

Voices

Teacher's Resource File

Includes

Multi-level worksheets

Pairwork

Use of English & Dictation

Culture Today worksheets

Across the curriculum worksheets

English sketches



MACMILLAN

3

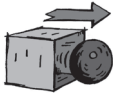
Vocabulary

Prepositions of movement

1 Match the pictures with the prepositions in the box.

into up towards out of under down away from over

a

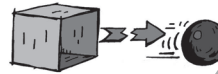


out of

b



c



d



e



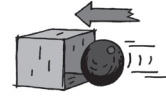
f



g



h



2 Circle the correct alternatives.

Sally walked (a) out of / over her house and got (b) into / across a taxi. The taxi drove (c) through / along North Street, then went (d) up / over a big bridge and arrived at the airport. Sally got (e) along / out of the taxi and walked (f) into / under the airport. She went (g) through / over customs, then went (h) up / across an escalator to the top floor, because she wanted to see the planes land. After half an hour, she took the escalator (i) down / under to Departures on the ground floor, walked (j) across / under Departures to Gate 7, and waited for her plane.

Extreme adjectives

3 Find seven extreme adjectives in the word snake. Then write them next to an adjective below with a similar meaning.

- a small _____
 b bad _____
 c cold _____
 d big _____
 e hot _____
 f surprising _____
 g interesting _____

4 Complete the information about Mount Everest with extreme adjectives in exercise 3.

- a temperature in winter _____
 b temperature in summer _____
 c size _____ freezing _____
 d view from the top _____

Grammar

will and might

5 Read Amy's predictions. Then complete her diary with *will* or *won't*, *might* or *might not*.

things that are definite	things that are possible
1 pass my exams	1 study French
2 go to university	2 study abroad
3 not study Spanish	3 work in a foreign country
4 live in a big city	4 get married (but not until I'm 30?)

March 1st

Well ... what am I sure about? I'm sure that I (a) _____ will _____ pass my exams this year. And, in the future, I (b) _____ go to university. I (c) _____ get married, but I (d) _____ get married until I'm 30! I don't know what to study at university. I'm good at languages, so I (e) _____ study French, but I (f) _____ do Spanish. I (g) _____ study in this country, because I (h) _____ study abroad. I'm not sure, but I know that I (i) _____ definitely live in a big city. (j) _____ live in a small village again! I (k) _____ work in this country, because I (l) _____ work abroad. I just don't know!

be going to

6 Order the words to make sentences.

a Shelley / visit / aunt / going / her / week / is / next / to

Shelley is going to visit her aunt next week.

b are / tennis / We / later / going / to / play

c to / She / meet / Harry / tomorrow / is / evening / going

d Joe / going / marry / Sue / Saturday / next / is / to

e to / drive / My / France / weekend / going / next / dad / to / is

First conditional

7 Circle the correct alternatives.

a If you **go** / **will go** to the beach, you'll need a swimsuit.

b Janet **helps** / **will help** you if you call her.

c If you don't ask questions, you **don't** / **won't** learn anything.

d What will you do if your computer **breaks** / **will break** down?

Vocabulary

Prepositions of movement

1 Match the prepositions with their opposites.

- | | |
|-----------|-------------|
| 1 into | a over |
| 2 towards | b out of |
| 3 under | c down |
| 4 up | d away from |

2 Complete the expressions with the correct words from the box.

under up into over through along across

- a walk through a forest / a tunnel / a shopping centre
- b climb _____ a mountain / a hill / a ladder
- c get _____ a car / a taxi / a bus
- d fly _____ mountains / cities / oceans
- e run _____ a street / a playground / a field
- f drive _____ a motorway / a road
- g go _____ a bridge / the sea / the ground

Extreme adjectives

3 Read the definitions and unscramble the letters to make the words.

- a Find two words – one that means very small and one that means very big.

nity _____ tiny _____

eghu _____

- b Find two words – one that means very cold and one that means very hot.

zrenifeg _____

gbloin _____

- c Find three words – one for something very bad, one for something very interesting, and one for something very surprising.

lufwa _____

scafgnaitni _____

zngimaa _____

4 Complete the descriptions with the correct words in exercise 3.

- a A blue whale is huge, but a mouse is _____.
- b The Antarctic is _____ in winter, but Egypt is _____ in summer.
- c The Alps are _____ mountains, and their geology is a _____ subject.

Grammar

will and might

5 Complete the sentences with *will* or *won't*, *might* or *might not* and the verbs in the box.

go (x2) watch (x2) cook win do study travel

- a I won't travel to London by bus tomorrow. It's too slow.
- b I'm sure that Jerry _____ the race. He's terrible at sports.
- c I _____ chicken or fish for lunch. I can't decide.
- d Kelly _____ to the cinema next weekend, but she isn't sure.
- e I _____ the film on TV this evening, because there's a good documentary on, so I _____ that instead.
- f I'm sure that Dave _____ to university. He's the best student in the class.
- g I know that Sarah _____ Spanish at university next year, if she passes her exams.
- h We _____ any shopping this weekend – we haven't got any money!

be going to

6 Write the sentences with the missing word.

- a Patrick going to sing in the concert tonight.

Patrick is going to sing in the concert tonight.

- b Sally is going visit her uncle in Australia.

- c Paul and Rose going to watch TV later.

- d Amanda going to run a marathon in June?

First conditional

7 Write first conditional sentences.

- a If John / get home late / his mum / be angry.

If John gets home late, his mum will be angry.

- b If / do the washing up / if you / tidy your room.

- c Anna / eat pizza / if she / go out for dinner tonight.

- d If Simone / work long hours / she / feel tired.

Reading

1 Read the text and match the paragraphs to the headings.

York's most famous sights The weather in York The history of York

a _____

York is a fascinating place, because for centuries many people have made it their home. The Romans came to York almost 2,000 years ago. Then, in 866 AD, the Vikings arrived. In medieval times York was important because it was the city that was closest to the border between England and Scotland, and these two countries were often at war.

b _____

If you visit York, you'll see signs of its long history in the many old buildings that are everywhere. The most famous sights are York Minster, a huge cathedral, and Clifford's Tower, part of a castle that dates from the 11th century. The Shambles are also famous. They form a very old street with some interesting small shops. There are also some excellent museums in York. At the Jorvik Centre, you can find out about life in the city when the Vikings were there, or if you prefer, you can visit the fascinating National Railway Museum, the largest railway museum in the world.

c _____

It's a good thing that York has some amazing museums, because the weather is often bad. If you visit York, you'll need to bring an umbrella! But you'll love the city because it has so many interesting stories to tell.

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

a When did the Vikings first arrive in York?

b Where is York?

c What is Clifford's Tower?

d What can you do at the Jorvik Centre?

e Why should you take an umbrella to York?

Writing

3 Write a description of a famous city that you know. Include answers to these questions:

- What's the name of the city?
- What do you know about its history?
- Where is it?
- What can you see/do there?

Answer Key

- 4 a crossword
b video clip
c podcast

- 5 a since
b for
c since
d since
e since
f for
g since
h for

- 6 a I've just won the race.
b Sandra has just broken her arm.
c Have they just moved house?
d Penny has just lost her bag.
e Simon and Julian have just passed their exams.
f Has she just left home?

- 7 a went
b haven't eaten
c did you go
d have you had
e have never visited
f did you get
g has waited
h were you
i have just seen
j has known
k has just bought
l moved

Unit 5 Revision

Extra

- 1 a mobile phone
b wireless broadband
c mp3 player
d e-book
e text message
f the World Wide Web
g interactive whiteboard

- 2 a World Wide Web
b mp3 player
c text messages, mobile phone
d wireless broadband
e interactive whiteboard

- 3 a weather forecast
b sports section
c TV guide
d blog
e crossword
f horoscope
g headline
h problem page

- 4 a She has lived in New York since 2000.
b Ruth has been in the football team since January.
c We have studied art for two years.
d Chris has had his new mobile phone since yesterday morning.
e Mary and Stuart have sung in a pop group for a long time.
f Katherine has worked in the school since last September.
g Paul hasn't read a novel since he was 13.

- 5 a I've just passed an exam.
b She's just missed the bus.
c They've just seen a ghost.
d I've just run a marathon.
e He's just broken his leg.

- 6 a Have (you ever) lived
b have
c went
d did (you) live
e was
f moved
g have been
h have (just) bought

Unit 5 Extension

- 1 a a new mobile phone
b it's the smallest mobile phone in the world

- 2 **weight:** 60 grams
size: 90 millimetres long x 35 millimetres wide

features:

- mp3 player yes
text messages yes
camera no

colour: black

3 *Students' own answers*

Unit 6 Revision

Standard

- 1 a out of
b under
c away from
d over
e up
f towards
g down
h into

- 2 a out of
b into
c along
d over
e out of
f into
g through
h up
i down
j across

3 huge, tiny, boiling, freezing, fascinating, amazing, awful

- a tiny
b awful
c freezing
d huge
e boiling
f amazing
g fascinating

- 4 a freezing
b boiling
c huge
d amazing

- 5 a will
b will
c might
d might not
e might
f won't

Answer Key

- g might not
- h might
- i will
- j won't
- k might not
- l might

- 6**
- a Shelley is going to visit her aunt next week.
 - b We are going to play tennis later.
 - c She is going to meet Harry tomorrow evening.
 - d Joe is going to marry Sue next Saturday. / Sue is going to marry Joe next Saturday.
 - e My dad is going to drive to France next weekend.

- 7**
- a go
 - b will help
 - c won't
 - d breaks

Unit 6 Revision

Extra

Vocabulary

- 1**
- 1 b
 - 2 d
 - 3 a
 - 4 c

- 2**
- a through
 - b up
 - c into
 - d over
 - e across
 - f along
 - g under

- 3**
- a tiny, huge
 - b freezing, boiling
 - c awful, fascinating, amazing

- 4**
- a huge, tiny
 - b freezing, boiling
 - c amazing/huge, fascinating

- 5**
- a won't travel
 - b won't win
 - c might cook
 - d might go
 - e might not watch, might watch
 - f will go
 - g will study
 - h won't do

- 6**
- a Patrick is going to sing in the concert tonight.
 - b Sally is going to visit her uncle in Australia.
 - c Paul and Rose are going to watch TV later.
 - d Is Amanda going to run a marathon in June?

- 7**
- a If John gets home late, his mum will be angry.
 - b I will do the washing up if you tidy your room.
 - c Anna will eat pizza if she goes out for dinner tonight.
 - d If Simone works long hours, she'll feel tired.

Unit 6 Extension

- 1**
- a The history of York
 - b York's most famous sights
 - c The weather in York

- 2**
- a The Vikings first arrived in York in 866 AD.
 - b It's close to the border between England and Scotland.
 - c It's part of a castle that dates from the 11th century.
 - d You can find out about life in the city when the Vikings were there.
 - e Because the weather is often bad.

3 Students' own answers

Unit 7 Revision

Standard

- 1**
- a) poverty
 - b) happy
 - c) pollution
 - d) healthy

- e) ill
- f) illiteracy
- g) hungry
- h) thirsty
- i) addition
- j) racist

- 2**
- a WAR
 - b ILLITERACY
 - c POLLUTION
 - d RACISM
 - e FAMINE
 - f POVERTY
 - g DISEASE
 - h ILLNESS

- 3**
- a bring
 - b receive
 - c arrive
 - d obtain
 - e become
 - f buy

- 4**
- a If I were rich, I would give you some money.
 - b If John had a bike, he would cycle to school every day.
 - c Emma would get up early if it was a school day.
 - d Jenny wouldn't feel worried if she didn't have an exam today.
 - e If we didn't spend all our money on new technology, we wouldn't be so poor.

- 5**
- a would
 - b didn't
 - c wouldn't
 - d didn't
 - e would

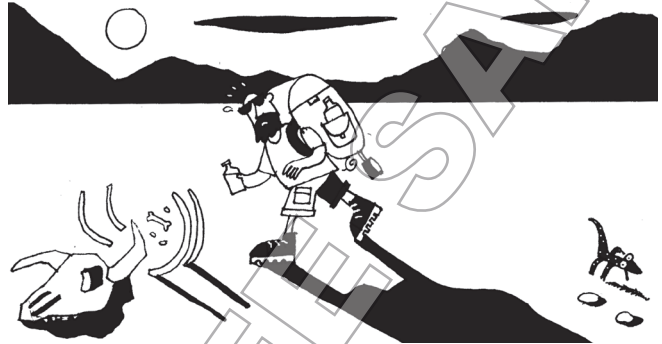
- 6**
- a Maybe
 - b definitely
 - c probably
 - d Perhaps
 - e definitely

- 7**
- a definitely
 - b Maybe
 - c definitely
 - d Maybe
 - e probably

Student A

- 1 Imagine you are going to Death Valley on a five-day trekking expedition. You have enough food and water for at least four days. You also have good walking boots and a backpack. You may take six of the things below with you. Choose which ones to take.

tent lighter mirror sun cream
 camera hat map compass
 sleeping bag insect repellent
 Swiss Army knife socks anorak
 chocolate mobile phone



- 2 Make notes giving reasons for your choices.

- 3 Student B is going climbing for five days in the Himalayas. He/She can take six of the things below. Decide which six will be the most useful.

tent lighter mirror sun cream
 camera gloves sunglasses
 socks anorak Swiss Army knife
 chocolate mobile phone
 pillow torch cup



- 4 Tell Student B which items you are going to take to Death Valley. Discuss and agree on a final list.

A: I'm going to take a hat to Death Valley, because I don't want the sun to burn my head.

B: If you take a hat, you can only use it on your head. Sun cream might be more useful.

A: OK. Sun cream is more useful than a hat. I'll take the sun cream.

- 5 Listen to Student B tell you which six things he/she wants to take to the Himalayas. Discuss and agree on a final list.

B: I'm going to take a mobile phone to the Himalayas so I can call home.

A: If you take a mobile phone you won't have enough battery. A lighter will be more useful.

B: OK. If a mobile phone won't have enough battery, I'll take a lighter.

Student B

- 1 Imagine you are going to the Himalayas on a five-day climbing expedition. You have enough food and water for at least four days. You also have ropes and climbing equipment. You may take six of the things below with you. Choose which ones to take.

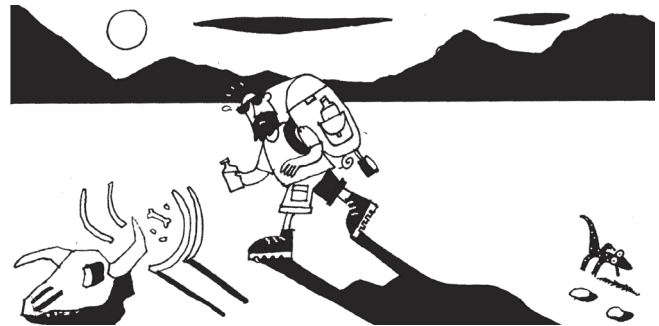
tent lighter mirror sun cream
camera gloves sunglasses
socks anorak Swiss Army knife
chocolate mobile phone
pillow torch cup



- 2 Make notes giving reasons for your choices.

- 3 Student A is going trekking for five days in Death Valley. He/She can take six of the things below. Decide which six will be the most useful.

tent lighter mirror sun cream
camera hat map compass
sleeping bag insect repellent
Swiss Army knife socks anorak
chocolate mobile phone



- 4 Listen to Student A tell you which six things he/she wants to take to Death Valley. Discuss and agree on a final list.

A: I'm going to take a hat to Death Valley, because I don't want the sun to burn my head.

B: If you take a hat, you can only use it on your head. Sun cream might be more useful.

A: OK. Sun cream is more useful than a hat. I'll take the sun cream.

- 5 Tell Student A which items you are going to take to the Himalayas. Discuss and agree on a final list.

B: I'm going to take a mobile phone to the Himalayas so I can call home.

A: If you take a mobile phone you won't have enough battery. A lighter will be more useful.

B: OK. If a mobile phone won't have enough battery, I'll take a lighter.

Language

Discussing plans

will and *might*

be going to

First conditional

Student's Book reference

Pages 74–85

Instructions

- 1 Divide the class into pairs and decide who is Student A and B in each pair. Hand out one Student A worksheet and one Student B worksheet to each pair. Ask students to think carefully and decide which six things they are going to take with them on their expedition.
- 2 Students make notes of their choices, with their reasons. Remind them to use: *I'm going to take ... , because ...*
- 3 Tell students to look at the things for their partner's trip, and decide which six things will be most useful.
- 4 Model the examples with the class. In their pairs, students take turns telling each other which items they have decided to take on their trips.
- 5 The student listening tries to convince the speaker that they've made wrong choices by thinking of a problem, eg *If you take a mobile phone, you won't have enough battery*. The student speaking then tries to think of a solution to the problem. The students then agree on a final list of six things.

Note: Encourage students to think of alternative uses for the items they have chosen, eg the mirror could be used to signal in an emergency, the tent will be visible in an emergency from the air, the torch could be taken apart as a cup to melt snow in, etc.

Answers

1, 2, 3, 4 and 5 Students' own answers

Optional activities

Students write about their partner's decisions, eg *Asia's going to take an extra anorak because the tent will be too heavy to carry*.

Ask students to explain to their partner which things they definitely would *not* take with them, giving at least two reasons for each.

1 Read the text below and, using the words from the box, fill in each gap a–e. All the words must be used in the correct form. There is one extra word.

amaze attract build go metre big

If you're going to visit London, you'll see that it has some famous new buildings and monuments, like the London Eye. The Ferris wheel is 135 (a) _____ tall and it's situated on the banks of the river Thames. It's the (b) _____ Ferris wheel in Europe, and the most popular tourist (c) _____ in the UK. When you stand in an egg-shaped compartment that (d) _____ up in the air, you can look south towards the coast, or north across the river and over the City. If you look east, you'll see City Hall, an (e) _____ building built by Norman Foster in 2002.

2 Complete the sentences a–f with the correct form of the words in brackets. Add any other words (eg prepositions, articles) necessary to produce complete, correct sentences. Do not change the order of the words given. You must use no more than four words, including the words given.

- a If you turn right, you [see] _____ library.
- b What will we do if [he / not / come] _____ ?
- c You can take some pictures of the mountains when you [get] _____ car.
- d I would really like to go on a cruise [Pacific] _____ Ocean.
- e We will go cycling to the forest [unless / it / rain] _____.
- f Death Valley is [hot / place] _____ the USA.

3 Translate the parts of the sentences a–f into English. You must use no more than four words. Do not change any words given in English.

- a I [*może pójdę na*] _____ a walk later on.
- b He [*zamierza przeprowadzić się*] _____ to England next year.
- c Where will they go if [*nie znajdą*] _____ a hotel?
- d The best time to visit Croatia is in May or September [*ponieważ nie jest zbyt*] _____ too hot.
- e When our plane flew [*nad górami*] _____, we could see the beautiful views and snowy peaks.
- f [*Jeśli będziesz miał szczęście*] _____, you will see the dolphins.

4 For sentences a–f, complete the second sentence so that it has a similar meaning to the first one. You must use between two and four words. Do not change any words given.

- a It's possible that I'll go to India one day.
I _____ one day.
- b If you don't come on time, you'll miss the bus.
Unless _____, you'll miss the bus.
- c Her plan is to spend two weeks trekking in the Tatra Mountains.
She is _____ two weeks trekking in the Tatra Mountains.
- d Do you think it's possible that we'll be travelling in space soon?
Do you think we _____ soon?
- e In the opinion of numerous scientists, tourism might be dangerous for the environment.
_____ numerous scientists, tourism might be dangerous for the environment.
- f I won't go on holidays with my parents unless we go to a warm place.
I will go on holidays with my parents only _____ a warm place.

Answer Key

- 3** a Have you seen him
b been to Cracow
c met when we were
d has lived in Sweden
e have you had this
f has existed for over
- 4** a been a dancer since
b seen my sister for
c written (any) letters since
d you doing
e long have you
f bought / got a new / my new

Use of English Worksheet 6

- 1** a metres
b biggest
c attraction
d goes
e amazing
- 2** a will see the
b he does not come
c get out of the
d on / across the Pacific
e unless it rains / starts raining
f the hottest place in
- 3** a might go for
b is going to move
c they don't / can't find
d because it isn't
e over the mountains
f If you are lucky
- 4** a might / may / could go to India
b you come on time
c going to spend
d might travel in space
e According to
f if we go to

Use of English Worksheet 7

- 1** a done
b poverty
c received
d pays
e met
- 2** a my cousin lived in
b got a postcard from
c I have ever had
d were / was taller
e are getting fatter
f go to the cinema
- 3** a be able to go
b If there was no
c would buy a huge
d gets tired
e Maybe / Perhaps you're right
f must / have to disagree with
- 4** a would be
b if you had shorter
c I were / was famous
d my opinion
e she were / was nicer
f you apologise to

Use of English Worksheet 8

- 1** a changed
b allowed
c wore
d helped
e older
- 2** a don't have to
b Does she have to
c aren't allowed to
d does the vacuuming
e argued with my parents
f haven't tidied my

- 3** a If I were you
b not allowed to talk
c must make your / the bed
d haven't unloaded
e going to make dinner
f mustn't repeat
- 4** a allowed to play
b aren't allowed to
c have to do the
d did some exercise
e be home before / by
f I take the rubbish

Use of English Worksheet 9

- 1** a written
b finds
c funny
d translated
e sold
- 2** a is not drunk in
b it is sung
c was painted by
d decorated with flowers
e able to get
f going to
- 3** a it is used
b We were taught
c painting / picture was sold for
d is made of
e Let's go to the
f was painted
- 4** a were told not to
b was asked
c warriors wear these
d are used in
e don't you
f we go bowling

1 *will and might*

- a I think I'll watch TV tonight.
- b You might not like this film.
- c It'll be freezing outside!
- d Your dinner won't be very hot, because I made it an hour ago!
- e They might not buy tickets for that train.
- f We haven't got a map – we'll get lost!

2 *be going to*

- a I'm going to have a cup of coffee. Would you like one?
- b We're going to stay in Paris next year.
- c They aren't going to come home this weekend.
- d There's going to be a free DVD with the newspaper tomorrow.
- e Jack's going to go ice climbing!
- f I'm going to go and see my parents soon.

3 *First conditional*

- a If you leave now, you'll miss the bus.
- b We'll have time to eat something, if we're quick.
- c You'll do well if you work hard.
- d If you're nice to me, I'll buy you some chocolate.
- e If they see you here, they'll be surprised.
- f If you don't stop now, I'll be very annoyed!

4 *Revision*

We're going to go on holiday in July. If the weather is nice, we'll go to Budapest. A long time ago Budapest was two cities – Buda and Pest – but it has been one city, the capital of Hungary, since 1873. The river Danube runs through the middle of the city. If we go, we'll visit the Roman monuments and the castle. We'll walk along the river and we might visit a typical café. I've never been to another country before, so I'm quite excited!

1 How do you say *World Heritage Site* in your language?

2 What do you know about the city of Petra? Try to answer these questions.

- 1 Petra is in _____ .
a Jordan b Syria c Egypt
- 2 The site of the city is _____ .
a on the Red Sea b in the desert c on the Mediterranean
- 3 Petra was unknown to the Western world until it was described by a European visitor in _____ .
a 1903 b 1956 c 1812
- 4 Petra is famous for _____ .
a its underground caves b its gold and silver treasure c its architecture cut into the rocks
- 5 In 363 AD, Petra was partly destroyed by _____ .
a a meteor b a volcanic eruption c an earthquake
- 6 Tradition says that Petra is the place where Moses struck a rock and _____ came out.
a wine b flowers c water

The BIG DEBATE: *Should we prohibit to protect?*

3 Read the BIG DEBATE and *Responsible tourism* texts and answer the questions.

- a How many tourists visit Petra every year?
- b What effect are tourists having on Petra?
- c How can tourists reduce their impact?

PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

Student A

You think that tourism should be prohibited to protect heritage sites.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Student B

You think that tourism should not be prohibited to protect heritage sites.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



Aim To read about the effects of tourism in Petra and develop a speaking activity based on a controversial statement. Students use **Workbook page 130** and **worksheet 6**.

Warm up

- Hand out copies of **worksheet 6**. Ask students to do exercises 1 and 2. Check answers with the class.

Workbook

- 1 Tell students to go to page 130 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and *Responsible tourism* texts and answer the **Test your memory!** questions. Check answers with the class.

Test your memory! answers: in 1985; by buying local products and hiring local guides; because they create noise pollution and their carbon emissions are very harmful

- 3 Ask students to do exercise 3 on **worksheet 6**. Check answers with the class.

Web quest

Ask students if they know the answers to the questions in the **Web quest** box. If they have access to the internet, ask them to follow the web link and read about World Heritage sites. Alternatively, this could be set for homework.

Web quest answers: 936 sites; in 153 countries

The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg *Tourists use precious water resources./ Money for tourism is important for the local economy, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusions.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

Worksheet Answer Key

- 1 obiekt światowego dziedzictwa kulturowego
- 2 1 a 2 b 3 c 4 c 5 c 6 c
- 3 a hundreds of thousands
b They are causing damage.

c take rubbish away, buy local products, don't take away stones or sand, don't use helicopters, don't climb on walls, hire local guides

PROJECT

1 Match the scientists with their subjects.

- | | |
|---------------------|----------------------|
| a Alexander Fleming | 1 radium |
| b Marie Curie | 2 bacteriology |
| c Louis Pasteur | 3 penicillin |
| d Robert Koch | 4 vaccine for rabies |

2 Find out about two famous scientists and complete the table below. Use this information to help with your project.

	Scientist 1	Scientist 2
Name:		
Date of birth:		
Nationality:		
What they studied / discovered:		



Aim To find out about the periodic table. Students also carry out project work about two famous scientists. They use **Workbook pages 144-145** and **worksheet 6**.

Warm up

Give students two minutes to think of as many elements as they can and write them down. Do they know the words for these elements in English? Check answers with the class.

Workbook

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare answers. Then check answers with the class.

Exercise 1 answers: 1 Oxygen O 2 Sodium Na 3 Carbon C 4 Hydrogen H 5 Iron Fe
6 Calcium Ca 7 Neon Ne 8 Gold Au 9 Lead Pb 10 Nitrogen N 11 Helium He 12 Radium Ra

- 3 Elicit information from the students about the periodic table. Ask them to look at the periodic table and do exercise 2.

Exercise 2 answers: 1 d 2 a 3 e 4 c 5 b

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

Exercise 3 answers: 1 elements 2 atom 3 nucleus 4 positively 5 negatively 6 protons

Exercise 4 answers: 1 earth, air, fire, water 2 a French chemist called Antoine-Laurent de Lavoisier 3 in 1834 4 at St Petersburg University in Russia 5 in 1869

PROJECT

Hand out copies of **worksheet 6** and ask students to do exercise 1. Students look at the table on the **worksheet** and decide which two scientists to find out about. Encourage them to find illustrations and photos to accompany their work. Students show their completed projects to the class.

Worksheet Answer Key

1 a3 b1 c4 d2

Character profiles

- 1 Think about your character and complete the profile for Character 1 (below) with your ideas.
- 2 Find out about the different characters in your group and complete the other profiles for them.



Character 1

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



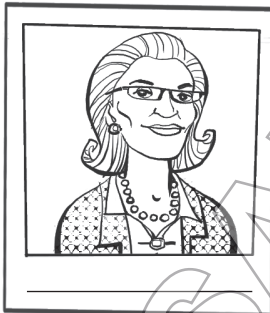
Character 2

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

Dr Ross	A lady dentist	Jack	Dr Ross's assistant	Alex	Emma's friend
Emma	The patient	Charlie	Emma's friend		

In the dentist's surgery

Dr Ross Good morning. Your name is ... ?
Emma *[nervously]* Um ... morning. I'm Emma.
Dr Ross I see, Emma ... Emma **what?**
Emma Kendrick. Emma Kendrick. My appointment was at 11 o'clock.
Dr Ross Oh, I see. 11 o'clock ... what time is it now, Jack?
Jack Er ... it's twenty to twelve.
Dr Ross Twenty to twelve? Oh, I'm **so** sorry! Have you been here long?
Emma Well, I've been here since half past ten, so ... yes. But it's OK!
Dr Ross Well, come in, please. *[sound of a door opening]*. Now just sit back and look towards the light. *[pause]* That's fine.
Jack *[reassuringly]* Don't worry, Dr Ross is a very good dentist!
Emma Um ... I can come back, if you like!
Dr Ross No, it's fine. If you can open your mouth, Emma, it'll be easier! Thank you. That's better. Now I'm just going to look in here ...
Emma Ow!
Dr Ross Sorry! Just relax ... Jack, could you pass me – yes, that. *[sound of a needle being picked up off a tray]* Could you bring it round here?
Emma Oh no!
Dr Ross It's OK. I'm just going to give you a tiny injection – and you won't feel it **at all**. Then ...
Emma Ow! Ughh ...
Jack Don't worry! I'll hold your hand.
Emma I'm sorry, this is **so** embarrassing ...
Jack Not at all.
Emma Oh ... I think I'm going to ... *[thudding sound as she faints and falls onto the floor]*
Jack Miss Kendrick!

At a café later that day

Charlie *[horrified]* Emma! Look at your face! You look **awful**! What's happened?
Alex *[scathingly]* Think about it, Charlie! How **can** she look at her face?
Emma *[touches her face and winces]* Ow!
Alex Emma, be careful! You shouldn't touch it – it looks *[stops abruptly]*
Emma Awful. Yes, I know. I've been to the dentist and ...
Charlie What did the dentist **do** to you?
Emma *[upset]* Nothing much. I had an injection and fainted. And I hit my face and bruised it badly.
Charlie Oh dear!

Emma It wasn't so awful, really. The dentist's assistant – his name's Jack – helped me and got me a glass of water. We talked, and then he asked for my mobile number ... and he's just sent me a text message!
Alex Wow! He's just sent you a text message **and** ... ?
Emma **And** we're going to meet! *[dreamily]* Oh Alex, he's **amazing**! I've never met anyone like him before. We're meeting tomorrow afternoon.
Charlie That's great. Your face will probably be better tomorrow. It won't be so black and bl-
Alex *[interrupting]* Shut up, Charlie!


In the park the next day

Emma *[speaking on her mobile to Alex]* He's coming! I can see him – he's parking his car.
Alex *[on mobile]* He's got a car? Cool!
Emma *[still on mobile]* I'm so excited! He's walking towards me now ... oh! Dr Ross is with him. That's strange. *[pause]* **Oh no!** He's just kissed her good-bye! She's walking out of the park and ... *[starts to cry]*
Alex Um ... I'm sure it's OK. Send me a text later. Bye!
[sound of Jack approaching]
Jack *[enthusiastically]* Hi, Emma, how are you feeling? Hey, nice jacket! And your face is much ... pinker.
Emma *[gloomily]* Hi, Jack. I'm feeling better now, thanks. Um ... I'm sorry about yesterday. I feel so embarrassed! You probably think I'm stupid! I don't like dentists, you see.
Jack Me neither ... you look surprised!
Emma Well, you work for Dr Ross, don't you? And you **like** her!
Jack Yes, of course I like her. *[pause]* Hey, did you know she's my sister-in-law? My brother usually works with her, but he's ill at the moment. So I've been working with her this week. I'm finishing work there tomorrow!
Emma Oh! So what do you usually do?
Jack I'm a swimming and surfing instructor.
Emma Oh, that's **great**! Um ... you see, I **really** don't like dentists!
Jack I know! *[slight pause]* Do you want to go to the café? It's **freezing** here!
Emma I'd love to, yes.
Jack Oh, but your face ...
Emma Don't worry! The café sounds great. In fact, the café sounds ... **amazing**!



Units 4-6

- 1 Put students in groups of four or five. Aim to have at least two girls and one boy in each group.

Note: In groups of four, Dr Ross and Charlie can be played by the same student.

- 2 Give each group a copy of the character profiles on page 1 and a copy of the script on page 3. The emboldened text in the script shows words that students should stress.
- 3  Ask students to listen to the sketch and read the script and then, as a group, decide which of the pictures on page 1 illustrate the five characters. They write the names of the characters below the pictures.

Note: There are eight pictures to choose from for the five characters; three pictures will not be used. Students can decide for themselves whether Alex and Charlie are male or female.


- 4  Ask students to decide which character they want to be. They listen to the sketch and read the script again. They should complete the profile for their chosen character (Character 1) with their own ideas about his/her personality. Once they have done this, they complete profiles for the other characters in the sketch (Characters 2-5), in any order.
- 5 Students discuss and justify their ideas within their groups, referring to their completed profiles.
- 6  Sitting in a circle, students read through the entire script in their groups. They should focus on pronunciation and being their chosen character. Play the audio clip again, if necessary.
- 7 Students repeat step 6, but standing up. Then they do it again, 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 and uploaded onto the class website as a podcast. Alternatively, it can be videoed for students to watch.

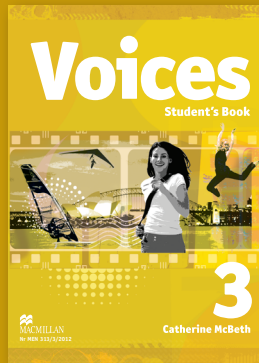
Stronger groups can write an ending to the sketch. Ask students to discuss what they are going to talk about, and brainstorm ideas. Write them on the board. If students need help with ideas, suggest that they write about what happens when Jack and Emma go to the café. Ask them to decide if Jack is telling the truth or not, and think about how the scene ends. Students then write their ending, practise it and perform it to their classmates.

Weaker groups can re-write the final section of the sketch, substituting Jack's reason for kissing Dr Ross (because he's her brother-in-law) with an alternative. Remind them that the alternative reason 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

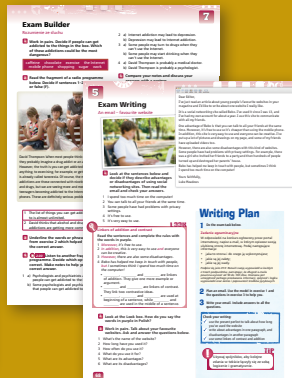
For the Student



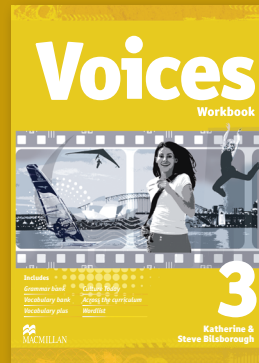
Student's Book



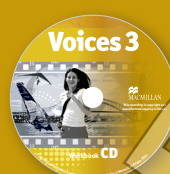
Student's CD



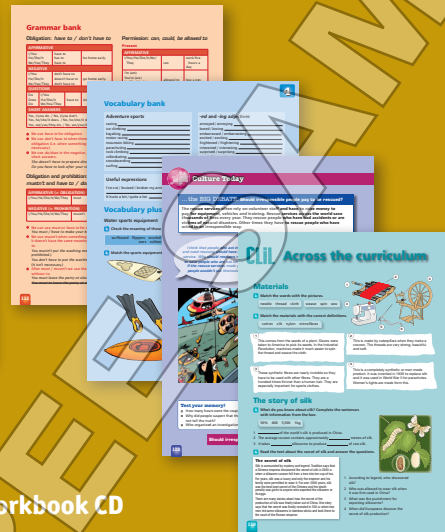
Exam Builder and
Exam Writing pages



Workbook

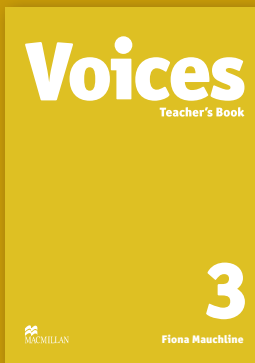


Workbook CD

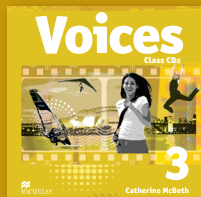


Workbook Extra contents

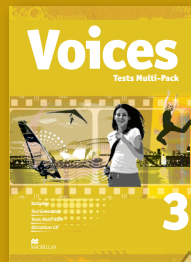
For the Teacher



Teacher's Book

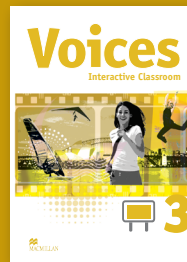


Class CDs

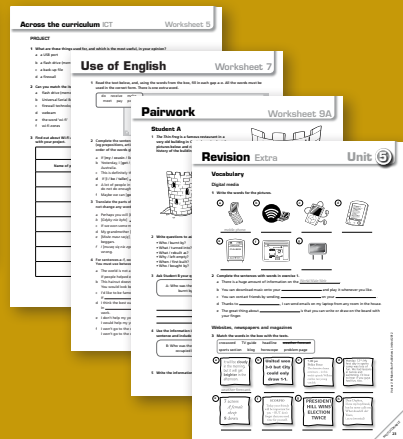


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