

# Voices

## Teacher's Resource File

### Includes

*Multi-level worksheets*

*Pairwork*

*Use of English & Dictation*

*Culture Today worksheets*

*Across the curriculum worksheets*

*English sketches*



MACMILLAN

# 4

## Vocabulary

### Verb collocations

1 Complete the expressions with the verbs from the box.

tell make tell make say take

a tell a story

b \_\_\_\_\_ care

c \_\_\_\_\_ a mistake

d \_\_\_\_\_ sorry

e \_\_\_\_\_ a lie

f \_\_\_\_\_ excuses

2 Match the expressions (1-6) with the pictures (a-f).

1 tell the truth

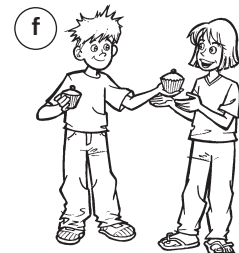
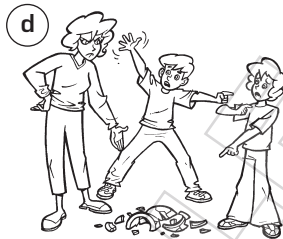
2 take a photo

3 say thank you

4 take a risk

5 say a prayer

6 make a decision



### Fact and fiction

3 Match the words to make fact and fiction phrases.

1 role

2 science

3 film

4 news

5 text

6 best

a script

b seller

c book

d fiction

e play

f report

4 Complete the sentences with the phrases from exercise 3.

a The students used a role-play to learn about history.

b The director read the \_\_\_\_\_ and decided to make the film.

c The \_\_\_\_\_ gave the latest information on the plane crash.

d I need to look at my English \_\_\_\_\_ before the exam.

e This book is brilliant! It must be a \_\_\_\_\_.

f He loves reading \_\_\_\_\_, especially if it is set in space.

## Grammar

### Past simple and past continuous

**5 Circle the correct alternatives.**

- a It rained / was raining when we finished school today.
- b I walked / was walking home when I saw Mary.
- c We were watching a DVD when my parents came / were coming home.
- d I did / was doing my history homework when my friend phoned.
- e The students talked / were talking when the teacher arrived.
- f It snowed / was snowing when we went outside.

**6 Complete the sentences with the verbs in brackets. Use the past simple or the past continuous.**

- a When I arrived (arrive) at the cinema, my friends were waiting (wait) outside.
- b My parents \_\_\_\_\_ (watch) TV when I \_\_\_\_\_ (get) home.
- c Everyone \_\_\_\_\_ (dance) when we \_\_\_\_\_ (arrive) at the party.
- d While we \_\_\_\_\_ (play) football, it \_\_\_\_\_ (start) to rain.
- e I \_\_\_\_\_ (see) my friends while I \_\_\_\_\_ (walk) home.
- f I \_\_\_\_\_ (do) my homework when the phone \_\_\_\_\_ (ring).

### Present perfect

**7 Complete the sentences with the verbs in brackets. Use the present perfect.**

- a Our teacher has visited (visit) the USA.
- b We \_\_\_\_\_ (learn) a lot about history this year.
- c Help me, please. I think I \_\_\_\_\_ (make) a lot of mistakes in my English homework.
- d It's OK. We're friends again. She \_\_\_\_\_ (say) sorry.
- e I \_\_\_\_\_ (read) this book three times!
- f Peter \_\_\_\_\_ (see) a lot of foreign films.

**8 Complete the questions with the verbs in brackets. Use the present perfect.**

- a Have you ever been (be) to England?
- b \_\_\_\_\_ your teacher \_\_\_\_\_ (give) you a lot of homework?
- c \_\_\_\_\_ you \_\_\_\_\_ (see) John today?
- d \_\_\_\_\_ she \_\_\_\_\_ (finish) her homework?
- e \_\_\_\_\_ they \_\_\_\_\_ (answer) all the questions?
- f \_\_\_\_\_ you \_\_\_\_\_ (read) *The Lord of the Rings*?

## Vocabulary

### Verb collocations

**1 Complete the expressions with the correct verb.**

- a tell a story
- b \_\_\_\_\_ a photo
- c \_\_\_\_\_ a mistake
- d \_\_\_\_\_ thank you
- e \_\_\_\_\_ a lie
- f \_\_\_\_\_ sorry

**2 Complete the sentences with the expressions from the box.**

tell the truth take a risk make a decision say a prayer take a photo take care

- a You should always tell the truth, even if you have made a mistake.
- b The Prime Minister needs to \_\_\_\_\_. We need to know what to do.
- c He likes danger, he always has to \_\_\_\_\_.
- d Have you got your camera? Let's \_\_\_\_\_.
- e \_\_\_\_\_ when you cross the road.
- f The boy went to church to \_\_\_\_\_.

### Fact and fiction

**3 Complete the expressions.**

- a role play
- b science f \_\_\_\_\_
- c film s \_\_\_\_\_
- d news r \_\_\_\_\_
- e text b \_\_\_\_\_
- f best s \_\_\_\_\_

**4 Circle the correct alternatives.**

- a They used a **fantasy** / **role-play** to teach the children about history.
- b They use this **textbook** / **film script** in class.
- c His latest book is **science fiction** / **biography**, it's set in the future.
- d In his **autobiography** / **biography** the author describes his difficult childhood.
- e They watched the **comic** / **news report** to find out about the plane.
- f His latest book has record sales. It will be a **best-seller** / **legend**.

## Grammar

### Past simple and past continuous

5 Complete the sentences using the correct form of the verbs from the box.

rain come shine do walk talk

- a It was raining when we finished school today.
- b I \_\_\_\_\_ home when I saw Jane.
- c We were watching a DVD when my parents \_\_\_\_\_ home.
- d I \_\_\_\_\_ my history homework when my friend phoned.
- e The students \_\_\_\_\_ when the teacher arrived.
- f When we went outside, the sun \_\_\_\_\_.

6 Complete the sentences with the correct form of the verbs in brackets. You may need to change the order of the verbs.

- a When I arrived at the cinema, my friends were waiting outside. (wait / arrive)
- b My parents \_\_\_\_\_ TV when I \_\_\_\_\_ home. (watch / get)
- c Everyone \_\_\_\_\_ when we \_\_\_\_\_ at the party. (arrive / dance)
- d While we \_\_\_\_\_ football, it \_\_\_\_\_ to rain. (play / start)
- e I \_\_\_\_\_ my friends while I \_\_\_\_\_ home. (walk / see)

### Present perfect

7 Complete the sentences with the verbs from the box. Use the present perfect.

visit say learn read see make

- a Our teacher has visited the USA.
- b We \_\_\_\_\_ a lot about history this year.
- c I think I \_\_\_\_\_ a lot of mistakes in my English homework.
- d It's OK. She \_\_\_\_\_ sorry.
- e I \_\_\_\_\_ this book three times!
- f Peter \_\_\_\_\_ a lot of foreign films.

8 Order the words to make questions.

- a you / ever / be / to England / ? Have you ever been to England?
- b your teacher / give / you / a lot of homework / ? \_\_\_\_\_
- c you / see / John / today / ? \_\_\_\_\_
- d she / finish / her / homework / ? \_\_\_\_\_
- e they / answer / all the questions / ? \_\_\_\_\_
- f you / ever / read / *The Lord of the Rings* / ? \_\_\_\_\_

## Reading

1 Read the text and decide what it is about. Choose the best option (a, b or c).

The text is about:

- a selling books around the world.
- b best-selling books.
- c the best authors in the world.

Reading has always been a popular pastime so let's look at the best-selling novels of all time. With over 150 million copies sold around the world, *Lord of the Rings*, the famous fantasy story comes in at second place. The third place belongs to *The Hobbit* – a novel by the same author, the South African born J.R.R. Tolkien, written almost 20 years before *Lord of the Rings*.

So what is the best-selling novel of all time? Well, it is called *A Tale of Two Cities* and it was written by an English author, Charles Dickens in 1859. It was not written in the 21st century nor even in the 20th century, but it has sold an amazing 200 million copies during the last 150 years.

With more than 57 million copies sold around the world, Dan Brown's mystery-detective novel *The Da Vinci Code* (2003) is the best-selling novel of the 21st century. J.K. Rowling's fantasy novel, *Harry Potter and the Deathly Hallows* (2007) comes in at second place, with over 44 million copies sold around the world.

2 Read the text again. Are the statements true or false?

- a J.R.R. Tolkien was born in England. \_\_\_\_\_
- b Tolkien wrote *The Lord of the Rings* almost 20 years after he wrote *The Hobbit*. \_\_\_\_\_
- c The best-selling novel of all time was written in the 19th century. \_\_\_\_\_
- d The best-selling novel of the 21st century is a Harry Potter story. \_\_\_\_\_
- e *The Da Vinci Code* is a science fiction novel. \_\_\_\_\_

3 Correct the false statements from exercise 2.

---

---

---

## Writing

4 Write about your favourite book. Include full answers to these questions:

- What is the name of the book?
- Who is the author?
- Who are the main characters?
- What happens?
- Why do you like this book?

---

---

---

---

---

---

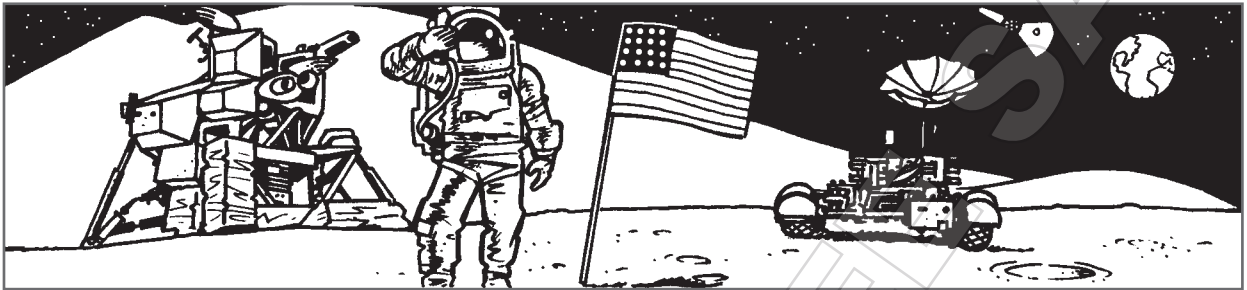
---

---

## Student A

- 1 Look at Picture A. Imagine that Student B was there and write seven questions to ask him/her about it.

Picture A



- a What \_\_\_\_\_ ?
- b How \_\_\_\_\_ ?
- c Why \_\_\_\_\_ ?
- d \_\_\_\_\_ ?
- e \_\_\_\_\_ ?
- f \_\_\_\_\_ ?
- g \_\_\_\_\_ ?

- 2 Ask Student B your questions from exercise 1.

A: What did you do on the moon?

B: I looked at the Earth!

- 3 Student B is going to interview you. Look at Picture B and imagine you were there. Answer Student B's questions, using your imagination.

Picture B



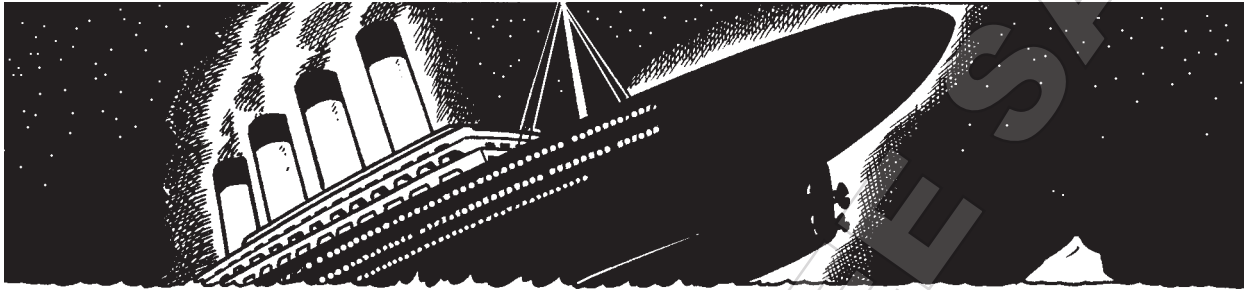
B: What were you doing when the Titanic sank?

A: I was trying to help the passengers.

## Student B

- 1 Look at Picture A. Imagine that Student A was there and write seven questions to ask him/her about it.

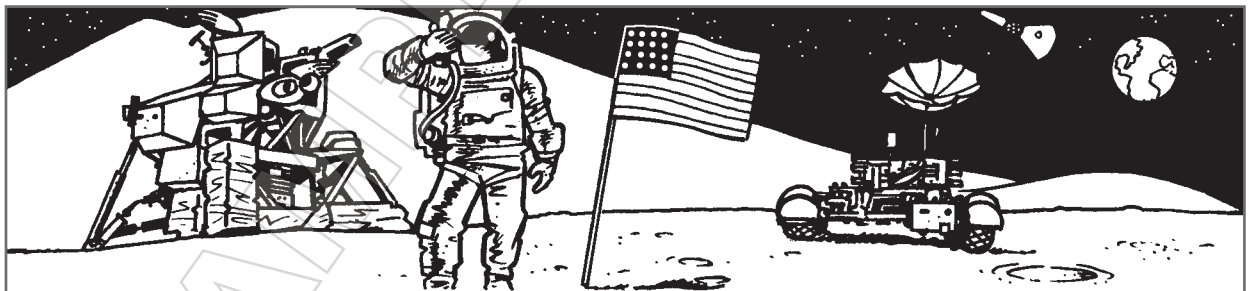
Picture A



- a What \_\_\_\_\_ ?
- b How \_\_\_\_\_ ?
- c Why \_\_\_\_\_ ?
- d \_\_\_\_\_ ?
- e \_\_\_\_\_ ?
- f \_\_\_\_\_ ?
- g \_\_\_\_\_ ?

- 2 Student A is going to interview you. Look at picture B and imagine you were there. Answer Student A's questions, using your imagination.

Picture B



A: What did you do on the moon?

B: I looked at the Earth!

- 3 Ask Student A your questions from exercise 1.

B: What were you doing when the Titanic sank?

A: I was trying to help the passengers.



- 1** Read the text below and, using 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.

take change script have say report

In general, I like reading autobiographies. Some people have (a) \_\_\_\_\_ very fascinating lives. There have been a lot of (b) \_\_\_\_\_ in the last 40 years, so when older people tell their story, they talk about historical events from their own perspective, which is often different from news (c) \_\_\_\_\_ of that time. Some biographies are even turned into film (d) \_\_\_\_\_, but I think some famous people write an autobiography to make money. Perhaps they've only done one important thing in their life – the thing that made them famous. The fact is that when you buy the autobiography of a famous person, you are (e) \_\_\_\_\_ a risk!

- 2** Complete the sentences (a–g) 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 Where (they / go) \_\_\_\_\_? They're not in the room.  
 b We (never / see) \_\_\_\_\_ this film.  
 c What (you / do) \_\_\_\_\_ eight o'clock last night, Sir?  
 d (you / say) \_\_\_\_\_ your prayer before going to bed last night?  
 e (she / read) \_\_\_\_\_ all the information?  
 f Mike has (always / interested) \_\_\_\_\_ Tolkien's biography.  
 g (we / watch) \_\_\_\_\_ TV when we heard the story.

- 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 [*Nie powiedzieli nam*] \_\_\_\_\_ the truth about the fire last night.  
 b [*Czy przeprosiłeś*] \_\_\_\_\_ to Tim yesterday?  
 c Sue [*popelniła błąd*] \_\_\_\_\_.  
 d [*Kiedy poszłaś*] \_\_\_\_\_ there?' 'Two days ago.'  
 e [*Czy kiedykolwiek czytałeś*] \_\_\_\_\_ a good science fiction book?  
 f Mike came to visit me [*podczas gdy jadłem*] \_\_\_\_\_ dinner.

- 4** For the 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 'I enjoyed that new book by R.R. Martin.' 'Yes, I enjoyed it too.'  
 'I enjoyed that new book by R.R. Martin.' 'So, \_\_\_\_\_.'  
 b It's the first time he's said 'thank you'.  
 He \_\_\_\_\_ 'thank you' before.  
 c I think he's lying.  
 I think \_\_\_\_\_ a lie.  
 d I don't want to hear it anymore! You are going to school today.  
 Don't \_\_\_\_\_! You are going to school today.  
 e 'I don't like our new maths textbook.' Me too.'  
 'I don't like our new maths textbook.' '\_\_\_\_\_ I.'  
 f What is the biggest decision in your life?  
 What is the biggest decision you \_\_\_\_\_ in your life?

## 1 6 Past simple

- a Where did you go after the match last night?
- b Did you finish your homework yesterday?
- c We didn't have time to visit the museum.
- d She read that new bestseller in one day!
- e The film script was an adaptation of a writer's biography.

## 2 7 Past continuous and past simple

- a What were you doing when I arrived?
- b I was asking him a question when he walked away.
- c She knew her brother wasn't telling the truth.
- d He was reading a comic inside his textbook when his teacher caught him.
- e We were sitting on the beach when the sun came up.

## 3 8 Present perfect: affirmative and negative

- a I've never read a science fiction novel.
- b He hasn't been on a plane, but he's travelled a lot by train.
- c We've used a different textbook every year.
- d I've read a newspaper article about a new bestseller.
- e They haven't given us a good excuse and we're still annoyed.

## 4 9 Present perfect: question forms

- a Where have you decided to go on holiday?
- b Have you read any good comics recently?
- c Have you ever told a really big lie?
- d Why have you given her your favourite T-shirt?
- e Have you heard the story about this old house?

## 5 10 Revision

*Star Trek* has always been a very popular TV series and it has millions of fans. Martin Luther King liked the programme because it showed black, white and Asian people working together as equals. One of the original stars was a black actress, Nichelle Nichols, who became a role model for many people. There weren't many famous black actresses when *Star Trek* started in 1966. The programme became famous in many countries and they have repeated it many times. There have also been 11 *Star Trek* films. A lot of people went to see the last one, which came out in 2009.

**1** How do you say *historical re-enactment* in Polish? Have you ever been to one?

---

**2** Complete the words with the missing vowels. Then find them on page 126 and check their meaning.

- |   |   |
|---|---|
| 1 h _ s t _ r _ c _ l _ c _ s t _ m _ e | 4 _ d _ c _ t _ _ n _ l _ p r _ g r _ m m _ |
| 2 m _ d _ _ v _ l _ k _ t c h _ e n     | 5 s c h _ _ l _ c _ r r _ c _ l _ m         |
| 3 w _ r _ m _ c h _ n _ r _             | 6 ' h _ n d s - _ n ' _ p p r _ _ c h       |

**3** Read the *Historical re-enactments* and *Educational programmes* texts and choose the correct answers.

- The purpose of re-enactments is to encourage schoolchildren to take an interest in history and ...
 

|                 |                       |
|-----------------|-----------------------|
| a art.          | c cooking traditions. |
| b architecture. | d heritage.           |
- Warwick Castle was built in the ... century.
 

|        |        |
|--------|--------|
| a 10th | c 12th |
| b 11th | d 13th |
- Which of these can you **not** do at Warwick?
 

|                                |  |
|--------------------------------|--|
| a Dress in historical costume. | c Watch two knights fight over a princess. |
| b See medieval weapons.        | d Taste medieval food.                     |
- The special sessions for schools ...
 

|                                  |   |
|----------------------------------|---|
| a have always been available.    | c are related to what students study at school. |
| b will start in the near future. | d are organised by teachers.                    |
- Which of these is not true? Experts say that ...
 

|   |  |
|---|--|
| a students are more motivated by re-enactments. | c students respond better to re-enactments.                |
| b experiencing history for yourself is good.    | d re-enactments work best when they are linked to studies. |

### PREPARE

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

#### Student A

You think that historical re-enactments should be a compulsory part of education.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Student B

You don't think that historical re-enactments should be a compulsory part of education.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### SPEAK

Work in pairs and take turns to give your ideas. Then exchange your personal views on The BIG DEBATE issue.



**Aim** To read about historical re-enactments and develop a speaking activity based on a controversial statement. Students use **Workbook page 126** and **Worksheet 2**.

## Warm up

- Hand out copies of **Worksheet 2**. Ask students to do exercise 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 126 in the **Workbook**.
- 2 Ask them to read the **BIG DEBATE** and the *Historical re-enactments* and *Educational programmes* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** a medieval battlefield and war machinery, knights competing for the love of a beautiful princess, a medieval banquet, the flavours of the medieval kitchen; they can prepare 16th-century food, spend a day with a knight or spend a day at a 19th-century school

- 3 Ask students to do exercise 2 on **Worksheet 2**. Check answers with the class.
- 4 Ask students to do exercise 3 on **Worksheet 2** and put them in pairs to compare ideas. Then discuss ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest** box. If they have access to the Internet, ask them to follow the web link to read about other historical re-enactments in the UK. Alternatively, this could be set for homework.

**Web quest answer:** going on special weekends with music, demonstrations and fashion shows, attending special festivals, eg the Isle of Man Viking Festival or 'meeting' a person from a certain time in history

## 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 with it.
- 2 Help students find ideas to support their arguments (eg *We learn better when we do things, rather than just read about them. / Historical re-enactments are just fun; you don't learn any real facts from them, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 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 *rekonstrukcja historyczna*

2 1 historical costume 2 medieval kitchen

3 war machinery 4 educational programme  
5 school curriculum 6 'hands-on' approach

3 1 d 2 b 3 a 4 c 5 d

**PROJECT**

**1 Can you guess the correct answers?**

- 1 The number 911 was chosen to be the national emergency number in the USA because ...
  - a it is easy to remember.
  - b it is easy to dial in the dark.
  - c it was already the emergency number in Washington DC.
- 2 The first 911 call was made in ...
  - a 1958.    b 1968.    c 1978.
- 3 The first 911 call was made by a Senator in ...
  - a Kansas.    b Alabama.    c Virginia.
- 4 The number 999 was chosen in Britain because ...
  - a it is easy to remember.
  - b it is easy to dial in the dark.
  - c it was easy to make it a free number.
- 5 Britain's emergency number 999 was first used in ...
  - a 1937.    b 1957.    c 1977.

**2 Find out about three emergency situations related to fire and complete the table. Use this information to help you with your project.**

| location | potential dangers | steps to take |
|----------|-------------------|---------------|
|          |                   |               |
|          |                   |               |
|          |                   |               |



**Aim** To find out about emergency first aid and cardio-pulmonary resuscitation. Students also carry out project work about steps to take in an emergency situation involving fire. They use **Workbook pages 136–137** and **Worksheet 2**.

## Warm up

Give students three minutes to write down as many words related to the emergency services as possible, including people, vehicles, equipment, situations, etc. Compare ideas with the class.

## Workbook

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.
- 3 Then ask the students to do exercise 2.
- 4 In pairs, students to compare ideas. Check answers with the class.

**Exercise 1 answers:** 1 UK 2 Australia 3 USA 4 Europe (NOTE: this number is common to all countries in Europe, Colombia, and worldwide on the GSM network.)

**Exercise 2 answers:** 1 d 2 a 3 b 4 e 5 c 6 f

- 5 Ask students if they have ever had to use an emergency number and if so, why? Find out if any of the students has been in any of the situations in exercise 2. Discuss ideas with the class.
- 6 Ask students to do exercise 3.
- 7 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 3 answers:** 1 Check for danger, find out if they are conscious and call for help  
2 Check airway, check for breathing, check circulation 3 *Students' own answers*

## PROJECT

Hand out copies of **Worksheet 2** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Ask students to choose three emergency situations related to fire. Students look at the table on the **Worksheet** and find information to complete it. Encourage students to find illustrations and photos to accompany their work. Students show their completed projects to the class.

## Worksheet Answer Key

1 1 a 2 b 3 b 4 c 5 a

## Character profiles

- 1 Think about your character and complete the profile for Character 1 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

**Special Agent Green** A police investigator  
**Special Agent Brown** A police investigator  
**Nick Todd** A young man

**Mrs Bird** Nick's elderly neighbour  
**Mr Bird** Her elderly husband  
**Alien voice**

### In Mr and Mrs Bird's living room

**Green** You say you **saw** a spaceship and it was sitting in your neighbour's garden. Is that right?

**Mr Bird** Yes. We were watching television and **suddenly** we saw a red light coming in through the window.

**Brown** And what did the spaceship do next?

**Mrs Bird** It floated in the air for a moment, over the garden – isn't that right, John?

**Mr Bird** Yes, it did, dear.

**Mrs Bird** And then it came down in our neighbour's garden. There. **Right in front** of the garage!

**Green** OK. So the spaceship parked in front of the garage.

**Mr Bird** Yes, it did. We thought we were dreaming! We tried to telephone the police, but our phone had stopped working.

**Green** Curious ...

**Brown** [*cynically*] **Very** curious. So, what did this spaceship look like?

**Mrs Bird** It was dark green with red lights. It didn't have any windows. It wasn't enormous. I'd say just a little bigger than a caravan.

**Green** [*taking notes*] OK ... a caravan with no windows.

**Brown** So after the spaceship had landed, what happened next?

**Mr Bird** A figure appeared. We didn't see a door, but we saw a figure. Like a person, but **purple** with blue legs. And it had long, blue hair and a silver headband or something.

**Green** Purple and blue? Hmm. Long, blue hair ... headband ... and are you **completely** sure?

**Mrs Bird** We both saw it, officer. As clear as day.

**Brown** What did this ... figure do?

**Mrs Bird** It rang on our neighbour's front door – and then it **pushed** it open, and walked in!

**Mr Bird** We haven't seen our neighbour **since then!**

**Mrs Bird** We've seen pizzas arrive, but we haven't seen our neighbour for **two days**.

**Green** You saw this two days ago and you've only just called us today?

**Mr Bird** Our phone wasn't working until today and we don't go out very often.

**Brown** Uhuh. Fine. Thank you.

### Two minutes later, next door

**Nick** [*speaking on the phone in his hall*] ... and she's just wonderful! She's got beautiful hair, amazing eyes. I haven't learnt her language yet, but [*sound of doorbell*]. Oh-oh! The door. Speak to you later, yeah?

**Green** Mr Todd?

**Nick** Yes?

**Green** I'm Special Agent Green. And this is Special Agent Brown. We're from Hatton Valley Police – Special Investigations Department.

**Nick** [*alarmed*] Really? How can I help?

**Brown** We have reason to believe that there was a strange vehicle parked in front of your garage two days ago.

**Nick** [*surprised*] Was there?

**Green** [*referring to his notes*] We understand that it was dark green, with red lights.

**Brown** And ... um ... an unusual person came out of the vehicle. Do you know anything about this incident?

**Nick** A strange person and a dark green vehicle? Two days ago? Um ...

**Brown** That's right.

**Nick** Ah! They brought my Christmas tree two days ago. On the roof of a van. It's a big tree, so it covered the van!

**Green** [*surprised*] On the roof ... of course! And was the person who brought the tree wearing purple? Did they have long, blue hair?

**Nick** [*laughs loudly*] It's OK. It was a girl! She did have long hair, yes – and she was wearing a large, purple anorak.

**Brown** And a silver headband?

**Nick** Mm, well, I think she was listening to an mp3 player. With big headphones.

**Brown** Well, thank you very much for your help. Sorry to have taken up your time.

**Nick** Not at all. No problem. Bye now!

**Brown** [*sighs*] Another case of two old people who read too much science fiction and need new glasses!

**Green** Yes. Come on. It's cold out here! [*walking away*]

**Nick** [*in a hushed whisper*] You can come out now, they've gone! What were we talking about?

**Alien** Dru varan ... my ... mm ... travels ...

**Nick** Oh yes! Have you been on Earth before? What do you eat?



## Units 1–3

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

**Note:** The alien voice can be played by Mrs Bird. When students are working in groups of four, Mr Bird and Nick 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 2. The text in bold 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. (A picture is not needed for the alien voice.) Students can decide for themselves whether Special Agents Brown and Green 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 character (Character 1) with their own ideas about their character's 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

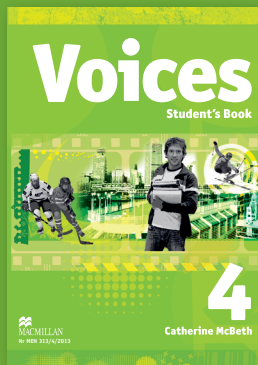
This sketch can be recorded as a radio play and uploaded onto a class website as a podcast. Alternatively, it can be videoed for students to watch.

**Stronger groups** can write 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 a second visit by Special Agents Green and Brown to the Bird's house a week later. Ask students to imagine that Mr and Mrs Bird have seen more strange things happening and to think about how the scene ends. Students then write their ending, practise it and perform it to their classmates.

**Weaker groups** can write a continuation of the story, saying what happened next. The weaker groups then practise and perform the final section of the sketch to their classmates.

# Voices

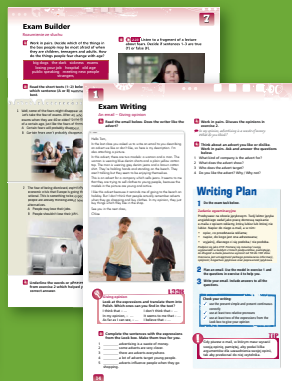
For the Student



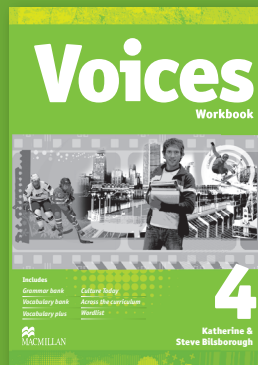
**Student's Book**



Student's CD



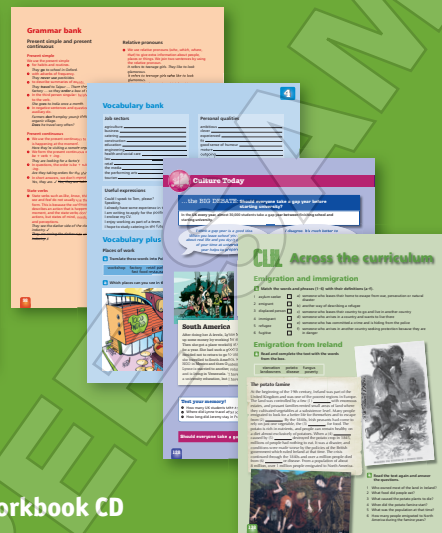
Exam Builder and  
Exam Writing pages



**Workbook**

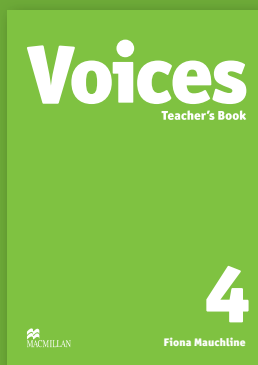


Workbook CD

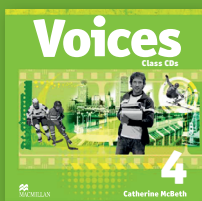


Workbook Extra contents

For the Teacher



**Teacher's Book**



Class CDs

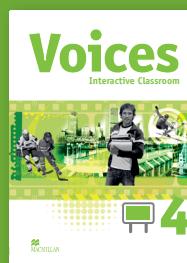


**Tests Multi-Pack**

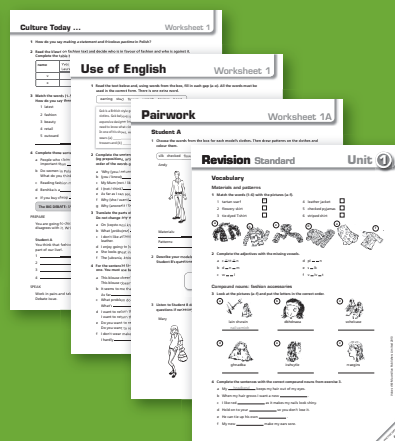
Test Generator

Tests Multi-Rom

Dictations CD



**Interactive Classroom**



**Teacher's Resource File**

Multi-level worksheets

Pairwork

Use of English & Dictation

Culture Today worksheets

Across the curriculum  
worksheets

English sketches

[www.macmillan.pl](http://www.macmillan.pl)

