

Rob Nicholas

SMASH

Teacher's Book

3



MACMILLAN

This is Reality School

1 Listen and read. Meet four of the students.



Hi! I'm Beth Wilson. I'm 13 years old and I'm from Britain. I'm a pupil at Reality School. It isn't an ordinary school. There are eight children from different countries and we have to live together for ten weeks. We've got a classroom, but we don't have lessons every day. We learn by doing things. I think we're going to have lots of fun. I hope I get on with the others!

Important facts about me

I like:

my dog, Pogo
fashion
Christina Aguilera

I hate:

History lessons (boring!)
football (even more boring!)
meat (I'm a vegetarian)



Hello. My name's Alexander Murek. My friends call me Alex. I'm from Poland and I'm 14. It's the first day at Reality School today and I'm feeling a bit nervous. I think it'll be an interesting experience, though. You'll decide who the best Reality School pupil is. The winner gets a really cool prize – 10,000 euros!

Important facts about me

I like:

playing the guitar
banana sandwiches
my pet hamster, Einstein (he's very clever!)

I hate:

getting up early
sport
classical music



Hi there. I'm Justine Cordier, I'm 13 years old and I'm from Belgium. I get on well with people and I'm always top of the class, so I don't think I'll have a problem at Reality School. You'll be able to follow our adventures by reading our weblog – that's a kind of diary on the Internet. I'm looking forward to the next ten weeks – and I think I might be the winner!

Important facts about me

I like:

tennis (I've been playing since I was seven)
photography
science fiction films

I hate:

washing up
cold weather
selfish people



Hello there! I'm San Phong. I'm 13½ and I'm from Malaysia. Reality School is a great chance for me to meet kids from other countries and I think I'm going to have a great time. It isn't going to be easy, though. At most schools, you go home at the end of the day, but here we have to eat, sleep and do everything together. We're also going to face lots of challenges over the next ten weeks. Just like real life, I guess. Wish me luck!

Important facts about me

I like:

computer games
telling jokes
astronomy

I hate:

wearing a school uniform (fortunately, I don't have to here!)
Monday mornings
spiders (Malaysian spiders are very big!)

Aims

Introducing Reality School and meeting the characters; talking about people and countries

→ Language focus

Present simple / Present continuous

→ New vocabulary

ordinary, live together, have fun, get on (well) with, (my friends) call me, feel a bit (nervous), experience, decide, cool, top of the class, follow, adventure, weblog, look forward to, (great) chance, face (challenges), real life, I guess, bedroom-related words, vegetarian, selfish, tell jokes

→ Materials

Any photos or short video clips of characters from well-known or recent reality shows (Warm up)

> Warm up [10-15 minutes]

- Start by introducing yourself to the class. Say *Hello, I'm ...* (name). Ask students to introduce themselves.
- Tell students that you want to find out a bit about them. Draw two columns on the board headed *like* and *hate*. Say *Tell me something that you like*. Ask students to call out any things that they like or hate and add them to the board. Prompt (if necessary) with *food, TV, people, school, sport, music, daily routines*, etc. If you don't know the students' names, you can extend this by asking questions based on the two lists, eg *Now, is it Michalis or Joanna that hates ice cream? / Does Stelios like getting up in the morning?*
- Ask the class to name any reality shows they have seen on TV. Ask students to tell you what they like/dislike about them. Your aim is to help students settle in to the class, so don't focus on correcting mistakes at this stage. If you have brought in any photos or DVDs/videos, show them to the class and ask volunteers to tell you about them. Again, don't focus on mistakes; let students tell you what they can in English.

This is Reality School [20-30 minutes]

1



- Say *Open your books at page 4*. Point to each photograph and introduce the characters. Say *This is (Beth Wilson, etc)*. Point out that these four people are taking part in a TV reality show which is set in a school.
- Say *Listen and read*. Play the CD/cassette while students follow in their books. Stop at the end of each section. Ask *Do you understand all the words?* Encourage students to read

out any words they don't understand. Explain any new or forgotten expressions. Play the CD/cassette again all the way through.

- Check understanding by asking questions such as *How old is Beth? / Where is she from?*
- Say *Now we're going to find out some more things about each person*. Go through the *Important facts about me* fact files and make sure students understand all the words. Again check understanding by asking questions about the pupils' likes and dislikes.

✦ Extension

Tell students to look back at the text and to choose some new words or expressions to learn and use in their own writing and speaking. Allow up to five minutes for students to note down their chosen words/expressions. Ask individuals to call out what they have written and write them on the board. At this point, give guidance about how to use the words/phrases; eg if a student has noted down *together*, write various collocations - *live together / be together / work together*, etc on the board. Similarly, if someone chooses *feel*, point out that you can feel *happy/sad/hot/cold/tired*, etc, and that you can qualify this with a bit, as in *I'm feeling a bit nervous*.

2

- In pairs, students test each other's memories. Go round the class listening and correcting any mistakes.

Note: if you plan to do the extension exercises below, keep this exercise short, allowing students to ask only one or two questions about each person in the book. If you feel your class would benefit more from pairwork, allow them to ask more questions.

✿ Extension 1

To give extra practice with question forming, ask students to make a list of questions to ask the class. They should write at least two questions for each character in the book. Then, with books closed, invite volunteers to choose people to answer one of their questions (remind students to make sure they know the answers to their own questions so that they don't have to keep opening their books).

✿ Extension 2

Divide the class into teams. Allow about five minutes for students to reread the information on page 4. Tell them to remember as much as they can about each person. Then, with books closed, ask teams questions in turn. Give two marks for each correct answer and one mark if the team fails to answer but another team answers correctly. Keep score on the board. Remember to keep the level of difficulty about the same in each round.

3

- Remind students of the list of things you wrote on the board during the Warm up and tell them that you want to find out more about their likes and dislikes.
- Allow two or three minutes for students to make their lists. Tell them to try to find four or five things to write in each column.
- In pairs, students ask and answer the questions, eg *Tell me one thing/something (else) that you like/hate.* Go round the class listening and correcting any mistakes.

✿ Extension

Ask students to report back to the class about their own and their partner's likes and dislikes. Encourage them to make complex sentences, eg *Alex likes going out at night, but he hates getting up early in the mornings. / Alex likes ice cream, but I hate it.* If necessary, remind students of a variety of linking devices by writing them on the board, eg *and, but, so do I, nor do I, as well as, both.*

4

- Remind students about the differences between the two tenses. Elicit examples of each and write them on the board. Make sure the class understands that the present continuous is usually used for actions that are taking place now, whereas the present simple refers to general truths.
- Allow three or four minutes for students to write the questions in full. Go round the class checking that the questions have been written correctly.
- When everyone is ready, tell students to work in pairs asking and answering the questions. Go round the class listening and helping with any difficulties.
- Invite volunteers to report back to the class about what their partner said. Again, encourage students to construct full, complex sentences.

📎 Answers

- 1 Where do you live? (only allow *Where are you living?* if it is qualified by *now, at the moment, these days,* etc).
- 2 What are you wearing today?
- 3 How tall are you?
- 4 What do you do in your spare time?
- 5 What are you doing now?
- 6 What kind of music do you listen to?
- 7 How many languages can/do you speak?

5

- A**
- Show students the maps and the illustrations and ask volunteers to read out the information. As a class, match the text with the countries and ask students to say which map refers to each one. Tell students to write down the names of the countries in the correct spaces.
 - Ask students to check on page 4 to see who comes from each place.

📎 Answers

- 1 Malaysia (San)
- 2 Britain (Beth)
- 3 Poland (Alex)
- 4 Belgium (Justine)

B

- Tell students to write the name of their country and to note down the answers to the five questions in the spaces provided. Tell students to check with you if they are not sure what to write. Go round the class helping with any difficulties.
- Check answers by asking volunteers to tell you what they have written.

2 Test your memory! Close your book and your partner will ask you questions about the four students. Then swap roles.

How old is?
Where is from?

What does like?
What does hate?

3 Complete the list about you. Then ask your partner about his/her list.

Important facts about me

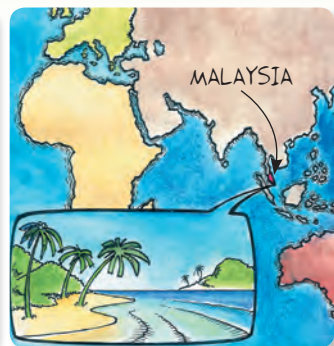
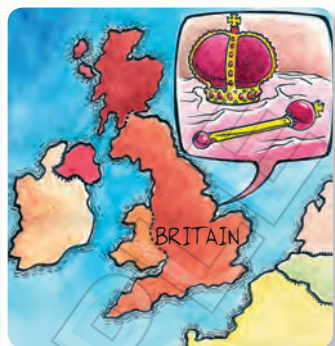
I like:
.....
.....
.....

I hate:
.....
.....
.....

4 Make questions in the present simple or present continuous. Then use them to interview your partner.

- 1 Where / you / live ?
- 2 What / you / wear / today?
- 3 How / tall / you / be?
- 4 What / you / do / in your spare time?
- 5 What / you / do / now?
- 6 What / kind / music / you / listen to?
- 7 How many / languages / you / speak?

5 A Look at the countries Beth, Alex, Justine and San come from. Match the countries with the sentences.



- 1
It's got lots of beautiful beaches.
Rice is a popular food.
It's very hot.
- 2
People drive on the left side of the road.
There is a queen, but she doesn't rule the country.
Tea is a popular drink.
- 3
The capital city is Warsaw.
You can go skiing in winter.
It's got lots of lakes.
- 4
It's famous for its chocolate.
It's a very flat country.
People speak French and Flemish.

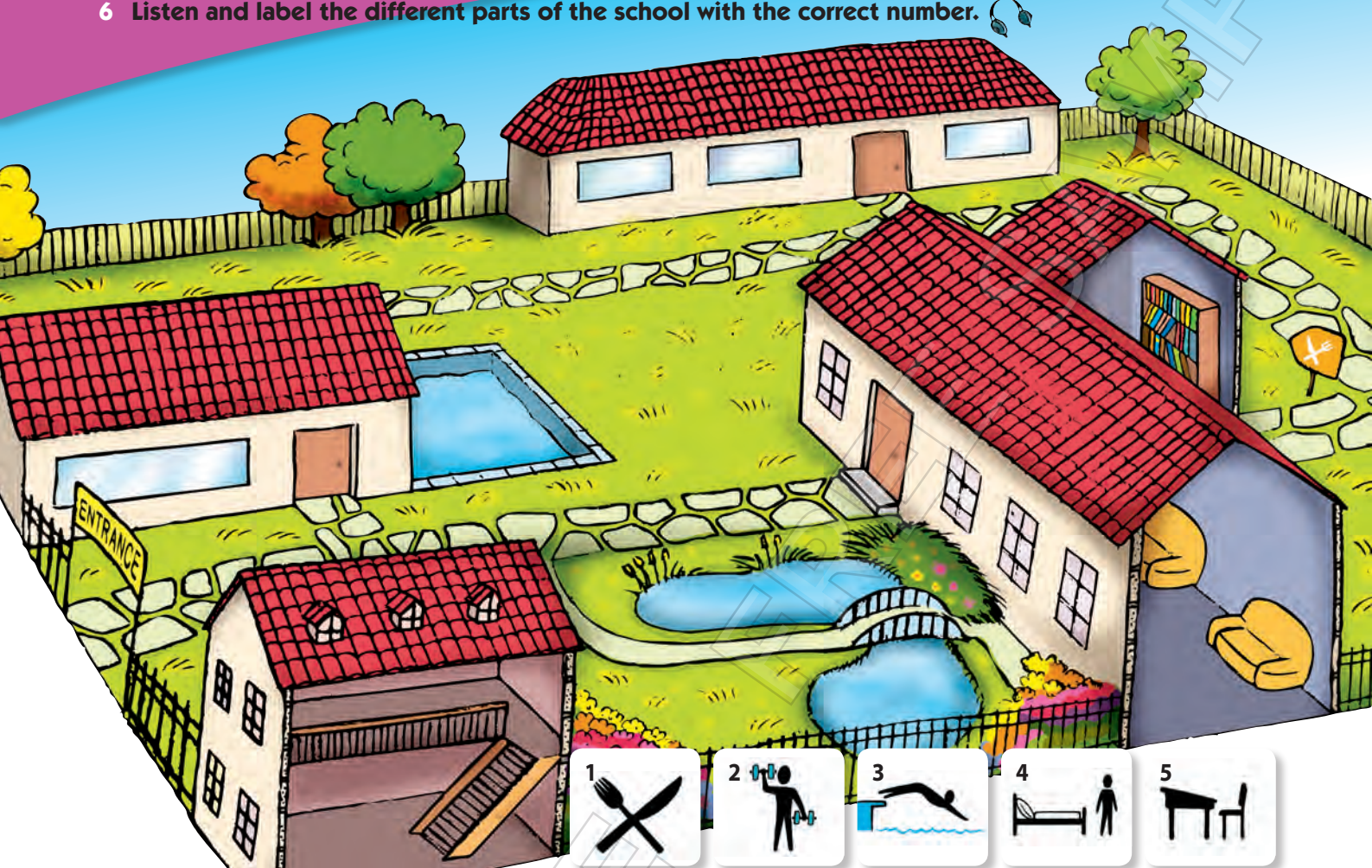
B Answer questions 1-5 about YOUR country. Write your answers in the box.

- 1 What's the capital city?
- 2 What language(s) do people speak?
- 3 What's a popular food?
- 4 Which side of the road do people drive on?
- 5 What's the weather like?

(name of your country)

1
2
3
4
5

6 Listen and label the different parts of the school with the correct number.



1

2

3

4

5

7 A Look at the picture and label the objects with these words. Whose bedroom do you think it is?

photograph • lamp • trainers • rug • mobile phone • calendar • wardrobe • magazine • bed • desk • suitcase
poster • computer • plant



B Now close your book and write down as many objects as you can remember from the picture. There are 14 objects and you've got one minute!

Explore Reality School! [10-15 minutes]

6



- Remind the class that the characters they met on page 4 are taking part in a reality show on TV. Explain that students are now going to find out about the school where the programme is set.
- Ask students to look at the picture of the school. Point out the entrance on the left and the various buildings. Make sure students are aware of the symbols 1-5. Ask volunteers to tell you what they think they represent. Elicit *1 restaurant; 2 gym; 3 swimming pool; 4 bedroom; 5 classroom*.
- Explain that they will hear a description of the school and that they have to write the numbers in the correct places.
- Play the CD/cassette. Play it a second time if some students have not written down all the numbers. Check answers.



Tapescript

Mr Maloney: OK kids, follow me. This is where you're going to spend the next ten weeks! We're going through the main entrance now and on our left is the gym. And next to the gym is the swimming pool.

Justine: Wow! It's enormous!

Mr Maloney: Yes, it's fantastic, isn't it? So make the most of it! On the right, opposite the gym and the swimming pool are the bedrooms. The boys' bedrooms are on the ground floor and the girls' bedrooms are above them, on the first floor. I'll show you them afterwards. Now we're going through the garden to the most important room - the classroom!

Kids: Oh!

Mr Maloney: Just look at it, though. It isn't an ordinary classroom.

San: Mmm - sofas instead of chairs - I hope I won't fall asleep in the lessons!

Mr Maloney: And behind the classroom is the library. That's where you can go to do your homework ...

Beth: Homework! But ...

Mr Maloney: Now if we go out of the classroom and follow this path to the left we come to the restaurant. And here's Oliver. Hi Oliver! Oliver's our chef.

Oliver: Hi everyone.

Kids: Hello!

Oliver: I hope you're all hungry! Lunch will be ready in half an hour.

Alex: I hope we don't have to eat English food!

Mr Maloney: I've just got time to show you the bedrooms before lunch. Let's go!

Extension

If you feel that students need a further reminder of directions / prepositions of place, write the following on the board: *on your/the left/right; next to; opposite; through; behind*. Ask individuals questions about the school in the picture, eg *Where is the (swimming pool)?* Follow up by asking the class to tell you about the layout of your school using these words.

7

A

- Go through the list of words and explain any that students are unfamiliar with.
- Allow three or four minutes for students to write the answers on their own, after which they can compare notes with a partner. Check answers.



Answers

- | | |
|----------------|-------------|
| 1 photograph | 2 lamp |
| 3 calendar | 4 computer |
| 5 mobile phone | 6 magazine |
| 7 poster | 8 bed |
| 9 plant | 10 wardrobe |
| 11 suitcase | 12 rug |
| 13 trainers | 14 desk |

B

- Tell students to close their books. Explain that you are going to give them exactly one minute and they have to write down as many of the objects as possible in that time. Make sure everyone has a pen and some paper. Then say *Start writing. You have one minute.*
- After a minute, tell students to put their pens down. Invite volunteers to call out the items from the bedroom. Write them on the board. Ask the class if anyone found all of them.



Answers

See underlined parts in Tapescript.

8

Play the conversation game! [10-15 minutes]

- Explain that the game involves making complete conversations.
- Tell pairs to decide who is going to be Student A and who is Student B.
- Do the first one or two conversations as a class so that students know what to do. Tell the class to look at the first comment (*This game is brilliant!*). Point out that Student A will say this.
- Say *What would be a good reply from Student B?* and point to the four possible replies. Elicit *Can I play?* Enact the first part of the conversation with a student. Say (*Maki*) *this game is brilliant!* Elicit *Can I play?* If it appears that students might find this difficult, reverse roles and ask a volunteer to open the conversation. You then reply with a wrong answer, eg the volunteer says *This game is brilliant!* and you reply with *What film shall we see?* Ask the class if that is a suitable reply and make sure they understand why it is not.
- Write the following on the board:
Student A: This game is brilliant!
Student B: Can I play?
Student A: _____
- Ask students to look at the four responses in the box at the top right of the page. Invite volunteers to suggest which response is the most appropriate (*In a minute.*) and write it on the board to complete the conversation.
- Choose two or three pairs to enact the conversation as it is written on the board.
- Allow up to five minutes for students to practise their conversations in pairs. Remind them to swap roles when they have made four conversations. Ask several pairs to enact them for the whole class to hear.

Extension 1

Each pair of students can make their own conversation game and get their classmates to play it. Allow 10-15 minutes for pairs to write down four whole conversations. There should be three parts to each conversation. Walk around the class helping with ideas. Students then rewrite the conversations on a piece of paper, following the layout in the Student's Book. Make sure you check each conversation before it is broken up into parts, and that the replies/responses are not too similar to one another. Ensure that students jumble the parts correctly and place them in the correct places on the page. When everyone has finished, tell pairs to swap games and try to enact the conversations. Ask several pairs to do this in front of the class.

Extension 2

To give students further practice at spelling words out, tell them to choose five words from the *Welcome unit* and make a note of them (correctly spelt). When everyone is ready, choose one student and say *Who do you want to answer your questions?* The first student chooses someone to spell the five words and begins by asking *How do you spell (experience)?* When the second student has answered, the first student says *Right!* or *Wrong!* and marks down the score. When all five words have been spelt out, the first student says *You scored (four) out of five* and reads out the correct spelling of any words the second student got wrong. Repeat with two more students. Make sure that students pronounce the letters of the alphabet correctly and that all students in the class get the chance to ask or answer.

8 Play the conversation game!
Make four conversations, then swap roles.

Student A:

1

1 Start the conversation!	2 Listen to Student B's reply.	3 Choose a correct response.
↓		↓
This game is brilliant!		Are you sure?
How do you spell 'shopping'?		In a minute.
Let's go to the cinema tonight.		That's right.
What does 'uniform' mean?		Tomb Raider

2

1 Listen to Student B.	2 Choose a reply.	3 Listen to Student B's response.
↓		↓
	Yes, I am.	
	8 out of 10	
	Really nice.	
	Where to?	

Student B:

1

1 Listen to Student A.	2 Choose a reply.	3 Listen to Student A's response.
↓		↓
	The clothes you wear at school.	
	Can I play?	
	s-h-o-p-p-i-n-g	
	What film shall we see?	

2

1 Start the conversation!	2 Listen to Student A's reply.	3 Choose a correct response.
↓		↓
What mark did you get for your composition?		My house.
Let's go!		So am I.
Are you hungry?		Well done!
What's Jane like?		Is she?

You and other people

Lesson One

Friends

1 Reading

A Which of these words describe you? Which describe your partner? Write **M** (me), **P** (partner) or **B** (both) after each word.

patient honest funny generous friendly kind

B Now compare your opinion with your partner's.

I think I'm friendly.

I agree. You are. OR I disagree. You aren't.

C Listen and read about Week 1 at Reality School. 

SAN'S personal website

 e-mail



Hi!

It's the sixth day at Reality School already. I can't believe it! I'm writing this in my room so that no one else can read it. All our weblogs are private (only you can read them), so I can say what I want about the others!

On the first day Mr Maloney put us into two teams. I'm with Beth, Alex and Justine. We're all getting on quite well at the moment, but it's still only the first week!

Alex and I are sharing a room together, but he isn't here at the moment. Alex is quiet and shy, but he's got a brilliant sense of humour. He always laughs at my jokes. He practises his guitar all the time, but I don't mind.

I'm not sure about Justine. She's very organised, but she's a bit bossy. It gets on

my nerves sometimes. Beth is different. She's very honest, but sometimes she's impatient. We've got something in common because I'm impatient too! I wonder what they think of me!

Our project this week is to understand ourselves! We've got to solve different problems in our teams and think about how we behave towards the other members of our team. It sounds easy, but it isn't!

I like making people laugh, so here's a joke for you before I go:

Why do birds fly south for the winter?

(answer at the bottom of the weblog*)

Bye for now!

San

San's Reality School Ratings

Lesson 1: *** *It's good to try and understand yourself.*

Homework: **** *Brilliant! We haven't got any yet!*

Relationships: *** *OK so far.*

** Because it's quicker than walking!*

2 Comprehension

Circle true (T) or false (F).

- 1 Everyone at Reality School can read the weblogs. T / F
- 2 Alex thinks San is funny. T / F
- 3 Justine and Beth have got similar characters. T / F
- 4 The children have to work alone to solve problems this week. T / F
- 5 The children use stars to show how they feel about their school. T / F

Chat corner

Underline six adjectives in the text that describe people's characters. Discuss with your partner which characteristics are good, which are bad and which can be either.

It's good to be organised because you don't forget to do things.

3 Word recall

Complete with words from the text beginning with these letters.

- 1 It really gets on my **n**..... when my sister borrows my clothes without asking.
- 2 Rod is in the school basketball **t**..... this year.
- 3 Dan has got a great sense of **h**..... – he should be a comedian!
- 4 I **w**..... what job I'll do when I grow up.
- 5 Jane's got nothing in **c**..... with Sandy. They're completely different.

Lesson One → Friends

Aims

Talking about people and personalities

→ Language focus

Present simple; present continuous; state verbs; adverbs of frequency; prefixes

→ New vocabulary

(im)patient, honest, funny, generous, friendly, kind, private, share, quiet, shy, brilliant, sense of humour, laugh, practise, (don't) mind, organised, bossy, get on my nerves, have (got) something in common, wonder, project, solve problems, behave, members, team, ratings

> Warm up [5 minutes]

- Explain that San, Beth, Alex and Justine will have to spend a lot of time together while they are at Reality School. Ask volunteers to suggest advantages and disadvantages of this, eg *It might be fun. / They might become good friends. / They might not like each other.*
- On the board, write the heading *Characteristics* and below that draw two columns headed *Positive* and *Negative*. Then say *What kind of people are easy to share with?* Make sure students understand *share* and elicit several adjectives for each column, eg *friendly, nice/unfriendly, horrible* and write them on the board. At this stage, keep to adjectives that students suggest.

→ 1 Reading [15 minutes]



A

- Say *Open your books. Look at page 8.* Tell the class that they are going to be learning about friends and friendships.
- Read out the adjectives and check that students understand them.
- Organise students into pairs and then get them to write down *M, P* or *B* in the boxes. Don't let them discuss their answers yet.

B

- Tell students to compare answers with their partner and encourage them to make sentences, as in the examples. Walk around listening and helping with any difficulties. Ask several pairs to enact dialogues in front of the class.

C

- Tell the class that they are going to read a weblog written by San in his first week at Reality School.
- Say *Listen and read.* Play the CD/cassette, stopping periodically to check understanding. Explain any unknown vocabulary.
- Play the CD/cassette again all the way through. Students listen and read.

✦ Extension

Individual students can read out a paragraph each. Pay attention to pronunciation and give help where necessary.

→ 2 Comprehension [10-15 minutes]

- Read out the statements and check that everyone understands. Tell students to look back at the text and mark each statement to show whether it is true or false. Check answers.

Answers

1 F 2 T 3 F 4 F 5 T

Chat corner

- Depending on the class, you may like to remind students of the adjectives they supplied in the Warm up. Point out that the text provides a good opportunity to increase their vocabulary for describing people.
- Students can work alone or in pairs to find and underline the adjectives. Allow three or four minutes for pairs to discuss whether they think the adjectives are *good, bad* or *either*. Elicit answers.

Answers

Good: organised, honest

Bad: bossy, impatient

Either: quiet, shy

→ 3 Word recall [5 minutes]

- Allow three or four minutes for students to complete the task. Check answers as a class.

Answers

1 nerves 2 team 3 humour 4 wonder 5 common

Word Nerd

- Read out the information and the examples. Elicit other examples from the class and write one or two on the board.

→4 Word pool

- Begin by writing *im-*, *un-* and *dis-* on the board. Explain that these are prefixes which make a word negative.
- Allow three or four minutes for students to fill in the prefixes.

Answers

- | | | |
|-------------|---------------|----------------|
| 1 impatient | 2 dishonest | 3 unfriendly |
| 4 untidy | 5 impolite | 6 disorganised |
| 7 unkind | 8 disobedient | |

→5 Grammar [15 minutes]

Present simple

- Copy the first example *He always laughs at my jokes* onto the board. Underline *laughs* and *always* and remind the class that this usually indicates the present simple.
- Ask the class to tell you things they *don't like* and things that are *generally* or *always true*.

Remember this!

- Go through the examples and elicit further examples from the class. Write a selection of these on the board, making sure that they include at least one with the verb *be* to show the different position of the adjective. Refer students to the *Grammar Summary* on page 122 for further information.

Possible answers

A good friend is always patient / always tells the truth / is usually polite / is never unkind / never forgets your birthday, etc.

Present continuous

- Remind the class that the present continuous is different from the present simple because it refers to things that are happening *now*.
- Ask the class to tell you other things that are happening *now* or *these days*.
- Write one or two of their suggestions on the board and underline the present continuous.
- Point to the question *Is Mike doing his homework?* and explain that this doesn't have *now* / *at the moment* / *these days* at the end, but it clearly means *now* because it is written in the present continuous.

Remember this!

- Remind the class that there are some verbs, called state verbs, which do not take the continuous form. Point out

the example. Ask the class which other verbs like this they remember and refer them to the *Grammar Summary* on page 122 for further examples.

- Do the first speech bubble with the class, eliciting that, because *love* is a state verb, the sentence must be in the present simple.
- Allow time for students to write the other sentences.

Answers

- | | | |
|-----------------|-------------------|----------|
| 1 love | 2 am not enjoying | 5 tastes |
| 3 are you doing | 4 am looking | |

→6 Listening [10 minutes]



- Ask one or two questions about the relationships between the people in the pictures, eg *What are they doing?* / *Do you think they could be sisters?* / etc. Explain that they will hear four people speaking. Tell them to tick the pictures they hear. Point out that, for each speaker, they should choose between the pairs of pictures.
- Play the CD/cassette. If students have not all managed to find the answers, play it a second time. Check answers.

Tapescript

- My Aunt Sonia is my best friend. She's my mum's youngest sister and she's only a few years older than me, so she isn't really like an aunt. I just call her Sonia. She's got a great sense of humour and if I'm sad about something, she always makes me laugh.
- My best friend is my dad. I haven't got a mum, so my dad's really important to me. He's never impatient with me and my brother even when we're naughty. He's a really good cook too - he makes delicious hamburgers! On Saturdays he sometimes takes us to watch our local team play football and we always have a great time.
- My best friend is my twin brother, Mike. We don't look the same, even though we're twins, but we've got lots of things in common. We both love fishing, we've both got the same kind of car and our wives look the same. They're both blonde with blue eyes.

Answers

- 1 a 2 b 3 b

Word Nerd

We often use *a bit* before an adjective to mean *a little*.
We usually use it with negative adjectives.

Anna's *a bit* bossy. (✓) Jim's *a bit* friendly. (X)

4 Word pool: Opposites with Prefixes

Add *im-*, *un-* or *dis-* to the beginning of these words to make opposites. Then use them (or their opposites) to describe people in the class.

- | | |
|------------------|-------------------|
| 1 patient | 5 polite |
| 2 honest | 6 organised |
| 3 friendly | 7 kind |
| 4 tidy | 8 obedient |

5 Grammar

Present simple

- He always **laughs** at my jokes.
- I **don't like** bossy people.
- Do those flowers **smell nice**?

Remember this!

Adverbs of frequency (*always, usually* etc) go **before** most verbs, but **after** the verb *be*:
My brother **never** takes the dog for a walk.
Our teacher is **always** patient with us.

See Grammar Summary, page 122.

A What do you expect from a friend? Complete the sentence in four different ways using adverbs of frequency.

A good friend is always generous.
A good friend never tells lies.
A good friend ...

Present continuous

- I'm **writing** this in my room so that no one else can read it.
- My friend and I **aren't getting** on at the moment.
- Is Mike **doing** his homework?

Remember this!

Some verbs don't usually take the present continuous form at all:

This book **belongs** to me. (✓)
This book **is belonging** to me. (X)

See Grammar Summary, page 122.

B Complete with the present simple or continuous of the verb in brackets.

1 I (love) this song.

2 Well, I (not/enjoy) it!

3 What (you/do) ?

4 I (look) for Einstein!

5 This chocolate (taste) nice!

6 Listening

Listen to three people talking about their best friends and tick (✓) the correct pictures.

1 a b

2 a b

3 a b

See Pronunciation File, page 98

1 Reading

A Look at these cards. Can you guess what occasions they're for?



B Do you celebrate these occasions in your country? What do people do on them?

C Listen and read this magazine article about some special celebrations. How many different special occasions are mentioned?

celebrations

Valentine's Day

Valentine's Day, which is a very popular celebration today, was originally a Roman festival. Every February, young Roman women who wanted a boyfriend wrote romantic notes. They then put them into a big pot and each young man would choose a note to find a girlfriend. This is where the tradition of sending Valentine's cards comes from. In the United States in the 1800s, people used to send nasty Valentines to people who they didn't like! Nowadays people celebrate Valentine's Day by sending cards to people who they love. Often they don't sign their name on the card. Sometimes they put clues that can help the person to guess who sent the card!

Mother's Day

Mother's Day is a day when children (and adults!) say thanks to their mums for all the things they do for them. In Britain children usually give their mum a present and a card on Mother's Day. Sometimes they

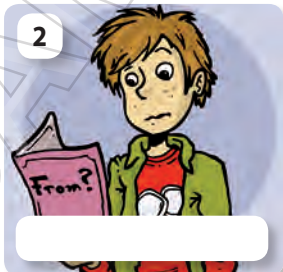
serve her breakfast in bed as a treat too. In Serbia, Mother's Day, which is called 'Materice', takes place a week after Children's Day. On Children's Day, parents tie up their children and only let them go when they are good. Then on Mother's Day, the children do the same to their mother! They tie her up and only let her go when she gives them some sweets or other treats!

Sweetest Day

You may not have heard of this day, but it too is a celebration of love. It is a time to show love for our friends, and for people that we don't know. The idea for this day came from an American man, whose name was Herbert Kingston. One Saturday in October during the 1920s, Herbert and his friends gave out presents to orphans and other poor people in Ohio, where they lived. Today people celebrate Sweetest Day in the United States by doing something sweet or kind for someone else.

2 Comprehension

A Write the name of the celebration next to the picture.



B Answer the questions.

- Who did people in the United States send Valentine's cards to in the 1800s?
- What's the name for Mother's Day in Serbia?
- Where was Herbert Kingston from?
- What do people do nowadays on Sweetest Day?

3 Word recall

Match.

- | | |
|-------------|--|
| 1 note | a something that is nice or enjoyable |
| 2 tradition | b a written message that is quite short |
| 3 clue | c something that people have done for many years |
| 4 treat | d some information that helps solve a problem |
| 5 orphan | e something that you send to someone on a special occasion |
| 6 card | f a child who hasn't got any parents |

Lesson Two → Celebrating love!

Aims

Talking about celebrations

→ Language focus

Defining and non-defining relative clauses

→ New vocabulary

celebrate, occasion, popular, Roman, festival, tradition, nasty, nowadays, send a card, sign, clue, treat, note, tie up, orphan

→ Materials

Any cards you might have from recent celebrations, eg birthday card, Mother's Day card or examples downloaded from the Internet (Warm up)

> Warm up [5 minutes]

- If you have managed to bring in any cards from recent celebrations, you could either pin them up on the board or hand them round for the class to see. Ask them if they know the dates of other annual celebrations.
- Draw 12 columns on the board and write the 12 months of the year as headings. Write *When's your birthday / name day?* Starting with January, say *Who has a birthday in January?* If any of your students have their birthday in January, write their name and the date in the first column. Continue for the other months of the year, adding any dates (like Mother's Day) that you know. You could also make a note of students' birthdays that fall in term time and ask the class to design cards for them in advance, so that they can be given to them on or near their birthdays.

→ 1 Reading [15-20 minutes]



A

- Say *Open your books at page 10.* Read out the title *Celebrating love!* and explain the meaning. Ask *What can you see in the pictures?* Elicit that they are cards for: 1 Mother's Day; 2 Father's Day; 3 a birthday; 4 Valentine's Day.

B

- Explain the word *occasions* and ask the class which of them they celebrate. Ask students to tell you what usually happens on these days.

C

- Say *Listen and read.* Play the CD/cassette, stopping after each section to explain or translate any unknown words.

- Play the CD/cassette all the way through and ask students to tell you which special occasions are mentioned.

Answers

Valentine's Day; Mother's Day; Children's Day; Sweetest Day

→ 2 Comprehension [10 minutes]

A

- Tell students to look at the pictures and guess which occasion is being celebrated in each one.
- After allowing them a minute to check the text, elicit the answers and ask volunteers to explain how they decided, eg *Picture 1 must be Mother's Day because it says that they sometimes serve her breakfast in bed and that's what the children here are doing.* Tell the class to write the answers in the spaces provided.

Answers

- | | |
|----------------|-------------------|
| 1 Mother's Day | 2 Valentine's Day |
| 3 Sweetest Day | 4 Children's Day |

B

- Ask the class to read the questions by themselves and look in the text for the answers. Tell students to underline where they found the answers and write the number of the question on the text and walk around checking and dealing with any difficulties.
- When students have finished, check the answers as a class and tell them to write the answers in the spaces.

Answers

- 1 people they didn't like
- 2 Materice
- 3 the USA / Ohio
- 4 something sweet or kind for someone else

→ 3 Word recall [5 minutes]

- Read out the words and the definitions and, after dealing with any difficulties in the definitions (do not explain the words themselves!), allow three or four minutes for students to look through the text and match the answers. If students haven't found the answers after this time, tell them to compare notes with a partner. Check answers by asking volunteers to read out full sentences, eg *A note is a written message that is quite short.*

Answers

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

→4 Grammar [15-20 minutes]

Defining relative clauses

A

- Read out the two sentences and ask students to suggest ways of joining them with *who*. Don't say at this point if they are right or wrong, but refer students back to the text on page 10 and ask them to look for the sentence.
- Make sure everyone can see the words *young Roman women who wanted a boyfriend wrote romantic notes* (in the third line of the text) and tell students to copy it into the space provided. Point out how the new sentence is constructed (with *these women* being replaced by *who*, and a secondary clause after the subject). Refer students to the *Grammar Summary* on page 122 for further information.

B

- Allow three or four minutes for the class to complete the sentences on their own. Meanwhile, write the beginnings of the sentences on the board, leaving plenty of space after each one.
- Elicit suggestions from the class and write a selection of them on the board. Make sure students are using relative pronouns correctly and that there is no confusion between *who* and *whose*.

✨ Extension

For further practice, wipe the board and write *I hate ...*. Elicit suggestions from the class for ways to complete the sentence. Write their suggestions on the board, making sure you get at least one example each containing *who*, *where*, *when*, *that* and *whose*.

Chat corner

- Put students in pairs and make sure they know who is Student A and who is Student B. Tell them to take turns describing their words while their partner tries to guess what it is. Walk around listening and helping where necessary.


Non-defining relative clauses

C

- Read out the two sentences and ask students to suggest ways of joining them with *which*. Don't say at this point if they are right or wrong, but refer students back to the text on page 10 and ask them to look for the sentence.
- Make sure everyone can see the sentence (it's the first sentence in the text) and tell students to copy it into the space provided. Point out how the new sentence is constructed (pay particular attention to the commas separating the secondary clause from the main sentence). Refer students to the *Grammar Summary* on page 122 for further information.

D

- Go through the *Facts* and the *Extra Information* with the class and ask students to tell you which information belongs with each fact (1d; 2a; 3e; 4c; 5b).
- Allow up to five minutes for students to write their sentences. Remind them that the extra information goes inside the sentence and is separated by commas. Check answers by going round the class and looking at students' work.

 Answers

- 1 New York, *where my aunt lives*, is a very big city.
- 2 My best friend, *who hates his name*, is called Harry Potter!
- 3 Max plays volleyball, *which is his favourite sport*, every day after school.
- 4 In the summer holidays, *when I don't have to get up early*, I go to bed very late.
- 5 Emma Smith, *whose sister is in my class*, is the cleverest girl in the school.

Chat corner

- Put students in teams of three or four and ask them to write as many non-defining relative clauses as they can to go in each sentence. Set a time limit of five minutes, but if students seem to have run out of ideas before that, start eliciting suggestions. Write some of the funnier sentences on the board (at least one from each team) and ask the class to vote for which is the funniest.

→5 Writing [10 minutes]

A

- Tell students that they are going to read about a competition. Go through the competition instructions with the class and make sure everyone understands. Point out that, according to the terms of the competition, the paragraph *must* contain the three things specified.
- Read out the paragraph and ask students to underline the three relevant pieces of information. Check answers.

 Answers

- 1 My grandma, Betty
- 2 ... she's very patient and kind. She never gets angry with me and my sister and she always listens to our problems.
- 3 ... she isn't very well, but she never complains.

B

- This can be set for homework. Tell students to write a similar paragraph about someone they know who deserves a special treat. Make sure they understand that they need to include the three pieces of information specified.

4 Grammar

Defining relative clauses

A How can these two sentences be joined together using the word **who**? Look back at the text to see if you were right.

Young Roman women wrote romantic notes. These women wanted a boyfriend.

See Grammar Summary, page 122.

B Complete the sentences about things and people you love.

- 1 I love people **who**
- 2 I love places **where**
- 3 I love days **when**
- 4 I love films **that**
- 5 I love teachers **whose**

Chat corner

Practise with relative clauses.

Student A: Turn to page 100.

Student B: Turn to page 103.

Non-defining relative clauses

C How can these two sentences be joined together using the word **which**? Look back at the text to see if you were right.

Fact: Valentine's Day was originally a Roman festival.

Extra information: It is a very popular celebration today.

See Grammar Summary, page 122.

D Combine each fact with a piece of extra information to form five sentences using **who**, **which**, **when**, **where** or **whose**.

Facts

- 1 New York is a very big city.
- 2 My best friend is called Harry Potter!
- 3 Max plays volleyball every day after school.
- 4 In the summer holidays I go to bed very late.
- 5 Emma Smith is the cleverest girl in the school.

Extra Information

- a He hates his name.
- b Her sister is in my class.
- c I don't have to get up early then.
- d My aunt lives there.
- e It's his favourite sport.

Chat corner

In teams, look at these sentences and add an extra piece of information to each one by using a relative clause. The team that makes the funniest sentences wins.

- 1 My socks smell horrible.
- 2 I think my uncle is an alien.
- 3 Last Thursday was the worst day of my life.

5 Writing

A Read the advert and one of the competition entries. Where are the answers to questions 1, 2 and 3 in the paragraph?

Sweetest Day COMPETITION

Write a paragraph about someone who deserves a special treat. It could be a girlfriend or boyfriend, a member of your family or a friend. You could win a box of chocolates for the person you write about.

Tell us:

- 1) *who the person is*
- 2) *what he or she is like*
- 3) *why he or she deserves a treat*

My grandma, Betty, is someone who deserves a special treat because she's very patient and kind. She never gets angry with me and my sister and she always listens to our problems. I think she deserves a treat because she isn't very well, but she never complains. I want to show her that she's the best grandma in the world!



B Now choose someone you know and write a paragraph about him/her for the competition.

1 Reading

A Read the first part of the poem. What do you think happens next?

B Now turn to page 106 to see if you were right. Can you think of a different ending to the poem?

C Listen and read this extract from the diary of a teenager called Simon Sprogg. What problems has he got? 

7.10 pm, Monday, 9th February

I've made up my mind. I'm going to ask Amanda Stephens to go out with me. Even if she says no, I won't feel worse than I do now. I know I'm not exactly Brad Pitt, but lots of girls aren't interested in a boy's looks. When she gets to know me, Amanda will realise how intelligent I am.

5.30 pm, Tuesday, 10th February

I finally asked Amanda out. I was wrong - I now feel worse than I did yesterday! Maybe I didn't choose the right moment. It was in the school playground and she was with her friends Tracy Robottom and Lisa Snell. Anyway, I ignored them and asked Amanda if she wanted to go to the cinema with me on Friday. She said she didn't and I just stood there feeling stupid. Then Lisa Snell said, 'I'm not doing anything on Friday night. I'll come with you if you like.' Can

you believe it?

I don't want to go out with Lisa Snell! What am I going to do?

6.15 pm, Wednesday, 11th February

I think Amanda will probably regret her decision. She probably said no because she was embarrassed in front of her friends. I bet she'll phone me to say she's changed her mind.

9 pm

Can you believe it? Lisa Snell has just phoned me. She wanted to know which film we're going to see on Friday!! I didn't know what to say. She must be really keen on me. Maybe she's not that bad when you get to know her ...

Love story
It's a story
We all know
Boy meets girl
Says hello.



2 Comprehension

Circle the correct answer.

- Simon
 - thinks he looks like Brad Pitt.
 - knows he isn't intelligent.
 - doesn't think he's very good-looking.
- What happens when Simon asks Amanda out?
 - She says yes.
 - She says no.
 - She says she isn't sure.
- Who else likes Simon?
 - Tracy Robottom
 - Lisa Snell
 - both of Amanda's friends
- How does Simon feel after the phone conversation?
 - He realises that he really likes Lisa.
 - He still doesn't want to go out with Lisa.
 - He thinks that he might have been wrong about Lisa.

3 Word pool:

Adjectives ending in *-ed* and *-ing*

Word Nerd

Don't confuse adjectives ending in *-ed* and those ending in *-ing*.

He's *bored* because the programme is *boring*.



Lesson Three → Boy meets girl

Aims

Talking about relationships, experiences and future plans

→ Language focus

Future tenses

→ New vocabulary

make up your mind, (ask somebody to) go out with someone, looks, intelligent, moment, playground, ignore, regret, embarrassed, bet, change your mind, be keen on someone

→ Materials

Photocopies/Printouts of extracts from teenagers' diaries - these could be from a book (eg *Adrian Mole*) or weblogs from the Internet (Warm up); Photocopies of a calendar or desk diary for the coming week - it must have space under each day for students to write (ex 4 Extension)

> Warm up [5 minutes]

- If you have set the writing task from the previous lesson for homework, invite two or three students to read their work aloud. Make sure you look at the others' work during the lesson and give praise for their efforts.
- Initiate a discussion about diaries. Ask the class if anyone keeps a diary and, if so, what sort of things they write in it, without being too specific! If you have managed to find any literature from teenage diaries, depending on what you have found, you could explain what it is and ask students to guess what problems/things the teenagers write about. Alternatively, you could read out extracts or show them to the class and ask them what they think.
- Say *Open your books at page 12*. Explain that you will be talking about relationships.

→ 1 Reading [15-20 minutes]



A

- Point to the poem, *Love story*, and read it out while students follow in their books. Ask the class to tell you how the 'story' might continue.

B

- Tell students to turn to page 106 and read the rest of the poem. Ask the class to tell you if they think their predictions in ex 1A were better or worse than the story they have just read.

✳ Extension

Put students in pairs and ask them to write four lines of alternative verse. Walk around helping with rhyming words if necessary. Ask pairs to read out their rhymes for the rest of the class to hear.

C

- Tell the class that they are going to hear part of Simon Sprogg's diary. Play the CD/cassette, stopping after each section to deal with unknown or forgotten vocabulary.
- Tell the class that they will hear the diary again and that this time they should underline the problems Simon has. Play the CD/cassette all the way through.

Answers

- Simon's problems:
- He feels bad because of his looks / because he wants to ask Amanda out;
- Amanda said 'No' to him;
- Lisa wants to go to the cinema with him (but he isn't sure he wants to go out with her).

→ 2 Comprehension [5 minutes]

- Go through the items one by one and make sure everyone understands.
- Allow three or four minutes for students to look back at the text and circle the answers. They should do this alone. Check answers and ask volunteers to tell the class which part of the text justifies them.

Answers

- 1 c 2 b 3 b 4 c

✳ Extension

In pairs, students can write their own comprehension questions based on the text (point to questions 2, 3 and 4 and ask pairs to think of similar questions).

→ 3 Word pool [5 minutes]

Word Nerd

- Make sure students understand that usually adjectives ending in *-ed* refer to a person, whereas adjectives ending in *-ing* refer to a thing. Read out the example and make sure everyone understands the difference. Ask the class to tell you what happens to the meaning if the adjective endings are switched. Point out that it is not possible to have a *bored TV programme*. A *boring person*, however, is possible but students must understand what it implies!

- Allow three or four minutes for students to read the sentences and write the correct endings. Check answers.

Answers

- | | | |
|----------------|----------------|---------------|
| 1 exciting | 2 interested | 3 surprised |
| 4 disappointed | 5 embarrassing | 6 frightening |

Chat corner

- Tell students to read what they have to do and make sure that everyone understands. Ask volunteers to talk about an experience they have had.

→ 4 Grammar [10 minutes]

Future tenses

- Go through the example sentences, making sure that students understand the differences between the ways in which the future forms are used. Elicit further sentences for each form and write a selection on the board. Refer the class to the *Grammar Summary* on pages 122-123.
- Show students the conversation and ask them to fill in the gaps. They should work alone for this. Allow three or four minutes. Check the answers as a class and refer students back to the tables and/or the *Grammar Summary*.

Answers

- Are you doing / Are you going to do
- am going / am going to go
- 'll give
- 'll be
- is going to be
- am going / am going to go
- 'll meet
- will be / is going to be

Chat corner

- Put students in pairs and make sure they know who is Student A and who is Student B. Tell them to turn to the respective pages and act out the roles. They then swap roles and repeat the exercise. Walk around listening and helping where necessary. Ask pairs to tell you who came up with the best excuse.

Extension

If you have brought in photocopies of a calendar or desk diary, hand one to each student and ask them to fill in a different activity for each day (*doing homework, playing football, going out with my brother*, etc). Tell them that these activities will be excuses like those they have just thought of. Then, in pairs, students try to ask their partner out by asking questions like *What are you doing on Monday? / Do you want to come to*

the cinema on Saturday? etc. Remind students that we use the present continuous for arrangements. The partner then answers using the excuse they have written under that day, eg *Monday? Oh, I'm sorry, I'm walking my neighbour's dog on Monday*, etc.

→ 5 Listening [15 minutes]



- Allow about a minute for students to read the sentences to see what they have to listen for.
- Play the CD/cassette while students choose their answers. Play the CD/cassette a second time for students to check. Ask volunteers to give you the answers.

Tapscript

Lucy: We're meeting Bridget at the leisure centre at 8 o'clock, OK?

Ben: The leisure centre? Why?

Lucy: Don't tell me you've forgotten! It's Bridget's birthday and we're going ice-skating with her and the others tonight. I told you about it last week.

Ben: Well, I don't remember. Anyway, I can't skate.

Lucy: Don't worry. It's easy. I'll teach you.

Ben: Well, it's not just that. Colin's invited me round to his house tonight.

Lucy: Colin? What for?

Ben: Well, he's bought this new computer game, 'Speed Devils', and he's going to let me play it.

Lucy: But you can play computer games any time! This will be much more fun.

Ben: For you maybe! Um ... I know! Why don't you go ice-skating with your friends and I'll meet you afterwards for a coffee. There's a café next to the leisure centre, isn't there?

Lucy: Oh, Ben!

Ben: The thing is, I don't even like Bridget. And when you're with your friends, you never talk to me anyway.

Lucy: Oh, that's not true! Anyway, Bridget and Anna are bringing their boyfriends too so you can talk to them.

Ben: (sighing) OK, Lucy, you win. I'll come - but I'm going to ask Colin to come too.

Lucy: Oh. Do you have to?

Ben: What's wrong with Colin?

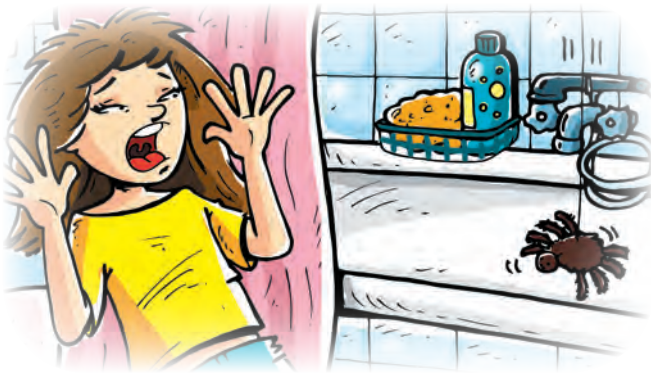
Lucy: Nothing. He's just a bit boring, that's all. And I don't know if I want to spend a...

Answers

- | | | |
|---------------|------------------|---------|
| 1 ice-skating | 2 visit a friend | 3 later |
| 4 boys | 5 boring | |

Complete the adjectives with -ed or -ing.

- I love playing *Masters of the Universe* because it's such an **excit**..... game.
- Are you **interest**..... in water polo?
- The teacher was **surpris**..... when the class remembered his birthday.
- Greg is **disappoint**..... because he can't go to the match on Saturday.
- I've got to sing a song in the school concert next week. It's going to be really **embarrass**.....!
- That horror film last night was so **frighten**..... that I couldn't watch it all.



Chat corner

Tell the class about an experience that you had that was interesting, frightening, exciting, disappointing or embarrassing (but don't use any of these adjectives in your description). The rest of the class must guess which kind of experience you're talking about.

Future tenses - present continuous

for plans/arrangements

I'm not *doing* anything on Friday night.

See Grammar Summary, pages 122-123.

Complete the conversation with the correct form of will, be going to or the present continuous. Use the verb in brackets.

Neil: 1) you (do) anything on Saturday night?

Kim: I don't know yet. Why?

Neil: 2) (go) to the Clouds concert and I've got a spare ticket. Do you want to come?

Kim: No thanks. I don't really like the Clouds.

Neil: OK. 3) (give) the ticket to my brother, then. He **4)** (be) pleased because he loves them.

Kim: OK, whatever.

Neil: What about Sunday? I've seen the weather forecast and it **5)** (be) really hot.

Kim: I know. That's why I **6)** (go) to the beach.

Neil: Great! I **7)** (meet) you there!

Kim: But someone else **8)** (be) there too.

Neil: Who? Your friend Sarah?

Kim: No. My boyfriend!

Chat corner

Role-play

Student A: Turn to page 100.

Student B: Turn to page 103.

Now swap roles. Whose excuse was better?

4 Grammar

Future tenses - will

for future predictions

I bet she'll phone me to say she's changed her mind.

for spontaneous decisions

I'll come with you if you like.

Future tenses - be going to

for future predictions based on evidence

He's driving too fast. He's going to have an accident!

for intentions

I'm going to ask Amanda Stephens to go out with me!

5 Listening

Listen to this conversation and choose the correct answer.

- Lucy wants Ben to go **to a birthday party / ice-skating** with her tonight.
- Ben would prefer to **play on his computer / visit a friend**.
- Ben suggests they meet **later / the next day** for a drink.
- Lucy says there will be other **boys / girls** for Ben to talk to.
- Lucy thinks Colin is **boring / interesting**.

Speaking
personally

Quiz

1 Reading challenge

A What animal are you?

- Are you a sensible dog or a cheeky monkey? Do this fun quiz to find out!
- During the day when do you feel at your best?
 - in the morning
 - around midday
 - in the evening
 - at night
 - When you talk to people, do you usually ...
 - touch the person that you are talking to?
 - stand with your arms folded?
 - have one or both hands on your hips?
 - play with your ear, touch your chin, face or hair?
 - When you go to a party, do you ...
 - talk to a few people that you don't know?
 - only talk to people that you already know?
 - talk to everyone there?
 - avoid talking as much as possible?
 - When you are in bed at night, what position are you in before going to sleep?
 - on your side
 - face down on your stomach
 - on your back
 - with your head under the covers
 - What kind of pet would you prefer?
 - a parrot, because you can teach them to talk
 - a dog, because they are friendly and loving
 - a snake, because they are dangerous and exciting
 - a cat, because they don't need much from you
 - Which of the following colours do you like most?
 - dark blue or purple
 - green
 - red or orange
 - yellow or light blue

B Did you answer mostly a, b, c or d? Read on to see what type of animal you are. Do you agree with the description?

**If you answered mostly a, you're a monkey.**

You're lively, interesting and good at making people laugh. You're always the centre of attention and have got lots of friends. Other people see you as someone who will cheer them up and help them when they have a problem.

**If you answered mostly b, you're a dog.**

You're sensible and you never do anything without thinking about it first. Other people see you as a reliable and practical person. You don't make friends easily, but when you do, you are a great person to have as a friend.

**If you answered mostly c, you're a tiger.**

You take chances and enjoy life. You're a real party animal and you know how to have a good time. You make decisions quickly, although they aren't always the right decisions! Other people like spending time with you because you're an exciting person to be with.

**If you answered mostly d, you're a mouse.**

You seem quiet and shy to people who don't know you well, but your friends know that you are actually quite a confident person. You enjoy spending time on your own and you have lots of interests and hobbies. You have a brilliant imagination and you're good at thinking of new ideas.

2 Listening challenge

Now listen to two friends, Kate and Harry, talking about the quiz and complete each sentence with one word.

- Harry thinks Kate is most like a
- Kate thinks she's more like a
- Harry thinks personality quizzes are usually
- According to the results, Kate is a
- Kate doesn't with the results.

Smash Challenge

Speaking personally

1 Reading challenge [5 minutes]

A

- Explain that students will be doing a personality quiz. Point out that the references to animals are just for fun - if necessary explaining that we often associate certain characteristics with particular animals.
- Go through the questions and the answer choices, reading them aloud and dealing with any difficulties.
- Allow three or four minutes for students to make their choices.

B

- Tell students to look at the key and read the description(s) that apply to them. Give help with unknown words. Ask several students what animal they are. Ask them if they agree with the descriptions.

2 Listening challenge



- Explain that the class will hear Harry and Kate before and after Kate does the quiz in ex 1. Say *Listen and fill in the missing words*. Play the CD/cassette while students write their answers. Play the CD/cassette again if necessary. Check answers.

Tapescript

Kate: Mmm. This quiz is supposed to tell you which animal you're most like. Which animal do you think I'm like?

Harry: What's the choice?

Kate: Tiger, dog, monkey or mouse.

Harry: I don't know - a monkey, probably!

Kate: A monkey! Why?

Harry: Because you're always playing around and being silly!

Kate: Well, I don't think I'm a monkey. I think I'm more like a tiger. Anyway, I'm going to do the quiz and find out.

Harry: You don't really believe what those quizzes say, do you? Most of the time they're wrong.

Kate: No they aren't! Sometimes they're right about people's personalities.

Harry: Go on then - do it and see if you agree with the results.

Kate: OK.

...

Harry: So what were you?

Kate: A mouse! I don't agree with that! I'm not like a mouse at all!

Harry: I told you!

Kate: Maybe I didn't answer the questions truthfully. I think I'll do it again ...

Answers

- | | | |
|----------|---------|---------|
| 1 monkey | 2 tiger | 3 wrong |
| 4 mouse | 5 agree | |

3 Speaking and Writing challenge

A

- Ask students if they ever read problem pages in magazines. Explain that they will be reading a letter from a girl who has written to one of these problem pages. Read out the questions and the introduction. Make sure everyone knows what they have to do.
- Say *Read the letter and answer the questions*. Allow a few minutes for students to read through the letter quietly on their own. Ask *Do you know all the words?* Explain any unknown words.
- Elicit the answer to Question 1 (*someone at school is bullying Emma*). Ask the class what they think Emma should do about her problem. Elicit as many suggestions as possible and make a list on the board. Then ask the class as a whole which suggestion(s) they think would be the most effective.

B

- Tell students to look again at the letter and find the four things listed. Allow a minute or two for students to number them in the correct order.



Answers

The correct order is 3, 4, 2, 1.

C

- Allow three or four minutes for students to read the reply. Give help with any unknown vocabulary. Ask students if Pat gives the same, or different, advice to what they suggested in ex 1A. Initiate a discussion about what might happen if Emma does what Pat says.

✦ Extension

Students take turns reading Emma's letter and Pat's reply aloud to one another in pairs. Walk around listening and helping with pronunciation and intonation.

D

- Explain to the class that it is their turn to write a letter. Go through the instructions and the notes, checking that students know exactly what they have to do. Make sure they realise that they should use the model and the outline in the book as a basis for their writing.
- Ask students to write the letter for homework.

Project

- Refer students back to pages 4 and 8 (especially the section *Important facts about me* on page 4) to give them an idea of what a personal webpage might look like. Depending on how computer literate your students are, they could do the project in handwriting on paper, printed out from a computer with pictures stuck on, or designed like a real webpage and done entirely on a computer. Fix a date for completed projects to be handed in (for example, one week from today). Try to find space in the school for the projects to be displayed.

3 Speaking and Writing challenge

A Read the problem page from this week's *Teen Scene Magazine*.

- 1 What is Emma's problem?
- 2 What do you think she should do?

Auntie Pat's Problem Page

Have you got something on your mind? Write to me at *Teen Scene Magazine* and I'll try my best to help!



Here's a letter that I got from one of our readers this week.

Dear Auntie Pat,

I'm writing because I need your advice about a problem I've got.

There's a girl at school who is bullying me. She does it all the time and she's making me miserable. She makes fun of me because I wear glasses and because I get good marks in lessons. The other children in my class are unfriendly to me too because they're frightened of her. I don't want to tell my parents or my teacher about what's going on, because they might make things worse.

I feel so lonely and I don't know what to do. Can you help?

Emma, aged 12

B Emma does these things in her letter, but in a different order. Number them in the correct order.

- She ... says how she feels.
- asks Auntie Pat a question.
- describes the problem.
- says why she's writing the letter.

C Now read Auntie Pat's reply. Do you agree with her advice?

Dear Emma,

It sounds as if this girl is jealous of you because you get good marks. Bullies pick on people who they think are weak, so you must show her that you aren't. The next time this girl tries to make fun of you, don't get upset - just ignore her. And remember that school isn't the only place where you can make friends. Why don't you start a new hobby or join a club where you will meet other people? Then you'll feel happier and more confident. Write to me and let me know what happens!

D You've got a problem and you want Auntie Pat's advice. Read the notes below and complete your letter to Auntie Pat.

Dear Auntie Pat,

1 say why you're writing
need help with a problem

2 describe the problem
Dad's got a new job, moving to another city, Mum and Dad want to go - not thinking about you

3 say how you feel
don't want to go, won't know anyone there, will miss friends from home

4 ask Auntie Pat a question
can she tell me what to do?

from _____, aged _____

Project Personal webpage

Make your own personal webpage.

- Include details of:**
- your family
 - your best friend
 - your favourite possession
 - your favourite star

You can add some photos too!

Lesson One

Young and gifted

1 Reading

A Have you or your partner got any unusual talents?

B Find people in your class who can do these things.

play a musical instrument • tap dance • juggle • skateboard • do card tricks

C Listen and read about Week 2 at Reality School. 

ALEX'S *personal website*

 e-mail

Hello Everyone!

Well, our second week here has been quite exciting! Our project this week was to put on a show. We all had to take part in it and it's going to be on TV next week! We had to think of an idea for the show and

we only had five days to prepare for it.

Justine came up with the idea of a variety show. That's when different people perform different acts – singing, dancing and so on. I wrote a song for the show called 'Reality Blues' about life at Reality School. San wants to be a comedian so he made up some jokes.

Beth plays the piano, so she spent the whole week practising her favourite piece of music. She put a sign on the door of the music room saying 'Do not disturb!!' Justine decided to tap dance because she used to have lessons.

I was really nervous at the dress rehearsal because it was my first time on stage. When I started singing, my voice sounded strange and I couldn't sing! San brought me a glass of water and then I was OK, but I felt a bit stupid! Fortunately, the actual performance went really well. The other team did a scene from the musical *The Wizard of Oz*. It was good, but not as good as ours! TV viewers will have the chance to vote for them or us next week.

That's all from me this week!
Alex

Alex's Reality School Ratings

Lesson 2: **** Scary, but fun!

Homework: **** Practising my song is the best homework I've ever had!

Relationships: *** It was a difficult week, but we didn't have any arguments.

2 Comprehension

Who do you think said the following?

- 'Here you are – drink this!'
- 'I know! Let's do a variety show!'
- 'Don't interrupt me – I'm practising! Can't you read?'
- 'What's happened to my voice?'
- 'What goes up, but never goes down? Your age!'

3 Word pool: Phrasal verbs with different uses

Look at how these verbs can be used, then complete the sentences.

- put on – a play OR clothes
- make up – a story OR your mind
- get on with – a person OR your work
- take up – a hobby OR time

- Do you think what Tim said is true or did he the whole story?
- I want to ice-skating. Do you think it's difficult?
- Phil doesn't his sister. They argue all the time.
- You'd better a jacket – it's freezing outside!
- Stop talking and those exercises!
- I can't my mind which singer to vote for.
- We a different play every year.
- Rehearsals for the show will probably every weekend.

Lesson One → Young and gifted

Aims

Talking about performing and performances

→ Language focus

Past simple; verbs followed by *-ing* and infinitive

→ New vocabulary

talent, gifted, play a musical instrument, tap dance, juggle, skateboard, do card tricks, put on (a show), take part in, prepare, come up with (an idea), variety show, perform, acts, and so on, comedian, made up (jokes), practise, piece of music, sign, disturb, nervous, dress rehearsal, on stage, fortunately, actual, go well, scene, musical, viewers, vote

> Warm up [5-10 minutes]

- Check any homework or project work that you have set from the previous lesson. If you have asked for projects to be ready for today's lesson, make sure you see everyone's work and praise those students who have taken extra care over it. If possible, display the projects in the classroom and allow five minutes for students to see each other's work.
- Ask if anyone has ever performed in a school play or in front of the public. Try to find someone who has acted/sung/done traditional dancing in a performance and ask them about it. Then say *How did you feel before, during and after the show?* Elicit as many answers as possible and give help with vocabulary if needed.

→ 1 Reading [15 minutes]



A

- Say *Open your books at page 16.* Ask the class the first question. Make sure they understand talents. Prompt if necessary by saying *Does anyone in the class speak another language / have a good memory / make anything with their hands?* etc.
- Put students in pairs and ask them to talk about their talents. Remind them that they can talk about things they *can't do* as well.

B

- Go through the list and make sure students understand the words. Choose a volunteer to ask the first question, *Can you play a musical instrument?* Tell them to ask several students in the class.
- If the class is quite small, allow three or four minutes for students to walk around freely asking the other questions. They then report back to you, eg *Jimmy can play the piano.*

In a large class, tell students to ask students nearest them and try to find someone who can do any of the things listed.

C

- Tell the class that they are going to find out about the second week at Reality School. Before they begin, ask some questions to help students remember some things about Reality School, eg *What are the children's names? / What do they like/hate? / What kind of people are they? / What is there at the school?* etc. Allow students to look back through their books if they need to.
- Say *Listen and read.* Play the CD/cassette. Students follow in their books. Stop after each section to explain any unknown words.
- Play the CD/cassette again, this time all the way through. Students listen and read.
- Check understanding by asking one or two questions, eg *What is the project that the children are doing? / Who likes singing / playing the piano / telling jokes?* etc.

→ 2 Comprehension [5-10 minutes]

- Do the first item as a class. Read out the sentence and say *Who said this?* Refer students back to the last paragraph and elicit that Alex had a problem with his voice during the dress rehearsal. Say *Who brought Alex a glass of water?* and elicit that it was San. Refer students back to item 1 *'Here you are - drink this!'* and check that everyone understands by saying *Do you think this is what San said?* Tell students to write *San* next to item 1.
- Allow three or four minutes for students to do the other items. Check answers.

Answers

1 San 2 Justine 3 Beth 4 Alex 5 San

→ 3 Word pool [5 minutes]

- Start by referring back to lines 5-6 of the text and the phrase *put on a show.* Say *What do we usually put on when we get up in the morning?* And elicit *clothes, shoes,* etc. Tell the class that some phrasal verbs have more than one meaning.
- Go through the four examples in the box and make sure that everyone understands the different meanings of each one.
- Tell students to fill in the gaps. Allow three or four minutes, after which students can compare notes in pairs. Check answers.


Answers

1 make up	2 take up	3 get on with
4 put on	5 get on with	6 make up
7 put on	8 take up	

→ 4 Grammar [10-15 minutes]

Past simple

- Go through the examples with the class. Refer students to the *Grammar Summary* on page 123.
- Tell students to write the answers. Check answers. Ask the class which joke they think is the funniest / the least funny.

 Answers

- 1 did, do, made 2 didn't, run, told
3 didn't, go, didn't have 4 happened

Chat corner

- Tell students to turn to the respective pages at the back of the book. Explain to all the Student As that they will tell the first half of a joke and their partner will supply the punch line. Make sure students understand what is meant by *punch line*.
- Explain to all the Student Bs that they have the punch lines to the jokes but they are in the wrong order and they have to choose the right answer. Student A has to decide if the punch line makes sense. Walk around listening and helping where necessary.

Verbs followed by *-ing* and infinitive

- Go through the examples with the class and elicit similar ones. Refer students to the *Grammar Summary* on page 123.
- Do the first item as a class. Tell students to write the answers.

→ 5 Listening [10-15 minutes]

A

- Go through the instructions and point out the questions and the verbs. Ask the class to fill in the gaps with the verbs in the correct form.
- Allow three or four minutes for students to do the exercise. Check answers.

 Answers

- 1 playing/to play 2 to go 3 living 4 to do

B

- Explain the task. Play the CD/cassette while students match the halves to make sentences. Play the CD/cassette again if necessary. Check answers.

 Tapescript

Interviewer: Tito is fourteen years old and studying violin at the Royal Academy of Music in London, but he comes from a very different background to most of the students here. I asked him about his amazing story.

How old were you when you started playing the violin, Tito?

Tito: I was five years old.

Interviewer: Who taught you to play it?

Tito: My father. He was a musician in Albania and he realised that I had talent when I was very young.

Interviewer: Why did you start performing on the streets of Athens?

Tito: My family are from Albania and when we moved to Greece, we were very poor. My father couldn't work because he was ill, so I started playing in the streets to make money.

Interviewer: Did you enjoy performing in public?

Tito: Most of the time, yes. I enjoyed entertaining people, but sometimes it was tiring. I didn't mind, though, because I wanted to help my family.

Interviewer: And how did you end up studying at a famous school of music in London?

Tito: Well, one day, when I was eleven years old, I was playing my violin on a busy street in the centre of Athens and a man came up to me and asked me my name. I didn't know then, but he was the director of the Royal Academy in London. He thought I was very talented and wanted to offer me a place to study classical violin at the Academy.

Interviewer: Amazing! Did you want to go to London?

Tito: Not at first, no. I didn't want to leave my family. But then I realised it was a great chance for me and my parents encouraged me, so I decided to accept the offer and come to London.

Interviewer: Do you like living in England now?

Tito: Well, I miss my family a lot - I only see them a couple of times a year. But I've learned to speak English and I've got lots of friends here now. And I'm doing what I love most - playing the violin.

Interviewer: What do you hope to do in the future?

Tito: I want to be a famous violinist. And then I want to buy a house for my parents so that they can come and live here with me.

Interviewer: Well, good luck, Tito. And thank you for talking to me.

Tito: You're welcome.

 Answers

- 1 e 2 d 3 a 4 b 5 c

4 Grammar

Past simple

- San wants to be a comedian so he **made** up some jokes.
- We **didn't have** a big audience.
- **Did** you **enjoy** the show last night?

See Grammar Summary, page 123.

Complete San's jokes with the past simple form of the verb in brackets.



- 1 What (do) the spider on the computer?
It (make) a website!
- 2 Why (not/run) the woman away from the lion?
They (tell) her it was a man-eating lion!
- 3 Why (not/go) the skeleton to the party?
Because he (not/have) any body to go with!
- 4 Father: Why don't you get good marks in History?
Daughter: Because the teacher keeps asking about things that (happen) before I was born.

Chat corner

More jokes!

Student A: Turn to page 100.

Student B: Turn to page 103.

Verbs followed by -ing and infinitive

- When I started **singing**, my voice sounded strange.
- Justine decided **to tap dance** ...

See Grammar Summary, page 123.

Complete the sentences about you. Use another verb in the correct form after the verb in bold.

- 1 I **like**
- 2 I **want** tonight.
- 3 Once I **forgot**
- 4 I **enjoyed** last week.
- 5 I **learned** when I was very young.

5 Listening

A You are going to listen to an interview with a boy whose musical talent changed his life completely. Complete some of the interviewer's questions with the -ing or infinitive form of the verbs given.

1 How old were you when you started the violin, Tito?

2 Did you want to London?

3 Do you like in England now?

4 What do you hope in the future?

live
do
play
go

B Now listen to the interview and match 1-5 with a-e to make true sentences about Tito.

- A
- 1 Tito began playing the violin when he was
 - 2 He came from
 - 3 He will probably become
 - 4 His talent was recognised by
 - 5 Tito's father was also

- B
- a a famous violinist.
 - a member of the Royal Academy.
 - a musician in Albania.
 - a poor family.
 - a young child.

See Pronunciation File, page 98

1 Reading

A Name the sports in the picture. What are the names of the people who do these sports?



Fascinating fact!

At the 1936 Olympics in Berlin, Dora Ratjen took part in the women's high jump. In 1957 Dora confessed the truth: she was in fact a man named Hermann! Hermann had pretended to be a woman for the Olympics, to try to win a medal. The plan didn't work, though, because he came fourth!

C Listen and read this article about the athlete Andy Doyle. Can you think of any adjectives to describe him? 

King of the mountains

1 An unusual athlete

Andy Doyle is a top athlete. At the age of twenty-six, he has already won several medals in world skiing championships. Yet Andy can't walk. When he isn't skiing, he uses a wheelchair to get around.

2
Andy has been a skier since he was a child. He started skiing at the age of three and racing at the age of seven. When he was sixteen, he represented the United States in an international skiing competition in Switzerland.

3
Then, at the age of seventeen, Andy had the accident that changed his life. While he was skiing on the mountain near his home, he lost control. He crashed into some trees and broke his back. After that, he thought he would never ski again. Although he knew that disabled people could ski using a special monoski with a seat, Andy didn't think he could do it.

4
'Skiing used to be my way of relaxing,' he says. 'I didn't want something that

I loved to become a challenge.' After a while, however, Andy missed skiing so much that he decided to take it up again.

5
Learning to ski again as a disabled person wasn't easy, but Andy didn't give up. With the help of his instructor, Tyler Pierce, he took part in his first monoski race. He won the race, continued training and in 1999 he was chosen for the U.S. national team.

6
Andy believes his story shows that you can get over any difficulties in life. However, he thinks other people's attitudes towards disabled people need to change. 'Disabled people don't want others to feel sorry for them,' he says. 'They just want the same chances as everyone else.'



2 Comprehension

Match the subjects to the paragraphs. The first one has been done for you.

- a The result of hard work
- b Born to ski
- c Changing the way people think
- d An unusual athlete
- e What skiing meant to him
- f A tragic event

Lesson Two → Sports heroes

Aims

Talking about sport and Olympic events

→ Language focus

Past continuous vs past simple

→ New vocabulary

confess, in fact, pretend, medal, come (fourth), athlete, wheelchair, get around, racing, represent, international, competition, accident, lose control, crash, disabled, seat, challenge, give up, national, instructor, get over (difficulties), attitude (towards), feel sorry, tragic, event

> Warm up [5 minutes]

- Check any homework students have done.
- Ask the class to name as many sports heroes as they can. Write the names on the board and ask the class to tell you about them / what they did, etc. Initiate a discussion about sport in general. Ask if students have a favourite sport.
- Ask students to tell you what they remember about the last Olympics. Say *Which events did you watch? / Who won? / How many medals did (Greece) get?* etc.

→ 1 Reading [15 minutes]

A

- Say *Open your books at page 18.* Ask students to call out the sports in the pictures. Ask if any of the students have played these sports.
- Ask students to name the people who do these sports. Write the correct answers on the board.

Answers

weightlifting - weightlifter
 tennis - tennis player
 gymnastics - gymnast
 cycling - cyclist
 running/sprinting - runner/sprinter
 swimming - swimmer

B

- Explain the task. Say *You have one minute to write as many Olympic sports as you can.* Time one minute exactly before asking the class who got the most. Ask students to call out the sports. Write a list on the board.

Fascinating fact!

- Read out the *Fascinating fact!* and make sure everyone understands. Ask the class if it could happen nowadays. Initiate a discussion on cheating in sports and invite the class to offer their views. Prompt if necessary with *drugs / biased referees / runners and footballers pushing each other*, etc.

C

- Say *What can you see in the photo?* Elicit that it is a man in the snow. Point out that the apparatus he is sitting on is called a *monoski*. Ask students if they can guess exactly why this man is using such a strange piece of equipment. Tell them they will find out in the text.
- Say *Listen and read.* Play the CD/cassette while students follow in their books. Stop after each paragraph and explain any unknown words.
- Play the CD/cassette again all the way through. Ask volunteers to tell you in their own words who this man is / what he does / why, etc.

→ 2 Comprehension [5 minutes]

- Students can work alone or in pairs. Tell them to look back at the text and write the best headings in the gaps 2-6. Show them the example and explain why this heading suits the paragraph (all the information in the paragraph supports the idea that he is unusual as an athlete). Allow three or four minutes. Check answers.

Answers

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

✦ Extension

For further comprehension practice, students can write five questions of their own to ask other students. If you prefer, they can work in pairs and test other pairs in the class. Walk around helping and making sure their questions are formed properly. When they have all got five questions, choose a student or pair and say *Who do you want to answer your first question?* Students should answer without the help of their books at first, but should be given the opportunity to look for the answers if they can't remember. Alternatively, the questions can be put to the whole class - allow 30 seconds for students to look through the text, and then choose volunteers to answer.

→3 Word pool [10 minutes]

A

- Go through the chart with the class and draw attention to *gymnast - gymnastics* and *cyclist - cycling*. Tell students to write the missing words in the correct form. Allow three or four minutes and check answers.



Answers

- | | |
|--------------|----------------|
| 1 skier | 2 competition |
| 3 athlete | 4 championship |
| 5 instructor | |

B

- Remind students that we can form nouns using a variety of endings. Allow two or three minutes for students to write as many 'people' nouns as possible. Tell them that the people do not have to be related to sport.



Possible answers

- swimmer, singer
- florist, typist
- actor, director
- musician, magician

✨ Extension

Ask students to think of other nouns which end in *-ship* (*relationship, friendship, etc*); *-tion* (*action, direction, etc*). Encourage students to develop their awareness of suffixes and the different meanings they carry. You could point out the difference, for example, between *advertising* (as the general field) and *advertisement* (as a single, countable example). Either spend five minutes in class on this, writing students' suggestions on the board, or write a list of suffixes on the board and ask students to come to the next lesson with examples of each.

Sound natural!

- Read out the words with the *correct* pronunciation, making sure students understand the sound /ə/. Ask students to repeat the words correctly.

Chat corner

- Tell students to turn to the respective pages at the back of the book. Explain that they each have a photograph of a famous person from the world of sport. Tell pairs to guess who is in their partner's photograph by asking questions similar to the examples in the speech bubbles. Prompt with information about the people if students do not know who they are.

On page 100 is the French football player Zinedine Zidane, who plays for Real Madrid. He is famous for being FIFA

player of the year in 1998 and 2000 and for being the most expensive footballer in history, as his transfer fee in 2004 was \$64,45m.

On page 103 is Pyrrros Dimas, the best Greek weightlifter of all time. He is the three-time winner of Olympic gold medals and bravely earned the bronze in 2004 despite an injury.

→4 Grammar [10 minutes]

Past continuous vs Past simple

- Go through the first two examples, pointing out that the past simple often *interrupts* the past continuous. For the third example, remind students that the past continuous is often used to set the scene or provide the background for a story or an event. Elicit further examples. Prompt by asking the class to think about the *weather / how people were feeling / what they were doing*, etc. Give or elicit examples, eg *It was raining heavily. / Snow was falling*. Refer students to the *Grammar Summary* on page 123.
- Tell the class that they are going to read a strange story about an Olympic competitor. Encourage students to read all the way to the end of the passage to get the gist of it before they start to fill in the gaps. Check answers by asking volunteers to read out a sentence each.



Answers

- | | |
|----------------------|--------------------|
| 1 was running | 2 became |
| 3 saw | 4 were having |
| 5 went | 6 did not complete |
| 7 promised | 8 went |
| 9 took / were taking | 10 found |
| 11 ran | |

→5 Writing [10 minutes]

A

Chat corner

- Tell students to turn to the respective pages at the back of the book. Explain that they each have alternate frames in a picture story. Tell all the Student As that they should begin the story by describing the first frame. Tell all the Student Bs that they must listen carefully because *their* first frame continues the story. Pairs continue taking turns in this way until they have made a complete story. Choose a pair to relate the complete story to the class.
- Ask the class to try to guess what happened at the end of the story.

B

- Tell the class that they have just told a true story from the 1904 Olympics. Read out the first paragraph and the ending. Tell students to use the pictures and the stories they made in ex 5A to write the missing paragraph.

3 Word pool: Noun suffixes (people and things)

A Complete the chart with words from the text.

Person	Thing
1	skiing
competitor	2
3	athletics
champion	4
gymnast	gymnastics
5	instruction
cyclist	cycling

B Can you think of any more nouns for people with these endings?

- er
- or
- ist
- n

Sound natural!

Don't say:

'skierrr' and 'competitorrrr'



Say: 'skia' and 'competita!'

Practise saying other words with these endings.

Chat corner

Guess the famous person!

Student A: Look at page 100.

Student B: Look at page 103.

Is this person a gymnast?

Is he or she French?

Yes he/she is. / No, he/she isn't.

4 Grammar

Past continuous vs past simple

While he was skiing on the mountain near his home, he lost control.

My brother and I were doing our homework in my bedroom when we heard a noise downstairs.

It was the first day of the summer holidays. The sun was shining and Daniel was feeling great.

See Grammar Summary, page 123.

Complete the paragraph with the past simple or continuous form of the verb in brackets.

A World Record!



In the 1912 Olympic Games in Stockholm, the Japanese athlete Shizo Kanakuri 1) (run) the marathon when he 2) (become) exhausted. He 3) (see) some people who 4) (have) a drink in their garden and 5) (go) to join them. Shizo 6) (not/complete) the marathon that day, but he 7) (promise) himself that he would finish it one day.

In 1966, Shizo 8) (go) back to the Olympic Games, which 9) (take) place in Stockholm again that year. He 10) (find) the house where he had stopped in 1912 and he 11) (run) the rest of the marathon from there. His time to complete the race? Fifty-four years, eight months, six days, eight hours, thirty-two minutes and 20.3 seconds!

5 Writing

A You are going to look at some pictures which tell another strange story about a marathon runner.

Chat corner

Student A: Look at your pictures on page 100 and tell your partner part of the story.

Student B: Look at your pictures on page 103 and tell your partner the other parts of the story.

Can you guess what happened in the end?

B Write the missing paragraph of the story. Can you think of a good title for it?

TITLE:

Fred Lorz was taking part in the marathon in the 1904 Olympic Games when he got cramp in his leg. He stopped a car and asked the driver to give him a lift.

Fred finished first, but he didn't get a gold medal. Instead, he was disqualified from the games for cheating!

1 Reading

A What's your favourite song? What's it about? Who's it by?

B You're going to read a feature about Avril Lavigne. Look at these sentences from the text. What do they tell us about her?

- a She's always preferred singing by herself.
- b She wants to be famous for her music and not for her looks.
- c She always thought that she would be famous one day.
- d Making music always helps her to feel better when she's upset.

C Read the article and put the sentences above in the correct places.

Name: Avril Lavigne
Date of birth: 27th September, 1984
Birthplace: Napanee, Ontario, Canada

Avril Lavigne isn't an ordinary girl. Her first album, which came out when she was only a teenager, sold fourteen million copies worldwide. Avril herself isn't surprised by her success, though.
1)

Avril started singing at the age of two. She used to sing to herself in the mirror and pretend that she was singing to thousands of people. She had lots of practice in performing to real audiences too, as she used to sing at church and in talent competitions. She didn't use to like singing with other people, though.
2)

Avril is a musician as well as a singer. At the age of twelve, she borrowed her father's guitar and taught herself to play. Now she writes most of her songs herself and she really enjoys it.
3)

Avril is now about to go on tour with her all-boy band and she's really looking forward to it. She doesn't mind spending so much time with a group of boys. In fact, she used to be a tomboy herself! Even now, Avril likes casual clothes and she doesn't wear much make-up.
4)

Good luck, Avril! We think you've got a great future ahead of you!



2 Comprehension

Circle T (true), F (false) or ? (if the answer isn't given).

Avril ...

- 1 didn't expect to be successful. T/F/?
- 2 used to enjoy school. T/F/?
- 3 likes to perform alone. T/F/?
- 4 finds song-writing enjoyable. T/F/?
- 5 hasn't got any female friends. T/F/?

3 Word pool: Easily confused words

Choose the correct word to fill in the gap.

- 1 **borrow/lend** Can you me a pen, please?
- 2 **prefer/like** I Anastasia more than Girls Aloud.
- 3 **pass/spend** Marco is going to his summer in Italy.
- 4 **nice/sympathetic** I don't know Ricky very well, but he seems.....
- 5 **say/tell** My parents me what to do all the time and it really gets on my nerves.

Word Nerd

We say *I'm looking forward to* + noun/-ing form.

I'm looking forward to Saturday / going to the beach on Saturday.

Chat corner

What are you looking forward to this week? 😊

What aren't you looking forward to? 😞
Tell your partner.

Lesson Three → Super idols

Aims

Talking about idols and celebrities

→ Language focus

Used to; reflexive pronouns

→ New vocabulary

prefer, upset, ordinary, album, come out (for an album), worldwide, mirror, pretend, audience, borrow, explain, to go on tour, band, to look forward to (something), female, tomboy, successful

→ Materials

A CD of music by Avril Lavigne containing at least one of her best-known songs or material that the class may have heard. Any other information / publicity material about her that you can find (ex1B)

> Warm up [5 minutes]

- Check any homework you have set in the previous lesson.
- Write the word *idols* on the board and explain it. Initiate a discussion about pop stars by saying *Who are the biggest idols for young people in this country?*

→ 1 Reading [10-15 minutes]

A

- To prepare the class for the main reading text, ask them to talk about their favourite singer. Get students to give you as much information about them as possible and write any key words and phrases on the board.

B

- Ask if anyone has heard of Avril Lavigne. If you have brought in a CD, play a sample of her music and invite students to say what they think of it. Pass round any other material about her that you have brought in.
- Ask volunteers to read out the sentences above the text and invite the rest of the class to comment - encourage students to guess what kind of person she is.

C

- Tell students to look back at the text and insert the sentences in the correct places. Allow a few minutes for students to write their answers. Then check them as a class.

Answers

1 c 2 a 3 d 4 b

✦ Extension

Invite volunteers to read out a section each. Give priority to students who don't often participate actively. If students get into difficulty, help out with pronunciation.

→ 2 Comprehension [5 minutes]

- Make sure students understand that they have a third option - as well as the familiar *true* or *false* answers, they can write a question mark if the answer is not stated in the text.
- Allow three or four minutes for students to look through the passage for the answers, after which they can compare notes with a partner. Check answers.

Answers

1 F 2 ? 3 T 4 T 5 ?

→ 3 Word pool [5 minutes]

- Go through the pairs of words and briefly explain the meanings.
- Allow two or three minutes for students to choose the correct words. Check answers and deal with any confusion which still exists.

Answers

1 lend 2 like 3 spend 4 nice 5 tell

Word Nerd

- Explain the structure and go through the examples with the class.

Chat corner

- Ask the first question, *What are you looking forward to this week?* Elicit answers from a variety of students, making sure each time that they use the structure correctly, either with a gerund or a noun. Where possible, ask students to provide both gerund and noun forms, eg if a student says *I'm looking forward to going to Joanna's party on Saturday*, elicit *I'm looking forward to Joanna's party*. Tell the class that both structures are commonly used.
- Repeat for the second question, *What aren't you looking forward to?*
- Get students to practise in pairs.

→4 Grammar [15 minutes]

used to

- Go through the examples, pointing out that the structure *used to* does not have a 'd' in the negative or the question form. Refer students to the *Grammar Summary* on page 123.

Sound natural!

- Remind the class that a lot of letters are not stressed in a sentence. In this structure, tell them that the 'o' in *used to* is not stressed. Read out the good example and ask students to repeat after you, both as a class and individually.
- Point to the two pictures and explain that they show the same man before and after he became famous. Allow two or three minutes for students to fill in the gaps. Check answers.

Answers

- used to be
- used to wear/have
- didn't use to be
- didn't use to have/own/drive
- used to go/travel
- didn't use to

Chat corner

- Tell students to turn to the respective pages at the back of the book. Explain that they each have a photograph of a famous person. Tell pairs to guess what they did before they were famous by asking questions like those in the examples. Prompt with information about the people if students do not know. The first picture shows Sting, a famous British singer also well known for his work with the Rain Forest Foundation. The second picture shows the American singer, author and occasional actress, Madonna.

Reflexive pronouns

- Go through the pronouns and the examples and ask students to provide several examples of their own. Refer them to the *Grammar Summary* on page 123.

Word Nerd

- Explain the structure and go through the examples with the class.
- Show the class the sentences and allow two or three minutes for them to read and complete them. Check answers.

Answers

- herself
- ourselves
- yourself
- myself
- himself

Chat corner

- Go through the list and make sure pairs know what to do. Allow three or four minutes for partners to tell each other

what they do *by themselves* and what they do with others. Walk around listening and helping where necessary.

Extension

Ask several students to report to the class on the things that they did and didn't use to do when they were younger.

→5 Listening [10 minutes]

**A**

- Read the questions aloud. Explain the word *admire*. Allow as many students as possible to speak.

B

- Explain the task and go through the list of idols. Play the CD/cassette. Students listen and write down the correct letter next to each speaker. Play the CD/cassette again. Check answers.

Tapescript

Speaker 1: When I was young, I used to love Jackie Chan. He's a kung fu expert who started off as a stuntman but then went into acting. Later he started directing his own films. He is very talented and his films got me interested in kung fu. He does some amazing stunts. I used to watch his films over and over again and try to copy his moves!

Speaker 2: I used to be a big fan of the Spice Girls when I was about thirteen. Their songs were great, they looked good and I liked the fact that they were an all-girl band. They all seemed very strong, confident young women to me and I wanted to be like them. My favourite member was Geri Halliwell - she was also called Ginger Spice. She left the band and they carried on for a while without her, but later split up. I was really upset at the time!

Speaker 3: I don't know if I could say that he was my idol, exactly, but I used to really admire Ben Stiller. I still do, actually. I really admire anyone who can make other people laugh. It isn't an easy thing to do. And films like *Zoolander* and *There's Something about Mary* are so funny - no matter how many times I see them, they always make me laugh.

Speaker 4: I used to love Madonna when she started making records in the eighties. She was different to other stars at that time and she had her own style. I remember my mum said she sounded like Mickey Mouse when she sang, but I thought she was wonderful! She was also a really good dancer and her videos were great to watch. She tried acting too in a few films but wasn't very successful. She became famous for changing her style - both her music and her clothes - all the time. She's in her forties now and still having hit records.

Answers

Speaker 1: e **Speaker 2:** a **Speaker 3:** b **Speaker 4:** c

4 Grammar

used to

- She **used to** sing at church, in festivals and in talent competitions. = She sang at church, in festivals and in talent competitions.
- I **didn't use to** like singing with other people. = I didn't like singing with other people.
- **Did Lara use to** be a model? = Was Lara a model?

See Grammar Summary, page 121.

Sound natural!



Don't say:

My mum used to be a dancer.

Say:

My mum used t' be a dancer.

Complete the sentences about Brad Stone using **used to** or **didn't use to** and a suitable verb.



Brian Stone 2002



Brad Stone 2004

- | | |
|---------------------------|----------------------------|
| 1 His name Brian. | 4 He a car. |
| 2 He smart clothes. | 5 He to work by bus. |
| 3 His hair long. | 6 He be famous. |

Chat corner

Student A: Look at page 100.

Student B: Look at page 103.

Reflexive pronouns

- myself
- yourself
- himself
- herself
- itself
- ourselves
- yourselves
- themselves

At the age of 12, she borrowed her father's guitar and taught **herself** to play.

Now she writes most of her songs **herself**.

I've always preferred singing by **myself**.

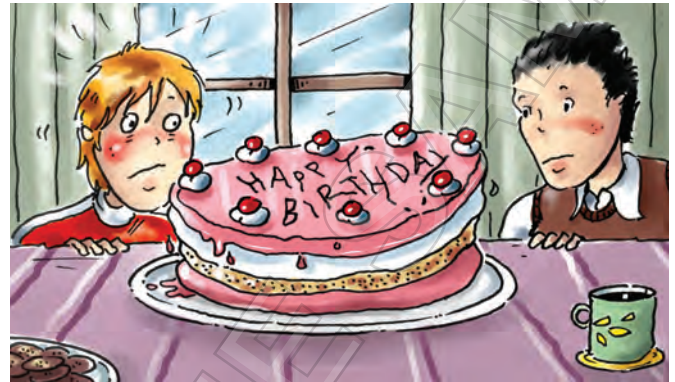
See Grammar Summary, page 123.

Word Nerd

by myself/yourself/himself, etc means 'alone' or 'without help'.

Ben's only three so he can't get dressed **by himself** yet.

Complete the dialogues with a reflexive pronoun.



- 'Did your mum buy that cake?'
'No, she made it
- 'Was the party good?'
'Yes, we really enjoyed
- 'I'm sorry I cheated in the test.'
'You should be ashamed of
- 'Why did you put that note on the fridge?'
'To remind to buy some milk!'
- 'I didn't know Henry could use a computer.'
'Yes - he taught

Chat corner

Which of these things do you do by yourself and which do you do with other people? Tell your partner.

- wash your hair
- do your homework
- go shopping for clothes
- use a computer
- watch DVDs
- go for walks

5 Listening

A Have you got an idol? Who is he/she? Why do you admire him/her?

B Listen to four people talking about their idols when they were young and match the speaker with their idol(s). There are two that you don't need to use.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4

- a pop group
- b comedian
- c pop singer
- d classical musician
- e actor/director
- f sports team

Out of the ordinary!

Reading challenge

Student A: Read how to do the trick below.

Student B: Turn to page 106 to read about your trick.

Teach yourself magic!

Magic envelope

Effect: Your friends will think you can read their minds!

Equipment: Two pieces of paper, an envelope and a pen.

Preparations: Take one of the pieces of paper and write down a four figure number that is two times the year's present date. Eg if the year is 2006, write down the number 4012. Put the piece of paper in an envelope and seal it.

How to perform:

- Ask a friend to write down these things on a piece of paper:
 - the year he or she was born
 - the year of an important event in his or her life (for example, the year he/she started school)
 - his or her age
 - the number of years that have passed since the important event
- Ask your friend to add up the four numbers and tell you what the total is.
- Open the sealed envelope to show the same number written on the piece of paper inside!

Speaking challenge

Now practise the trick on your partner. Which trick is better?

Listening challenge

- Look at this picture of a famous escapologist, Houdini. What do you think an escapologist does?
- Listen to someone talking about Houdini's life and put these events in the correct order.
 - He taught his dog to do a magic trick.
 - He started performing magic.
 - He moved to the United States.
 - He became famous for his ability to escape.



Smash Challenge

Out of the ordinary!

1 Reading challenge

- Say *Open your books at page 22*. Explain the title and tell the class that they will be learning about magic tricks.
- Put the class in pairs and direct them to their respective tricks. Walk around helping with vocabulary and making sure everyone understands.

2 Speaking challenge

- Supervise pairs while students take turns performing their trick on their partner.

3 Listening challenge



A

- Show students the picture and ask them what they think the man is doing. Write the name *Harry Houdini* on the board and ask the class if anyone has heard of him. Elicit anything they know and ask students to explain the word *escapologist* (prompt if necessary by pointing out that it derives from the word *escape* and by asking further questions about the picture).

B

- Tell the class that they will be finding out about the life of Houdini. Go through the events and deal with any difficulties. Make sure students understand that they have to number the points in the order that they happened.
- Play the CD/cassette. Students number the points. Play the CD/cassette again for students to finish/check the task. Check answers.

Tapescript

Harry Houdini was born on 24th March, 1874, in Hungary. He was only four when his family moved to the United States. When he was eight, his father took him to see a travelling magician perform in his town. That's when he became interested in magic. At the age of 12 he started performing magic himself. Later he ran away from home to perform with a travelling circus.

Houdini became famous for his amazing tricks. He often used to escape dramatically from almost 'impossible' situations. He could escape from almost anywhere. One of his tricks was to get someone to tie him up, lock him in a wooden box and throw the box (with him inside) into a river. He used to appear after a few minutes, waving and smiling. Houdini even taught his dog to escape from a pair of handcuffs!

Houdini, who never had children, died at the age of fifty-two. He was a great magician and the world's first escapologist. Nearly 100 years later, many young magicians admire Houdini and want to be like him.

Answers

1 c 2 b 3 d 4 a

4 Speaking and Writing challenge

A

- Explain that David Blaine is a modern magician who performs tricks similar to those made famous by Houdini.
- Explain the words in the box, but try to encourage students to do the task without the need to understand every word in the passage (tell them that you will explain to them the unknown words at the end).
- Allow three or four minutes for students to fill in the gaps. They should work alone at first but can compare notes with a partner once they have tried to find the answers themselves. Check answers by asking volunteers to read out a sentence each. Remind students that the words from the gaps are useful linking words which they can use in their own writing. Answer any further questions about vocabulary.



Answers

1 first 2 when 3 While 4 Later 5 During 6 Now

B

- You may find it easier to do a profile in class - using information you have found out in advance about someone well known from your country - and tell students to do their own chart at home. Make sure everyone can think of a famous person. Tell the class to fill in the details in the chart. This can be set as part of their homework, as students are unlikely to remember all the details but should be able to find out at home.

C

- Say *Now it's your turn to write a biography*. Students do the task in their notebooks for homework. Make sure they understand what they have to do. Point to the plan and tell them that they have to write three paragraphs. Tell them they can write about the person you discussed in class or they can choose their own subject and write about him or her.
- Go through the useful phrases and remind the class to use them in their writing, as well as the linking words that they filled in for ex 4A.

Smash hits

Special



- Say *Read the song. Try to guess which words are missing*. Go through the song with the class verse by verse. Explain or translate any unknown words. Invite suggestions for the gaps and accept all reasonable suggestions.
- Say *Listen and check. Write one word in each gap*.
- Play the CD/cassette. Make sure that everyone has the right answers. Write them on the board. Play the song again.



Tapescript

Special

I don't want to be ordinary.
I want the world to remember me!
I'm not just anyone, you know!
I'm special. Doesn't it show?

I've got what it takes to be a star
Just look at me - I'm going to go far!
I started to sing
When I was three!
I've got a voice
That's bigger than me!

I'm not just anyone, you know!
I'm special. Doesn't it show?

You've seen a million kids like me
In the papers and on TV
But I'll fight hard to get to the top
Cos I want to be the queen of pop!

I'm not just anyone, you know!
I'm special. Doesn't it show?

See my face and you won't forget it!
Give me a chance and you won't regret it!
Success and fame are as sweet as honey
That's what I want - and lots of money!



Answers

See Tapescript. Answers are underlined.

4 Speaking and Writing challenge

A Read this short biography of another famous magician. Complete it with these words.

during • when • while • now • later • first



David Blaine

David Blaine was born in the United States in 1973. He **1)** became interested in magic **2)** he was very young. His dream was to become a great magician. **3)** he was living in New York, David started doing magic tricks on the street. He used to perform to friends and to people he didn't know. People liked his tricks and they asked him to perform at parties and other events. In 1997, David made his first television programme, *Street Magic*. The programme was very successful and he became a star. **4)** he made more television programmes, which showed him performing unbelievable stunts. **5)** one programme, he was frozen alive for 62 hours! **6)** David Blaine is famous for being one of the best magicians in the world.

B Think of a talented person you admire (an actor, singer, comedian, magician, etc) and complete the chart below for him or her.

Name:	
Date of birth:	
Country of birth:	
Job:	
Achievements:	

C Now complete the paragraphs below to write a short biography of this person. Use some of the phrases below in your biography if you want.

Paragraph 1: Early life

.....

Paragraph 2: Beginning of career

.....

Paragraph 3: Success

.....

Useful phrases

- He/she soon became interested in ...
- His/her dream was to be a(n) ...
- It wasn't long before he/she became ...
- Now he/she is famous for being ...

Special



Read the song, look at the clues and write the missing words. Then listen to see if you were right.

*I don't want to be ordinary.
 I want the to remember me!
 I'm not just anyone, you know!
 I'm special. Doesn't it show?*

*I've got what it takes to be a
 Just look at me – I'm going to go far!
 I started to
 when I was three!
 I've got a voice
 That's bigger than me!*

*I'm not just anyone, you know!
 I'm special. Doesn't it show?*

*You've seen a million kids like me
 In the papers and on
 But I'll fight hard to get to the top
 Cos I want to be the of pop!*

*I'm not just anyone, you know!
 I'm special. Doesn't it show?*

*See my and you won't forget it!
 Give me a chance and you won't regret it!
 Success and fame are as sweet as honey
 That's what I want – and lots of*

!

Vocabulary

1 Complete with these adjectives.

bossy • generous • patient • funny • shy

- Steve always makes me laugh. He's really
- Stella likes telling other people what to do. She's a bit
- Dan often buys me presents. He's very
- Anna doesn't talk a lot. She's quite
- Mr Hill never gets angry when we don't understand something. He's really

2 Write the correct prefix (*im-*, *un-* or *dis-*) before the adjectives to make the sentences true.

- The room is tidy.
- He's very polite.
- It's a very obedient dog.
- She's very friendly.
- He's honest.

3 Circle the correct word.

Dialogue 1



Harry: I'm **1) boring / bored**. What shall we do?
Jake: Let's play my new computer game. It's really **2) exciting / excited**.
Harry: Actually, I'm not **3) interesting / interested** in computer games. They're all the same.

Dialogue 2

Jane: Something really **4) embarrassing / embarrassed** happened to me today.
Anita: What?
Jane: I wore two different socks to school – one grey one and one red one!
Anita: Oh, no! I'm not **5) surprising / surprised** you were **6) embarrassing / embarrassed!**



4 Make nouns for people from these words and use them to label the pictures.

gym • music • running • comedy • skiing
 cycling • singing

1



2



3



4



5



6



7



5 Complete with *on*, *up*, *for* or *with*.

I recently **made 1)** my mind to **take 2)** a new hobby – horse-riding! I've only been doing it for a few weeks, but I love it! Every Saturday morning, I **put 3)** my boots and hat and I'm ready to go. My favourite horse is Misty because she's so gentle. Sometimes I think I **get on 4)** animals better than people! Anyway, if you're **looking 5)** something fun to do in your spare time, you should try it!

Aims

Revision of structures and language from Units 1-2.

→ Method

- There are several ways to work through a revision section. Whichever way you choose, make sure students spend 5-10 minutes reading over the two relevant units in the Student's Book. This can be done at home or at the start of the lesson.
- Students should be able to name the key structures in English and to know the main vocabulary groups they have covered. That is, for Unit 1 grammar - the present simple, adverbs of frequency, the present continuous, defining and non-defining relative clauses and future tenses. Vocabulary - people, experiences, celebrations and opposites with prefixes. For Unit 2 grammar - the past simple, *-ing/infinitive*, the past continuous vs past simple, *used to* and reflexive pronouns. Vocabulary - famous people, sports, talents, jokes and phrasal verbs.
- With most classes you will need to work step by step as usual. Explain each activity, remind them of the grammar/vocabulary and do an example as a class. Then allow students to work singly or in pairs. Check each activity as a class as they finish.
- With reasonably confident classes, you may want to briefly explain all the activities, and remind them of the grammar/vocabulary covered. Then allow them to work through the revision section in pairs or groups of three using pencil to note their answers. Walk around helping and then check answers as a class

Vocabulary [15-20 minutes]**1**

- Say *Open your books at page 24. Complete the sentences.* Do the first sentence together as an example.
- Allow a minute or two for students to write their answers. Check answers as a class.

Answers

1 funny 2 bossy 3 generous 4 shy 5 patient

2

- Do the first item as a class.
- Allow a minute or two for students to write the other prefixes. Check answers as a class.

Answers

1 un- 2 im- 3 dis- 4 un- 5 dis-

3

- Say *Read the two dialogues and circle the correct words.* Do the first item as a class.
- Allow three or four minutes for students to circle the correct words. Check answers.

Answers

1 bored 2 exciting 3 interested
4 embarrassing 5 surprised 6 embarrassed

4

- Do the first item together as an example.
- Allow a minute or two for students to write their answers. Check answers as a class.

Answers

1 skier 2 runner 3 cyclist 4 gymnast
5 comedian 6 musician 7 singer

5

- Do the first item together as an example.
- Allow two or three minutes for students to read the text and write their answers. Check answers as a class.

Answers

1 up 2 up 3 on 4 with 5 for

Grammar [15-20 minutes]**1**

- Do the first item as a class. Write the sentence in the correct order on the board.
- Allow three or four minutes for students to write the other sentences. Check answers.

Answers

- 1 Olivia never goes to parties.
- 2 Tim and Tom are not always late for school.
- 3 I often watch *Survivor* on TV.
- 4 Our dog is sometimes naughty. / Sometimes our dog is naughty.
- 5 We usually have a big breakfast on Sunday. / Usually we have a big breakfast on Sunday.

2

- Do the first item as a class.
- Allow three or four minutes for students to write their sentences. Check answers.

Answers

- 1 c Christmas is a time when people give presents.
- 2 e This is where I told you to put it.
- 3 b Jenny is the girl whose mum is famous.
- 4 a This is the dress which I'm wearing tonight.
- 5 d Mr Roberts is the teacher who gives us a lot of homework.

3

- Tell students to read the sentences carefully and choose the correct tenses.
- Allow three or four minutes for students to read the text and circle the answers. Check answers by asking volunteers to read out the sentences.

Answers

- 1 We're meeting
- 2 It's going to rain
- 3 I'll explain
- 4 I'm going to be
- 5 will win

4

- Do the first item as a class.
- Allow two or three minutes and ask individuals to read out their answers.

Answers

- 1 to play 2 dancing 3 to phone 4 walking

5

- Tell the class to read the text to themselves. Read out the first sentence and ask the class to tell you which verb is in the wrong tense (*waited*). Elicit the correct answer (*was waiting*).
- Allow a few minutes for them to find the other verbs and correct them. Check answers by asking volunteers to read out a sentence each.

Answers

- waited** - was waiting
took - was taking
talked - were talking
didn't look - wasn't looking
walked - were walking
carried - was carrying

6

- Do the first item as a class.
- Allow several minutes for students to read the dialogue and fill in the gaps.
- Check answers by asking a pair of students to enact the dialogue.

Answers

- 1 used to be 2 didn't use to have
 3 used to cycle 4 did you use to do
 5 didn't use to watch 6 used to play
 7 didn't use to be

Grammar

1 Put the words in the correct order.

- 1 goes / Olivia / parties / to / never
.....
- 2 always / school / Tim / late / Tom / and / for / not / are
.....
- 3 TV / often / *Survivor* / watch / on / I
.....
- 4 is / dog / sometimes / our / naughty
.....
- 5 have / Sunday / breakfast / on / we / big / usually / a
.....

2 Join the two halves of the sentences with the correct relative pronoun.

who • where • when • which • whose

- 1 Christmas is a time
 - 2 This is
 - 3 Jenny is the girl
 - 4 This is the dress
 - 5 Mr Roberts is the teacher
- a I'm wearing tonight.
b mum is famous.
c people give presents.
d gives us a lot of homework.
e I told you put it.

3 Circle the correct tense.

- 1 **Mother:** Can you help me with the washing up?
Girls: No, sorry. **We'll meet** / **We're meeting** Sophie in ten minutes.
- 2 **Man:** Look at those clouds! **It's going to rain** / **It's raining** later.
- 3 **Boy:** I don't understand.
Teacher: **I'm explaining** / **I'll explain** it again, if you want.
- 4 **Girl:** **I'm going to be** / **I'm being** an astronaut when I grow up.
- 5 **Boy 1:** I hope Liverpool's **winning** / **will win** the match this afternoon!
Boy 2: Me too!

4 Write the *-ing* or infinitive form. Complete with these verbs in the box.

dance • walk • play • phone

- 1 Johnnie learned the piano when he was eight.
- 2 Mia really enjoys
- 3 Oh, no! I forgot Adam.
- 4 My sister hates, so she always cycles to school.

5 Six verbs in the story should be in the past continuous. Find them and correct them.

While I waited for the bus yesterday, I saw our neighbour, Mrs Grant. She took her dog, Scruffy, for a walk. She stopped to talk to me and while we talked, the bus came. I got on the bus, but when I looked for my money to pay for my ticket, it wasn't in my pocket. Someone had obviously stolen my purse when I didn't look. Then I looked out of the window and realised who the thief was. Mrs Grant and Scruffy walked down the street and Scruffy carried my purse in his mouth!

.....
.....
.....

6 Complete with the correct form of *used to* and the verb in brackets.



- Boy:** Grandpa, what was life like in the past?
Grandpa: Oh, it **1)** (be) very different. We **2)** (not/have) cars – we **3)** (cycle) everywhere.
Boy: What **4)** (you/do) in your spare time?
Grandpa: Well, we **5)** (not/watch) television all the time like children today. I **6)** (play) 'Cowboys and Indians' with my friends.
Boy: Was that a computer game?
Grandpa: No! There **7)** (not/be) any computers when I was a boy!