

Voices

Teacher's Resource File

Includes

Multi-level worksheets

Pairwork

Translation & Dictation

Culture worksheets

Across the curriculum worksheets

English sketches



MACMILLAN

2



Contents



Multi-level worksheets



Pairwork



Translation & Dictation



Culture & Across the curriculum
worksheets



English sketches

Voices

Multi-level
worksheets

Multi-level
worksheets

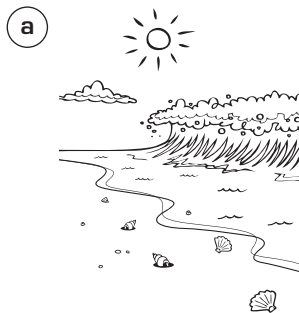
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Vocabulary

Natural phenomena

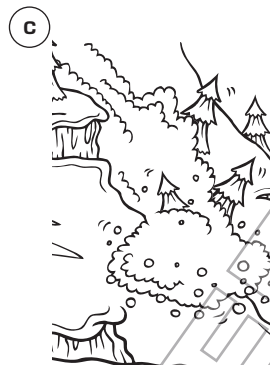
1 Look at the pictures and complete the words.



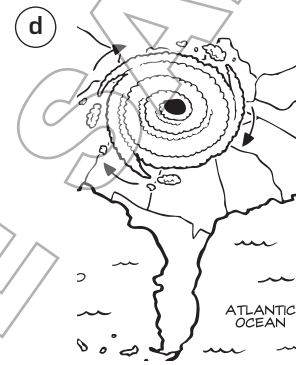
tsu na mi



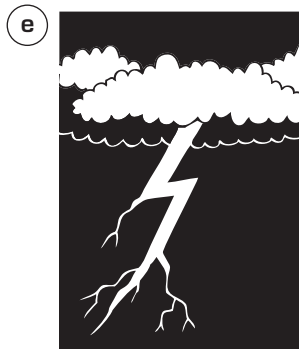
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fl _ _ d



t _ rn _ d _



w _ ldf _ r _

Adverbs

2 Complete the sentences with the adverb form of the words in brackets.

- She plays the piano beautifully. (beautiful)
- Please speak _____. I can't understand you. (slow)
- Always leave the classroom _____. (calm)
- Read the instructions _____. (careful)
- Joe always eats his lunch _____. (quick)
- She did her homework very _____. (good)
- The two friends were chatting _____. (happy)
- The car was travelling too _____. (fast)

Grammar

Past continuous: affirmative and negative

3 Look at the picture of last Christmas at a ski resort. Are the sentences true or false?



- | | | | |
|----------------------------------|-------|--|-------|
| a Four people were snowboarding. | T / F | b Some people were sitting in the café. | T / F |
| c A boy was eating a hamburger. | T / F | d A man was reading a newspaper. | T / F |
| e Two girls were drinking cola. | T / F | f Two people were skiing. | T / F |
| g A boy wasn't taking a photo. | T / F | h Two women weren't chatting, they were reading books. | T / F |

4 Correct the false sentences in exercise 3.

- | | |
|--|---------|
| 1 <u>Two people were snowboarding.</u> | 2 _____ |
| 3 _____ | 4 _____ |

Past continuous: questions and short answers

5 Circle the correct form of the verb in the questions.

- | | |
|--|--|
| a <u>Was</u> / Were the girl drinking cola? | b Was / Were the boy eating a salad? |
| c What was / were the man reading? | d Was / Were people sleeping in the café? |
| e What was / were the man and the women doing? | f What was / were the boy doing with his camera? |

6 Look at the picture again. Match the answers with the correct questions in exercise 5.

- | | | |
|-------------------------------|-------------------------------------|---|
| 1 They were reading. | <input checked="" type="checkbox"/> | e |
| 2 He was reading a newspaper. | <input type="checkbox"/> | |
| 3 Yes, she was. | <input type="checkbox"/> | |
| 4 No, they weren't. | <input type="checkbox"/> | |
| 5 He was taking a photo. | <input type="checkbox"/> | |
| 6 No, he wasn't. | <input type="checkbox"/> | |

Past simple and past continuous

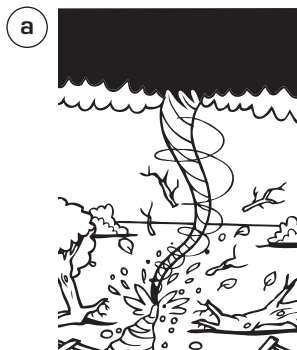
7 Circle the correct form of the verb in the sentences.

- We went / were going to Italy on holiday last year.
- They had / were having fish for lunch yesterday.
- I had / was having lunch when Tina called.
- I was walking home when it started / was starting to rain.
- People slept / were sleeping when the earthquake happened.

Vocabulary

Natural phenomena

1 Look at the pictures and complete the words.



a t_ornado



b w_____



c f_____



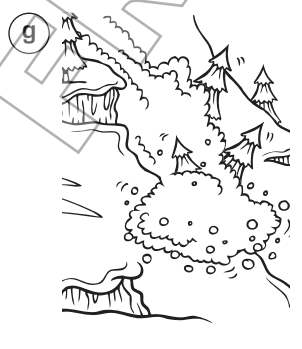
d h_____



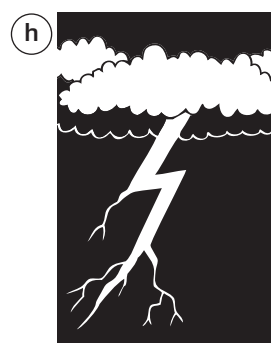
e t_____



f e_____



g a_____



h t_____ and l_____

Adverbs

2 Complete the sentences with the correct adverb form of the adjectives in the box.

calm good noisy slow careful bad easy quick

- a Come on! Do it quickly . We're late!
- b Please speak _____ . I can't understand when you speak quickly.
- c He plays the piano very _____ . He started when he was six.
- d Read the instructions _____ before you begin the exercise.
- e In an emergency, leave the classroom _____ .
- f She's good at maths and she passed the test very _____ .
- g You can do things well or you can do them _____ . It's up to you!
- h The children are playing _____ in the garden.

Grammar

Past continuous: affirmative and negative

3 Make sentences in the past continuous.

- a I / watch / my favourite TV programme. I was watching my favourite TV programme.
- b It / rain / all day. _____
- c He / not do / his homework. _____
- d They / listen to / the news on the radio. _____
- e We / not wait / for them after school. _____

Past continuous: questions and short answers

4 Look at the picture of last summer at the beach. Complete the questions with the past continuous of the verb in brackets. Then answer the questions with short answers.



- a Was the little boy eating (eat) an ice cream? Yes, he was.
- b _____ some friends _____ (play) beach football? _____
- c _____ the little girl in the water _____ (swim)? _____
- d _____ the woman _____ (read) a book? _____
- e _____ the boys _____ (windsurf) in the sea? _____
- f _____ the man in the sea _____ (wear) sunglasses? _____

Past simple and past continuous

5 Complete the sentences with the correct form of the verb in brackets.

- a When the boss arrived, Andy was listening to (listen to) the radio.
- b They were dancing when the music suddenly _____ (stop).
- c Charlie broke his leg while he _____ (play) football.
- d We were sleeping when the earthquake _____ (happen).
- e She _____ (have) an accident while she _____ (drive) home.
- f We _____ (do) our homework when the storm _____ (come).
- g I _____ (swim) in the sea when I _____ (hear) someone shouting.

Reading

1 Read the text and circle the correct alternatives.

The Day after Tomorrow (2004) (a) **was** / **were** an American film directed by Roland Emmerich. The story (b) **was** / **were** about a climatologist, Dr Hall, played by Dennis Quaid. Dr Hall (c) **found** / **was finding** evidence of a new Ice Age and he (d) **presented** / **was presenting** his evidence to a conference on global warming. He said a new Ice Age could happen again in 100 to 1,000 years from now. At the conference he (e) **met** / **was meeting** a Scottish professor who (f) **tells** / **told** him the temperature of the world's oceans (g) **fell** / **was falling** rapidly. Then the world's climate (h) **changed** / **was changing** suddenly! The new Ice Age (i) **begin** / **was beginning** much sooner than everyone thought. Dr Hall (j) **met** / **was meeting** the President of the United States. He told him that everyone must go south to Mexico immediately. There (k) **was** / **were** only a few days to save the world! Then he (l) **received** / **was receiving** a telephone call from his son, Jack. Jack (m) **is** / **was** in New York where the weather (n) **got** / **was getting** very bad ...

2 Read the text again and answer the questions. Write full answers.

- a Who directed the film? _____
- b When was it released? _____
- c Who played the part of the main character? _____
- d What suddenly happened for the new Ice Age to begin sooner than Dr Hall thought?

- e How much time was there to save the world?

Writing

3 Think about a film you saw recently and answer the questions. Use short answers.

- a What was the film called? _____
- b Who was the director and when was it released? _____
- c Who were the main actors? _____
- d What happened in the film? _____
- e Did you like it? Why / Why not? _____

4 Write about the film in exercise 3 using full sentences. Use the text in exercise 1 as a model.

Answer Key

3 *Students' own answers*

4 *Students' own answers*

Unit 5 Revision Standard

- 1 a tsunami
b earthquake
c avalanche
d hurricane
e thunder and lightning
f flood
g tornado
h wildfire

- 2 a beautifully
b slowly
c calmly
d carefully
e quickly
f well
g happily
h fast

- 3 a F
b T
c T
d T
e F
f F
g F
h T

- 4 1 Two people were snowboarding.
2 One girl was drinking cola.
3 Four people were skiing.
4 A boy was taking a photo.

- 5 a Was
b Was
c was
d Were
e were
f was

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

- 7 a went
b had
c was having
d started
e were sleeping

Unit 5 Revision Extra

- 1 a tornado
b wildfire
c flood
d hurricane
e tsunami
f earthquake
g avalanche
h thunder and lightning

- 2 a quickly
b slowly
c well
d carefully
e calmly
f easily
g badly
h noisily

- 3 a I was watching my favourite TV programme.
b It was raining all day.
c He wasn't doing his homework.
d They were listening to the news on the radio.
e We weren't waiting for them after school.

- 4 a Was, eating
Yes, he was.
b Were, playing
No, they weren't.
c Was, swimming
Yes, she was.
d Was, reading
No, she wasn't.
e Were, windsurfing
Yes, they were.
f Was, wearing
Yes, he was.

- 5 a was listening to
b stopped
c was playing
d happened
e had, was driving
f were doing, came
g was swimming, heard

Unit 5 Extension

- 1 a was
b was
c found
d presented
e met
f told
g was falling
h changed
i was beginning
j met
k were
l received
m was
n was getting
- 2 a Roland Emmerich directed the film.
b It was released in 2004.
c Dennis Quaid played the part of the main character.
d The world's climate changed suddenly.
e There were only a few days to save the world.

3 *Students' own answers*

4 *Students' own answers*

Voices

Pairwork

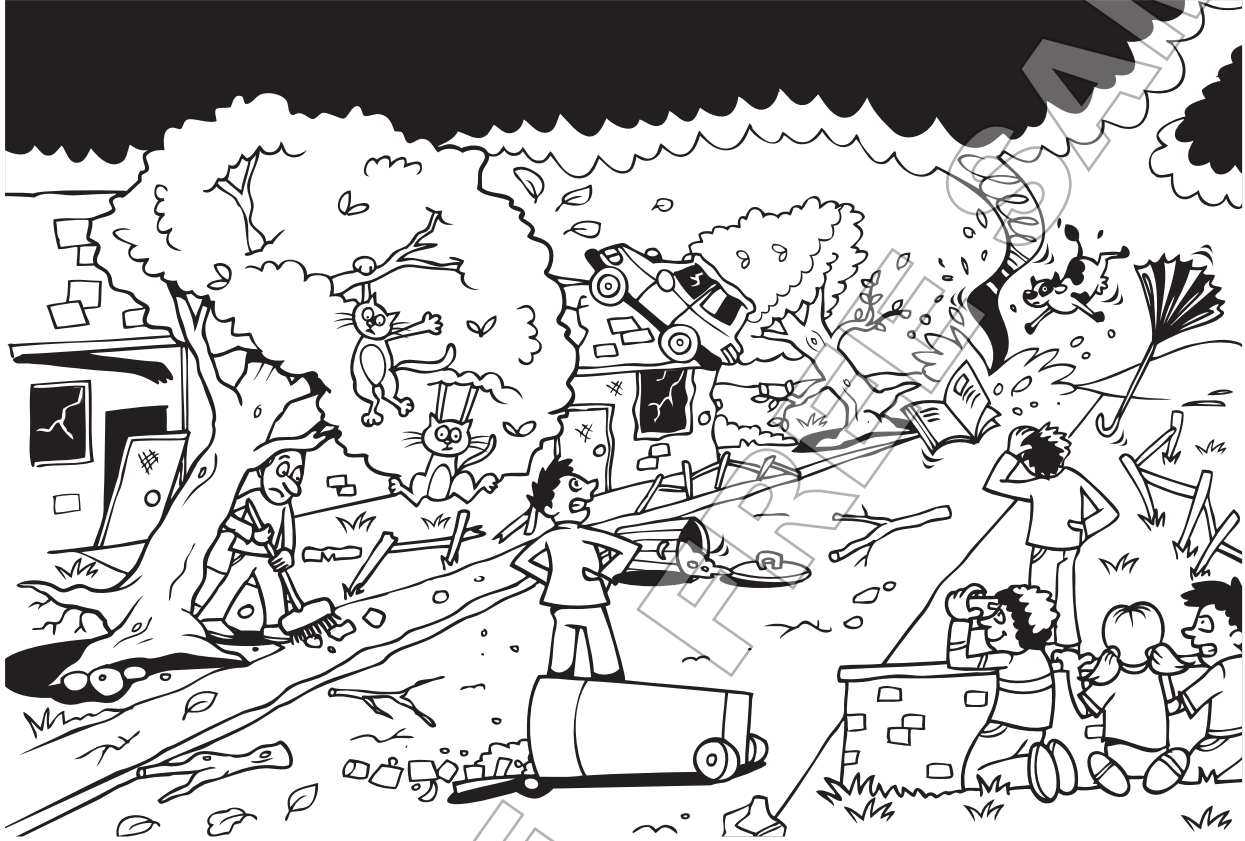
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Pairwork

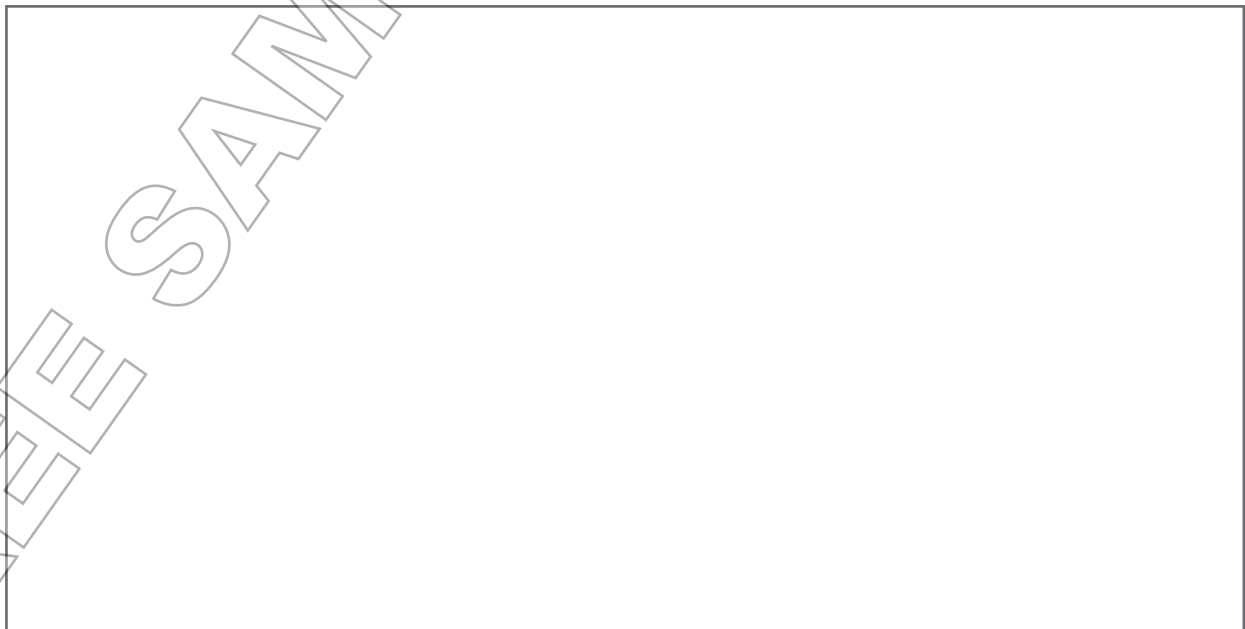


Student A

- 1 Look at the picture. Imagine that you saw all these events yesterday. Then prepare to describe it to a partner, using past tenses. For example, *There was a tornado.* *There were two cats in a tree.*



- 2 Student B is going to draw your picture. Describe it and answer your partner's questions, giving as much detail as possible.
- 3 Listen to your partner's description and draw the picture. When Student B finishes, ask questions to help make your picture perfect.
- 4 Compare your picture with your partner's worksheet.



Student B

- 1 Look at the picture. Imagine that you saw all these events yesterday. Then prepare to describe it to a partner, using past tenses. For example, *There were two children. They were telling people about the tsunami.*



- 2 Listen to your partner's description and draw the picture. When Student A finishes, ask questions to help make your picture perfect.
- 3 Compare your picture with your partner's worksheet.



- 4 Student A is going to draw your picture. Describe it and answer your partner's questions, giving as much detail as possible.

Language

there was / there were

Prepositions of place

Past continuous

Student's Book reference

Pages 60–71

Instructions

- 1 Divide the class in half and give one half worksheet 5A and one half worksheet 5B.
- 2 Ask students to look at their picture carefully, and write notes about what they can see.
- 3 Put students in pairs so that one student has worksheet 5A and the other has worksheet 5B. Tell students they are going to describe their picture so that their partner can draw it. Ask Student A to begin describing and Student B to draw. Tell them to imagine they saw the scene and ask them to use the past continuous and *there was / there were* appropriately.
- 4 When Student A finishes describing, encourage Student B to ask questions for more information e.g. *Were there any animals? Where was the old man; on the left or on the right?*
- 5 Students reverse roles so that Student B describes and Student A draws.
- 6 Ask students to compare their drawings with the original.

Answers

See pictures

Optional activities

- 1 Use the pictures as a memory game. Ask students to look at and memorize their partner's picture for one minute. Then one student looks at the picture and asks questions, e.g. *How many trees were there?* and their partner answers from memory. Then students change roles and use the other picture.
- 2 Ask students to write a description of their partner's picture from memory.

Voices

Translation & Dictation

Translation

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Worksheet 6.....	15
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Worksheet 8.....	17
Worksheet 9.....	18



1 Past continuous: affirmative and negative

- a It was raining hard, but the wind wasn't blowing. _____
- b I was waiting for a train at midnight yesterday. _____
- c We weren't laughing at you, I promise! _____
- d He wasn't expecting their visit. _____
- e The people were running away from the flood. _____
- f The helicopter was searching for the swimmers. _____

2 Past continuous: questions and short answers

- a Was your sister working last night? Yes, she was. _____
- b Who was eating noisily? _____
- c Why were you taking a photo of the tornado? _____
- d Were they having lunch at that time? No, they weren't. _____

- e What was he thinking about? _____
- f Was I talking in my sleep? Yes, you were! _____

3 Past simple and past continuous

- a What were you listening to when I arrived? _____
- b I was skiing when the avalanche started. _____
- c They weren't feeling very well when I saw them. _____
- d They were shouting angrily when he walked in. _____
- e She fell asleep while she was driving. _____
- f The storm started while they were fishing at the lake. _____
- g He wasn't listening when his teacher told them what to do for homework. _____

4 Revision

When I was little I hated thunder and lightning. One day I was at home with my mother and my sister, and a storm started. My mother decided to make a cake and we forgot about the weather. While we were helping my mother in the kitchen, lightning struck the house and the lights went off. We sat on the kitchen floor and my mother sang to us. When my father came home, we were sitting on the floor, singing Beatles' songs and eating cake. Now, I love storms and I often go for walks in the rain.

1 21 Past continuous: affirmative

- a I was running in the park yesterday morning.
- b Our team was playing a match at ten o'clock.
- c They were talking noisily!
- d They were studying the tsunami in geography last week.
- e It was snowing here last week!

2 22 Past continuous: negative

- a I wasn't carrying an umbrella.
- b They weren't playing football.
- c They weren't waiting for you.
- d You weren't looking!
- e He wasn't helping us.

3 23 Past continuous: questions and short answers

- a 'Were you listening?' 'No, I wasn't. Sorry.'
- b What was he writing about?
- c 'Was she wearing her new uniform?' 'Yes, she was.'
- d 'Were you driving fast?' 'No, we weren't. We were driving carefully.'
- e What were you doing before the earthquake?

4 24 Past simple and past continuous

- a We were walking near the river when lightning struck.
- b While they were performing the guitarist fell over.
- c I was eating my breakfast when I saw the news.
- d The volcano erupted while he was visiting the island.
- e While I was watching a horror film on TV, I heard a noise upstairs.

5 25 Revision

We were sleeping when the earthquake happened. It was a small earthquake and my parents and I didn't wake up, but my brother was awake. He was going to the bathroom for some water when he fell. He hit his head on the door. He thought he was dreaming and he went back to bed. The next morning, we didn't believe his story, but then we saw the news on the television while we were having breakfast.

Voices

**Culture &
Across the
curriculum
worksheets**

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1 Find these things on the USA culture page.

- a five types of building _____
- b five cities _____
- c five fruits or vegetables _____
- d four verbs related to cooking _____

2 Find these events and put them in the correct chronological order.

- a The first subway system started.
- b Coca-Cola® first appeared in shops.
- c The first students went to Harvard.
- d The first bank in the USA opened.
- e Chicago's first skyscraper was built.
- f Americans could buy their first stamps.

3 Match the words to make phrases and then find them on the USA culture page.

- | | |
|-------------|------------|
| a pork | 1 pizza |
| b bread | 2 cheese |
| c deep-dish | 3 toppings |
| d pizza | 4 rolls |
| e cream | 5 ribs |

4 Read the text about *Food in the USA*. Are the sentences true or false?

- a Chicago is famous for a type of hot dog. T / F
- b Food in Chicago often has ketchup on it. T / F
- c Bagels are originally from the USA. T / F
- d Bagels are made from flour and sugar. T / F
- e Meat is cooked slowly at a Kansas barbecue. T / F
- f Green chiles are often used in New Mexico. T / F

5 Find words on the page for each of these definitions.

- a the opposite of *thin* _____
- b ingredients you put on a pizza _____
- c very important _____
- d bread before you cook it _____
- e a large variety _____



Aim To learn about aspects of American culture, focusing on the food. Students use **Workbook page 129** followed by **worksheet 5**.

Warm up

- In pairs, give students two minutes to write down as many types of food and drink associated with the USA as they can think of.
- Check their ideas. Ask them to look at page 129 and tell you if any of their ideas are there.

Workbook

- 1 Ask students to read the **Check it out!** box and the **Facts & Figures**. Ask what information about the USA is new for them.
- 2 Ask students to read all the **texts** on the page and answer the **Test your memory!** questions.

Test your memory! answers: 1782; Europe; very slowly, partly smoking it

- 3 Hand out copies of **worksheet 5**. Ask students to complete exercises 1 to 3 from memory, without looking at the page.
- 4 In pairs, ask students to compare their answers then allow them to read the page again to check answers.
- 5 Exercises 4 and 5 could be done in class if there is time or set for homework. Fast finishers can be asked to add two to four definitions to exercise 5 for a partner to solve.
- 6 Check the answers with the class.

Web quest

Ask students if they know the answer to the question in the **Web quest** box. If the students have computer access to the internet, ask them to follow the web link and find out about the languages given.

Web quest answer: English 210 million, Spanish 22.4 million, French 1 million, Russian 334,615, German 90,000

Worksheet Answer Key

- 1 a bank, college, skyscraper, shops, restaurants
b Chicago, Boston, New York City, Kansas City, Albuquerque
c onions, tomatoes, lettuce, peppers, green chiles
d boil, bake, cook, smoke

2 c - d - f - e - b - a

3 a 5 b 4 c 1 d 3 e 2

4 a True b False (Chicago food never has ketchup) c False (bagels are from Europe) d False (bagels are made from flour, water and salt) e True f True

5 a thick b toppings c essential d dough e a wide range

PROJECT

1 Which words describe earthquakes and which words describe tsunamis? Write the words in the box in the correct column.

crust coastline epicentre faultline ocean inner core sea floor mantle outer core
harbour tidal wave tectonic plate seismic wave

the Earth and earthquakes	the sea and tsunamis

2 Can you find all the words from exercise 1 on Workbook pages 142 and 143? Which word isn't there?

3 Complete the sentences with words from the texts on Workbook pages 142 and 143.

- a The _____ Scale measures the size of an earthquake.
- b When _____ boundaries move they start an earthquake.
- c In Japanese, tsunami means _____ wave.
- d Tsunamis usually happen on the _____ coastline.

4 Find out about the Earth and complete the table. Use this information to write your text.

What makes the tectonic plates of the Earth's crust move?	
Is the Earth solid or liquid?	
How hot is the centre of the Earth?	
Have you experienced an earthquake?	
What earthquakes do you know about?	



Aim To learn about aspects of geography, focusing on earthquakes and tsunamis. Students use **Workbook pages 142–143** followed by **worksheet 5**.

Warm up

Play hangman with the words EARTHQUAKE, TSUNAMI and TIDAL WAVE. Ask students which two of the words mean something similar.

Answers: tsunami and tidal wave

Workbook

- 1 Ask students to do exercises 1 and 2.
- 2 In pairs, ask students to compare their answers. Check answers with the class.
- 3 Ask students if there are ever earthquakes in their country, and if so, if they have felt one.

Exercise 1 answers: a faultline b epicentre c focus d crust e outer core f mantle g inner core h tectonic plates i plate boundaries

Exercise 2 answers: 1 focus 2 crust 3 edges 4 seismometer 5 energy is released

- 4 Ask students to do exercise 3.
- 5 In pairs, ask students to compare their answers. Check answers with the class.

Exercise 3 answers: 1 False (a tsunami is a series of waves) 2 True 3 True 4 True 5 False (they can travel up rivers) 6 True

- 6 Ask fast finishers to correct the false statements in exercise 3.

PROJECT

Hand out copies of **worksheet 5** and ask students to complete exercises 1–4. Ask them to prepare their texts and poster using the information and notes on their worksheet. Tell them they may choose which aspects to include by either using their answers to the first three questions in the table or the last two. Encourage students to find or draw illustrations and design a poster to display the information. Use the posters as a wall display and ask the class to vote for the most informative and the most attractive.

Worksheet Answer Key

- 1 earth and earthquakes: crust, epicentre, faultline, inner core, mantle, outer core, tectonic plate, seismic wave; sea and tsunamis: coastline, ocean, sea floor, harbour, tidal wave
- 2 ocean isn't there
- 3 a Richter b plate c harbour d Pacific

Voices

English sketches

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Character profiles

- 1 Think about your main character and complete the profile with your ideas.
- 2 Find out about the different characters in your group.



Character 1

Name: _____ Age: _____
 Brothers and sisters: _____
 Favourite sport: _____
 Favourite music: _____
 Favourite clothes: _____
 Favourite colour: _____
 Hobbies: _____
 Personality: _____

Character 2

Name: _____ Age: _____
 Brothers and sisters: _____
 Favourite sport: _____
 Favourite music: _____
 Favourite clothes: _____
 Favourite colour: _____
 Hobbies: _____
 Personality: _____

Character 3

Name: _____ Age: _____
 Brothers and sisters: _____
 Favourite sport: _____
 Favourite music: _____
 Favourite clothes: _____
 Favourite colour: _____
 Hobbies: _____
 Personality: _____

Character 4

Name: _____ Age: _____
 Brothers and sisters: _____
 Favourite sport: _____
 Favourite music: _____
 Favourite clothes: _____
 Favourite colour: _____
 Hobbies: _____
 Personality: _____

Character 5

Name: _____ Age: _____
 Brothers and sisters: _____
 Favourite sport: _____
 Favourite music: _____
 Favourite clothes: _____
 Favourite colour: _____
 Hobbies: _____
 Personality: _____

Script

Characters		Boys	Man	Neil
Girls	Annie, Meg	Pete, Joe		

In the mountains

Annie I love skiing, but this is crazy. It was sunny an hour ago, but now ...!

Meg This storm is getting worse and the sky's getting darker. It's getting colder too.

Pete Yes. It's more difficult to ski now.

Annie I don't like this. It's very snowy and windy.

Joe There could be an avalanche soon. Let's find somewhere to rest. We should wait for the storm to pass.

Pete I saw a small house down to the left a few minutes ago. We should try and find that. There was a light at the window.

Annie OK. Come on then. Let's go.

At the house

Pete We're here. That was hard work!

Joe Hello! Hello-o!

Annie A light's on in the window, but the house is empty.

Meg What should we do? It's dark now.

Pete I know. We can't ski down.

Joe Look! The door's open. We should go in – the storm is getting stronger!

Pete It's strange. The door's open but there aren't any people inside.

Annie There's food on the table.

Meg Yes. And the television is on. They were watching a music programme.

Joe They left quickly ... why?

Pete I don't like it. There should be somebody here.

Joe There's some bread and milk.

Pete We shouldn't touch it. This isn't our house!

Annie But I'm hungry ... and cold!

Meg There was some wood outside. We should make a fire. Come on, Pete.

Back at the house (two minutes later)

Meg Quick! Close the door! There was a strange animal out there.

Annie A strange animal?

Pete Yes. We saw it for a moment. It had four legs and four arms!

Annie Was it a monster?

Joe Or a dream? Monsters don't exist.

Meg It had strange hair and it was walking slowly towards the house.

Joe It was probably ...

Pete Listen! I heard a noise. Something was banging on the door a moment ago!

Meg I'm scared. Turn the lights off. And the television. Quickly!

Annie Oh no! I saw it! It was at the window! There was a face there at the window. And it had four arms, like Pete said. It was waving two of its arms!

Meg I saw it too. It was shouting. I couldn't hear it because of the storm, but it was moving its mouth angrily.

Joe What should we do? I'm really scared now.

Annie Are all the doors and windows closed?

Pete Call the police! Where's my mobile?

Joe I don't know!

Pete Oh no! I left it at the hotel.

Meg What can the police do in this storm?

Annie Listen! The thing is here in the house! It broke a window! It's in the kitchen!

Pete We should do something! We need ... the milk!

Joe The milk?

Pete Yes. Open the door and throw the milk at the monster! It's cold. Ready?

Annie One, two, three, ... NOW!

Neil YEUCH! Couldn't you hear me? I was trying to get you to open the door!

Meg Who are you?

Neil Who am I? This is my house! Who are you?

Annie Oh. Oh no. Oh dear. Sorry. Do you need a towel? We were in the storm and we saw the house and ... oh dear.

Neil I only went outside for a minute! I left my keys and skis in the car and I went to get them! Why did you close the doors?

Meg *[laughing]* You were carrying skis? Ah, four arms. It wasn't a monster or a ghost. It was you!




Neil And why did you throw the milk at me? I'm freezing!

Joe We're so sorry. What's your name? We can make a fire, and I can explain.

Units 4-6

- 1 Put students in groups of four or five.

Note: Neil should be played by the student who plays Pete.


- 2 Give each group a copy of the character profiles on page 1. Then give each student a copy of the script on page 3.
- 3  Ask students to listen to the sketch and read the script and then, as a group, decide which pictures illustrate the characters. On the board, write: *Where are the friends at the beginning? Where do they go? What happens at the end?* Elicit answers. Play the audio clip again, if necessary.
- 4  Ask students to decide which character they want to be. They listen to the sketch and read the script again. They should then complete their character profile with their own ideas, bearing in mind their character's personality. Once they have done this, they complete profiles for other characters.
- 5 Students discuss and justify their ideas within their groups, referring to the completed profiles.
- 6  Sitting in a circle, students read through the entire script in their groups. They should focus on pronunciation and being their character. Play the audio clip again, if necessary.
- 7 Students repeat step 6, but standing up. They then do it again, but this time placing their hand on the shoulder of the character they are speaking to. As they repeat the sketch, they will memorize at least part of it.
- 8 Allocate each group an area of the classroom to rehearse their sketches, using props and moving around, until they are ready to perform.

Optional activities

This sketch can be recorded as a radio play, and uploaded onto a class website as a podcast. Alternatively, it can be videoed for students to watch.

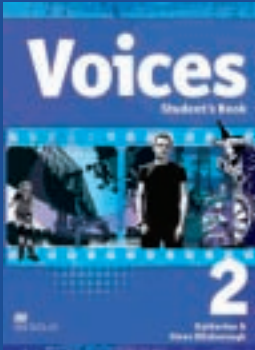
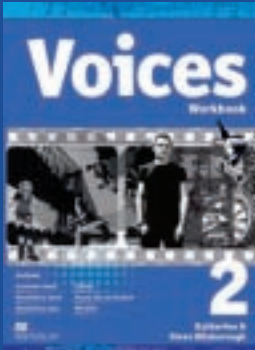

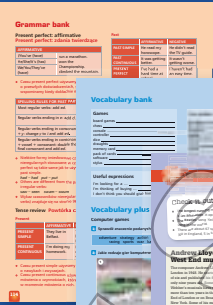
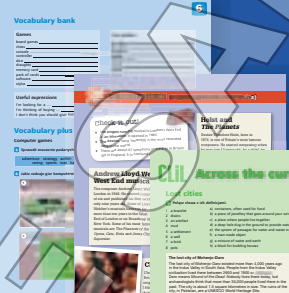


Stronger groups can write a continuation to the sketch, when the friends are explaining what happened to Neil, and making plans for how to spend the night. Ask students to discuss what they are going to talk about, and brainstorm ideas onto the board. Groups then write their ending, practise it and perform the scene for their classmates.

Weaker groups can re-write the final section of the sketch, substituting Neil's reaction when he sees the people in his house. Remind them that the alternative reaction must be convincing! The weaker groups then practise and perform the final section of the sketch to their classmates.

-  Audio clips with recordings of the English sketches are available on the Dictations CD.

Voices

For the Student

Student's Book

Exam Builder pages


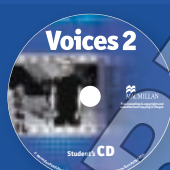
Workbook

Grammar bank

Vocabulary bank

Vocabulary plus

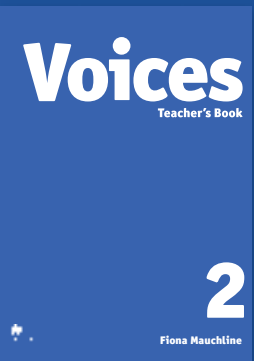
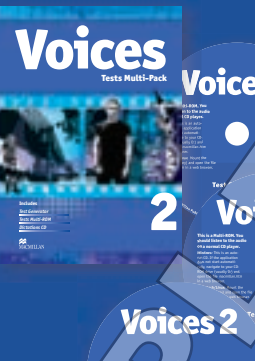
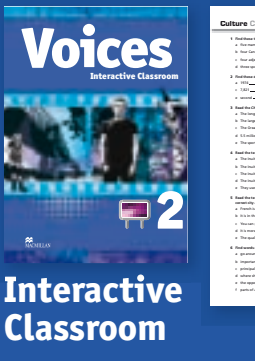
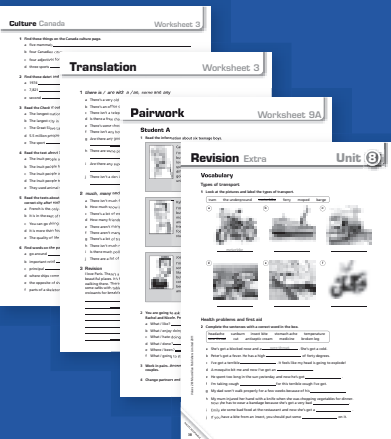
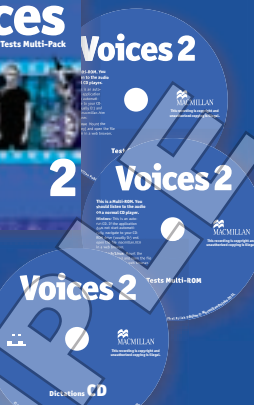
Workbook Extra contents

Voices 2 Student's CD

Voices 2 Workbook CD

For the Teacher

Teacher's Book

Tests Multi-Pack

Interactive Classroom

Teacher's Resource File

Class CDs

Tests Multi-Pack

Test Generator

Tests Multi-Rom

Dictations CD

Multi-level worksheets

Pairwork

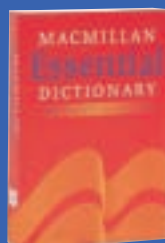
Translation & Dictation

Culture worksheets

Across the curriculum worksheets

English sketches

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The words you really need

