

9 In my life

I. 9a **1** Presentation

a 1.32 Listen and read. Find the things Eva talks about in the pictures.



My first years

Have you ever visited a castle?
Have you ever visited a zoo?
Have you ever lived in an igloo?

I've visited a castle,
I've visited a zoo,
But I haven't lived in an igloo.

I've travelled on a bus,
I've travelled on a train,
But I've never been on an aeroplane.

I've eaten frogs' legs,
I've eaten spinach leaves,
But I've never eaten smelly cheese.

I've listened to rock,
I've listened to pop,
But I've never danced to hip hop.

I've taken lots of exams,
I've taken lots of tests,
But I haven't climbed Mount Everest.

Eva

b 1.32 Listen again. Practise saying the poem.

9 In my life

Grammar

- present perfect: *ever, never*

Vocabulary

- experiences

Optional materials

- sheets of A4 paper, one fewer than there are students in class

Optional Activity Book activities

- Fast finishers p64, Extra practice p65

Photocopiable activity

- *Experiences ...* p172

LESSON 9a

Introduction

Copy the following table onto the board:

<i>Places we visit on holiday</i>	<i>Forms of transport</i>	<i>Unusual food</i>	<i>Kinds of music</i>

Put students into groups of four and ask them to write as many words in each category as possible. Set a time limit of four minutes. Elicit the words from different groups onto the board and then compare how many of them appear in Activity 1 on page 30.

1 Presentation

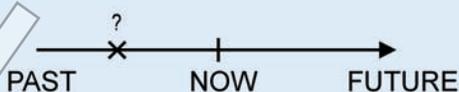
- a) [1.32] Focus students' attention on the picture. Introduce Eva, the girl holding the poster with a poem. Ask students to listen and read Eva's poem about her experiences. They should find the things she talks about in the pictures around the text. Play the CD.

In pairs, students say which words from the poem the pictures illustrate. They should make guesses about new vocabulary. Point to the pictures in turn and elicit the words from the class. Make sure everybody understands all the words now. Explain any other vocabulary students may not understand.

Refer students to the **Grammar spot** at the top of the next page to introduce the present perfect. Go over the example sentences and elicit or explain that we use the tense to talk about experiences without giving the specific time of the events. You can draw a timeline to illustrate this point (see the teaching tip below). Explain the structure of the present perfect and use the **Remember!** box to point out the full and short forms. Point out that regular verbs take the same form as in the past simple, but irregular verbs have a different form called the past participle. Demonstrate the past participle, using the list of irregular verbs on page 106. Refer students to the **Grammar summary** on page 101 for more information on the present perfect.

Teaching tip: Timelines

Timelines illustrate how tenses place events in time, and in relation to other events. They show complex rules in a simple visual way. The use of the present perfect is often a difficult concept for students. To clarify it, you can draw the following timeline:



Explain that the cross marks a past event and the question mark shows that we do not know exactly when it happened.

Mixed-ability classes

Fast finishers label the pictures in writing.

Extra activity

Check understanding of the poem by asking students to mark the pictures illustrating the things Eva has done in her life with a tick (✓) and those she has not done with a cross (✗).



Tapescript

see Student's Book Activity 1a

- b) [1.32] Play the CD again. Ask students to practise saying the poem aloud in chorus, then in pairs, helping each other with any pronunciation problems.

Extra activity

Encourage students to learn the poem by heart. They can use the following techniques: repetition/reading the poem several times, using the pictures to recall the complete lines, or cover every second or third word of the poem with blu-tack and then keep covering more words as they memorise the whole lines. Ask volunteers to recite the poem to the class.

Teaching tip: Using poems in class

Poems can serve a variety of purposes in the classroom. Primarily they are great tools to learn about the pronunciation of individual sounds and word stress. A lot of them follow a rhyming pattern. As students are listening to the poem, ask them to identify rhyming words. Before you ask students to work on the poem creatively, make sure they can read it well and hopefully memorise it, using different techniques. Ask students to first repeat the poem after you or the recording and then to practise reading it independently with fluency and expression, making use of the punctuation. Then they should read it to a classmate or in a group. Once students know the poem well, you can ask them to replace rhyming words with other rhyming words or write their own stanza following the pattern of the poem. This way students are encouraged to work on pronunciation and vocabulary, looking for words that rhyme with each other, as well as grammar, particularly tenses and sentence structure.



Tapescript

see Activity 1a



Grammar spot

Present perfect: *ever, never*

Have you **ever visited** a castle?
Yes, I **have**./No, I **haven't**.
I've **eaten** spinach.
I **haven't climbed** Mount Everest.
I've **never been** on an aeroplane.

Grammar page 101



Remember!

<i>Full form</i>	<i>Short form</i>
I have	I've
I have not	I haven't

2 Grammar practice

a Complete three of these phrases to make true sentences about yourself.

I've never eaten ...	I've travelled on a ...
I haven't tasted ...	I've been to ...
I've listened to ...	I haven't lived in ...
I've visited ...	I've never danced to ...

- 1 *I've never eaten spinach.*
- 2 *I've been to Italy.*
- 3 *I've never danced to hip hop.*

b Read your sentences to your classmates. Try to find someone with one or two sentences like yours.



Study tip

Remembering past participles

Write down verbs in lists of regular and irregular verbs

<i>Regular</i>	<i>Irregular</i>
visit – visited	be – been
listen – listened	eat – eaten
taste – tasted	take – taken

3 Pronunciation

1.33 Listen and practise saying these verbs.

/ɪd/ visited shouted started ended
/ɪd/ travelled listened climbed played
/t/ danced worked helped watched

4 Speaking

a 1.34 Listen and read these questions.

Experiences Have you ever ...



1 played tennis?



4 seen a rainbow?



2 been to London?



5 eaten Chinese food?



3 swum in the sea?



6 won a prize?

b Now ask and answer the questions with a classmate.

Have you ever played tennis?

No, I haven't. or *Yes, I have.*

5 Class poll

1.35 Listen to the questions in Activity 4 again.

Put your hand up for all the things you have done. Write the results on the board.

	Yes, I have	No, I haven't
1 Tennis	9	11
2 London	...	

6 Check your English

Complete with *have, haven't, ever, never*.

A: Have you ¹_____ eaten Mexican food?

B: No, I've ²_____ eaten Mexican food, but I ³_____ eaten Spanish food. Have you ⁴_____ eaten Spanish food?

A: No, I ⁵_____.

2 Grammar practice

- a) Go over the phrases in the box and point out that some are positive and some negative. Explain that we say *been to* + a place or an event. Students choose three phrases and complete them with their own ideas to make true sentences about themselves. Demonstrate the task by reading out the example.

Mixed-ability classes

For less confident students write on the board categories of words which go with each verb, e.g. *eaten* + type of food.

- b) Students read their sentences to their classmates. If anyone has the same sentence/s, they should raise their hand. If you have a large class, do this activity in groups.

Extra activity

Place chairs or sheets of A4 paper in a circle, one chair/sheet of paper less than there are students in class. Copy the phrases from Activity 2a onto the board. Students sit on the chairs/stand on the sheets of paper. A volunteer goes to the middle of the circle and makes a true sentence about their experience with one of the phrases on the board, e.g. *I've never eaten sushi*. Students who share the same experience change seats/stand on a different sheet of paper. As they are moving, the person in the middle tries to grab a vacated chair/stand on a vacated sheet of paper. If they succeed, another person is left in the middle and they repeat the activity with another sentence. Set a time limit of five minutes for the game.

Homework suggestions

- 1 Activity Book pages 20–21, Activities 1–3
- 2 Students write true sentences for themselves about the activities in the pictures in Activity 1, e.g. *I have never visited a castle*.

LESSON 9b

Introduction

Write the following verbs from Activity 1 on the board: *travel, take, climb, eat, dance, visit, live, be*. In pairs, students decide which verbs are regular and which irregular and write down their past participle form. Check the answers with the whole class.

Dyslexia tip: Notes on the board

Make sure that the notes on the board are large and clear and that dyslexic students can see them well from where they are sitting. Use different colours for different types of words or different sentences. Leave the notes on the board as long as possible so that dyslexic students have time to copy them.

Study tip

Go over the example lists of verbs. Encourage students to add verbs in the infinitive and the past participle to the correct category as they come across them.

3 Pronunciation

[1.33] Explain that there are three ways of pronouncing the regular verb *-ed* ending, depending on the final sound of the infinitive form of the verb: if it is /t/ or /d/, then we pronounce the ending /ɪd/, if it is a vowel or a voiced sound, we pronounce the ending /d/ and if it is a voiceless consonant, the ending is /t/.

You can ask students to place their finger gently on their throat and say different consonants; if the vocal cords vibrate, the consonants are voiced. Play the CD with the three types of pronunciation of the *-ed* ending and ask students to repeat the verbs. Then encourage them to practise pronunciation of the verbs independently.



Tapescript

see Student's Book Activity 3

4 Speaking

- a) [1.34] Students listen and read the questions and think about their own true answers. Play the CD. Ask students to use the pictures to help them understand the questions.



Tapescript

see Student's Book Activity 4a

- b) In pairs, students ask and answer the questions from Activity 4a to find out about each other's experiences. Demonstrate the task by reading out the example with a confident student.

Extra activity

Before students begin asking questions, encourage them to predict their classmate's answers. They should put a cross (X) for *no* and a tick (✓) for *yes* beside each question and then interview their classmate. They get one point for each correct guess.

Photocopiable activity

Experiences p172; instructions p156

5 Class poll

[1.35] Play the CD again, pausing after each question. Students put their hands up if their answer is *Yes, I have*. Two volunteers count how many students have and have not had each experience and write the results on the board as in the example. Find out which experience is the most common and ask students to justify it, e.g. *Most students have swum in the sea because our town is near the sea*.



Tapescript

see Activity 4a

6 Check your English

Students complete the dialogue with *have, haven't, ever, or never* and compare their answers in pairs. Ask one pair to read out the dialogue to the whole class.

Extra activity

A volunteer stands with their back to the board. Write one of the verbs from the lesson on the board, e.g. *played*. Students make present perfect sentences with the verb, but replacing the verb with *beep*, e.g. *I've never beep the piano*. The volunteer tries to guess the mystery verb.

Answer key

1 ever 2 never 3 have 4 ever 5 haven't

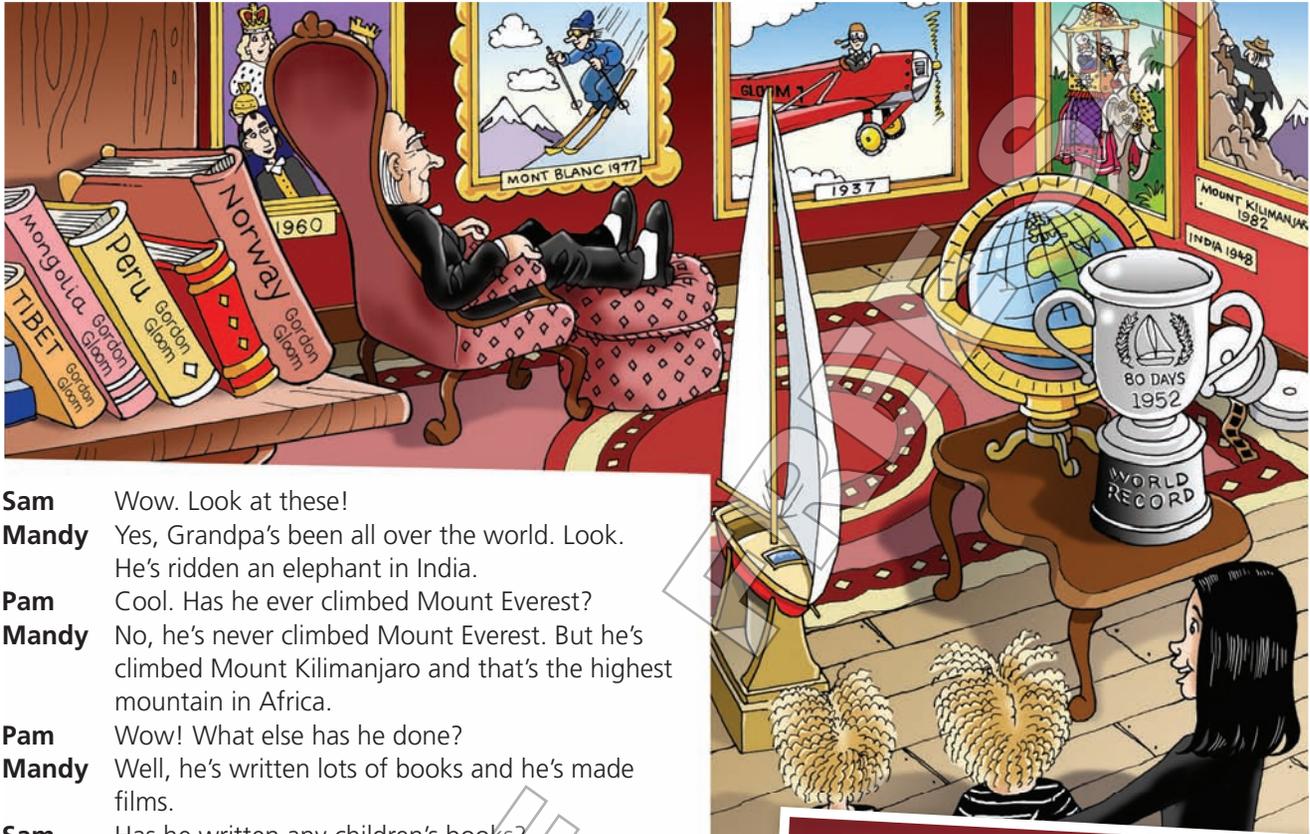
Homework suggestions

- 1 Activity Book page 21, Activities 4–6
- 2 Students write three questions with *Have you ever ... ?* to add to the survey in Activity 4a. They can illustrate the questions. At the beginning of the next lesson they can use the questions to interview their classmates.

10 An amazing life

I. 10a 1 Presentation

a 1.36 Listen and read. Find the things Mandy talks about in the picture.



Sam Wow. Look at these!

Mandy Yes, Grandpa's been all over the world. Look. He's ridden an elephant in India.

Pam Cool. Has he ever climbed Mount Everest?

Mandy No, he's never climbed Mount Everest. But he's climbed Mount Kilimanjaro and that's the highest mountain in Africa.

Pam Wow! What else has he done?

Mandy Well, he's written lots of books and he's made films.

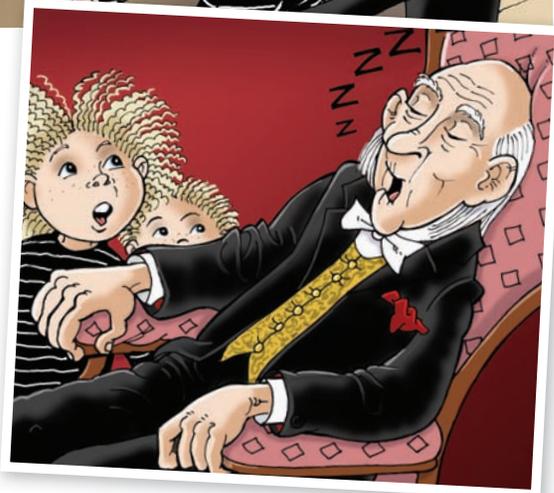
Sam Has he written any children's books?

Mandy No, he hasn't written any children's books. But he's written lots of travel books. And he's met a king and a queen and he's broken ...

Sam His leg!

Mandy No, he hasn't broken his leg. He's broken world records. Look. He's sailed around the world in 80 days and he's skied down Mont Blanc. Yes, Grandpa has had a really amazing life.

Pam Umm. No wonder he's tired.



b 1.36 Listen again. Then read the dialogue with your classmates.



Real English

Cool
No wonder...

2 Class poll

What do you think is the most amazing thing Gordon Gloom has done in his life? Vote and write the results on the board.

ridden an elephant - 2
climbed Mount Kilimanjaro - 5



Grammar spot Present perfect

Has he ever **climbed** Mount Everest?
Yes, he **has**./No, he **hasn't**.

He's **ridden** an elephant in India.
He **hasn't written** any children's books.

10 An amazing life

Grammar

- present perfect and past simple

Vocabulary

- travel; geography; experiences

Optional materials

- one slip of paper per student

Optional Activity Book activities

- Fast finishers p64, Extra practice p65

Photocopiable activity

- *Do you know anybody who ...?* p173

LESSON 10a

Introduction

Individually, students write sentences on paper about three experiences they have had e.g. *I've played rugby*. One sentence should be false. Provide help with new vocabulary. In pairs, students exchange their sentences and guess which one is false about their classmate. Ask students to keep their sentences for a later stage of the lesson.

1 Presentation

- a) [1.36] Focus attention on the pictures and ask students to identify the members of the Gloom family: Mandy, Sam, Pam and Gordon. Elicit that they are in Gordon's bedroom where there are a lot of souvenirs, books and photos connected with travelling.

Ask students to listen and read and find the things Mandy talks about in the first picture. Play the CD twice, the second time getting students to point to the relevant fragments of the picture.

Clarify any vocabulary students do not understand. Refer them to **Real English** and demonstrate the meaning of the phrase, by telling students *I slept two hours last night* and then *The last meal I had was breakfast yesterday morning* to elicit *No wonder you're sleepy* and *No wonder you're hungry* respectively.

Refer students to the **Grammar spot** to elicit or explain the present perfect for the third person singular. Go over the different types of sentences in the example and encourage students to find more present perfect third person singular sentences in the dialogue. Use the **Remember!** box on the next page to point out the full and short forms of *has*. Remind students that we use the present perfect to talk about events which happened in the past but we do not know when or it is not important. Give a few examples of your family members' or friends' experiences, e.g. *My cousin has dived in the Red Sea*. Encourage volunteers to talk about some experiences of their family or friends. Refer students to the **Grammar summary** on page 101 for more information on the present perfect.

Teaching tip: Using pictures from the Student's book

You can use pictures from the Student's book in more ways than the Student's book tasks directly related to them, e.g.:

- ask students *who, what, where, when, why* and *how* questions about the pictures
- revise parts of speech by asking students to write adjectives, nouns and verbs from the pictures
- practise spelling or pronunciation by getting students to find words beginning with or ending in given letters or containing given sounds
- elicit ideas about what happened before and after the situation in the pictures
- use the pictures as a beginning of a story students need to continue in writing or orally as a one sentence game
- ask students to write captions for the pictures.



Tapescript

see Student's Book Activity 1a

- b) [1.36] In groups of three, each student takes a role from the dialogue in Activity 1a. Play the CD again for students to pay attention to pronunciation and intonation. Then students read the dialogue within their groups. You can ask them to repeat the activity, changing roles.



Tapescript

see Activity 1a

Extra activity

If you did the introduction activity, ask students to work in the same pairs and read through each other's sentences, correcting the false sentence. Then put students in different pairs and ask them to report the experiences of the classmate they worked with before. They should make the present perfect third person singular sentences.

2 Class poll

Ask students to choose individually the most amazing thing Gordon Gloom has done in his life. Individual students share their choice with the whole class. Students with the same answer raise their hands. Ask a volunteer to count the votes and write the results on the board as in the example.

Extra activity

Students think of the most amazing experiences of two of their family members or people they know well. In groups of four, students tell their classmates about the experiences, using the present perfect, e.g. *My cousin has ridden a camel*. Make sure they do not mention the time of the event. Groups report the most interesting experiences to the whole class.

3 Grammar practice

Look at the picture in Activity 1. Make sentences with *He has* or *He hasn't* and these words:

sailed written ridden skied
broken made met been

children's books down Mont Blanc
an elephant films
to lots of countries around the world
kings and queens his leg

He's sailed around the world.

He hasn't written children's books.



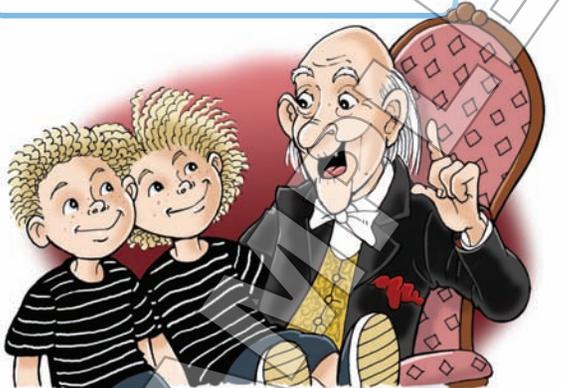
Remember!

<i>Full form</i>	<i>Short form</i>
He/She has	He/She's
He/She has not	He/She hasn't

1. 10b 4 Listening

a 1.37 Listen and then fill in the missing words.

sailed been rode flew sailed
been flown took ridden



Sam Is it true? Have you _____ an elephant?

Gordon Yes, I _____ an elephant in India in 1948.

Pam And have you _____ around the world?

Gordon Yes, I _____ around the world in 1952.

It _____ me eighty days.

Sam Have you ever _____ to the moon?

Gordon No, I haven't _____ to the moon. But I have _____ across the Pacific. Look, I _____ across the Pacific Ocean in this plane in 1937.

Pam, Sam Wow. You are brave, Grandpa.

b 1.37 Listen again and check your answers.



Grammar spot

Present perfect and past simple

Have you ridden an elephant?

Yes, I **rode** an elephant in India in 1948.

Have you sailed around the world?

Yes, I **sailed** around the world in 1952.

Grammar page 101

5 Grammar practice

a Complete the dialogue with the correct form of the verb in brackets.

1 ridden, rode

1 (ride) **Sam** Have you _____ an elephant?

Gordon Yes, I _____ an elephant in 1948.

2 (broke) **Pam** Have you _____ a world record?

Gordon Yes, I _____ a world record in 1952.

3 (meet) **Sam** Have you _____ a king and queen?

Gordon Yes, I _____ a king and queen in 1960.

4 (fly) **Pam** Have you _____ across the Pacific?

Gordon Yes, I _____ across the Pacific in 1937.

5 (ski) **Sam** Have you _____ down Mont Blanc?

Gordon Yes, I _____ down Mont Blanc in 1977.

6 (climb) **Pam** Have you _____ Mount Kilimanjaro?

Gordon Yes, I _____ Mount Kilimanjaro in 1982.

b 1.38 Listen and check.

6 Song

1.39 Find the song *Have You Ever Seen the Rain?* on page 90.

7 Check your English

a Ask and answer questions about your classmate's experiences.

1 (travel) on a plane 3 (ride) a horse

2 (be) to England 4 (break) a leg

Have you travelled on a plane?

Yes, I have. I travelled on a plane last year.

b Now write sentences about you and your classmate's experiences.

I haven't travelled on a plane.

Monica has travelled on a plane.

She travelled on a plane last year.

3 Grammar practice

Students study the objects in Gordon Gloom's bedroom in Activity 1 and write sentences about what he has and has not done, using the verbs and the phrases in the boxes. They should first match the verbs to the correct phrases. Check the answers with the whole class.

Answer key

He's sailed around the world. He hasn't written children's books. He has ridden an elephant. He's skied down Mont Blanc. He hasn't broken his leg. He's made films. He's met kings and queens. He's been to lots of countries.

Homework suggestions

- 1 Activity Book page 22, Activities 1–2
- 2 Students choose three celebrities and write about their amazing achievements or experiences, using the present perfect.

LESSON 10b

Introduction

Students write their own true amazing experience on a slip of paper, e.g. *I've won some money on a lottery*. Collect the sentences, mix them up and distribute randomly. To find the author of the sentence they received students mingle and ask questions about the experience, e.g. *Have you won any money on a lottery?* Set a time limit of four minutes.

4 Listening

- a) [1.37] Focus attention on the verbs in the box and point out that some are past simple verbs and some are past participles. Ask students to listen and read the conversation and fill in the gaps.



Tapescript

see Activity 4a

- b) [1.37] Play the CD again for students to check their answers. Elicit or explain that we use the present perfect to talk about experiences in general, but when we say exactly when they happened and when we give details, we use the past simple. Refer students to the **Grammar spot** to illustrate the rule and point out the time references. Refer students to the **Grammar summary** on page 101 for more information.

Dyslexia tip: *Being an active learner*

Encourage dyslexic students to be active when learning new grammar and vocabulary. They can draw diagrams, pictures, use highlighter pens and different colours to help them memorise new concepts and meanings. In the case of the present perfect vs the past simple, students can use different colours for each tense, draw calendar pages to illustrate the time references and use arrows to show movement from one tense to the other.



Tapescript and Answer key

- Sam:** Is it true? Have you ridden an elephant?
Gordon: Yes, I rode an elephant in India in 1948.
Pam: And have you sailed around the world?
Gordon: Yes, I sailed around the world in 1952. It took me eighty days.
Sam: Have you ever been to the moon?
Gordon: No, I haven't been to the moon. But I have flown across the Pacific. Look, I flew across the Pacific Ocean in this plane in 1937.
Pam, Sam: Wow. You are brave, Grandpa.

5 Grammar practice

- a) Students complete the short dialogues with the verbs in brackets in the correct form: the present perfect or the past simple. Then they compare their answers in pairs.

Mixed-ability classes

Ask less confident students to circle the year references to remind them to use the past simple form in these sentences.

- b) [1.38] Play the CD for students to check their answers.

Extra activity

Students write a sentence about an amazing experience they have had or use the sentence from the introduction activity. In pairs, students read their sentence to each other and make a dialogue based on their experience, using Activity 5 as a model and adding more details in the past simple, e.g. why, where, how it happened.



Tapescript and Answer key

- 1 Sam:** Have you ridden an elephant?
Gordon: Yes, I rode an elephant in 1948.
2 Pam: Have you broken a world record?
Gordon: Yes, I broke a world record in 1952.
3 Sam: Have you met a king and queen?
Gordon: Yes, I met a king and queen in 1960.
4 Pam: Have you flown across the Pacific?
Gordon: Yes, I flew across the Pacific in 1937.
5 Sam: Have you skied down Mont Blanc?
Gordon: Yes, I skied down Mont Blanc in 1977.
6 Pam: Have you climbed Mount Kilimanjaro?
Gordon: Yes, I climbed Mount Kilimanjaro in 1982.

Photocopiable activity

Do you know anybody who ...? p173; instructions p157

6 Song

[1.39] Refer students to page 90. Ask them to look briefly at the lyrics and play a few seconds of the recording. Find out if students recognise the song and play the CD through.

Explain any words students do not understand. Play the song again, encouraging students to join in singing. Elicit what the song is about and ask students to read the background information.



Tapescript

see lyrics on page 90 of the Student's Book

7 Check your English

- a) Students make present perfect questions, using the prompts, and then ask and answer them in pairs.

Answer key

- 1 Have you travelled ...?
- 2 Have you been ...?
- 3 Have you ridden ...?
- 4 Have you broken ...?

- b) Students write sentences about their own and their classmate's experiences from Activity 7a. Go through the example before students begin the task.

Homework suggestions

- 1 Activity Book page 23, Activities 3–5
- 2 Students imagine three more amazing experiences Gordon Gloom has had. They write sentences about them in the present perfect and the past simple as in Activity 7b.

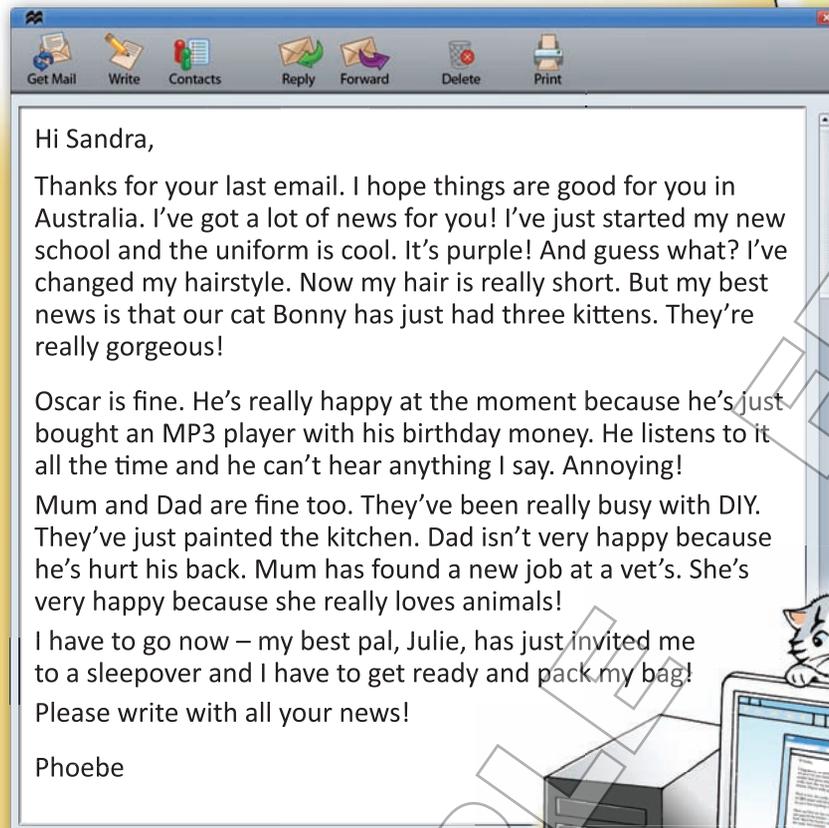
11 My latest news

I. 11a 1 Guessing

Phoebe is writing about things that have happened to her recently. Look at the picture. Can you guess her news?

2 Presentation

1.40 Listen and read. How many pieces of news does Phoebe tell her cousin in Australia?



Hi Sandra,

Thanks for your last email. I hope things are good for you in Australia. I've got a lot of news for you! I've just started my new school and the uniform is cool. It's purple! And guess what? I've changed my hairstyle. Now my hair is really short. But my best news is that our cat Bonnie has just had three kittens. They're really gorgeous!

Oscar is fine. He's really happy at the moment because he's just bought an MP3 player with his birthday money. He listens to it all the time and he can't hear anything I say. Annoying!

Mum and Dad are fine too. They've been really busy with DIY. They've just painted the kitchen. Dad isn't very happy because he's hurt his back. Mum has found a new job at a vet's. She's very happy because she really loves animals!

I have to go now – my best pal, Julie, has just invited me to a sleepover and I have to get ready and pack my bag! Please write with all your news!

Phoebe

How r u? Do you fancy a sleepover 2nite @ mine? Let me kno. Hope to CU L8R. Julie



Real English

Guess what? pal Annoying! gorgeous

Text language

do u (= do you) tonite (= tonight)
r (= are) @ (= at) kno (= know)
CU = (see you) L8R (= later)



Grammar spot

Present perfect: *just*

I've **just started** my new school.
Bonnie **has just had** three kittens.

11 My latest news

Grammar

- present perfect: *just*; present perfect and past simple

Vocabulary

- everyday activities; shopping

Optional Activity Book activities

- Fast finishers p64, Extra practice p65

Photocopiable activity:

- *What's just happened?* p174

LESSON 11a

Introduction

On the board write the following heading: *MIELSA* and three questions:

Who do you usually write them to?

What do you usually write about?

What was the last one you wrote about?

Ask students to read the questions and guess what topic they refer to. Then they rearrange the letters in the heading to check their answer (answer: EMAILS) Divide students into groups of four and ask them to discuss the questions. Groups report the results of their discussion to the whole class.

1 Guessing

Focus students' attention on the picture of Phoebe typing on her computer. Point to her thought bubble and explain that she is thinking about things that have happened to her and her family recently. Ask students to identify the people in the thought bubble: Phoebe's mum, dad and her brother, Oscar. Point to the message in the bottom left-hand corner and elicit it is from Phoebe's friend. Students should then try to guess Phoebe's news on the basis of the pictures. In pairs, students compare their ideas.

2 Presentation

[1.40] Point to Phoebe's computer and explain that she is writing an email to her cousin, Sandra, who lives in Australia. Elicit that she is writing about her news. Explain that we say: *a piece of news* when we want to count it as *news* is singular and uncountable in English. Students listen and read the email to count the pieces of news Phoebe tells her cousin and check their guesses from Activity 1. Play the CD.

Elicit the answers. Refer students to **Real English** and demonstrate the meaning of the words and phrases by asking questions to different students, e.g. *What do we say before we give exciting news? Who are Harry Potter's best pals? What animals do you think are gorgeous? Scratch the board with your fingernails to elicit Annoying!*

Point to the **Text language** section and elicit or explain in L1 that text language is a type of slang where words are abbreviated or simplified so that typing is faster and we need fewer characters. Make sure students understand it is used between young people in text messages or instant messages.

Students read the instant message in the picture again. Ask them to explain what it says in their own words. Provide help if necessary. Find out if students use any abbreviations in their own text or instant messages.

Check if students know or can guess the meaning of the following words and phrases from the email: *uniform, hairstyle, had kittens, birthday money, at a vet's, get ready*. Explain any words students still find difficult.

Refer students to the **Grammar spot** to elicit or explain the use of the present perfect to report news. Explain that we often use *just* with the present perfect, which refers to a short time ago. When we use the present perfect, it means that we can still see the results of the event, e.g. *I've changed my hairstyle* – Phoebe's hair is now different to what it looked like before. Refer students to the **Grammar summary** on page 101 for more information on the present perfect with *just*.

Cultural information

Text language is the English language slang used mainly in SMSs (Short Message Service, a form of text messaging on mobile phones) and IMs (Instant Messages, text-based communication between people over the Internet). It cannot usually be found in standard dictionaries. To use the fewest number of characters and speed up typing common words are abbreviated, replaced by numbers, or their spelling is simplified. You can introduce some common abbreviations your students may want to use in their own text or instant messages, e.g. plz=please, sry=sorry, thx=thanks, bf=boyfriend, gf=girlfriend, love=luv, np=no problem, cu l8r=see you later, 4=for, u=you.



Tapescript

see Student's Book Activity 2

Answer key

- 1 Phoebe has just started her new school.
- 2 She has changed her hairstyle.
- 3 Her cat has just had three kittens.
- 4 Oscar has just bought an MP3 player.
- 5 Her mum and dad have been busy with DIY.
- 6 They have just painted the kitchen.
- 7 Her dad has hurt his back.
- 8 Her mum has found a new job at a vet's.
- 9 Her pal Julie has just invited her for a sleepover.

Extra activity

Write the following exclamations on the board: *Oops! Ouch! Wow! Sorry! Phew! How nice! Help!* Elicit when we use them. In pairs, students make short dialogues orally, using the exclamations and the present perfect with *just*. Write a sample dialogue on the board:

A: Oops!

B: What's happened?

A: I've just dropped my glasses.

Set a time limit of eight minutes. Elicit one or two dialogues for each exclamation.

3 Grammar practice

a Match the words in A with the words in B to make sentences using the present perfect.

I've just started my new school.

A

- 1 I just (start)
- 2 I (change)
- 3 Bonny just (have)
- 4 Oscar just (buy)
- 5 Mum and Dad (be)
- 6 They just (paint)
- 7 My dad (hurt)
- 8 Mum (find)
- 9 Julie just (invite)

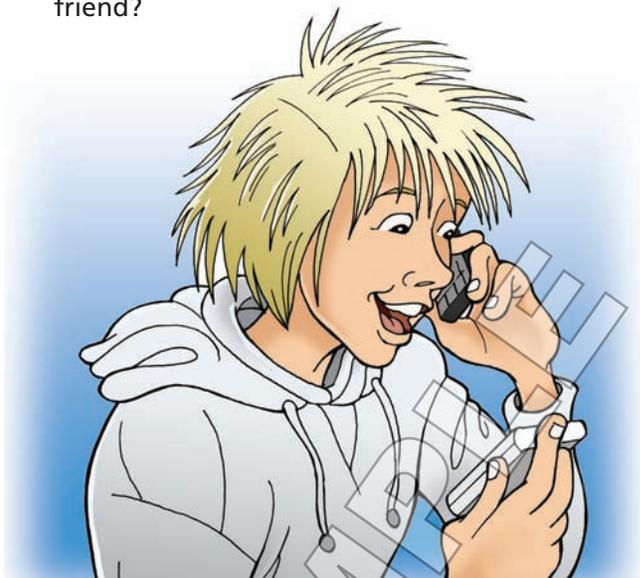
B

- a an MP3 player.
- b his back.
- c really busy.
- d my hairstyle.
- e kittens.
- f a new job at a vet's.
- g me to a sleepover.
- h the kitchen.
- i my new school.

b **1.41** Listen and check.

4 Listening

a **1.42** Listen. What news is Oscar telling his friend?



b **1.42** Listen again. Answer these questions.

- 1 What has Oscar just spent?
- 2 What did he buy?
- 3 Was it expensive?
- 4 Where did he buy it?
- 5 How many songs can it hold?
- 6 How many songs has Oscar put on it?



Grammar spot

Present perfect and past simple

I've just spent my birthday money.

What **did** you buy?

I **bought** an MP3 player.

5 Speaking

Work with a classmate. Make a dialogue with the words in the boxes. Complete it with your own answer.

I've just been shopping.

What did you buy?

I bought a magazine.

A: I've just ...

been shopping won a prize read a book
seen a film had a drink played a game

B: What did you ...?

buy win read see have play

A: I ...

bought won read saw had played

My English file

My latest news

Write a short email to your friend. Start with saying thank you and write about your latest news.

Hi Peter,

A big thank you for your last email/phone call/birthday present. I've got some news, too. My parents have just bought me a puppy! It's ...



Real English

Saying thank you

Thanks for ... Thanks a lot for ...

Thank you so much for ...

A big thank you for ...

6 Check your English

a Complete with the present perfect of the verb in brackets.

- 1 I ____ just ____ a T-shirt. (buy)
- 2 My cat ____ just ____ kittens. (have)
- 3 My friend ____ just ____ a new school. (start)
- 4 We ____ our house. (paint)
- 5 My dad ____ a new job. (find)

b Now write questions about the above with the past simple.

- 1 *Where did you buy it?*

3 Grammar practice

- a) Students match the words in column A with words in column B. Check the answers. Then students make sentences about Phoebe's news, using the joint phrases and the present perfect. They should pay special attention to the position of *just* in the sentence and whether the subject is singular or plural as they require different forms of *have*. Students compare their answers in pairs and then check with the email in Activity 2.

Mixed-ability classes

Fast finishers imagine that Julie has made some preparations for the sleepover at her house. They write three sentences about what she has done, using the present perfect, e.g. *Julie's just made pancakes for the evening.*

- b) [1.41] Play the CD for students to check their answers.



Tapescript and Answer key

- 1 (i) I've just started my new school.
- 2 (d) I've changed my hairstyle.
- 3 (e) Bonny's just had kittens.
- 4 (a) Oscar's just bought an MP3 player.
- 5 (c) Mum and Dad have been really busy.
- 6 (h) They've just painted the kitchen.
- 7 (b) My dad's hurt his back.
- 8 (f) Mum's found a new job at a vet's.
- 9 (g) Julie's just invited me to a sleepover.

Homework suggestions

- 1 Activity Book pages 24–25, Activities 1–3
- 2 Students write four sentences in the present perfect with the news from their town or country.

LESSON 11b

Introduction

Write the following words on the board: *busy, kitchen, back, job at a vet's, kittens, hairstyle, sleepover, school, MP3 player*. Divide students into four groups and ask them to recall from memory Phoebe's news in Activity 2 on the basis of these words. Set a time limit of five minutes. Then groups take it in turns to choose a word and make a sentence with it in ten seconds. If it is grammatically and factually correct, give them one point and erase the word. If it is not, leave the word on the board for other groups to choose.

4 Listening

- a) [1.42] Elicit that the photo shows Oscar talking on the phone. Ask students to guess what news he is telling his friend. Play the CD for students to check their guesses. Elicit that Oscar is telling his friend about the MP3 player he has just bought.
- b) [1.42] Play the CD again and ask students to answer the questions about the conversation. Students compare their answers in pairs before you check them with the whole class. Refer students to the **Grammar spot** to point out we tell the news using the present perfect, but then we give details about it in the past simple.

Extra activity

Ask students if they or their family members do some of their shopping on-line. Find out what they usually buy and which websites are the most popular for shopping on-line.



Tapescript

- Oscar:** Guess what! I've just spent my birthday money.
Harry: What did you buy?
Oscar: I bought an MP3 player!
Harry: Fantastic. Was it expensive?
Oscar: No, it wasn't. I bought it on-line.
Harry: Cool. How many songs can it hold?
Oscar: 2000.
Harry: Wow. How many songs have you put on it?
Oscar: Er ... 16.
Harry: Only 16!
Oscar: Well, I've just bought it!

Answer key

- | | |
|----------------------|-----------|
| 1 His birthday money | 4 On-line |
| 2 An MP3 player | 5 2000 |
| 3 No, it wasn't | 6 16 |

5 Speaking

In pairs, students make short dialogues with the words in the boxes. They should use the first phrase in a present perfect sentence to introduce a piece of news, and then ask and answer about details, using the verbs in the second and third box in the past simple. They should complete the answers using their own ideas. The phrases and the verbs are in the same order. Read out the example with a confident student before students begin the task. Explain that the dialogues do not have to be true.

Set a time limit of five minutes. Ask different pairs to repeat their dialogues to the whole class.

Mixed-ability classes

For less confident students write ideas for the answers on the board in mixed order, e.g. *a milkshake, a comedy, an English dictionary, basketball, a present for my brother, £20.*

My English file

Students' task is to write a short email to a friend about their own news. They should start by thanking their friend as in the example or they can choose one of the expressions from the **Real English** box. Then they should use the present perfect to introduce their news (real or imaginary) and the past simple to talk about details. Go through the example before they begin the task.

In pairs, students exchange their notebooks and point out any mistakes they see in each other's emails.

Photocopiable activity

What's just happened? p174; instructions p157

6 Check your English

- a) Students complete the sentences with the present perfect form of the verbs in brackets. In pairs, students compare their answers. Check the answers with the whole class.

Answer key

- 1 have... bought
 - 2 has ... had
 - 3 has ... started
 - 4 have painted
 - 5 has found
- b) Students write their own past simple questions to find out more about the news in Activity 6a.

Homework suggestions

- 1 Activity Book page 25, Activities 4–5
- 2 Students write an email to a friend with their own true news, using Activity 2 as a model.

12 Sumeo's story



I. 12a 1 Reading

a 1.43 Listen and read about the Tuvaluan island of Funafala. Why do you think people on the island are afraid for its future?

Tuvalu fears for its future



My name is Sumeo and I live on the tiny island of Funafala in the South Pacific. This is my house. As you can see our house is very close to the sea. It isn't good to live close to the sea on Funafala because the land is very low. Sometimes the sea floods our island.



All the men on my island are fishermen. We have just brought a big net of fish back to the island. We share everything on my island and now we are going to share the fish between the five families. Fish is our main food on Funafala. We also eat chicken, pork and vegetables.



Two families have just left our island to live in New Zealand. One of these was my aunt and uncle's family. I am very sad because my cousins live so far away from Funafala. Now there are only five families on the island.



We have our own language in Tuvalu and we have our own songs and dances too. We are happy tonight but we are often sad when we think of the future.

b Read again. Are these sentences true or false?

1 T

1 Funafala is a tiny island.

2 The land on Funafala is very high.

3 All the men are farmers.

4 Sumeo's uncle and aunt live in New Zealand.

5 There are only two families on Funafala.

6 They are sad tonight.

12 Sumeo's story

Optional materials

- a CD with music

Photocopiable activity

- *Interesting stories*, p175

LESSON 12a

Introduction

Write the word *island* on the board. Divide students into groups of four and ask them to brainstorm all the words they associate with the topic. Set a time limit of two minutes and elicit all the groups' words onto the board. Students open their books, look at the pictures in Activity 1a and check how many of their words appear there.

1 Reading

- a) [1.43] Focus attention on the first picture and introduce the boy named Sumeo. Then point to the map and explain that he lives on the island of Funafala which is in Tuvalu, a small country in the South Pacific. Ask students to listen and read about Funafala and say why they think people living there are afraid for the island's future. Play the CD.

Check if students know/can guess the meaning of the following words and phrases: *tiny, low, floods, net, share, main, one of these, so far away*. Provide explanation if necessary. Point out that *fish* is uncountable in English.

Elicit that people are afraid for Funafala's future because the sea sometimes floods the island and families leave.



Tapescript

see Student's Book Activity 1a

- b) Students read the text in Activity 1a again and decide if the sentences are true or false about Funafala. Encourage them to mark with pencil the relevant parts of the text which contain the answers. Set a time limit of five minutes. If your students like it, you can play music in the background for the duration of the activity.

Students compare the answers in pairs. Check the answers with the whole class and elicit which parts of the text prove that the sentences are true or false.

Mixed ability classes

Fast finishers correct the false statements in writing.

Extra activity

Divide students into pairs. Ask Student A to study pictures 1 and 2 in Activity 1a for thirty seconds. Then they should close their books and describe the pictures from memory to Student B. Student B checks if the description is correct and asks Student A at least one question about each picture, e.g. *How many people are standing in the water?* Then students repeat the procedure with Student B studying, describing and answering questions about pictures 3 and 4.

Teaching tip: Music in the classroom

Music in the classroom can enhance concentration; it stimulates the brain, relaxes students and makes learning more enjoyable. You can find music related to the story in the textbook, e.g. Polynesian music (in the case of the reading activity above), and play it to help students make associations with a given place or topic. You can play music in the background for the duration of the activity, so when you pause it, students know that the time is up. To help students concentrate on grammar tasks use harmonic music with repeated patterns, e.g. Mozart, and to stimulate ideas in brainstorming activities use music with irregular patterns.

Answer key

- 1 true 2 false (It is very low) 3 false (All the men are fishermen)
4 true 5 false (There are five families) 6 false (They are happy)

Cultural information

Tuvalu is the fourth smallest country in the world. It is located between Hawaii and Australia in the Pacific Ocean. Tuvalu's Independence Day is on October 1st. Tuvalu comprises islands and atolls. Funafala is one of Tuvalu's islets. The land on the islands is very low, the highest elevation is 5 metres above sea level. Because of the climate change and the resulting rise of the sea level, Tuvaluan islands can be partially or completely flooded and food crops may be destroyed by salt water in the future. Tuvaluan people are Polynesian people who settled on the islands 2000 years ago. Due to the environmental threats they have now begun moving away to New Zealand.

2 Listening

- a** 1.44 Listen to the interview with Sumeo. Then answer these questions.
- 1 Why is Sumeo's house on stilts?
 - 2 Why have Sumeo's uncle and aunt left the island?
 - 3 What food do they eat on Funafala?
 - 4 Why are they happy tonight?
- b** 1.44 Listen again and check.

4 Writing

Write a paragraph about the island of Funafala. Try to use as many of these words as you can.

tiny South Pacific houses close to the sea
land low stilts afraid of two families
floods New Zealand afraid for the future
five fishermen net fish share
main food chicken pork vegetables

I. 12b 3 Speaking

- a** 1.45 Look at the pictures in Activity 1 and listen. Think about the answers.
- b** Now play a quiz game. Get into small teams and write five questions to ask another team.
- c** Then close your books and ask and answer your questions. You get one point for every correct answer.

Why is Sumeo's house on stilts?

Because it's very close to the sea.

Funafala

Funafala is a tiny island in the South Pacific. The island is ...

Picture quiz

a Match each verb with two pictures. Write your answers.

1 *b, m*

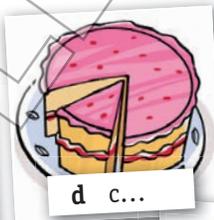
- 1 travel on a ...
- 2 climb a ...
- 3 make a ...
- 4 throw a ...
- 5 swim in a ...
- 6 ride a(n) ...
- 7 break a(n) ...



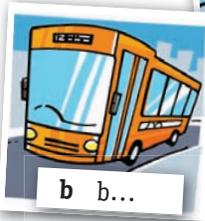
i t...



e j...



d c...



b b...



a m...



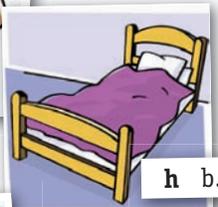
c p...



f e...



g a...



h b...



k b...



l r...



m t...



n l...

b Then make sentences with *You can ...*

You can travel on a bus.

You can travel on a ...

2 Listening

- a) [1.44] Pre-teach the word *stilts*. Students listen to the interview with Sumeo and answer the questions. Play the CD.



Tapescript

Interviewer: Hello Sumeo, can I ask you some questions about your island?

Sumeo: Yes, sure. Go ahead.

Interviewer: OK. Tell me, why is your house on stilts?

Sumeo: My house is on stilts because we are afraid of the sea. Sometimes the sea floods our island and it can be very dangerous.

Interviewer: Ah, right, I see. So, your aunt and uncle have left Funafala to live in New Zealand, is that right?

Sumeo: Yes, it is.

Interviewer: Why have they left the island?

Sumeo: They are afraid for the island's future.

Interviewer: They are afraid?

Sumeo: Yes, because of the sea.

Interviewer: You have caught a lot of fish today. What other food do you eat on the island?

Sumeo: Well, fish is our main food. But we also eat chicken, pork and vegetables.

Interviewer: Why are you happy tonight?

Sumeo: We are happy tonight because we are having a celebration.

- b) [1.44] Play the CD again for students to check their answers. Individual students read the questions and the answers for the whole class to check.



Tapescript

see Activity 2a

Answer key

1 Because sometimes the sea floods the island. 2 Because they are afraid for the island's future. 3 Fish, chicken, pork and vegetables. 4 Because they are having a celebration.

Homework suggestions

- 1 Activity Book page 26, Activity 1
- 2 Students write three more questions they would like to ask Sumeo about his life on the island.

LESSON 12b

Introduction

Divide the class into two teams. Ask Team A to write as many good points about living on Funafala as they can think of. Team B writes all the bad points about living on the island. Set a time limit of four minutes. Group representatives read out their lists. The team with the longer list wins the game.

3 Speaking

- a) [1.45] Students look at the pictures in Activity 1a again and listen to the questions. They should think about the answers.



Tapescript

Where is Sumeo's island?

Where is Sumeo's house?

Why is the house on stilts?

Why isn't it good to live close to the sea?

How many families have left the island?

Where do Sumeo's uncle and aunt live?

How many families now live on the island?

What have the fishermen brought back to the island?

What food do they eat on the island?

Why are they happy tonight?

- b) Put students into groups of three or four to have an even number of groups in the class. They should write five questions about Funafala to ask to another team. They can use some of the example questions they heard in Activity 3a. They need to make sure they know the answers. Set a time limit of eight minutes.
- c) Ask each group to work with another team. With their books closed, they take turns to ask and answer the questions. The whole team has to agree on the same answer within thirty seconds. They get one point for each correct answer. The team with more points wins the game.

4 Writing

Review the words in the box. Individually, students write a paragraph describing the island of Funafala. They should use as many words from the box as possible. Ask them to write the text from memory without looking at Activity 1. They should cover page 36 with a sheet of paper. Set a time limit of twenty minutes.

Encourage students to make a draft copy first and rewrite it after editing. Monitor their work, providing help. Then they exchange their texts in pairs. If they notice any mistakes in their classmate's text, they should point these out orally. Find out how many words students have managed to use and if there is anyone who has used all the words.

Mixed-ability classes

Allow less confident students to check information in Activity 1, but ask them not to copy the sentences from there.

Picture quiz

- a) Students match each verb with two pictures and write their answers.

Answer key

- 1 b, m (bus, train)
- 2 a, i (mountain, tree)
- 3 d, h (cake, bed)
- 4 e, j (javelin, ball)
- 5 c, l (pool, river)
- 6 f, k (elephant, bike)
- 7 g, n (arm, leg)

- b) In pairs, students make sentences with *You can* and the verb and noun collocations.

Extra activity

In pairs, students guess which activities in the **Picture quiz** their classmate has done and ask questions to check their guesses, e.g. *Have you made a cake?* They get one point for each correct guess.

Photocopiable activity

Interesting stories p175; instructions p157

Homework suggestions

- 1 Activity Book page 26, Activity 2
- 2 Students write true sentences about their own country, using any relevant words from the box in Activity 4.

Dyslexia tip: Organising homework

Make sure that dyslexic students write down homework instructions correctly. You can also type and hand out instructions or make them accessible online, e.g. on the school website. Encourage students to use different colours to separate homework and lesson notes. If they write their homework on separate sheets of paper, they should clip these to their notebook to find them easily.

Module 3 Review

Review

Check you can do these things.

1 I know the past participle of some irregular verbs.
Find the present perfect form of five verbs in this word square.

t	o	s	k	t	s	h	
w	i	n	d	w	a	a	e
b	h	b	r	o	k	e	n
e	a	t	e	n	e	w	a
e	t	s	e	e	n	a	r
n	e	g	o	e	d	s	t

2 I can talk about experiences using the present perfect.
Complete the questions about Eva. Then answer with Yes, she has, or No, she hasn't.
1 Has she ever visited a castle? Yes, she has.

- visit a castle
- live in an igloo
- travel on a bus
- be on an aeroplane
- eat spinach
- listen to rock
- dance to hip hop
- climb Mount Everest

3 I can use the past simple and the present perfect.
a Complete the dialogue with the correct word from the box.
made wrote skied met made skied written met

Sam Is it true? Have you ¹_____ a book?
Gordon Yes, I ²_____ four travel books in 1948.
Pam And have you ³_____ a king and queen?
Gordon Yes, I ⁴_____ a king and queen in 1960.
Sam Have you ever ⁵_____ down Mount Everest?
Gordon No, I haven't. But I ⁶_____ down Mont Blanc in 1977!
Pam Have you ⁷_____ any films?
Gordon Yes, I ⁸_____ a film about Tibet in 1957.

b Write four sentences about things you have done.
When did you do these things?
I've eaten Indian food. I ate a curry last Friday.

4 I can use the present perfect to talk about recent news.
a Can you remember Phoebe's news? Use the pictures to help you.
She's just changed her hairstyle



1 She _____ her hairstyle.



2 Boggy _____ three kittens.



3 Oscar _____ an MP3 player.



4 Her mum and dad _____ the kitchen.



5 Her dad _____ his back.



6 Her mum _____ a new job at a vet's.

b Write three pieces of news about yourself.
I've just ...

5 I know how to use verbs and nouns together correctly.
Match the verbs in A to the nouns in B to make phrases.

A 1 break 2 travel 3 climb 4 make 5 swim 6 throw 7 ride	B a a bike b a mountain c in a river d a ball e on a train f a leg g a cake
---	---

6 I can say the difference between a poem and a text message.
a Which of these texts is a poem and which a text message?

I've been 2 a zoo And I BR in an igloo How about u? Do u miss me 2?	Hi, I've just been 2 a concert. It was gr8! CU Znite.
--	---

b Choose one of the two texts and write it in a full form.

Optional materials

- one Post-it™ note per student

Optional revision

Before your students start this Review, you may want to direct them to the Grammar summary at the back of their coursebooks and to the Word lists at the back of their Activity Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through those in small groups and ask you any questions they may have.

- Activity Book: Refer your students to pages 85–86: *Adverbs; Food*
- Grammar summary:** Refer your students to Page 101 section 8

Module 3 Review

The purpose of this section is revision and consolidation of the material studied in Module 3.

Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the *Review* as a formal test, but complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary, explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

Answer key

- 1 Students look for five past participles in the word square. The words are hidden horizontally and vertically.
vertically: **been, won, taken**; horizontally: **broken, seen**
 - 2 Students complete the questions about Eva from Lesson 9 and answer them from memory.
 - 1 Has she ever visited a castle? Yes, she has.
 - 2 Has she ever lived in an igloo? No, she hasn't.
 - 3 Has she ever travelled on a bus? Yes, she has.
 - 4 Has she ever been on an aeroplane? No, she hasn't.
 - 5 Has she ever eaten spinach? Yes, she has.
 - 6 Has she ever listened to rock? Yes, she has.
 - 7 Has she ever danced to hip hop? No, she hasn't.
 - 8 Has she ever climbed Mount Everest? No, she hasn't.
 - 3 **Sam:** Is it true? Have you written a book?
Gordon: Yes, I wrote four travel books in 1948.
Pam: And have you met a king and queen?
Gordon: Yes, I met a king and queen in 1960.
Sam: Have you ever skied down Mount Everest?
Gordon: No, I haven't. But I skied down Mont Blanc in 1977!
Pam: Have you made any films?
Gordon: Yes, I made a film about Tibet in 1957.
 - b) Students write about four true things they have done. They should use the present perfect in the first sentence and the past simple in the second as they are explaining when.
 - 4 a)
 - 1 She's just changed her hairstyle.
 - 2 Bonnie's just had three kittens.
 - 3 Oscar's just bought an MP3 player.
 - 4 Her mum and dad have just painted the kitchen.
 - 5 Her dad's just hurt his back.
 - 6 Her mum's just found a new job at the vet's.
 - b) Students write three pieces of news about themselves using *just* and the present perfect.
- 5 1 f 2 e 3 b 4 g 5 c 6 d 7 a
- 6 a) The text on the left is a poem and on the right is a text message.
- b) I've been to a zoo/ And later in an igloo/ How about you?/ Do you miss me too?; Hi. I've just been to a concert. It was great! See you tonight.

Extra activity

Give each student a Post-it™ note and ask them to draw a symbol of a special experience they have had, e.g. if they have climbed a high mountain, they can draw a mountain. Students stick the Post-it™ notes to their fronts and mingle. If somebody's drawing attracts their attention, they stop and try to guess their experience, e.g. *Have you climbed a mountain?* The person asked confirms or explains their experience, using the present perfect and adds additional information about it in the past simple, e.g. *Yes, I have. I climbed Mount Dumbier in Slovakia in 2009.* Then students find a new classmate to talk to. Set a time limit of five minutes and encourage students to share the most interesting facts they found out about their classmates.

Module 3 Tests (A and B) are on the Tests CD

Learning diary

You can refer students to page 27 of the Activity Book for further review, more study tips and self-assessment activities.

Extra special

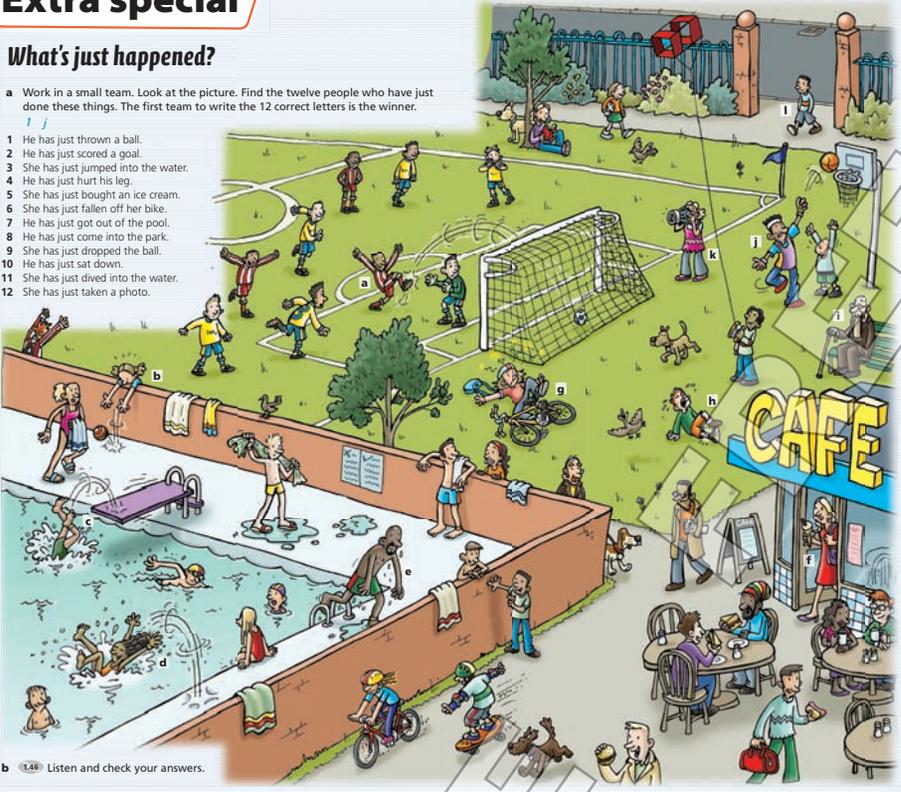
Extra special

What's just happened?

a Work in a small team. Look at the picture. Find the twelve people who have just done these things. The first team to write the 12 correct letters is the winner.

- 1 He has just thrown a ball.
- 2 He has just scored a goal.
- 3 She has just jumped into the water.
- 4 He has just hurt his leg.
- 5 She has just bought an ice cream.
- 6 She has just fallen off her bike.
- 7 He has just got out of the pool.
- 8 He has just come into the park.
- 9 She has just dropped the ball.
- 10 He has just sat down.
- 11 She has just dived into the water.
- 12 She has just taken a photo.

b  Listen and check your answers.



Mini-project

1 Read Helen's poster. Have you done anything similar?

My latest news ...

These are some things I've done:

1 I've played netball for my school team. We won 11-6.



2 I've just passed my Maths test. I got a very good mark!

3 I've made some biscuits. They were delicious!



4 I've just started piano lessons. I had my first lesson last week.

5 I've been to the dentist. I went yesterday.

Helen

2 Make a poster about your news. Write at least five sentences.

3 Show your poster to your classmates. Answer questions about your news.

What's just happened?

- a) Ask students to keep their books closed. Divide the class into groups of four. Explain that they are going to read twelve sentences referring to people who have just done something. Their task is to find those twelve people in a picture in their books. The people are labelled with letters, so students have to write the correct letter beside each sentence. When you say *Start*, the teams open their books and try to complete the task as quickly as possible. When they are ready, they raise their hands. Remember the order in which teams have finished.
- b) [1.46] Play the CD for students to check their answers. Students are not allowed to change them. Check the answers of the team that finished the task first. If their answers are correct, they win the game. If not, check the answers of the team that finished second and so on until you find the winner.

Extra activity

Invite two students to the front of the classroom. They should look at the room and their classmates carefully for one minute and then they leave the classroom. Make eight major changes in the classroom, using the remaining students' suggestions, e.g. ask some students to change seats, rearrange the books on your desk, put the pot plants on the floor. Students return to the classroom and say what has changed, e.g. *Alex has changed his seat; You have put the plants on the floor*. Make sure it is clear who has made the changes, so that students are not forced to use the passive voice.



Tapescript and Answer key

- 1 He has just thrown a ball. **j**
- 2 He has just scored a goal. **a**
- 3 She has just jumped into the water. **d**
- 4 He has just hurt his leg. **h**
- 5 She has just bought an ice cream. **f**
- 6 She has just fallen off her bike. **g**
- 7 He has just got out of the pool. **e**
- 8 He has just come into the park. **l**
- 9 She has just dropped the ball. **b**
- 10 He has just sat down. **i**
- 11 She has just dived into the water. **c**
- 12 She has just taken a photo. **k**

Mini-project

- 1 Explain to students that a girl called Helen has made a poster about her news. Elicit or explain what the title *My latest news* means. Ask students to read Helen's project and check if they have done anything similar recently. If they have, they should share their stories with the whole class. Clarify any vocabulary in the project if necessary.
- 2 Students make a poster about their own news. They should write at least five pieces of news, using the present perfect with *just* and the past simple *as* in Helen's project. Encourage them to make a draft copy first. Ask them to illustrate their fact sheet. Monitor their work and provide help where necessary.
- 3 In groups of six, students present their posters. Encourage them to ask and answer questions about each other's news. Each group can then choose the person with the most exciting news and report their choice to the whole class.

Extra activity

Write the following categories on the board: *Our town, Our country, The world, Celebrities, Our school, Our class*. Divide students into groups of four. Ask them to imagine that you have just spent a month on Funafala and did not watch TV or use the Internet. Now you have returned home and you are interested in the news. Groups try to write at least one piece of news in each category to report to you, e.g. *Our president has just visited the USA*. Set a time limit of eight minutes and elicit the answers.