains to Paris a day from Monday to Saturday
- There are more trains to Paris on a Sunday.

## UNIT 5: READING

### TEACHER'S NOTES

- Aim:** to provide reading practice on the unit theme of transport.  
This worksheet is designed to be used after Lesson 5.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheets for each student

- 1 This exercise prepares students for the vocabulary they will need to know in the reading text. Students can work alone or in pairs to match the words with their meanings. Elicit answers from students.

**Answers:**

1 c 2 e 3 b 4 d 5 a

- 2 This exercise requires students to take factual information from the text and complete the table. Students can work alone or in pairs. Elicit answers from students.

**Answers:**

Gatwick – 50km south of central London – 30–35 minutes

Heathrow – 24km west of central London – 15–20 minutes

Luton – 50km north of central London – 30 minutes

City – 14km east of central London – 30 minutes

Stansted – 60km north-east of central London – 40–45 minutes

- 3 Students read the text again and mark the statements true or false. There is some good practice of comparatives and superlatives in the sentences. Elicit answers from students.

**Answers:**

1 true

2 false. (Stansted is 60km from central London and Gatwick is 50km from central London. Gatwick is closer).

3 true 4 true 5 true

6 false. (The journey to Brussels is faster than the journey to Paris).

7 true

8 false. (There are fewer trains to Paris on a Sunday).



## UNIT 5: STUDY SKILLS

### ***Planning your written work***

- 1 Read the writing task question and then follow the instructions below to plan your written work.**

*Write three paragraphs about a city or country that you like.*

- 1 Think of some ideas and write them down. Draw a mind map to help you organise the information.

.....

- 2 Put your ideas into order and join the ideas together. *Check!* Try to use linkers like *but* or *and*.

.....  
 .....

- 3 Do a draft. *Check!* Does each paragraph start with a topic sentence? Write your three topic sentences below.

.....  
 .....

- 4 Make changes and add any new ideas to your draft.

### ***Writing a description of a city or country***

- 2 Write three paragraphs about a city or country that you like. Follow your plan from Exercise 1 carefully.**
- 3 Read your description to your partner.**

## UNIT 5: STUDY SKILLS

### **TEACHER'S NOTES**

- Aim:** to provide further practice of planning written work;  
to practise writing a description following a plan.  
This worksheet is designed to be used after Lesson 5.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Planning written work***

- 1 This section focuses on planning a piece of descriptive written work. Students decide on a city or country that they particularly like and also can express some views or facts about. Students spend five minutes or so noting down these ideas. Suggest that students use a mind map to help organise their ideas into three paragraphs.

Students then start to draft the sentences of the essay, still working within the plan or using the mind map and their ideas for the three paragraphs. Students try to use linkers such as *but* and *and* to join their ideas together.

Students then write a draft. Before doing so, they check that they have a topic sentence to start each paragraph.

Students then reread their draft and make any changes or add new ideas.

### ***Writing a description of a city or country***

- 2 Students now write their final description in full. Monitor as they work to check for any mistakes or questions the students may have.
- 3 Students read their descriptions to each other.

## UNIT 6: LANGUAGE PRACTICE

### Countable and uncountable nouns, some and any

**1 Choose the correct word to complete each sentence.**

- 1 Hi, I'd like to buy *some/any* vegetables please.
- 2 *Broccoli/Broccolis* is very good for you because it is high in Vitamin C.
- 3 Do you have any *garlic/garlics* for the vegetable soup?
- 4 I'd like *a/some* rice with my chicken, please.
- 5 Can I have some butter with my *bread/breads*, please?
- 6 There aren't *any/some* carrots in this salad.
- 7 My baby has some *milk/milks* five times a day.
- 8 We need *any/some* salmon to make the fish pie.

### Food and drink

**2 Complete the food and drink words below and then use them to complete the sentences.**

- |             |             |                 |             |
|-------------|-------------|-----------------|-------------|
| a) ba__n__s | b) br_____i | c) or__g__      | d) sa___n   |
| e) ga___c   | f) vit_m__s | g) str__b__r__s | h) no_d__s  |
| i) sar_i__s | j) r_c_     | k) m__k         | l) gr___t__ |

- 1 It's good to eat an \_\_\_\_\_ every day because they are high in vitamin C.
- 2 \_\_\_\_\_ is a very healthy green vegetable.
- 3 \_\_\_\_\_ and \_\_\_\_\_ are oily fish. They are very good for you.
- 4 It is very important to eat foods high in \_\_\_\_\_ every day.
- 5 \_\_\_\_\_ are a delicious small red fruit.
- 6 \_\_\_\_\_ and \_\_\_\_\_ are great foods to eat with meat or vegetables.
- 7 \_\_\_\_\_ are a long yellow fruit.
- 8 \_\_\_\_\_ is a small vegetable like an onion. It's good to eat it often.
- 9 Some people have \_\_\_\_\_ in tea and coffee.
- 10 \_\_\_\_\_ is very good for your health.

## UNIT 6: LANGUAGE PRACTICE

### TEACHER'S NOTES

**Aim:** to provide practice of countable and uncountable nouns;  
to practise use of *some* and *any*;  
to consolidate food and drink vocabulary.

This worksheet is designed to be used after Lesson 6.1.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

### ***Countable and uncountable nouns, some and any***

- 1 Students read the sentences and choose the correct word for each sentence. Elicit answers from students.

**Answers:**

1 some 2 Broccoli 3 garlic 4 some 5 bread 6 any 7 milk 8 some

### ***Food and drink***

- 2 Ask students to remember as many of the food and drink words from the unit without looking at their CBs. Students then fill in the missing letters of the food and drink words. This helps students make sure they are accurately spelling the new vocabulary. Elicit answers from the students.

**Answers:**

a) bananas b) broccoli c) orange d) salmon e) garlic f) vitamins g) strawberries  
h) noodles i) sardines j) rice k) milk l) green tea

Next students use the words they have completed to fill in the gaps in the sentences. Elicit answers from the students.

**Answers:**

1 orange 2 Broccoli 3 Salmon/sardines 4 vitamins 5 Strawberries 6 Noodles/rice  
7 Bananas 8 Garlic 9 milk 10 Green tea



UNIT 6: READING**1 Read the review about a new restaurant. Why does the writer like the restaurant?****A BOWL OF SOUP**

This is a wonderful new healthy restaurant. It's called 'A Bowl of Soup' because there are LOTS of different soups on the menu - sweet and savoury. For example, there's broccoli soup, fish soup, noodle soup and also orange soup - yes, orange soup, which is delicious, and of course very high in vitamin C, so it's very good for you.

There are lots of different rolls to eat with the soup. These are all freshly cooked and taste wonderful. The thing I really like about 'A Bowl of Soup' is that you can ask for another bowl of soup if you are still hungry! Yes, it's true, and you can have this second bowl free, too. It's great value.

The atmosphere in the restaurant is very relaxed. While people eat, they sit and read a book or a paper, or enjoy talking to a friend. The prices are very good - not cheap but not expensive. The lunch menu is soup, rolls and healthy salads. Most people say they do not want to eat again for a long time after lunch at 'A Bowl of Soup'!

In the evening there is a different menu, with lovely food such as grilled salmon, roasted red peppers, couscous, pasta, and fish and vegetable kebabs. The desserts are amazing - homemade strawberry ice cream, carrot cake and apple pies.

**2 Read the words from the text. Write down what you think they mean. Use your dictionary to check your answers.**

- 1 savoury
- 2 delicious
- 3 roll(s)
- 4 freshly
- 5 relaxed
- 6 expensive
- 7 different
- 8 grilled
- 9 amazing

**3 Read the text again and answer the questions.**

- 1 Why is the restaurant called 'A Bowl of Soup'?
- 2 Give an example of a sweet soup on the menu.
- 3 What other food can you eat with the soup?
- 4 Why is the soup good value?
- 5 What do people do in the restaurant?
- 6 Do people need to eat again soon after their lunch at 'A Bowl of Soup'?
- 7 Is the menu the same in the evening?
- 8 Can you eat meat kebabs at the restaurant in the evening?

## UNIT 6: READING

### TEACHER'S NOTES

**Aim:** to provide a reading text around the unit theme of food.

This lesson is designed to be used after Lesson 6.4.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

- 1 Students quickly read the text to find out why the writer likes the restaurant. Elicit answers from students.

**Possible answers:**

You can ask for a second bowl of soup, which is free.

The food is healthy and the prices are good.

The atmosphere is relaxed.

The desserts are amazing.

- 2 Students read the words and then look at them in their context in the text. Students work out what they think the words mean, working in pairs or alone. They check their answers in their dictionaries. Elicit answers from students.

**Answers:**

1 a taste that is not sweet 2 very pleasant to taste or smell

3 a small round loaf of bread for one person 4 recently 5 calm and comfortable

6 the opposite of *cheap* 7 not like something or someone else

8 food cooked in an oven by heat from above 9 extremely good

- 3 Students read the text again and answer the comprehension questions. Elicit answers.

**Answers:**

1 Because there are lots of different soups on the menu.

2 Orange soup

3 Rolls and salads

4 Because you can have a second bowl free if you want to.

5 They sit and read a book or paper or enjoy talking to a friend.

6 No, they do not want to eat again for a long time.

7 No, it is completely different.

8 No, there are only fish and vegetable kebabs.

## UNIT 6: STUDY SKILLS

### Correcting your writing

1 Read the sentences and decide if the underlined mistakes are grammar (*Gr*), the wrong word (*WW*) or spelling (*Sp*).

- 1 I like strawberries and there are also very good for your heart. *Gr*
- 2 Coucous is a delicious food and very nice to eat with meat or fish.
- 3 Can you name three types of friut?
- 4 Can I have a olive oil on my salad please?
- 5 I have a very big famaly. I have three brothers and two sisters.
- 6 How many orange would you like?
- 7 Green tea can help you from illnesses.
- 8 Some drinks don't have some vitamins in them.
- 9 It's good to eat some vegetables every day.
- 10 My manager is the conference organisation.

2 Now correct each of the underlined mistakes in Exercise 1.

- |         |         |         |          |
|---------|---------|---------|----------|
| 1 ..... | 4 ..... | 7 ..... | 10 ..... |
| 2 ..... | 5 ..... | 8 ..... |          |
| 3 ..... | 6 ..... | 9 ..... |          |

### Writing skills

3 The two commas in each sentence are in the wrong place. Put them in the correct places.

- 1 At the beach there are some, boats a, restaurant a park and a cafe.
- 2 My favourite sports, are tennis football swimming, and rugby.
- 3 The restaurant, serves pasta kebabs fish and, rice.
- 4 I, like strawberries oranges bananas, and carrots.
- 5 My favourite films are *The Matrix The, X-Men Mission Impossible* and *Casino, Royale*.
- 6 This city has a train station an, airport a, port and a bus station.

4 Read the notes about a new noodle bar. Then read the beginning of the review. Rewrite the beginning of the review using the notes to make it as interesting as possible.

*great music, friendly atmosphere, snack dishes or full meals, outdoor and indoor eating, great views of the city*

Review: This review is about a new noodle bar in the city, which is at the top of one of the hills. It serves good food...

### UNIT 6: STUDY SKILLS

#### **TEACHER'S NOTES**

**Aim:** to provide further practice of correcting mistakes in written work;  
to practise writing sentences using commas correctly;  
writing an interesting introduction to a review.

This worksheet is designed to be used after Lesson 6.4.

**Time:** 40 minutes

**Materials:** copies of the worksheet for each student

#### ***Correcting your writing***

- 1 Students study each sentence to decide whether the mistake relates to grammar, spelling or the wrong word. They write the abbreviation next to each mistake. Elicit answers.

**Answers:**

1 Gr 2 Sp 3 Sp 4 Gr 5 Sp 6 Gr 7 WW 8 Gr 9 Sp 10 WW

- 2 Students correct each of the underlined mistakes in Exercise 1. Elicit answers.

**Answers:**

1 they 2 Couscous 3 fruit 4 some 5 family 6 oranges 7 protect 8 any  
9 vegetables 10 organiser

#### ***Writing skills***

- 3 Students decide where the two commas should be correctly placed and insert them. Elicit answers.

**Answers:**

- 1 At the beach there are some boats, a restaurant, a park and a cafe.
- 2 My favourite sports are tennis, football, swimming and rugby.
- 3 The restaurant serves pasta, kebabs, fish and rice.
- 4 I like strawberries, oranges, bananas and carrots.
- 5 My favourite films are *The Matrix*, *The X-Men*, *Mission Impossible* and *Casino Royale*.
- 6 This city has a train station, an airport, a port and a bus station.

- 4 Refer students back to the Course Book page 55 to reread the review of the Corfu restaurant. This will remind them of a good introduction to a review. Ask students what they think sounds really good about the new restaurant in this exercise from the notes. Monitor whilst students work to answer any questions or help them write a sentence. Ask students to read out their introductions to their partner.

**Possible answer:**

Do you like great views from a restaurant? Do you like to sit outside or inside? Well, the different menu and lovely atmosphere of the noodle bar is just for you.

## UNIT 7: LANGUAGE PRACTICE

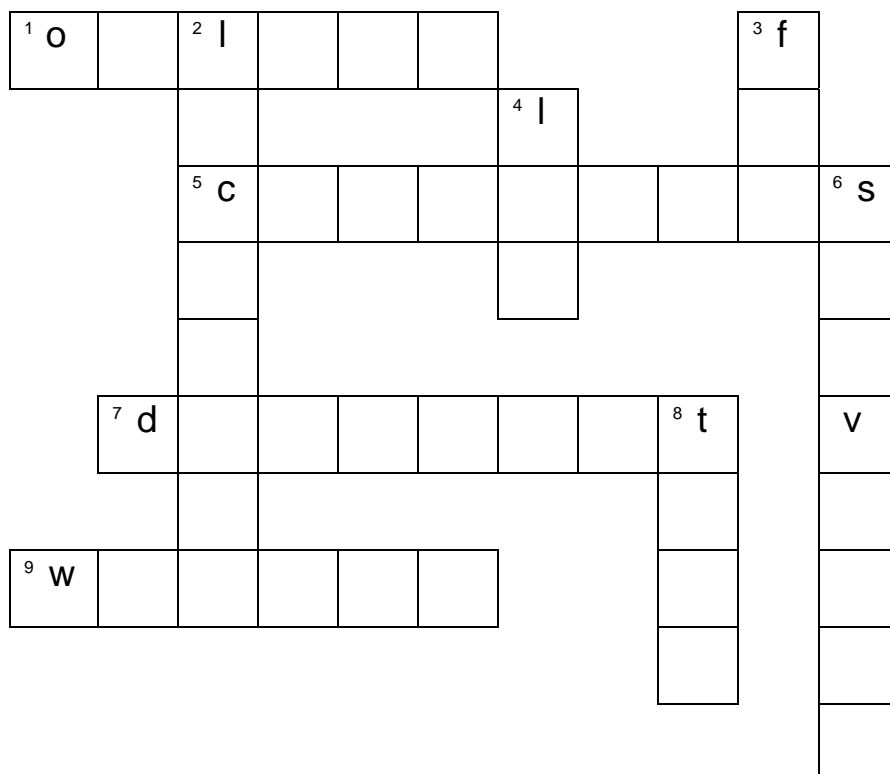
### Present continuous and present simple

**1 Put the verb in brackets in the present continuous or present simple.**

- 1 What \_\_\_\_\_ (do / you) now?
- 2 When \_\_\_\_\_ (you / usually / go) shopping?
- 3 A: Can you answer the phone, please?  
B: No, sorry, I \_\_\_\_\_ (have) a shower.
- 4 A: Where's Tommy?  
B: He \_\_\_\_\_ (write) his English essay for school tomorrow.
- 5 A: Is Helena free on Tuesday evening?  
B: No, she always \_\_\_\_\_ (go) to the gym on Tuesdays.
- 6 A: Is Maria at work today?  
B: No, she's got the day off and she \_\_\_\_\_ (relax) in the garden.
- 7 A: Where are Jon and Ana?  
B: They \_\_\_\_\_ (read) their books in the living room.
- 8 A: Is Mum at home today?  
B: No, she usually \_\_\_\_\_ (work) at the garden centre on Wednesdays.

### Shops and shopping

**2 Complete the crossword using the clues on the next page.**



**Across**

- 1 I often shop \_\_\_\_\_ with my computer.
- 5 For every shop \_\_\_\_\_ are very important!
- 7 A \_\_\_\_\_ is when you get a product cheaper than the original price.
- 9 \_\_\_\_\_ shopping is a good way to shop without spending money!

**Down**

- 2 Another word for *place*.
- 3 What are you looking \_\_\_ ?
- 4 He spends a \_\_\_ of money on clothes.
- 6 Big superstores offer a lot of different \_\_\_ v \_\_\_ to customers.
- 8 Most shops are usually in a \_\_\_\_\_ centre.

## UNIT 7: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to consolidate use of the present continuous vs. the present simple;  
to consolidate shops and shopping vocabulary.  
This worksheet is designed to be used after Lesson 7.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Present continuous and present simple***

- 1 Students decide whether each verb should be in the present simple or the present continuous. Elicit answers from the students.

**Answers:**

1 are you doing 2 do you usually go 3 am/'m having 4 is /'s writing 5 goes  
6 is /'s relaxing 7 are /'re reading 8 works

### ***Shops and shopping***

- 2 Students complete the crossword alone or in pairs. Elicit answers from the students.

**Answers:**

*Across*

1 online 5 customers 7 discount 9 window

*Down*

2 location 3 for 4 lot 6 services 8 town

UNIT 7: READING

- 1 Read the article about consumer habits and match the underlined words in the text with a word or phrase from the box.

display   get a good price   friendly   kinds   totally   suggested price   want

**CONSUMER HABITS****Car boot sales**

Car boot sales are very interesting places to go shopping. There are all <sup>1</sup>sorts of things for sale. People pay between £5 and £10 to sell things at the car boot sale. They then open up their car boot to <sup>2</sup>show all the things they are selling. People often have a lot of things to sell, so they use a table next to the car to put things on.

People decide what price all their things are. Usually customers try to <sup>3</sup>bargain and offer a bit less than the price. They are usually successful! Here's a list of some things you can buy at car boot sales: clothes, pictures, gardening equipment, baby clothes, toys, plates, records, CDs, books and even furniture!

Some people go to buy things at a car boot sale every week. They only spend about £2 or £3 but get some good bargains. It is a good way for people to sell things they do not use. It can be very <sup>4</sup>sociable as well, and even better if the weather is good!

**eBay**

eBay is another way of shopping, <sup>5</sup>completely different to car boot sales. You sit at home on your computer and search the eBay website for something that you <sup>6</sup>need. When you find it, you can look at some pictures of the product and then put in an <sup>7</sup>offer for it. If nobody else puts in a higher offer, you get the product! Sometimes the products are new and sometimes not. People usually buy things for a cheaper price than in the shops.

- 2 Read the article again and mark the following statements true or false. Correct the false statements.

- 1 You pay over £10 to sell things at a car boot sale.
- 2 People only sell from their car boot.
- 3 The prices of products at a car boot sale are all set prices and cannot change.
- 4 You can buy things to use in the garden at car boot sales.
- 5 You can get some good bargains at car boot sales.
- 6 Car boots sales can be good fun as well as a good place to sell things you don't want from your house.
- 7 Before you buy on eBay, you see the item in a shop.
- 8 All items on eBay are new.

- 3 Which way of shopping described in the article do you like best? Write down two reasons for your answer.



## UNIT 7: READING

### TEACHER'S NOTES

- Aim:** to provide a reading text on the theme of shopping.  
This worksheet is designed to be used after Lesson 7.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for all students

- 1 Students read the article and then match the underlined words in the text with a word or phrase from the box. Students compare their answers. Elicit answers from the students.

**Answers:**

1 kinds 2 display 3 get a good price 4 friendly 5 totally 6 want 7 suggested price

- 2 Students then read the article again and mark the statements true or false. Elicit answers from the students.

**Answers:**

- 1 false, you pay between £5 and £10.  
2 false, they sometimes use a table to put extra things on.  
3 false, buyers try to bargain.  
4 true  
5 true  
6 true  
7 false, you only see pictures of the item on the website.  
8 false, sometimes they are new and sometimes not.

- 3 Students write down two reasons why they would prefer to shop at a car boot sale or on eBay. Students compare their answers with their partner. Ask for class feedback.



## UNIT 7: STUDY SKILLS

### Giving a short informal talk

1 There are six useful things to do when we prepare for a talk. Read the sentences below and fill in the missing information.

- |  |
|--|
| 1 Find out some interesting information about the subject.     |
| 2 Put your ideas _____ order.                                  |
| 3 Prepare some pictures or tables to make your points clearly. |
| 4 Check the _____ words.                                       |
| 5 Make some notes to help you remember things in the talk.     |
| 6 _____ the talk.  |

2 Choose an interesting place near where you live. What it is? Where is it? Why is it interesting? Answer these questions and write any other interesting facts about the place.

.....

.....

.....

3 Put your ideas from Exercise 2 into a logical order.

.....

.....

.....

4 Are there any difficult words to pronounce? Check their pronunciation in your dictionary.

5 Make some notes to help you remember things in the talk.

.....

6 Practise the talk and then give the talk to your partner for one to two minutes.

### Writing an email

7 Complete the informal email with the words from the box.

hope thanks love ideas life hi but
------------------------------------

1 \_\_\_\_\_ Jane

How's <sup>2</sup> \_\_\_\_\_? <sup>3</sup> \_\_\_\_\_ you're OK. I'm really busy at the moment revising for my exams, but I still have time to email my friends!

I want to buy Paolo a CD for his birthday, <sup>4</sup> \_\_\_\_\_ I don't know what music he likes. Can you give me any <sup>5</sup> \_\_\_\_\_?

<sup>6</sup> \_\_\_\_\_ a lot.

<sup>7</sup> \_\_\_\_\_,

Carla xx

UNIT 7: STUDY SKILLS**TEACHER'S NOTES**

- Aim:** to practise planning and giving a short informal talk;  
to practise informal language in emails.  
This worksheet is designed to be used after Lesson 7.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

***Giving a short informal talk***

- 1 Students revise the stages involved in preparing a talk. This is good revision for the next exercises where they plan a short talk. Ask students to feed back the answers.

**Answers:**

- 2 Put your ideas in the best order / into a logical order.  
4 Check the pronunciation of difficult words.  
6 Practise the talk.

- 2 Students choose an interesting place near where they live and write down some interesting facts, information or figures about the place.
- 3 Students look at the information they have written down in Exercise 2 and put these ideas into a logical order. Monitor at this stage to help students organise their ideas if necessary.
- 4 Students use a dictionary (or ask you) to check the pronunciation of any difficult words.
- 5 Students make some notes to help them remember their talk. Advise them that key words for each paragraph could help, such as: *beautiful garden / great views / good value / very historic*.
- 6 Students spend some time practising the talk and then give the talk to their partner, aiming to make it last one or two minutes. Monitor at this stage to note down good points and any corrections that would be useful to feed back to the rest of the class.

***Writing an email***

- 7 Students complete the informal email with the correct words from the box. Elicit answers from students. If there's time at the end of the lesson, ask students to write an informal email reply to Carla.

**Answers:**

- 1 Hi 2 life 3 Hope 4 but 5 ideas 6 Thanks 7 Love

## UNIT 8: LANGUAGE PRACTICE

### Past simple of to be

#### 1 Choose the correct word to fill each gap.

- 1 During the first two centuries AD, the Romans \_\_\_\_\_ in London.  
a) was            b) wasn't        c) were            d) be
- 2 George Washington \_\_\_\_\_ President of the United States from 1789–1797.  
a) were            b) was            c) is                d) are
- 3 Catherine the Great \_\_\_\_\_ Empress of Russia in 1762.  
a) is                b) be                c) was                d) wasn't
- 4 \_\_\_\_\_ there a revolution in France in 1789?  
a) Was            b) Is                c) Were            d) Wasn't
- 5 When \_\_\_\_\_ the first Parliament in London? It \_\_\_\_\_ in 1240 at Westminster.  
a) was            b) wasn't        c) were            d) weren't
- 6 Where \_\_\_\_\_ you two hours ago?  
a) was            b) weren't        c) wasn't            d) were
- 7 Who \_\_\_\_\_ Princess Diana?  
a) were            b) wasn't        c) was                d) weren't
- 8 Brazil \_\_\_\_\_ the winners of the Football World Cup in 2002.  
a) were            b) weren't        c) was                d) wasn't

### Buildings

#### 2 Write these jumbled words correctly.

- 1 o r o d            d \_ \_ \_
- 2 l a w l            w \_ \_ \_
- 3 o o r f            r \_ \_ \_
- 4 e t a g            g \_ \_ \_
- 5 d d a l r e        l \_ \_ \_ \_ \_
- 6 n e g r a d        g \_ \_ \_ \_ \_
- 7 n i w w o d        w \_ \_ \_ \_ \_
- 8 n i g p a n i t    p \_ \_ \_ \_ \_ \_

#### 3 Complete the gaps with a word from Exercise 2.

- 1 Can you open the \_\_\_\_\_, please? It's very hot.
- 2 I can hear the rain on the \_\_\_\_\_. It's very loud.
- 3 Please shut the \_\_\_\_\_ when you leave the \_\_\_\_\_.
- 4 I need a \_\_\_\_\_ to get to that window to clean it.
- 5 Is the \_\_\_\_\_ open? It's cold in this room.
- 6 I would like to buy a \_\_\_\_\_ from this exhibition.

## UNIT 8: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to provide consolidation of the past simple of *to be*;  
to practise the new vocabulary for buildings.  
This worksheet is designed to be used after Lesson 8.1.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Past simple of to be***

- 1 These sentences continue the unit theme of history and culture. Students choose the correct word to fill each gap. Elicit answers from the students.

**Answers:**

1 c 2 b 3 c 4 a 5 a (*both gaps*) 6 d 7 c 8 a

### ***Buildings***

- 2 This exercise is good for practising the spelling of new vocabulary. Students unravel the anagrams to spell the correct words. Elicit answers from students.

**Answers:**

1 door 2 wall 3 roof 4 gate 5 ladder 6 garden 7 window 8 painting

- 3 Students use the words from Exercise 2 to complete the gaps. Elicit answers.

**Answers:**

1 window 2 roof (*or door*) 3 gate/garden 4 ladder 5 door 6 painting

## UNIT 8: READING

### 1 Read the museum guide. When does the museum open?

#### TRANSPORT MUSEUM GUIDE

##### Tickets and opening times

The museum is open Monday to Saturday 10.00–18.30, and Sunday 10.00–17.00.

Entrance to the museum is <sup>1</sup> \_\_\_\_\_, but there is a <sup>2</sup> \_\_\_\_\_ for all special exhibitions in the Oak Gallery. <sup>3</sup> \_\_\_\_\_ of the museum are free.

*History of Formula 1 Racing Cars*     £8 (£6 Student and senior <sup>4</sup> \_\_\_\_\_ )

*Modern Water Transport*             £6

##### What can you see?

Bicycles and motorbikes             Upper floor

Motor cars and racing cars         <sup>5</sup> \_\_\_\_\_ floor

Trains                                     Main floor

Boats                                      Main floor

Buses                                      Lower floor

Trams                                      Lower floor

##### Shops

The <sup>6</sup> \_\_\_\_\_ shop is on the main floor, next to the trains and boats.

There is also a small <sup>7</sup> \_\_\_\_\_ on the lower floor, behind the trams.

##### Food

The <sup>8</sup> \_\_\_\_\_ on the main floor sells hot meals, <sup>9</sup> \_\_\_\_\_, cakes and drinks. It closes at 17.00 every day.

### 2 Read the text again and complete the gaps with the words from the box.

Upper free citizens bookshop Maps souvenir sandwiches  
restaurant charge

### 3 Now answer the questions about the museum.

- 1 What time does the museum close on Sunday?
- 2 How much does the *Modern Water Transport* exhibition cost?
- 3 Which floor are the boats on?
- 4 Which shop is on the lower floor?
- 5 What food can you buy in the restaurant?
- 6 What time does the restaurant close?

## UNIT 8: READING

### **TEACHER'S NOTES**

- Aim:** to provide a reading text on the theme of history and culture.  
This worksheet is designed to be used after Lesson 8.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

- 1 Students read the text and answer the gist question. Elicit answer from the students.

**Answer:**

10.00

- 2 Students read the text again and complete the gaps. Elicit answers from the students.

**Answers:**

1 free 2 charge 3 Maps 4 citizens 5 Upper 6 souvenir 7 bookshop 8 restaurant  
9 sandwiches

- 3 Students answer the comprehension questions. Elicit answers from the students.

**Answers:**

1 17.00 2 £6 3 The main floor 4 The bookshop  
5 Hot meals, sandwiches, cakes and drinks 6 17.00

## UNIT 8: STUDY SKILLS

### Learning new words

1 Read the words and put them under the correct heading. Use your dictionary.

lake storm thunder beach sun hill fog  
field rain snow river mountain

Weather	Landscape
storm	

2 What are the adjectives for these nouns?

- 1 storm \_\_\_\_\_
- 2 sun \_\_\_\_\_
- 3 fog \_\_\_\_\_
- 4 hill \_\_\_\_\_
- 5 rain \_\_\_\_\_
- 6 snow \_\_\_\_\_

3 Write a sentence using each of the adjectives from Exercise 2.

4 Match the words on the left with their opposite on the right.

- |                        |           |
|------------------------|-----------|
| 1 happy                | a) close  |
| 2 open ( <i>verb</i> ) | b) same   |
| 3 entrance             | c) fast   |
| 4 question             | d) sad    |
| 5 early                | e) boring |
| 6 short                | f) exit   |
| 7 interesting          | g) answer |
| 8 slow                 | h) late   |
| 9 different            | i) long   |

### Writing a description of an object

5 Complete this description of a car with the words in the box.

unusual this but money it's

1 \_\_\_\_\_ is a beautiful car. 2 \_\_\_\_\_ very old, but in excellent condition. It's an 3 \_\_\_\_\_ colour, pale green. It's old 4 \_\_\_\_\_ it goes very fast. The car belongs to a couple who live in Cambridge. It's worth a lot of 5 \_\_\_\_\_ but they don't want to sell it!



## UNIT 8: STUDY SKILLS

### TEACHER'S NOTES

- Aim:** to provide further practice of different techniques of learning new words;  
to practise writing a description of an object.  
This worksheet is designed to be used after Lesson 8.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for students

### *Learning new words*

- 1 Students read the new words and group them into 2 groups: weather and landscape. Elicit answers from students.

**Answers:**

Weather: storm, thunder, sun, fog, rain, snow

Landscape: lake, beach, hill, field, river, mountain

- 2 Students write the adjectives for some of the nouns from Exercise 1. Students can use their dictionaries to check their answers. Elicit answers from students.

**Answers:**

1 stormy 2 sunny 3 foggy 4 hilly 5 rainy 6 snowy

- 3 Students employ another useful technique for learning new words by using each of the adjectives from Exercise 2 to write a sentence. Ask for class feedback.

**Possible answers:**

1 The weather was very stormy last weekend.

2 It's warm and sunny today.

3 It was very foggy last night.

4 The landscape is hilly near our house.

5 It's usually very rainy here in winter.

6 It was snowy in most mountain areas yesterday.

- 4 Students match a word on the left with a word on the right. Elicit answers from students.

**Answers:**

1 d 2 a 3 f 4 g 5 h 6 i 7 e 8 c 9 b

### *Writing a description of an object*

- 5 Students complete the description with the words in the box. Elicit answers.

**Answers:**

1 This 2 It's 3 unusual 4 but 5 money

## UNIT 9: LANGUAGE PRACTICE

### ***Past simple: affirmative, negative and question forms***

#### **1 Choose the correct word to complete each phrase.**

- 1 \_\_\_\_\_ you enjoy the film?  
a) Were      b) Did      c) Do
- 2 I \_\_\_\_\_ cycle to the football match last Saturday.  
a) not      b) don't      c) didn't
- 3 Hannah \_\_\_\_\_ swim when she was four years old.  
a) can      b) could      c) can't
- 4 Who \_\_\_\_\_ the telephone?  
a) invent      b) invents      c) invented
- 5 We \_\_\_\_\_ to a beautiful beach last week.  
a) go      b) wents      c) went
- 6 No, I \_\_\_\_\_ want to go shopping yesterday.  
a) didn't      b) don't      c) doesn't
- 7 What time \_\_\_\_\_ you arrive last night?  
a) did      b) do      c) does
- 8 Georgia \_\_\_\_\_ her friends at the cinema last weekend.  
a) meet      b) met      c) meted
- 9 We \_\_\_\_\_ our lunch very quickly today.  
a) eat      b) eaten      c) ate
- 10 I \_\_\_\_\_ like that café. It was very noisy.  
a) not      b) didn't      c) doesn't

#### **2 Put the words in the right order to make questions.**

- 1 break did you When your arm ?
- 2 in the holidays did do What you ?
- 3 the car Where was ?
- 4 stay in hospital Did your grandfather ?
- 5 did you to the doctor When go ?
- 6 leave early he did Why ?
- 7 Kate arrive at her appointment Did on time ?
- 8 last night did you Where go ?
- 9 fun Was it ?
- 10 learn to speak English did you When ?

## UNIT 9: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

**Aim:** to provide further practice of past simple forms in the affirmative, negative and question forms.

This worksheet is designed to be used after Lesson 9.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

### ***Past simple: regular and irregular***

- 1 Students read the phrases and decide which is the correct word to fill the gap. Elicit answers from students.

**Answers:**

1 b 2 c 3 b 4 c 5 c 6 a 7 a 8 b 9 c 10 b

- 2 Students rearrange the words to make past simple questions. Elicit answers from students.

**Answers:**

- 1 When did you break your arm?
- 2 What did you do in the holidays?
- 3 Where was the car?
- 4 Did your grandfather stay in hospital?
- 5 When did you go to the doctor?
- 6 Why did he leave early?
- 7 Did Kate arrive at her appointment on time?
- 8 Where did you go last night?
- 9 Was it fun?
- 10 When did you learn to speak English?

## UNIT 9: READING

### 1 Match the words from the text with their definitions.

- |             |  |
|-------------|--|
| 1 injured   | a start  |
| 2 emergency | b made   |
| 3 equipment | c physically hurt  |
| 4 created   | d something which carries people from one place to another |
| 5 vehicle   | e a dangerous situation – help is needed quickly           |
| 6 beginning | f things that you need for a certain activity              |

### AMBULANCE HISTORY

In the 11th century, the Knights of St John learnt how to treat injured people from Arab and Greek doctors. The Knights of St John were the first emergency workers. They brought all soldiers injured in war to their tents for treatment. The idea of an ambulance service started in Europe with the Knights of St John. Soldiers who carried the injured bodies of other soldiers to tents for medical treatment also received some money.

The main doctor of the French Grand Army, Baron Dominique Larrey, created the first official army medical team in 1792. People with equipment came from the hospitals to give first aid to soldiers injured on the battlefield and carried them back in carts and wagons to the hospitals.

Motorised ambulance vehicles started to be used at the beginning of the 20th century. In the 1950s the United States started to use helicopter ambulances in the Korean War. In 1968 St Vincent's Hospital in New York City started the first travelling heart care team.

### 2 Read the text again and answer the questions.

- 1 Who taught the Knights of St John to help injured people?
- 2 Where did the Knights of St John take the injured soldiers?
- 3 What did some soldiers do to get money?
- 4 Who was Baron Dominique Larrey?
- 5 How were the injured taken back to the hospitals? (paragraph 2)
- 6 When did people start to use motorised ambulance vehicles?
- 7 Who used helicopter ambulances first of all?
- 8 Where was the first travelling heart care team?

## UNIT 9: READING

### TEACHER'S NOTES

**Aim:** to provide extra reading practice around the unit theme of inventions and medicine.

This worksheet can be used after Lesson 9.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

- 1 Students read the text and match the words with their definitions using the text to help them. Elicit answers from students.

**Answers:**

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

- 2 Students read the text again and complete the questions. Elicit answers.

**Answers:**

1 Arab and Greek doctors

2 They took them to tents for treatment.

3 They carried injured soldiers to tents for medical treatment.

4 The main doctor of the French Grand Army

5 They were carried in carts and wagons.

6 At the beginning of the 20th century

7 The United States

8 St Vincent's Hospital in New York City

## UNIT 9: STUDY SKILLS

### Taking notes while reading

1 Read about Bessie Blount and then complete the notes with the words in the box.

Bessie Blount was born in Virginia, USA in 1914. She moved from Virginia to New Jersey to study to be a therapist at the Panzar College of Physical Education and at Union Junior College. She did more training in Chicago. Bessie Blount worked with soldiers injured in the Second World War. After this, in 1951, she invented a device to help badly injured soldiers to feed themselves.

The electrical device was a tube which gave one mouthful of food at a time to a patient whenever they bit on the tube. She later invented a smaller portable device that patients could wear around their neck.

Bessie Blount started teaching physical therapy at the Bronx Hospital in New York. She got no support from the United States Veterans' Administration, so she gave the rights to her idea to the French government in 1952. The French government put the equipment to good use, helping to make life better for many war veterans.

feeding device for injured soldiers 1914 therapist Bronx

patient could wear around neck US gov

- Born <sup>1</sup> \_\_\_\_\_.
- job <sup>2</sup> \_\_\_\_\_.
- invented <sup>3</sup> \_\_\_\_\_.
- later invented something smaller <sup>4</sup> \_\_\_\_\_.
- taught at <sup>5</sup> \_\_\_\_\_ Hosp in New York.
- no support from <sup>6</sup> \_\_\_\_\_ Veterans' Administration.
- in 1952 gave rights to French <sup>7</sup> \_\_\_\_\_.

### Writing a short biography

2 Use the information below to write a short biography. Try to use some of these linkers: *at that time, then, during and later.*

George Stephenson – inventor of the first steam engine for railways

1781 – born in coal mining village – Wylam, England

1804 – walked to Scotland to get a job in a coal mine that used one of James Watt's steam engines

1807 – began to work nights to get extra money for his projects

1813 – started to build his first steam engine

1814 – first steam engine completed and tested on the Killingworth Railway – first ever steam engine to run on a railroad

1825 – built the world's first public railway: the Stockton and Darlington Railway

1829 – built the now famous 'Stephenson Rocket' with his son

UNIT 9: STUDY SKILLS**TEACHER'S NOTES**

**Aim:** to provide extra practice in taking notes while reading and writing a short biography.

This worksheet is designed to be used after Lesson 9.4.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

***Taking notes while reading***

- 1 Students read the short text and then complete the notes. Elicit answers.

**Answers:**

1 1914

2 therapist

3 feeding device for injured soldiers

4 patient could wear around neck

5 Bronx

6 US

7 gov

***Writing a short biography***

- 2 Students read the information and use their notes from CB page 81 to write a short biography.

**Possible model answer:**

In 1781 George Stephenson was born in the coal mining village of Wylam, England. In 1804 he walked to Scotland to get a job in a coal mine. *At that time* the coal mine used one of James Watt's steam engines. *During* 1807 he began to work nights to get extra money for his projects. In 1813 he started to build his first steam engine. *Later* in 1814 he completed and tested his first engine on the Killingworth Railway. *During* 1825 he built the world's first public railway: the Stockton and Darlington Railway. *Then* in 1829 he built the now famous 'Stephenson Rocket' with his son.

## UNIT 10: LANGUAGE PRACTICE

### ***Should, shouldn't, have to and don't have to***

**1 Complete the mini dialogues with the correct form of *should* or *have to*.**

- 1 Customer: Can I open a bank account, please?  
Bank manager: Of course.  
Customer: Do I <sup>1</sup> \_\_\_\_\_ give you any identification?
- 2 Paula: I don't think you <sup>2</sup> \_\_\_\_\_ carry much cash. You can always pay by credit card.  
Jon: You're right. I also <sup>3</sup> \_\_\_\_\_ carry my passport in my back pocket!
- 3 Ben: Mum, <sup>4</sup> \_\_\_\_\_ I get a loan to pay for my course?  
Mum: No, you <sup>5</sup> \_\_\_\_\_. You can get a part-time job to help pay for the course.
- 4 Customer: When do I <sup>6</sup> \_\_\_\_\_ pay back the loan? In six months?  
Bank manager: No, you <sup>7</sup> \_\_\_\_\_ pay it back in six months. You <sup>8</sup> \_\_\_\_\_ pay it back in five years.
- 5 Georgia: When do we <sup>9</sup> \_\_\_\_\_ be home tonight?  
Dad: Hmm, you <sup>10</sup> \_\_\_\_\_ be home early because it's the weekend. 11 p.m. please!

### ***Words connected with money***

**2 Choose the correct word to complete each sentence.**

- 1 Can you \_\_\_\_\_ me some cash please?  
a) borrow      b) lend      c) use
- 2 Banks always charge \_\_\_\_\_ on loans.  
a) coins      b) cheques      c) interest
- 3 My friend wants to \_\_\_\_\_ some money from me.  
a) pay      b) lend      c) borrow
- 4 Jamie \_\_\_\_\_ a lot of money from his new job.  
a) earns      b) gets      c) wins
- 5 It's important to \_\_\_\_\_ back money that you borrow.  
a) earn      b) charge      c) pay
- 6 You have to have a \_\_\_\_\_ number to get cash out of the machine.  
a) PINE      b) PIN      c) PIM
- 7 I have lots of coins in my purse, but no \_\_\_\_\_ .  
a) notes      b) note      c) coin
- 8 Can I pay by \_\_\_\_\_ card please?  
a) cheque      b) cash      c) credit



## UNIT 10: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to provide further practice of *should* and *have to*;  
to consolidate new vocabulary for money.  
This worksheet is designed to be used after Lesson 10.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheets for the students

### ***Should, shouldn't, have to and don't have to***

- 1 Students read the mini dialogues and complete each gap with the correct form of *should*, *shouldn't*, *have to* and *don't have to*. Elicit answers from students.

**Answers:**

1 have to 2 should 3 shouldn't 4 should 5 shouldn't 6 have to 7 don't have to  
8 have to 9 have to 10 don't have to

### ***Phrases and words connected with money***

- 2 Students choose the correct word to complete each sentence. Elicit answers from the students.

**Answers:**

1 b 2 c 3 c 4 a 5 c 6 b 7 a 8 c

## UNIT 10: READING

**1 Match the words 1–4 below with their meanings a)–d).**

- |              |   |
|--------------|---|
| 1 beginning  | a) quickly  |
| 2 fare       | b) equipment or services                              |
| 3 facilities | c) the price you pay to travel by bus, train or plane |
| 4 promptly   | d) start  |

### **Ten money-saving tips for students!**

Here's a list of ways that you can save money and enjoy life at the same time!

1 Plan your spending: at the beginning of each term, decide how much money you have to spend each week.

2 Food: take turns with your friends to cook a meal. It's fun and sociable. It also saves you spending money on food every day.

3 Travelling: can you cycle to college or the town? Save money on bus and train fares!

4 Accommodation: if you live in a flat, always switch lights off to save money on electricity bills.

5 Books: you don't have to buy all the books for the course. You can use the books in the library to help with your coursework.

6 Social life: at the weekends, go on a trip out to the country and enjoy the fresh air. It's free! Go with friends and have a relaxing and healthy time.

7 Sport: there are lots of sports facilities at universities and colleges which are much cheaper to use. Use them and get fit!

8 Holidays: if possible, go on a working holiday. Go to a new country and find out about the people and their life, and also earn money!

9 Part-time work: do you have time for a part-time job? This should help you save some money.

10 Borrowing money: if you have to borrow money from a friend, remember to pay it back promptly.

**2 Read the list again and mark the statements true or false.**

- 1 It's a good idea to spend a certain amount of money each week.
- 2 Cooking a meal for friends is fun and saves you money.
- 3 Cycling is more expensive than taking the bus or train.
- 4 You can save electricity by switching off lights.
- 5 Sports facilities at universities are more expensive than other places.
- 6 You can earn money on a working holiday.
- 7 Part-time work isn't a good way to save money.
- 8 It's important to pay back money that you borrow from a friend.

## UNIT 10: READING

### TEACHER'S NOTES

- Aim:** to provide some extra reading practice around the unit theme of money.  
This worksheet is designed to be used after Lesson 10.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

- 1 This exercise should explain any vocabulary that students may not be sure of. Explain that *switch off* means to turn off a light or machine using a button or switch. Students read the list and try to work out the meaning of the words from their context in the list. Elicit answers from students.

**Answers:**

1 d 2 c 3 b 4 a

- 2 Students read the list again and decide whether the statements are true or false. Elicit answers from students.

**Answers:**

- 1 true  
2 true  
3 false (it is cheaper than the bus or train).  
4 true  
5 false (they are cheaper than other facilities).  
6 true  
7 false (it is a good way to save money).  
8 true

UNIT 10: STUDY SKILLS

**Writing a formal letter**

**1 Underline and correct the mistake in each sentence from a formal letter.**

- 1 I am afraid I am that unhappy with this situation.
- 2 I write to you about a problem with my bank account.
- 3 The advisor told me that it was a mistake?
- 4 Could you please refund this extra charge.
- 5 The shop asistant told me that it was the wrong price.
- 6 I look to hearing from you.

**2 Complete the formal letter with the phrases in the box.**

20 Please Sir that When am afraid look forward am writing 2010 Yours

Customer Services  
National Bank of Wales  
Knight Street  
Cardiff CF3 5TY

<sup>1</sup> \_\_\_\_\_, Rose Street  
Cardiff CF2 4RE

6 June <sup>2</sup> \_\_\_\_\_

Dear <sup>3</sup> \_\_\_\_\_/Madam

I <sup>4</sup> \_\_\_\_\_ about a problem with a recent interest charge on my bank account.

I received my bank statement last month and noticed <sup>5</sup> \_\_\_\_\_ there were two interest charges of £25 and £22. I phoned Customer Services and the assistant told me £22 would be credited back to my account.

<sup>6</sup> \_\_\_\_\_ I checked my bank statement this month the two interest charges are there again.

I <sup>7</sup> \_\_\_\_\_ that I am not happy to be charged interest again. <sup>8</sup> \_\_\_\_\_ can you refund this charge and make sure it does not happen again.

I <sup>9</sup> \_\_\_\_\_ to hearing from you.

<sup>10</sup> \_\_\_\_\_ faithfully

Brian Tableton

## UNIT 10: STUDY SKILLS

### **TEACHER'S NOTES**

- Aim:** to provide extra practice in writing a formal letter.  
This worksheet is designed to be used after Lesson 10.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Writing a formal letter***

- 1 Students read each sentence carefully to identify the mistake. They then underline each mistake and correct it. Elicit answers from the students.

**Answers:**

- 1 I am afraid that I am unhappy with this situation.  
2 I am writing to you about a problem with my bank account.  
3 The advisor told me that it was a mistake.  
4 Could you please refund this extra charge?  
5 The shop assistant told me that it was the wrong price.  
6 I look forward to hearing from you.

- 2 Students read the formal letter and predict which words and phrases should fill the gaps. Students then complete the gaps using the words from the box. Elicit answers.

**Answers:**

- 1 20 2 2010 3 Sir 4 am writing 5 that 6 When 7 am afraid 8 Please  
9 look forward 10 Yours

## UNIT 11: LANGUAGE PRACTICE

### ***Will, won't and be going to***

#### **1 Choose the correct form a), b) or c) to complete the sentences.**

- 1 I \_\_\_\_\_ find out more about green electricity on the Internet.  
a) 'll                      b) 'm going to              c) am
- 2 No, there \_\_\_\_\_ be any food at the meeting. It's a very short meeting.  
a) will                      b) isn't going              c) won't
- 3 Harry \_\_\_\_\_ work for a recycling company in the summer.  
a) is                      b) is going to              c) will
- 4 \_\_\_\_\_ all houses have solar panels in 2020?  
a) Is going to              b) Will                      c) Isn't
- 5 No, we \_\_\_\_\_ to the cinema this evening. It's too cold!  
a) won't go              b) isn't going              c) aren't going
- 6 Mum, \_\_\_\_\_ buy some low-energy light bulbs for our house?  
a) will we                      b) are we going to              c) is we going to
- 7 Do you think I \_\_\_\_\_ have a job in 2010?  
a) 'll                      b) 'll won't                      c) am going
- 8 No, this house \_\_\_\_\_ have a wind turbine on the roof.  
a) isn't going              b) won't                      c) will
- 9 \_\_\_\_\_ there going to be a disco at the party?  
a) Will                      b) Are                      c) Is
- 10 \_\_\_\_\_ there be recycling bins near the new houses?  
a) Will                      b) Is                      c) Are

### ***Vocabulary: green living and compound nouns***

#### **2 Complete the sentences with a word from the box.**

green   switch   pool   court   shower   centre   solar   recycle   railway   café
--

- 1 I'm going to the Internet \_\_\_\_\_ to send some emails.
- 2 Please can you \_\_\_\_\_ off the TV?
- 3 We try to \_\_\_\_\_ as much paper as possible.
- 4 I always have a \_\_\_\_\_ and not a bath to save water.
- 5 Our house has \_\_\_\_\_ panels to make energy from the sun.
- 6 Some people use \_\_\_\_\_ electricity in their homes.
- 7 Is there a tennis \_\_\_\_\_ near here?
- 8 There's a great shopping \_\_\_\_\_ in the town.
- 9 Where's the \_\_\_\_\_ station?
- 10 Is there a swimming \_\_\_\_\_ at the sports centre?

## UNIT 11: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to provide further practice in choosing between *will* and *going to*;  
to consolidate compound nouns and green living vocabulary.  
This worksheet is designed to be used after Lesson 11.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheets for each student

### ***Will, won't and be going to***

- 1 This exercises revises the differences between the uses of *will* and *going to*. Students choose the correct option in each case. Elicit answers from the students.

**Answers:**

1 b 2 c 3 b 4 b 5 c 6 b 7 a 8 b 9 c 10 a

### ***Vocabulary: green living and compound nouns***

- 2 Students complete the sentences with a word from the box. Elicit answers from the students.

**Answers:**

1 café 2 switch 3 recycle 4 shower 5 solar 6 green 7 court 8 centre  
9 railway 10 pool

## UNIT 11: READING

### 1 Read the article and match each of the sentences to a paragraph.

- a) There are ways to recycle clothes.
- b) It's possible to repair and recycle household items.
- c) Shops and junk mail create unnecessary waste.
- d) People spend money on food they don't eat.
- e) The importance of recycling and reducing waste.

### REDUCING WASTE, REUSING AND REPAIRING

- 1 Recycling is very important, but if you can reduce the amount of waste you produce, this is a very good way to make a greener environment. Read the facts and figures below to help you become 'greener'.
- 2 Eighteen percent of household waste is packaging from products bought in shops. Try not to buy products with a lot of packaging. When you go shopping, take your own bag. This helps to reduce the ten billion plastic bags that shoppers get from supermarkets each year. You can save paper by stopping unwanted junk mail coming to your house.
- 3 Guess what? Each household in the UK spends £424 every year on food they do not eat. Yes, £424 of food goes into the bin.
- 4 Lots of household items such as computers, mobile phones, electrical equipment and furniture are recycled. They are repaired and reused by others. Look on the Internet or your phone book for repair services in your area. And furniture is often passed on to families on low incomes who do not have much furniture.
- 5 What about clothes? Yes, there are lots of people who buy second-hand clothes. Take any clothes you do not want to your local charity shop. They will sell the clothes and the money goes to a charity. It's a great way to recycle your clothes!

### 2 Read the article again and choose the correct word.

- 1 It helps the environment if you use your own \_\_\_\_\_ when you go shopping.  
 a) bag                      b) suitcase                      c) wallet
- 2 It is possible to \_\_\_\_\_ junk mail coming to your house.  
 a) start                      b) stop                      c) begin
- 3 \_\_\_\_\_ than £400 of food is wasted by each house in the UK every year.  
 a) Less                      b) More                      c) The same
- 4 Families on low incomes often benefit from recycled \_\_\_\_\_.  
 a) mobile phones    b) computers                      c) furniture
- 5 A good way to recycle clothes is to take them to a \_\_\_\_\_ shop.  
 a) charity                      b) repair                      c) supermarket



## UNIT 11: READING

### **TEACHER'S NOTES**

**Aim:** to provide a reading text on the unit theme of homes and green issues.

This worksheet is designed to be used after Lesson 11.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

- 1 Students read the article and then decide which sentence best summarises the content of each paragraph. Elicit answers from students.

**Answers:**

a) 5 b) 4 c) 2 d) 3 e) 1

- 2 Students choose the correct word to fit each gap. Elicit answers from the students.

**Answers:**

1 a 2 b 3 b 4 c 5 a

UNIT 11: STUDY SKILLS

**Examination skills**

1 The 'golden rules' below are mixed up. Rewrite each sentence correctly.

1 carefully / instructions / the / Read

.....

2 you / to / do / ask / Do what / the questions

.....

3 spend / Don't / a long time / on one or two / difficult questions

.....

4 writing / is easy / Make sure / to read / your

.....

5 students / other / working / watch / Don't

.....

6 too quickly / the exam / Don't do / careless mistakes / and make

.....

**Writing an informal letter**

2 Complete the informal letter with words and phrases from the box.

straight PS directions are you? dear I'm going to down when I'll be SE20 7HU

132 Woodlands Avenue  
London <sup>1</sup> \_\_\_\_\_

5/6/10

<sup>2</sup> \_\_\_\_\_ Eva

How <sup>3</sup> \_\_\_\_\_ I'm at university now studying medicine, and I'm having a great time.

To answer your question, yes, please come and stay next week. <sup>4</sup> \_\_\_\_\_ book  
dinner for us and all our old school friends at a new restaurant near my house.

<sup>5</sup> \_\_\_\_\_ home from work at 6.30 to meet you. Here are the <sup>6</sup> \_\_\_\_\_ from the tube to  
my house.

<sup>7</sup> \_\_\_\_\_ you come out of the station, turn left and go <sup>8</sup> \_\_\_\_\_ the hill. Turn right at the  
bus station – then you're 200 metres from my house. Go <sup>9</sup> \_\_\_\_\_ on and my house is on  
the right.

See you on Friday!

Best wishes,

Ana

<sup>10</sup> \_\_\_\_\_ My mobile number is 09987 446221

## UNIT 11: STUDY SKILLS

### **TEACHER'S NOTES**

- Aim:** to revise the 'golden rules' of exam techniques;  
to consolidate informal letter writing skills.  
This worksheet is designed to be used after Lesson 11.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### **Examination skills**

- 1 This exercise revises the very important 'golden rules' of exam techniques. Students unscramble the sentences and rewrite the rules. Elicit answers from students.

**Answers:**

- 1 Read the instructions carefully.
- 2 Do what the questions ask you to do.
- 3 Don't spend a long time on one or two difficult questions.
- 4 Make sure your writing is easy to read.
- 5 Don't watch other students working.
- 6 Don't do the exam too quickly and make careless mistakes.

### **Writing an informal letter**

- 2 Students read the informal letter and complete the gaps with words and phrases from the box. Elicit answers from students.

**Answers:**

- 1 SE20 7HU 2 Dear 3 are you? 4 I'm going to 5 I'll be 6 directions 7 When  
8 down 9 straight 10 PS

## UNIT 12: LANGUAGE PRACTICE

### *Present perfect and past simple*

**1 Complete the dialogues with the verbs in brackets. Use the present perfect or the past simple.**

- 1 A: \_\_\_\_\_ (you/ever/swim) in the sea or a lake?  
B: Yes, I \_\_\_\_\_ (swim) in Lake Como in Italy last year.
- 2 A: Where \_\_\_\_\_ (your parents/go) on holiday last year?  
B: They \_\_\_\_\_ (go) on a cruise in the Caribbean.
- 3 A: I \_\_\_\_\_ (never/go) to the Caribbean. \_\_\_\_\_ (be) it lovely?  
B: Oh yes, wonderful. They really \_\_\_\_\_ (enjoy) it.
- 4 A: \_\_\_\_\_ (you/see) any good travel programmes on TV recently?  
B: Yes, I \_\_\_\_\_ (watch) an interesting programme about holidays to the Antarctic last night!
- 5 A: When \_\_\_\_\_ (Mr Longford/fly) to Paris?  
B: He \_\_\_\_\_ (fly) there last Wednesday.
- 6 A: I \_\_\_\_\_ (not/feel) well all day. I'm going to bed.  
B: I \_\_\_\_\_ (just/make) a cup of tea. Would you like one?
- 7 A: How long \_\_\_\_\_ (your grandfather/live) in this house?  
B: He \_\_\_\_\_ (live) here for ten years.
- 8 A: \_\_\_\_\_ (Freya/work) in this office for a long time?  
B: No, she \_\_\_\_\_ (start) last month.

### *Adjective + noun*

**2 Complete the sentences with a word from the box.**

still trip warm journey beautiful empty lonely crowded travel pale

- 1 We had a great day on the beach. The weather was lovely and \_\_\_\_\_ .
- 2 It's a very quiet time of the year in this resort. Everywhere is \_\_\_\_\_ .
- 3 When Dimitri's family went on holiday, he felt \_\_\_\_\_ in the house on his own.
- 4 In the summer this resort is really busy. Everywhere is always \_\_\_\_\_ .
- 5 I'm going to buy a \_\_\_\_\_ book when I go shopping.
- 6 My friend went very \_\_\_\_\_ when he lost his wallet full of money.
- 7 My grandparents live in a \_\_\_\_\_ house in the country.
- 8 We're going on a boat \_\_\_\_\_ this afternoon. Would you like to come?
- 9 The \_\_\_\_\_ home last night was very dangerous because of the heavy rain.
- 10 It's a very calm day today with no wind. The sea looks completely \_\_\_\_\_ .

## UNIT 12: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to provide further practice of the present perfect and past simple tenses;  
to consolidate vocabulary from the unit (adjectives and nouns).  
This worksheet is designed to be used after Lesson 12.2.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### ***Present perfect and past simple***

- 1 This exercise makes students think about which is the correct tense to use, the present perfect or past simple. Students read the dialogues and complete the gaps using the verb prompts. Elicit answers from the students.

**Answers:**

- 1 Have you ever swum, swam  
2 did your parents go, went  
3 have/'ve never been, Was, enjoyed  
4 Have you seen, watched  
5 did Mr Longford fly, flew  
6 've/have not felt, 've/have just made  
7 has your grandfather lived, 's/has lived  
8 Has Freya worked, started

### ***Adjective + noun***

- 2 Students complete the sentences with a word from the box. Elicit answers.

**Answers:**

- 1 warm 2 empty 3 lonely 4 crowded 5 travel 6 pale 7 beautiful 8 trip 9 journey  
10 still

UNIT 12: READING

- 1 Read the text about two travellers. Then match the words below with their meanings.

**TWO TRAVELLERS**

In 1983, after journeys in Africa and Latin America, **John Pilkington** did a 500-mile solo crossing of the western Himalaya and told the story in his first book, *Into Thin Air*. His interest in Asia grew even more when the border between Pakistan and China opened in 1986. This made it possible - for the first time in forty years - to travel nearly the whole of the Silk Route. John was one of the first modern travellers to do this and he wrote about the journey in *An Adventure on the Old Silk Road*. Then he wrote another book in 1991 called *An Englishman in Patagonia*, which told the story of eight months' exploring the southernmost tip of South America. John is now a broadcaster with the BBC World Service and with Radio 4.

**Chris Brown** is a photographer and he has spent some time living in Ladakh, in northern India. He spent several months living and travelling with the Kharnak, the nomadic people of Ladakh. The Kharnak move three or four times a year in search of fresh fields for their animals. Chris joined them in the summer at Yagang and travelled with them on their winter move to Dat, then on to their spring camping grounds. Conditions were very harsh for the Kharnak while Chris was there; it was a very bad winter. The temperature regularly dropped to  $-40^{\circ}\text{C}$  at night. Because the Kharnak are nomadic people, Chris was living in a tent.

- |               |   |
|---------------|---|
| 1 solo        | a) all the time                               |
| 2 border      | b) on your own                                |
| 3 nomadic     | c) moving from place to place                 |
| 4 harsh       | d) a line which separates two countries       |
| 5 permanently | e) often, for example every week or every day |
| 6 regularly   | f) difficult and very uncomfortable           |

- 2 Read the text again and answer the questions.

- 1 When did John Pilkington do his 500-mile crossing of the western Himalaya?
- 2 What was the name of the book John wrote after crossing the western Himalaya?
- 3 Why could John travel along nearly the whole Silk Route in 1986?
- 4 What was *An Englishman in Patagonia* about?
- 5 Who are the Kharnak?
- 6 Why do the Kharnak move three or four times a year?
- 7 How was the winter when Chris Brown stayed with the Kharnak?
- 8 What did Chris sleep in when he stayed with the Kharnak?

## UNIT 12: READING

### TEACHER'S NOTES

**Aim:** to provide a reading text on the unit theme of travel and journeys.

This worksheet is designed to be used after Lesson 12.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheets for students

- 1 Students read the text about the two travellers and match the words from the text with their meaning in that context. Allow students to use their dictionaries to check their answers. Elicit answers from students.

**Answers:**

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

- 2 Students reread the text to answer the questions. Elicit answers from students.

**Answers:**

1 In 1983.

2 *Into Thin Air.*

3 Because the border opened up between Pakistan and China.

4 John's eight months exploring the southernmost tip of South America.

5 The nomadic people of Ladakh.

6 To find fresh fields for their animals.

7 It was a very bad winter; the temperature regularly dropped to -40°C at night.

8 A tent.

UNIT 12: STUDY SKILLS

**Writing a postcard**

1 Read the postcard below. Underline and correct the six mistakes.

12 June	
Dear Jorge.	
We're having a fantastic time here in Ecuador.	
The landscape is wonderful and the mountains	Mr J. Manola
are beautiful. Everyone is very friendly and	14 Roses Road
nowhere is crowded. It's great! We've been to	BM14 6LI
a local market and bought some pottery and	Birmingham
very warm jumpers. Tomorrow we going to	UK
see a volcano and climb a mountain near it.	
hope you are all well and everything is OK.	
see you soon. Lot of love,	
Maria xx	

2 Write your own postcard using some of the adjectives in the box and the sentence prompts.

lovely disgusting pleasant terrible beautiful crowded cool delicious

Dear Luca,  
I arrived here in .....  
The weather is .....  
The food is .....  
We went to a restaurant last night. It was .....  
We went on a trip to .....  
Tomorrow we're going to .....  
Hope everything is .....  
See you soon.  
Lots of love,  
.....



## UNIT 12: STUDY SKILLS

### TEACHER'S NOTES

- Aim:** to provide practice of writing postcards.  
This worksheet is designed to be used after Lesson 12.4.
- Time:** 40 minutes
- Materials:** photocopies of the worksheet for each student

### *Writing skills: a postcard*

- 1 Students read the postcard and underline the mistakes. Point out to students that the mistakes may be spelling, punctuation or layout mistakes. Elicit answers.

**Answers** (correct items underlined):

12 June

Dear Jorge<sub>s</sub>,

We're having a fantastic time here in Ecuador.

The landscape is wonderful and the mountains are beautiful. Everyone is very friendly and nowhere is crowded. It's great! We've been to a local market and bought some pottery and very warm jumpers. Tomorrow we're going to see a volcano and climb a mountain near it.

Hope you are all well and everything is OK.

See you soon. Lots of love,

Maria xx

Mr J. Manola

14 Roses Road

Birmingham BM14 6LI

UK

- 2 Students use the adjectives from the box and the sentence prompts to write their own postcard.