Challenges

KSA Edition

Total Teacher's Pack

Melanie Williams • Rod Fricker
# Challenges

## KSA Edition

### Total Teacher’s Pack

A unique teaching package with teacher development workshops and photocopiable resources

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INTRODUCTION TO CHALLENGES

CHALLENGE
We first thought of the title of this book after speaking to the inspired (and inspiring) head teacher of a particular secondary school. He was talking to us about all the problems his school faced and, despite them, the many achievements of his students inside and outside the classroom. They took part in science olympiads, sporting events and many other activities. This demonstrated the kind of enthusiasm and challenge we wanted to inspire in our own material.

Our definition of a challenge is a task that, while not easy to accomplish, is worthwhile and rewarding. A challenge requires patience, hard work and the ability to overcome problems. Many challenges also involve working with other people as a team to achieve goals that would be impossible to reach as an individual.

For many years, in both society and education, there has been a tendency to focus on activities that give instant reward and success. However, more and more young people are taking part in challenging activities like expeditions, difficult sports and voluntary work. Even in the unlikely world of computer gaming, game designers have found that the most popular games are those that are the most difficult, hence the expression ‘hard fun’. The conclusion must be that a challenge is often fun because it is not easy; people enjoy being stretched and challenged.

CHALLENGE IN THE CLASSROOM
Within the English language classroom there is one obvious challenge: learning a foreign language in a few hours a week within a school context. The challenge is there for students (and teachers) whether we like it or not. It may sometimes seem insurmountable, but if we break it down into a series of smaller tasks or ‘challenges’ it does not have to be.

In Challenges, each module contains a series of grammar and skills activities and builds towards final speaking, writing and listening tasks in which students can use the language they have learnt. Because these tasks are achievable, they build students’ confidence as well as laying the foundations for communicative competence. In parallel, there are learner development activities, such as self-checks, at the end of each module that encourage students to be aware of how well they are progressing towards the greater challenge of learning English.

The theme of ‘challenge’ is also present in such topics in Challenges as overcoming disability, fighting to achieve ambitions and to survive. In addition, the stories focus on how teenage characters, at both a group and personal level, take part in challenges.

The characters in the team provide positive role models for teenage students because they are doing something worthwhile and overcoming personal and group problems to achieve their goals. The story provides a springboard for education in citizenship: making students aware of their rights and responsibilities; helping others and working for the community; being a good citizen.

STUDENT’S BOOKS 1, 2 and 3

Organisation
Challenges has a topic-based approach because it enables students to learn about the world through English and to learn the language at the same time. Student’s Books 1–3 are each divided into six main modules.

The themes in the main modules:
1) are related to students’ own world (e.g. friends, shopping, books, neighbours, holidays, sport)
2) are cross-curricular (e.g. science and technology, history)
3) develop citizenship education (e.g. belonging and identity, diversity, awareness of disability)
4) are about other cultures around the world (e.g. costume, performers, houses)

Each of the six main modules is organised like this:
1) a Get Ready page introduces students to the topic
2) the first lesson presents grammar through reading texts and gives plenty of practice
3) the second lesson develops reading, presents vocabulary and practises speaking
4) the third lesson develops a story and has a major focus on speaking and listening
5) some modules have Across Cultures lessons with reading, speaking and a project
6) other modules have Your Challenge spots with writing tasks and Understanding Grammar spots
7) at the end of every module there is a language check and a learner development spot
STUDENT’S BOOKS 1, 2 and 3: Structure of the modules

- These activities introduce the unit topic.
- Reading texts present new grammar in context.
- A variety of tasks systematically develop reading skills.
- ‘Help’ boxes present useful communication strategies.
- These boxes show teachers and students the objectives of each module.
- These pages introduce the module topic.
- Lexical areas related to the module topic are presented.
- Activities develop gist listening skills.
- Speaking activities relate the topic to students’ own lives.
- Grammar practice moves from controlled to freer exercises.
- Grammar is presented through guided discovery.
- Lessons end with personalisation activities.
- These spots focus on lexical features.
- These boxes focus on key features of sentence structure.
- Tasks include discussions, quizzes, questionnaires and information gap activities.
INTRODUCTION TO CHALLENGES

Dialogues and photos develop the story.

These boxes focus on sentence structure.

In some modules, there are Across Cultures lessons.

Texts look at culture around the world.

In other modules, there are Your Challenge and Understanding Grammar spots.

The final writing task is the students' own challenge.

This section looks at text structure, linking and punctuation.

Extensive listening is developed through a variety of tasks.

Deals with sounds and word stress — in other modules, Listen Closely looks at features of natural speech.

Functional language is focused on and practised.

There is a focus on prepositions of time, place and direction.

There are either three or four projects in each book which give students the chance to work together and be creative.

These sections present and practise grammar which can often be difficult for students (e.g. articles).
**Approach**

**Grammar**
- In *Challenges 1, 2 and 3* there is grammar in the first lesson in each module.
- All grammar is presented in context. Students read articles, stories and dialogues. They then focus on structures in the text.
- First there is a focus on form. Then students work out, in a guided way, how to use the new structure.
- Practice moves from easier, more guided exercises on form to freer speaking and writing tasks.
- The final activity (*Your Turn*) always gives students an opportunity to use the grammar to talk about their own lives.
- There are either two or three *Understanding Grammar* sections that focus on areas that can be tricky such as articles, determiners, pronouns, conditionals and questions.
- In the *Study Corner*, students check their grammar knowledge and are guided to remedial exercises to deal with problems.

**Sentence Builders**
- Sentence structure has often been neglected in ELT even though most language groups have quite different syntax from that of English (e.g. verb position and adjective position in Arabic). L1 interference causes mistakes of word order and these are usually more serious than other mistakes because they affect understanding.
- Sentence Builders practise sentence patterns in English.
- Target patterns appear in texts, are explicitly focused on in *Sentence Builders* and are then practised in guided exercises. *Sentence Builder* boxes can be used as a pattern bank to help students when revising.

**Lexis**
- *Key Word* boxes in *Challenges 1, 2 and 3* cover lexical areas such as jobs, personality adjectives, opinion adjectives, appearance and clothes. *Key Words* help students to understand both reading and listening texts and give them essential vocabulary for writing and speaking tasks.
- *Word Builders* focus on key lexical features and help build up students’ capacity to organise and learn English vocabulary. Lexical features include multi-part verbs (e.g. *get on with somebody*), the delexicalised verb *have* (e.g. *have dinner*), collocations (e.g. *publish books*) and compounds (e.g. *make-up*). These spots also focus on ‘wordbuilding’ (e.g. suffixes, adjectival prefix *un*).
- *Key Expressions* are related to language functional (e.g. asking for and giving directions). There are other useful phrases in the story dialogues. These are focused on in the Workbook.

**Pronunciation**
- The main pronunciation spot is in the *Everyday Listening* section. Pronunciation focuses on difficult sounds for students (e.g. */æ/*, */i:/* and */i*/).
- *Unique to Challenges 1, Listen Closely*, also in the *Everyday Listening* section, looks at suprasegmental pronunciation work. One of the biggest problems students have with listening to natural English speech is actually hearing words and expressions, as many words just seem to disappear. *Listen Closely* tasks at this level focus on unstressed function words (e.g. *and*/*of*) and word boundaries.
Skills
» In Challenges 1, 2 and 3 skills activities are guided, structured and, wherever possible, integrated with other skills. For example, in Get Ready pages, students listen to people speaking about a topic before they talk about the same thing themselves.

» There are speaking activities in every lesson and tasks always use language that has been presented to students (vocabulary, grammar and Key Expressions). Students are given time to think about their ideas and prepare for speaking as well as time to report back to the class.

» There are at least three reading texts per module. Text types include: magazine articles; a newspaper story; interviews; questionnaires; brochures; a notice; a review; a life story; stories; notes, emails and a postcard.

» There are three listening tasks in every module. First, there is gist listening in the Get Ready section. In the story unit, students read and listen to dialogues which help them see the relation between spoken language and its written form. In the Everyday Listening sections there is a listening text with both extensive and intensive tasks.

» There is writing in every module. In some modules, there are projects which students can either do in pairs or on their own. Projects give students a chance to write about their own world and to be creative. Clear models and stages are provided to guide students. In other modules, Your Challenge spots focus on more interactive writing: personal e-mails; a story; a postcard; a blog or a diary. Students are given clear models and the writing tasks are carefully staged. Text Builders focus on the structure of the target text and on linking words and expressions.

Culture
» Cultural input appears throughout each book in both reading and listening texts.

» Finally, the Across Cultures sections compare elements from different cultures, e.g. Ireland. Students also learn about traditional culture, such as: costumes, performers and houses around the world. At the end of the section, learners write projects about their own culture using the language of the reading texts.

Learner Development
» One of the greatest challenges for students is to become better learners and to learn to study English on their own. Several features encourage learner independence in Challenges 1, 2 and 3.

» On the Get Ready page, the objectives box clearly shows students what they are going to learn in the module.

» After students have done writing activities (Your Challenge and Projects), they save their work for their portfolio.

» In the Study Corner, students test what they have learnt in the Language Check and then listen and check their answers. In the Feedback section, they can find out what areas they need to study more and are referred to the Workbook for further practice.

» Finally, the Study Help systematically develops study skills. There are spots about: classroom language; organising vocabulary books and learning words; using dictionaries; dealing with mistakes; organising grammar; communicating in class; revising for tests.

THE WORKBOOK
The Workbook gives further practice of the language introduced in the Student’s Book. Each unit directly reflects the content of the corresponding unit of the Students’ Book. Groups of Key Words and lexical features from Word Builders are recycled and practised on the Get Ready page and in the Skills unit. Grammar structures and uses are practised in the Grammar unit and exercises are graded according to difficulty with a one-, two- and three-star system. There is also a handy Grammar Reference section at the back of the book. Reading and writing skills are practised in the Skills unit, which also includes a focus on punctuation. The Language Check in each module acts as a follow-up to the Language Quiz in the Study Corner of the Students’ Book. Alternate modules of the Workbook finish with a Reading Corner, which can be used as a ‘reading for pleasure’ activity or to give further reading comprehension practice.
STUDENT’S BOOKS 4, 5 and 6:

Organisation
The structure of Student’s Books 4, 5 and 6 is basically similar to that of Student’s Books 1, 2 and 3. However, there are also certain differences. Each of Student’s Books 4, 5 and 6 has four main modules. Each module starts with a *Get Ready* page which introduces the module topic. There are then four main lessons. In each module, there is an *Across Cultures* lesson and *Understanding Grammar* spot. Each module finishes with a *Language Check* and a self-assessment feedback section.

FEATURES IN STUDENT’S BOOKS 4, 5 AND 6

Skills Lessons
To reflect the need to develop the key skills areas at this stage of education, *Challenges 4, 5* and *6* have two lessons in each module dedicated to skill development. These extra lessons ensure that all of the skills groups are taught and practised more thoroughly.

Exam Zone
There are two *Exam Zone* sections in the Student’s Book, coming after Modules 2 and 4. The *Exam Zones* are designed to give your students exposure to typical exam-type tasks that they may meet in exams. The *Exam Zone* covers all areas of study, including grammar, reading and writing.

Help
These sections offer advice that students then put into practice in reading, writing, listening and speaking activities. The *Help* sections cover reading skills such as dealing with difficult words, writing skills such as getting ideas for describing a place, listening skills such as identifying style and speaking skills such as preparation for role-plays.

Everyday Listening
These sections give students the opportunity to listen to English in everyday situations, such as interviews for holiday jobs, phone calls and announcements. The exercises train students to listen as we do in real life, for example for specific facts and key information.

Text Builder
These sections occur in the communication sections of all modules. They build on the sentence level skills that students practised in *Challenges*. *Text Builders* focus on important features of whole ‘texts’, such as paragraph topics, reference words and linkers.
STUDENT’S BOOKS 4, 5 and 6: Structure of the modules

**Get Ready** page introduces topic and motivates students.

**Module Objectives** tell students what they are going to do.

Activities get students thinking about the topic.

**Key Words** present and activate vocabulary for the topic.

These are gist listening activities.

Warm-up exercises introduce the topic and give students an opportunity to speak.

Warm-up provides reading or listening activities to give context for language.

Students read a variety of motivating topics.

Help sections build reading skills.

The first skills lesson deals with reading and lexical features.

Vocabulary spots focus on lexical features of English.

Initial presentation exercises focus on form.

The focus of the second unit in each module is grammar.

Other presentation exercises help students discover how language is used.

Practice provides controlled and freer grammar exercises.
Warm-up activities introduce vocabulary and give students an opportunity to speak or prepare students for listening.

This section systematically focuses on multi-part verbs.

The focus of the third unit in each module is on oral skills.

Key Expressions presents everyday spoken language.

Writing, speaking and listening sections provide carefully staged tasks.

Example texts provide students with clear models for writing.

Help sections build listening skills.

The final stage encourages students to think about what has been said or written.

Cross-reference directs students to detailed Writing Help sections.

Understanding Grammar deals with difficult areas of grammar.

Exercises help students work out how language is used.

Activities allow students to practise the language.
Across Cultures lessons focus on different aspects of world culture.

Citizenship sections get students to talk about their culture.

Study Corners come after every module.

These activities revise vocabulary from the module.

These activities revise grammar from the module.

Students think about their progress and what they need to revise.
Introduction
Welcome to the Teacher Development section of the Total Teacher’s Pack.

In the Teacher Development section you will:
▷ Understand more about how teenagers learn
▷ Refresh your knowledge about how English works
▷ Understand more about how we teach English and how your students learn it
▷ Become more familiar with Challenges
▷ Complete tasks for the teacher portfolio

The contents of the Teacher Development section
There are 19 Units in the Teacher Development section. The Units will all be useful for you in your teaching. The information is practical and clear and there are links to activities in Challenges.

How each Unit is organised
You’ll find that each Unit is organised in the same way.
▷ Objectives. These tell you what you are going to read about in the Unit. This is important as it gives you a clear focus for the Unit. Try looking back at the objectives when you have finished the Unit to see what you have done – and what you can remember. There are also objectives at the start of each module in Challenges which tell the students what they are going to do. Have a look at the first page of any module for an example of the student objectives. You will find them at the top of the page, on the left. Try looking back at the objectives with the students at the end of each module to remind them of what they have learnt and what they have done.
▷ First things first and Feedback. First things first is the introduction to the Unit. There is always a short task to get you thinking about the topic of the Unit. Sometimes you'll have something to think about, sometimes you'll have something to do. All the tasks are short and practical. There is feedback on the task in the Feedback section.
▷ Then there are several short sections on the topic of the Unit. Have a look at Teaching listening for example (pages 32–33). You'll see that after the Feedback section, there are six short paragraphs. Each paragraph has a heading, for example A Model for teaching listening, and is written in clear, easy to understand language. After some of the paragraphs there are tasks. These tasks direct you to activities in Challenges so that you can see how the ideas work in practice and help you become more familiar with the Student’s Book, too.
▷ Tips for the classroom. This section gives you suggestions for things you can do with the students in class. These are presented as bullet points and are always practical and easy to do.
▷ Remember. This section links things that are essential to remember when teaching teenagers.
▷ Over to you! Each Unit ends with a section on ideas and suggestions for you to try out while you are teaching. Try out your ideas and discuss your experiences with other teachers.

Teaching Knowledge Test (TKT)
TKT is a new Cambridge ESOL test of teaching knowledge. The test is divided into three modules. Each module focuses on a different aspect of teaching knowledge. Find out more about the test by visiting: www.cambridgeesol.org/TKT

The Units of the Teacher Development Workshops in Challenges have been specially written to include concepts and terminology for TKT, so you can work through these Units while you are preparing for TKT.

Teacher portfolio
You’ll notice that in the Objectives and the Over to you! activities, there is mention of a teacher portfolio. This is your learning record or file. You may find it useful to keep a file of the notes you make when doing the Teaching Development Workshop Units. You can also make notes in your teacher portfolio of any new ideas and activities you try out in your classes from the Over to you! activities. It’s useful to write reflections on how successful the activities were with your classes and what you learnt from doing them. You can also make notes of your discussions with other teachers in your teacher portfolio. This will be a helpful collection of material whether or not you intend to follow the TKT course.

Making the Units interactive
There are several tasks for you to do in each Unit. The tasks focus on Challenges and give you a chance to become more familiar with activities and materials. The tasks make the Units more interesting and the materials more interactive. This means that you are doing as well as reading. The suggestions in the Over to you! sections are also interactive because you'll try ideas out in class and write about them in your teacher portfolio.

Using the Teacher Development Workshop
There are different ways you can study the Teacher Development Workshop material:
On your own: You’ll find that it’s easy to study the units on your own: there isn’t too much to read. The tasks make the material more interesting and interactive. Over to you! means you can continue to try out ideas after the Unit has finished.
In a pair or group: You can study the material with other teachers. Try working through each Unit in pairs or groups and talking about the tasks as you do them. When working with other teachers you’ll find that you learn lots of other ideas and you’ll be able to find out what they do in their classes, too. You can also compare what you did in the Over to you! activities.
On a course: You can study the material as part of a teacher development course. This means that you'll be part of a group and that the trainer will plan your work for you and work through the material with you, giving you ideas and feedback.
Teaching teenagers

In this Unit we will:
- Consider what being a teenager means
- Identify ways to involve and challenge teenagers
- Become more familiar with the activities in Challenges
- Complete tasks for the teacher portfolio

First things first
Teenagers go through many changes, in how they perceive the world, in what they think about themselves and, of course, in their bodies and minds. All of these changes have an effect on how they behave, learn and interact in the classroom. In your study group or on your own, think of one example of each of the following:

a. teenagers’ developing perception of the world
b. teenagers’ developing perception of themselves
c. how teenagers’ physical development can affect their behaviour
d. how teenagers’ mental development can affect their behaviour

Feedback
The first point to remember is that teenagers are all very different from one another. They do not develop at the same rate. This means that a class of fourteen-year-olds will not all be at the same stage of development: some will seem older than fourteen, some younger than fourteen and some will seem fourteen!

The peer group
One of the ways that teenagers learn about the world and their place in it is through interaction with their peer group: other teenagers. A peer group is a little like a club. The members of a peer group like the same activities, wear the same kinds of clothes, use the same colloquial language and so on. A peer group lets teenagers explore and learn about the outside world from a safe environment, that of a group. But as quickly as teenagers can be accepted into a peer group, they can be rejected. It can be difficult to keep up with peer groupings in our classes: there may be several and they can change quickly. It’s not always easy to know who is in which peer group. Because of this, we need to be flexible when setting up group and pair work, especially if the groupings are based on what we have observed to be earlier friendships. We need to respond to the situation and if students clearly do not want to work together, we need to adjust the groupings.

Task: think of your class. How many friendship groups are there in the class? How often do they change?

Learning about the world
Contrary to how they often appear, teenagers are interested in finding out about the world around them, especially when they can relate what they learn to their own experiences and interests. The topics in Challenges provide teenagers with the input they want and need. The material has been carefully selected to appeal to the age group and materials are topical and up-to-date.

Task: have a look at the contents page in the Teacher’s Handbook for the level of Challenges you are teaching. How well do the Module topics suit your class?

However, teenagers sometimes need help to connect their experience of the world with the topics in Challenges. We can do this through personalisation; for example, brainstorm ideas with students at the beginning of a new topic to find out what they already know about it and which aspects they are interested in.

Teenagers are hungry to learn and to find out about the world. As teachers of this age group, we can help them widen their horizons and develop a broader perspective and understanding of the world around them. We should encourage them to question and to find out.

Task: have a look at Challenges 1 pages 36 and 38, Challenges 2, pages 6 and 7, Challenges 3, pages 16 and 17, Challenges 4, page 62, Challenges 5, page 6 and Challenges 6, page 20. These topics deal with inventions. How aware will your students be of the gadgets and machines described? How can we encourage them to find out for themselves?

Establishing an identity
Teenagers are still developing and finding their identities. This is one reason why peer groups are so important. They give each teenager the support he/she needs. We can also give them support in the classroom. We can encourage students to contribute and offer ideas, by personalising topics and by giving them time to reflect on their own learning styles and their behaviour. Reflection time in the classroom helps students develop their metacognitive awareness and their ability to understand themselves and who they are. Reflection can be spoken or written.

See Assessment (pages 26–27) for more ideas.

Personal development
Teenagers are very aware of their bodies and their physical changes. Sometimes they feel positive about these changes, for example a boy whose voice has broken when his classmates’ haven’t. Looking at it from another perspective, if there is one boy in the class whose voice hasn’t broken, then he will feel very embarrassed to speak out. Girls’ physical changes can similarly lead to self-consciousness or self-confidence.

We need to be sensitive to these aspects of personal development and plan ahead how we are going to group and pair students.
Task: think about the class that you teach. Are there any students who are less physically mature than others? Are there students who are particularly self-conscious? When planning group work where do you place these students? How do you decide?

Building confidence and trust
The classroom should provide students with a positive and supportive learning environment. We want them to feel safe in the classroom for them to build up their self-confidence and to learn tolerance and respect for others. Setting up and agreeing clear classroom codes of behaviour is one way we can do this.

See Discipline (pages 18–19) for some ideas.

Keeping everyone involved
Teenagers can sometimes feel left out, even when we and other students don’t mean it. If we always ask the same students to answer, for example, the other students may think we have favourites and will not want to be so involved in the lessons. Here are a few reminders to help you keep all your students involved and motivated:

- Personalise topics and activities. Encourage students to talk about their interests and experiences.
- Listen to the content of what your students say, not just the language they use to say it.
- Encourage students to ask ‘real’ questions.
- Encourage real discussion.
- Give students thinking time before you ask for answers to questions. This means more students will be able to answer.
- Get into the habit of getting students to check in pairs before you elicit answers. This gives the less confident students more confidence.
- Involve students in decision making when possible, for example in creating classroom codes of behaviour.
- Praise your students. Tell them when they’re doing well.

Task: can you add any other ideas to the list above? How do you keep your teenage students motivated and involved?

In the classroom
- The peer group has a strong influence on behaviour. Try to stay aware of friendship groups and when they change.
- A teenager’s reluctance to answer may not mean he/she doesn’t know the answer. There may be other reasons. What could they be?
- Don’t hurry students. Build in thinking/checking time whenever you can.
- Treat all students fairly. Teenagers are very aware if the teacher seems to have favourites.

- Teenagers have plenty of ideas and experience. Remember to ask them for their ideas and contributions.
- Devise strategies for making sure you include all the students. If you find you ‘teach’ to the front of the class, for example, change where students sit on a monthly basis.
- Be sensitive to students’ self-consciousness.
- Treat your students with respect, unless of course they don’t deserve it. They respond well to this approach.

Remember,

- teenagers can be fun to teach.
- teenagers want to work with you not against you.
- teenagers can seem tougher than they are underneath.
- teenagers want to learn about their world and their place in it.

Over to you!
Here are a few ideas and activities to help you develop your understanding of teaching teenagers:

Keep a seating plan. Move students on a regular basis, for example monthly. Notice how students behave and respond depending on where they are sitting. Notice how you treat students when they are in different parts of the classroom.

Keep records of how you pair and group students, in particular who you pair self-conscious or very shy students with. Notice how different pairings work. Don’t be tempted to always pair the same students together, even when it works well.

Discuss with other teachers what you’ve found to be the most successful techniques for motivating and involving teenagers. Share your techniques with your colleagues. Try out some of their ideas and reflect in your portfolio on whether they were successful or not and why.

Try self-pairings and groupings for activities. This means students make their own pairs or groups. You can give some parameters, for example four – five students in a group. Make a note in your portfolio of which students are in which groups. Also note which groups work well and which don’t. Try this technique a number of times and note down the groupings and the effectiveness each time. Reflect with students on the approach. Write your feelings and reactions to this approach in your portfolio.
Classroom management

In this Unit we will:

- Consider techniques and strategies for classroom management
- Identify ways of improving our classroom management
- Become more familiar with activities in Challenges
- Complete tasks for the teacher portfolio

First things first

It’s important that we become good managers of our classrooms and that we develop techniques and strategies for doing this. In your study group or on your own, think about how you:

- Make sure everyone in a group is working on the activity.
- Make the classroom a dynamic, stimulating environment.
- Get students to stop at the end of an activity.

Feedback

Effective classroom management makes for better lessons. This is particularly important when we are teaching teenagers. We need to be organised and to plan and think ahead so that classroom events run as smoothly as possible.

**Task:** have a look at Challenges 1, pages 20-21, Challenges 2, pages 30-31, Challenges 3, pages 10 and 11, Challenges 4, pages 6-7, Challenges 5, pages 20-21 or Challenges 6, pages 36-37. Which activities on this page do you think are settlers and which are stirrers? How can you alter the organisation of one of the activities to change it from a settler to a stirrer?

Setting up pair and group work

Teenage students like doing group work but they don’t always spend the time doing exactly what we asked them to do! This isn’t a reason for not doing group work with teenage classes. It means we need to set up a procedure for starting and managing pair and group work.

**Task:** look at the following stages for setting up and monitoring group work. They are not in the right order. Decide what the correct order is. Note: We don’t use all these stages all the time!

a) Tell students when they have about two more minutes.

b) Tell students which roles to allocate to group members, for example someone to keep them on task, a time-keeper, a note-taker, a language monitor (someone who makes sure they only speak English).

c) Tell students who is in each group and tell them where each group is going to sit. Students move to their new groups.

d) Students finish their group work.

e) Monitor groups as they are working to check everything is OK. Don’t monitor too closely as this will distract students.

f) Give students instructions for the group work, including how much time they have. Check the instructions with different groups in the class. If necessary, write the stages and time on the board.

g) Students start their group work.

h) Elicit feedback from the groups on the outcomes of the tasks and on how well they feel they worked in their groups.

Answer key: c, f, b, g, e, a, d, h

Students soon get used to procedures for group and pair work. It’s important to always check instructions thoroughly by, for example, asking students to tell you what they have to do, to give a clear time limit and to monitor groups and pairs as they are working. Teenage students are developing an awareness of their own learning styles and of how they learn. We can help students develop this awareness by asking them to reflect on what they have done in group/pair activities, on how successful they were and what did and didn’t work well in their pairs/groups. They can then identify strategies for improving group/pair work in subsequent lessons.


Classroom layout

The organisation or layout of the classroom can affect the classroom dynamics. In most classrooms it’s possible to make some changes to suit the types of activity, your preferences, and students’ learning styles.

- Arrange the furniture into work stations so that groups of five or six students can work together during lessons.

- Move the tables to one side. Students move their chairs so that they are in one large circle. You are part of the circle.

**Task:** think of one activity to suit each of the classroom layouts above. How can these layouts have a positive effect on the classroom dynamics?

Monitoring

We monitor students to make sure they are doing what we asked them to do and that they are not having any problems. Monitoring students when they are working is not always easy. When we approach students, they often stop talking! You’ll find that
you develop your own techniques for monitoring, depending on the focus of the activity. We monitor differently for skills activities and for language practice activities where the focus is on accuracy. Here are a few general ideas and suggestions:

- Try monitoring students from a distance. Stand back and ‘tune in’ to different pairs in turn.
- Monitor students from behind rather than by standing in front of them.
- Stay silent when you’re monitoring. Only give students suggestions or ideas if absolutely necessary. A nod or a smile or a good is usually enough.

**Task:** think of two other techniques for monitoring.

### Your presence in the classroom

Your position in the classroom affects the classroom dynamics. When presenting language to students, it’s best to be at the front of the class where everyone can see and hear you. There are times when it’s best not to stand at the front of the class though. When you’re checking answers from an activity for example, you can stand at the side of the classroom. This takes the focus off you a little and lets students interact with each other more. When a student or group of students are presenting project work, it’s better to stand or even sit at the back of the class. This reminds those presenting that the audience is the whole class, not just you, the teacher. Some teachers are wanderers. They don’t like standing still. This can be very off-putting for students when teachers are presenting language or giving instructions. Students need to be able to focus on the teacher at these points in the lesson. At other times, it’s fine for teachers to move around and, in fact, this can enhance the dynamics and energy of the classroom.

**Task:** have a look at Challenges 1, Module 6, Challenges 2, Module 5, Challenges 3, Module 4, Challenges 4, Module 3, Challenges 5, Module 2 or Challenges 6, Module 1. Find one activity where you can position yourself centrally at the front of the class, one activity when you can stand at the side of the room, and one activity when you can sit at the back of the class.

### Learning styles and learner characteristics

When deciding which students will work together in groups or pairs, it’s important to consider their learning styles and characteristics. Putting two very dominant students together for pair work could be problematic. On the other hand, two very shy students can work very well together. It’s sometimes a good idea to set up groups which include students with a variety of learning styles. They can support and learn from each other. However, such groupings are not always appropriate.

**Task:** think about your class. Which students work well with other students in the class? Which students do you have to pair or group with more care? Why is this? How do you manage it?

### In the classroom

- Develop your own steps and strategies for setting up and managing pair/group work.
- Monitor students when they’re working but try not to disturb them.
- Try different classroom layouts. The students can help you move the furniture.
- Try positioning yourself in different parts of the classroom during a lesson. How does it feel? What effects does it have on the students?
- Vary the student roles during group work to suit the activity. Try out different ones.
- If you realise students have misunderstood instructions for an activity, stop the groups and give them the instructions again before you restart the activity.

### Remember,

*Plan your classroom management before the lesson.*

Moving tables or chairs doesn’t take long and students can help you.

Teenagers like variety and change in the classroom. It’s refreshing.

You are the manager of your own classroom.

### Over to you!

Here are a few ideas and activities to help you develop your understanding of classroom management with teenagers:

Ask a colleague to observe part of a lesson and ask them to focus on your presence in the classroom e.g. How much do you move about? Do you always stand/sit at the front? If you don’t have a colleague who can do this, set up a video camera instead.

Try setting up student groups at the beginning of the semester or term. Think carefully about the mix of students in each group. Use the same student groupings for a month and monitor how this works. Do the students learn to work better together because they are always in the same group? Do some groups just not work? You can always change groups before the month is up if there are problems.

**TP** Try out different classroom layouts for different activities. Make notes in your portfolio about how they seem to work and what their effects are on students’ behaviour. Discuss the different layouts with your students and elicit how they feel about them.
Discipline
In this Unit we will:
◗ Consider some factors that affect discipline in the classroom
◗ Consider how to manage some discipline problems
◗ Identify how to involve students in solving discipline problems
◗ Complete tasks for the teacher portfolio

First things first
There are particular aspects of being a teenager that can result in problems of behaviour and discipline in the classroom. In your study group or on your own, reflect on what you think these aspects are.

Feedback
Teenagers are going through a period of change and growth. This affects their behaviour and the ways they interact with each other and with you. Students develop very strong friendship groups at this age and they like to impress other group members and show off to students in other groups. The physical and cognitive changes they are going through can make them moody and irritable. Often students are as surprised by these reactions as you are.

A positive learning environment
As teachers we can’t deal with all our students’ problems. However, one thing we can do is to establish a positive learning environment in the classroom. This means that within the classroom there are certain codes and types of behaviour which should be kept to. These codes work better if you establish them with the students. You can do this at the beginning of the year. These codes should include points on all aspects of classroom behaviour, for example use of English in the classroom, listening to other students when they are speaking and no rude or insulting language to other students.

Task: think about your class of students. What are your codes of behaviour for the classroom? Have the students had any input into this? Why/why not?

What would you do?
Even when we set up classroom codes with students, there are still occasions when we need to respond to a discipline situation when it arises.

Task: read through these five discipline situations and think about:
a What you would do in the situation.
b Why it might have happened.
1 You ask a student to read aloud a section from the reading text. The student says, ‘I don’t want to. It’s boring’. Some of the class laugh while others look surprised and embarrassed.

2 You have set up an activity where students are working in groups. The groups are getting very noisy and you notice that one or two students in each group are working but that the rest are messing about and using their mother tongue.

3 You are introducing some new vocabulary at the beginning of the lesson. You are explaining each new word in turn. You notice that some of the students are starting to talk to each other and are clearly not listening.

4 You are dividing the students into groups for group work. One student says, ‘We don’t want him in our group; he’s stupid’.

5 A student is presenting his project to the class. While this is happening, many of the other students don’t seem to be interested and are talking amongst each other.

You’ll realise that there are many different ways of dealing with the situations above. Here are a few suggestions.

1a You can ask another student to read the text. Talk to the student who complained at the end of the lesson, explaining why this behaviour is inappropriate and explain that if the student really doesn’t want to read aloud in class then they should say so in a more appropriate or polite way. Refer him/her to the agreed class codes of behaviour.

2a Stop the activity. Give the instructions again and make sure each student has a role within their group. Remind students of the class codes of behaviour. Students can also be reminded of strategies for working in groups for example when each student takes on a role within the group (task monitor, time monitor and so on).

2b It may be that you didn’t set the activity up clearly enough, that the activity was too easy/difficult for the groups, that the groupings were not well chosen and/or that the students forgot the codes of behaviour.

3a Stop the vocabulary explanations and move on to the pre-reading activity.

3b Perhaps a group/pair activity where students guess the meanings of the words would have been more appropriate. Explanation of vocabulary is not a good idea.

4a Overrule the student and set up the groupings you have planned. Monitor that one group very closely.
4b In future lessons, remind students of the class code of behaviour with reference to rude or insulting language, but don’t refer to the specific incident as this will embarrass the student. You may feel it’s a good idea to speak to the two students separately after the lesson to find out the problem. Reflect on whether you planned the best groupings.

5a Politely ask the student to stop the presentation and remind students of the task they should be doing while listening. This is the time to set one if you didn’t do so before.

5b Students need to have a listening task to do in this situation. If you have a standard task (one they always do while listening to their friends’ presentations), you’ll need to remind them of it each time.

Task: write down four things you’ve learnt from doing the activity above.

Task: in your study group or on your own, reflect on other discipline problems that have arisen in your classes. How did you/your colleagues deal with these? What do you think the reasons for the problems were?

Involving students in managing discipline problems

As you’ll have noticed from the activity above, it’s important to give teenagers some responsibility for managing discipline in the classroom. They are at an age when they are learning more about responsibility, both at an individual level and at a group level. It’s useful and important to talk to students about discipline and behaviour. They can provide valuable input into codes of behaviour and the more they feel involved in setting these up, the more they will be willing to obey them and to remind others to obey them. It’s also true that students will sometimes respond more willingly to a reprimand from another student. It’s a good idea to negotiate classroom contracts, which include codes of behaviour in the classroom, with students at the beginning of the year.

There are times, however, when you need to exert your authority over the class. If you need to do this, make sure that you do this within the discipline framework of the school. If you feel unable to control the situation yourself, then you should seek the help of your head of department, a colleague or the head teacher.

In the classroom

▶ Establish and agree on codes of behaviour with the class.
▶ Make sure everyone keeps to the agreed codes of behaviour. Try not to make exceptions.
▶ Deal with discipline problems when they arise. After the lesson, reflect on why it might have happened and what you could do to avoid it in the future.
▶ If there is a problem with a particular student, speak to that student after class. Avoid speaking to the student in front of the class.
▶ When planning lessons, think carefully about classroom dynamics and organisation and how this might affect discipline.
▶ Avoid labelling students as ‘difficult’ or ‘disruptive’. Try to see a positive side of everyone. In the same way, avoid having favourites who can do no wrong!
▶ Be ready to show some flexibility when necessary.
▶ Be ready to exert your authority when necessary.

Remember,

teenagers are developing and this can affect (but not excuse) how they behave.

teenagers like clear rules and codes of behaviour.

teenagers can help maintain discipline in the classroom.

your discipline policy needs to be fair and open.

don’t take discipline problems personally.

keep to the discipline policy of the school and discuss any problems you find difficult to manage with your colleagues.

Over to you!

Here are a few ideas and activities to help you develop your understanding of discipline in the teenage classroom:

Discuss with teachers of other subjects in your school how they manage and maintain discipline in their classes. Try out some of their ideas if you think they are appropriate.

Produce a code of behaviour with your students. Make copies for everyone and display it on the wall. Remind students of what has been agreed upon a regular basis.

Keep a record of discipline problems you have in your classes. Reflect on what might have caused these and how you could manage them in the future. Share problems and solutions with colleagues and record ideas and suggestions in your portfolio.

In your student records, consciously avoid using terms such as ‘disruptive’ and ‘behaves badly’. Try and be more precise about the difficulties the students have, for example ‘finds group work difficult, prefers working on his/her own.’
Mixed ability/level

In this Unit we will:
➢ Consider the profile of a typical class
➢ Identify ways of teaching mixed level classes
➢ Become more familiar with the activities in Challenges
➢ Complete tasks for the teacher portfolio

First things first
A teenage group will always include a mixture of levels and abilities. In your study group or on your own, think about what a typical class profile is. Are all classes like this?

Feedback
Language classes will always include a mix of abilities and levels. In teenagers, however, these differences can seem more obvious: for example, some students have not acquired much English before, others have; some students are more physically mature than others; some are more mentally mature than others. This diversity of levels and abilities makes for a very positive learning environment, though it has its difficulties.

All classes are mixed ability and level
You’ll hear some teachers talking about mixed level and mixed ability classes as if they were unusual. That’s not the case. All classes are mixed level and mixed ability. Differences between teenagers in terms of cognitive development, in other words their level of maturity, can make the mixture of abilities seem more obvious, though. For example, one student of fourteen can be quite mature while another can be quite immature. The term ability is also used to describe learning styles and intelligences. It’s true, and a good thing, that there will be a mix of these in any one class.

So how can we teach a class like this? The most important point is that teenagers are used to this mix of levels and abilities in their everyday life together and do not see it as different or strange. We can build on this experience in our classes. We need to think about how to group and pair students in a way which best suits the activity and the learning objective(s). Sometimes this will be in groupings of similar abilities and/or levels while sometimes this will be in groupings of different abilities and/or levels. It’s important to remember that students can sometimes be the best teachers for their classmates.

Task: have a look at any one of the following Citizenship exercises on Challenges 1 page 13, Challenges 2, page 33, Challenges 3, page 33, Challenges 4, page 55, Challenges 5, page 43 or Challenges 6, page 55. What would be the best way of doing this task as a group exercise? How many students should be in each group? How will you choose the groupings? How will the students divide up the work so that everyone is able to contribute something to the task?

Challenging your students
When students are challenged, they learn. We need to pitch the level of the activities a little above students’ current level of understanding for them to be challenging. If the work is too easy, there is no challenge and they won’t learn. If the work is too difficult, then it is too challenging and they can’t learn either. There are two main ways we can challenge students: at a linguistic level; at a cognitive level.

We need to make sure that the language the students are learning is at the right level for them: not too easy and not too difficult. This is challenging for the teacher too because it means we need to provide extension activities for some students (the ones who finish quickly) and support for other students (the ones who find the work more difficult). Challenging students at a cognitive level is important, too. This means involving them in activities which are just above their current level of thinking – their level of ability. Most activities in Challenges combine cognitive and linguistic challenges, which make them particularly suitable for mixed level and ability classes.

Task: have a look at Challenges 1, page 57, Challenges 2, page 57, Challenges 3, page 17, Your Turn, Challenges 4, page 13, Exercise 7 or Challenges 6, page 7, Exercise 9. Alternatively, look at Challenges 5, Exercise 9, page 35. How are students linguistically and cognitively challenged in this activity? Thinking about a class that you teach, how would you group students for this activity?

Build on what students know
All students starting the Challenges course will already have some proficiency in English and it’s important that we give them the chance to review what they know and to build ‘from the known to the new’. We shouldn’t assume that the students don’t know anything. We should always assume that they know something. You’ll notice that the lessons in Challenges generally begin with a warm-up or brainstorming activity. The objective of this is for students to activate what they already know about the topic. They might know one or two words they might know more. This activation process takes time and it’s important not to rush these eliciting/brainstorming activities. Students feel very pleased when they are able to contribute during these initial activities and are more motivated to become involved in the lesson. By finding out what students already know, we are better able to pitch the lesson appropriately.

Task: have a look at Challenges 1, page 26, Challenges 2, page 10, Challenges 3, page 18, Challenges 4, page 36, Exercise 1, Challenges 5, page 8, Warm-up or Challenges 6, page 46, Exercise 1. Do you think your students will be able to answer these questions about the topic? Do you think they will know other things about it? How could you elicit other ideas from them? Why would this provide useful building blocks for them?
Being flexible
Language classes require teachers to be flexible. Sometimes we need to adapt activities if, for example, some students find it more challenging than we thought. Sometimes we need to have activities ‘up our sleeve’ for those students who finish quickly.

Make time for everyone
The students who feel more confident with English will tend to be the first to answer when we ask questions. This can make the other students feel discouraged and then sometimes they won’t bother to try to answer. It’s important to think about strategies for eliciting answers from everyone in the class. One strategy is to make sure students check answers in pairs or groups before we ask a student for an answer. It’s also useful to ask a question and then get students into the habit of putting their hands up to answer rather than shouting out. We need to wait until most of the students have had thinking time and are ready to answer before we choose a student by name.

Use of the mother tongue
Some of your students may not have very much English. Therefore, it can be easy for them to ‘slip’ into the mother tongue in pair and group work activities. We need to talk about this with students and agree with them on some class rules about the use of the mother tongue. Most people agree that some use of the mother tongue in the classroom is appropriate and can be helpful to students. In pair and group work, students at this level don’t always have the procedural language (so-called ‘classroom language’); they need to do the activity in English. For example, they don’t know phrases like No, that’s wrong or not the right answer or I don’t agree, I think this is a better order for the sentences. We can help them with this procedural language by writing it on the board or by displaying it around the room before certain activities.

In the classroom
➢ Make good use of the level and ability mix in your class.
➢ Plan student pairings and groupings before the lesson.
➢ Encourage all students to contribute something in warm-up activities.

Don’t always accept answers from the same students.
➢ Support students by providing/reminding them of procedural language before pair and group activities.
➢ Give students thinking time before eliciting answers from the class.
➢ Be fair with your praise.
➢ Provide appropriate challenges for your students.

Remember,
a mixed ability class is a positive asset.
teenagers are used to working in mixed ability and mixed level situations.
give students a chance to show what they know.
monitor students’ development. They can change quickly.

Over to you!
Here are a few ideas and activities to help you develop your understanding of mixed ability/level in the teenage classroom:
Review the ways in which you group and pair students on a regular basis. Review which groupings and pairings work well in certain situations. Reflect on why this might be.
Before each lesson, decide if you will need extra activities for some students. Make a note of which ones you will ask them to do. How can you make it a positive/rewarding experience for them?
Students can often be the best teachers for their classmates. Reflect on which students in your class seem particularly good at helping their fellow students. Make a note of who these students are and use this information when grouping and pairing students. This might be useful for Buddy reading, too.
Discuss with other teachers the techniques they use for managing their classes. Share ideas and try out some of theirs. Give them feedback on how their ideas worked in your classes.
Learning styles

In this Unit we will:
- Consider different learning styles and intelligences
- Identify activities and procedures suitable for various learning styles and intelligences
- Become familiar with the range of activities in Challenges
- Complete tasks for the teacher portfolio

First things first
No student learns in exactly the same way as another. People like to take in, process and remember information in different ways. In your study group or on your own, talk about the following statements. Tick the ones that apply to you, then discuss your answers together.

When I’m learning …
- a) I don’t like sitting still for too long.
- b) I like doing puzzles and strategy games.
- c) I can often see visual images when I close my eyes.
- d) I like doing word puzzles.
- e) I like learning through sounds.
- f) I keep a personal diary.
- g) I like working with other people.

Feedback
You probably ticked several of the statements above. Each one reflects a particular way of learning. We learn in a combination of different ways depending on our learning styles and intelligences. When we teach we need to make sure that there are activities to suit a range of different learning styles and intelligences. The activities and topics in Challenges have been designed to be suitable for different kinds of learners who have different interests and intelligences.

Learning styles
We usually talk about three learning styles: visual (learning through seeing), auditory (learning through hearing) and kinaesthetic (learning through movement and touch). Most students are able to learn through all of these channels, but tend to prefer one or two. You will notice in your classes that some students like and need to move around more than others, some like activities based around pictures and some like listening activities and songs. Learning styles are not fixed and teenagers in particular are still developing their different learning styles. So we need to encourage students who prefer visual activities to develop their auditory skills, and so on.

Learner characteristics
As well as having different learning styles, students also have individual characteristics which influence the ways in which they learn. Some students are more reflective, some are more analytical, some prefer working alone, some prefer working in groups, some need time to think about what they’re going to say or do and some like to answer immediately. The way that a lesson is organised and the individual activities within the lesson need to take into account the fact that students are different. We can’t always include something to suit all of our students in one lesson but we can make sure we include something for everyone over a period of one or two weeks.

Intelligences
People used to talk about intelligence in the singular. Now we realise that there are many different ways in which we can be intelligent and so we use the term intelligences. For example, an artist has a particular kind of intelligence whereas a scientist has another kind of intelligence. One intelligence is not better than another; they are just different. The seven sentences in the First things first section focus on different kinds of intelligences. They are called: kinaesthetic, logical-mathematical, visual, linguistic, musical, intrapersonal (See f in First things first) and interpersonal (See g in First things first). People don’t have just one intelligence, as you will have noticed from doing the Feedback activity. We all have a number of usually complementary intelligences.

Teenagers are still developing their intelligences. They will already have certain preferences about the ways they like to learn but we need to make sure they are involved in activities which help them develop other intelligences.

Groups and pairs
Pair and group work are particularly beneficial for the development of learning styles and intelligences.
- Students learn from their classmates and so develop intelligences which are not currently their strengths.
- Students learn to appreciate the strengths of their classmates and to be more appreciative of what others can contribute.
- Students help their classmates learn when the activity requires intelligences which are their own particular strengths.
Students develop tolerance and cooperation. For these reasons it’s important to think carefully about pairings and groupings. Sometimes you’ll want to group together students who have similar intelligences and learning styles. Sometimes you’ll want to form complementary pairings and groupings so that students can help and learn from each other.

**Task:** have a look at Challenges 1, Exercises 1-5, page 43, Challenges 2, Exercises 1-5, page 52, Challenges 3, Exercises 3-9 and Citizenship, page 33, Challenges 4, Exercises 1-5, pages 52-53, Challenges 5, Exercises 1-6 and Citizenship, page 43 or Challenges 6, Exercises 1-5, page 17. What learning styles and intelligences will students need to apply in the group and/or pair activities for the task? What kinds of groupings and pairings will work best?

**Your own learning styles and intelligences**
We tend to teach in the ways that we like to learn. This means that we teach to the areas that are our own intelligence strengths. For example, if you are a kinaesthetic learner, you will tend to include kinaesthetic activities in your lesson. If you are an analytical learner, you will tend to include logical-mathematical activities. We also tend to avoid the areas which are not our strengths. For example, if you do not have strong musical intelligence, you will probably avoid using songs in the classroom. Therefore, we need to make sure that when we plan lessons, we include something for everyone even if some of the activities don’t match our own learning styles and intelligences.

When we are assessing students or giving feedback, it’s important to praise students who demonstrate different intelligences and learning styles from our own.

**In the classroom**
- Check your lesson plans and make sure that the activities in the lesson are not all the same, for example not all visual activities.
- Check your lesson plans and make sure there is a range of activities, including some that require learning styles or intelligences that are not your own strengths!
- Observe your students and notice what their preferred learning styles seem to be.
- Group and pair students so that they can learn from each other.
- Be imaginative with groupings and pairings.
- Be aware that if a student cannot do an activity, it might not be because they don’t understand the English. It might be because it doesn’t match their learning style.
- Think of classroom activities as a learning experience for yourself.

**Remember,**
Teenagers don’t all learn in the same way. Learning styles and intelligences can be developed. We tend to teach to our own learning styles. Don’t forget the other students! There are many different ways students can be successful.

**Over to you!**
Here are a few ideas and activities to help you develop your understanding of learning styles in the teenage classroom:

Reflect with your students on their preferred learning styles. Adapt the seven statements in the Feedback section if appropriate. Encourage them to be aware of their preferred styles and intelligences and to identify ways they can extend their range of learning styles and intelligences.

Review a module of Challenges. Reflect on how you will teach the lessons to ensure your students apply a range of different learning styles and intelligences. For example, how will you group and/or pair the students? Which activities will they do on their own? Reflect on and note down in your own portfolio your preferred learning styles and intelligence strengths. Also, note down which ones are not your strengths. Look back at your lesson plans on a regular basis and check that your lessons include a full range of activities. If they don’t, develop a strategy for ensuring that future lessons cover the full range of learning styles and intelligences.

In your study group or on your own, read some material on learning styles and multiple intelligences. You’ll find some interesting articles on the Internet. Make a note in your portfolio of the points which you find the most interesting and relevant to your teaching situation.
Lesson planning

In this Unit we will:
- Consider how lesson planning meets the needs of the students
- Identify different features of lesson plans
- Become more familiar with lesson planning in Challenges
- Complete tasks for the teacher portfolio

First things first
You might ask yourself why it’s necessary to plan lessons when you have each lesson prepared for you in Challenges. In your study group or on your own, think of at least three reasons why it’s important to plan your lessons.

Feedback
We plan lessons to make sure that our lessons meet the differing needs of the students in our class. Every class is different and so is the teacher. You’ll find that it’s usually necessary to make some adaptations to the materials. It’s also important to think of ways in which you can personalise the materials for your students and yourself. In Challenges Teacher’s Handbook for the level you are teaching, you’ll find suggestions for cutting or adding activities to lessons and modules.

Some planning questions
Here are some questions we need to ask ourselves when planning:

1. Will the topic be interesting and motivating for my students?
2. Are the activities and materials at the right level(s) for my students?
3. Is there enough/too much material for one lesson? Do I need extra materials? Do I need to cut anything?
4. Are the activities in the best order? Do I need to reorganise them?
5. How am I going to start/end the lesson?
6. Is there enough variety of individual, pair, group and whole classwork?
7. Are the activities varied enough to suit my students’ learning styles and intelligences?
8. What are the objectives of the lesson? Can I achieve them all?
9. Is the lesson/material flexible? Will it work if some of the students are absent, for example, groupings and pairings?

Task: have a look at Challenges 1, pages 38-39, Challenges 2, pages 38-39, Challenges 3, pages 58-59, Challenges 4, pages 8-9, Challenges 5, pages 52-53 or Challenges 6, pages 46-47. Review this lesson using the questions above.

Warmers, coolers and fillers
Warmers are activities for starting lessons and coolers are activities for ending lessons. Fillers are very short activities we use to ‘fill’ gaps in the lesson and to make a smooth transition between one activity and another.

Warmers usually review language from a previous lesson which students will need to use in this lesson and introduce students to the topic of the lesson. Warmers are often group activities and they can be short games or quizzes.

Task: have a look at Challenges 1, Warm-up page 48, Challenges 2, page 20, Challenges 3, page 32, Challenges 4, page 10, Challenges 5, page 34 or Challenges 6, page 41. How will your students do this activity, in pairs or in groups? Will you need to adapt the activity for your class?

Coolers are usually end-of-lesson speaking activities which let students review language from the lesson in a fun and interesting way. Sometimes they provide students with ideas for their homework. Coolers are important as a way of closing the lesson for students.

Task: have a look at Challenges 1, page 49. Which of the following coolers could you use for this lesson (or can you think of one of your own)?
1. Students do a mingling activity and find one person who has the same favourite book in a certain category as they do.
2. Collect some strange facts about books (and add some statements that aren’t true as well). Do a class quiz and see which pair gets the most answers correct.


Variety
Teenage classes need a lot of variety in lessons.
- Variety of interaction patterns – different pairings and groupings.
- Variety of activities to suit different learning styles and intelligences.
- Variety of length of activities – some need to be longer, some shorter.
- Variety of skills focus – receptive and productive.

Some aspects of variety are built into Challenges. There are activities for different learning styles and intelligences and a balance of receptive and productive skills activities. Your students’ needs might be a little different in terms of learning styles and intelligences which means you’ll sometimes need to adapt activities to suit them.

Challenges teacher’s notes (Teacher’s Handbook) can’t tell you how to arrange your students in pairs and groups. This is something that you will need to decide before every lesson.

Task: have a look at Challenges 1, Exercise 8, page 19, Challenges 2, Exercise 11, page 19, Challenges 3, Exercise 9, page 33, Challenges 4, Exercises 1-2, page 43, Challenges 5, Exercise 10, page 39 or Challenges 6, Exercise 7, page 25. This is a pair activity. Think of your class. How will you pair your students for this activity?
Personalisation
Teenage students become involved and motivated when we personalise material and activities to suit their interests and needs. The topics in Challenges have all been chosen because they are appropriate for teenagers, for example in Challenges 1, Unit 5, pages 18–19 focus on online communities. Exercise 8 personalises the topic for the students. It lets them talk about their favourite computer games and games systems. When you’re planning, it’s important to look for opportunities in lessons where students can personalise the topic and talk about their experience.

Task: have a look at Challenges 1, pages 30–31, Challenges 2, pages 48–49, Challenges 3, pages 28-29, Challenges 4, pages 46–47, Challenges 5, pages 38–39 or Challenges 6, page 55. At what stages in this lesson can you personalise the lesson focus by inviting students’ comments and feedback about their own experiences. Are there any issues which you will need to be sensitive about?

Extra activities
The materials in Challenges have been designed so that they can be broken into different lesson lengths, depending on the needs of the teacher and the students. Photocopiable Resources at the back of the Challenges Total Teacher’s Pack (pages 52–91) can be used to extend or adapt the lesson materials when necessary for Challenges 1, 2 and 3. You may decide that the lesson materials will take your students longer to complete. If this is the case, you’ll have to decide which exercises to adapt, reduce or even cut. On the other hand, you might decide that your students will finish the lesson material quite quickly. If this is the case, you’ll need to use one or more of the Photocopiable Resources from the Challenges Total Teacher’s Pack.

Materials
When we plan lessons, we make sure we have all the materials we need for the lesson, for example CDs, poster paper and so on. Sometimes, to personalise a topic, we take pictures of the students’ country or download information from the Internet which we know our students will be interested in. It’s also important to look through a week’s lessons in Challenges ahead of time to make sure we don’t need to remind students to bring anything to the next class. For example, have a look at Challenges 1, Exercise 9, page 47. What did students need to bring to the class? When did you need to tell them?

* If you hand out this material to your students, don’t forget to put the website reference on the handout!

In the classroom
› Get into the habit of checking through lessons in Challenges and writing your own short plans for every lesson.
› Remember to look at your lesson plans during the lesson! Use colours and highlighting to remind you of important points, such as which students are working together.

› At the end of the lesson, make quick notes on the plan about what worked and what didn’t. You’ll find these notes useful when you plan the next lesson for this group of students and when you use the lesson materials again with another group of students.
› Keep a note of your own ideas for warmers, coolers and fillers. They will be useful for future classes and lessons.
› Keep your lesson plans and refer to them throughout the year, particularly when you are devising assessment activities for students.
› Think about writing your lesson plans in a notebook rather than on separate sheets of paper.
› Keep a record of which Photocopiable Resources students have done at the end of each lesson plan, or in a separate section at the end of your lesson planning notebook.

Remember,
lesson plans are a way of making lessons more suitable for you and your students.

Lesson plans don’t have to be long. Choose a format which best suits you.

It’s okay to look at your lesson plan during the lesson! Don’t feel that students will think you’re not confident. Just the opposite.

Personalising lessons to suit your students will help them learn and keep them motivated.

Over to you!
Here are a few ideas and activities to help you develop your understanding of lesson planning for teenage classes:

Try out different formats of lesson planning until you find one that you like and that suits you.

Develop your own set of questions (see some planning questions) to ask yourself when planning. After a while, you’ll find you don’t have to refer to the list of questions; you’ll remember which ones are important for you and your classes.

Be inventive with warmers, coolers and fillers.
Try out some of your own ideas and reflect on how successful they were. Ask your students which activities they liked and why. Note down the best ones in your portfolio.

At the end of the lessons, write short comments on your lesson plan on how the lesson went in general, what you need to review/review in the next lesson, comment briefly on particular activities/groupings which were successful/unsuccessful and how well the lesson objectives were achieved. Use this information when planning future lessons. On a monthly basis, reflect on what you have learnt about lesson planning.
Assessment

In this Unit we will:

- Consider certain aspects of assessment
- Identify ways of assessing students in the classroom
- Become more familiar with the assessment in Challenges
- Complete tasks for the teacher portfolio

First things first

Assessment means finding out what our students know and what they can do. In this Unit we will focus on the assessment of students’ productive skills, their speaking and writing, and on self-assessment, ways that students can assess themselves. In your study group or on your own, think about:

- how you assess your students’ speaking and writing.
- how you support students in self-assessment.

Feedback

There are different techniques or procedures we can use to assess students in the classroom. The procedures we choose depend on the objective and the skill being assessed.

Using checklists for assessing speaking

Have a look at Challenges 1, page 15. The speaking objective for Module 2 is Talk about neighbours, computers, food. Alternatively, look at Challenges 2, page 35, Challenges 3, page 55, Challenges 4, Exercises 1 and 2, page 52, Challenges 5, page 33 or Challenges 6, Exercises 6, 7 and 8, page 19. We will need to assess how well our students can do these tasks as they work through the Module. How can we assess them? What procedures can we use? One of the best ways of assessing students’ speaking skills is to observe them working in pairs or groups on a number of occasions and to assess their level of achievement against certain criteria. It’s a good idea to explain to students at the beginning of the year how you will be assessing them, and that you will be observing them and making notes when they are working on classroom activities. Tell them that your assessments relate to the can do statements at the start of each Module.

Here is an example of an assessment criterion (plural criteria). Look again at Challenges 1, Exercises 4 and 5, page 21 or Challenges 2, Exercises 3, 4 and 5, page 20, Challenges 3, Exercises 5 and 6, page 61, Challenges 4, Exercises 1 and 2, page 52, Challenges 5, Exercises 9 and 10, page 51, Challenges 6, Exercises 6, 7 and 8, page 19. We can informally observe students while they are doing these tasks. We can use a checklist like this:

<table>
<thead>
<tr>
<th>Assessment Criterion</th>
<th>Competently/with ease</th>
<th>With minimal support</th>
<th>With some support</th>
<th>With constant support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can talk about...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

‘Support’ in this context can mean help from other students, the teacher and/or reference books and notes.

You can organise the checklist so that you either have: one for each student with all the assessment criteria for the module listed or one with all the students’ names for all the assessment criteria of the module.

It’s easier to organise the checklist by skills areas. So, for example, under speaking for Challenges 1, Module 2, you would have the following assessment criteria:

- Can talk about neighbours
- Can talk about computers
- Can talk about food

**Task:** have a look at any module you will be teaching. Try breaking down the speaking objectives into assessment criteria as we have done above.

It's important to remember that we can't expect students to be perfect. In the example above, competently/with ease means the student is quite fluent and accurate but does not mean their English is without mistakes.

What do we mean by speaking?

Speaking, as you will see from the Unit Teaching Speaking, is made up of different skills and sub-skills. We can’t assess all of these at once. We need to decide which aspects of speaking we are going to focus on for our assessments: pronunciation; fluency; accuracy of grammar and vocabulary; how wide a range of grammar and vocabulary they use; how well they complete the task set; their ability to interact with classmates (in a group/pair task).

It’s important to decide before we assess which aspects we are going to focus on. We can’t focus on all the aspects in one assessment.

**Task:** look again at the speaking assessment criterion you wrote for the previous task. Examine the module in detail and decide which aspects of speaking we are going to focus on for our assessments: pronunciation; fluency; accuracy of grammar and vocabulary; how wide a range of grammar and vocabulary they use; how well they complete the task set; their ability to interact with classmates (in a group/pair task).

Using checklists for assessing writing

We can also use checklists for assessing students’ writing. These checklists will be similar to the ones used for assessing speaking.

**Task:** have a look at Challenges 1, Module 2. What is the writing objective for this module? On which page of the module do the students complete the assessment task?

<table>
<thead>
<tr>
<th>Assessment Criterion</th>
<th>Competently/with ease</th>
<th>With minimal support</th>
<th>With some support</th>
<th>With constant support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can write personal emails</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

‘Support’ in this context can mean help from other students, the teacher and/or reference books, dictionaries and grammar notes.
What do we mean by writing?
Writing, as you will see from the Unit Teaching Writing, is made up of different skills and sub-skills. As with speaking, we can’t assess all of these at one time. We need to decide which aspects of writing we are going to focus on for our assessments: spelling (and handwriting); punctuation; accuracy of grammar; accuracy of vocabulary; how wide a range of grammar and vocabulary they use; how well they complete the task set (audience, purpose, layout, content).
It’s important to decide before we assess which aspects we are going to focus on. We can’t focus on all the aspects in one assessment.

Task: look again at the writing assessment criterion for Challenges 1, Module 2, or look at the criterion for Challenges 2, Module 4, Challenges 3, Module 4, Challenges 4, Module 1, Challenges 5, Module 2 or Challenges 6, Module 4. Find the writing task in the module and decide which aspects of writing you are going to focus on in your assessment.

Self-assessment
Teenage students are developing an awareness of their own learning styles and of how they learn. We can help students develop this awareness by asking them to reflect on their own work, to self-assess. There are many activities in Challenges which help students develop their ability to self-assess.

Task: have a look at some Challenges Study Corners. You will find these at the end of each module. After students have completed these activities either on their own, or in pairs or groups, how can you help them become more aware of the areas they need to focus on in the future?

Preparing for tests and exams
It’s important to tell students when we are going to give them a test or exam and we can give students strategies which help them revise and prepare. As with other aspects of self-help, it’s useful to brainstorm with students what strategies they already use to revise and prepare for tests.

Task: in your study group or on your own, brainstorm strategies for helping students revise and prepare for tests and exams.
Now look at Challenges 2, page 24. How many of these strategies did you include?

In the classroom
- Assess students’ speaking skills while they are doing classroom tasks.
- Decide which aspects of speaking or writing you are focusing on before you assess.
- Use checklists to record your assessments.
Teaching grammar

In this Unit we will:

◗ Consider how we learn grammar
◗ Identify how to help teenagers develop their understanding of grammar
◗ Become more familiar with grammar activities in Challenges
◗ Complete tasks for the teacher portfolio

First things first

We think of grammar as the cement of a language: it glues the language together. But teenage students often find it difficult to learn and remember grammar. They seem to understand and then they forget. In your study group or on your own, discuss why you think this happens and what we can do to help our students learn grammar more effectively.

Feedback

Grammar is an abstract concept: we talk about it but we can’t see it or touch it or feel it. Teenage students need to experience grammar in action, in a context which is meaningful to them, before they can apply themselves to learning it. The learning of grammar is an active process: teenagers learn when they are actively engaged and involved.

Grammar in context

You’ll notice in Challenges that grammar sections always come after a listening or reading text. This is because we are only able to learn grammar when it’s in a context. It’s the context or situation which gives the language meaning and which allows us to understand how and when grammar is used. In the Grammar exercises, the sentences used in the examples are all taken from the reading text. But before the students do this grammar exercise, they have read, answered questions on and talked about the content of the text. This is very important. It raises their awareness of when and how the new grammatical item is used. In this way, it makes the grammar less abstract and gives it meaning.

Task: have a look at two or three other grammar sections in Challenges. Notice how the grammar is focused on after students have worked with the text and how the examples in the grammar section all come from the text.

Checking understanding and concept

It’s important that we check our students’ understanding of the grammar they are learning. But this is not always an easy thing to do. We can ask them, Do you understand? If students say yes, it doesn’t really tell us anything. We can ask the question, Can you explain what it means? but this is a very difficult thing for students to do as they won’t have the complex language necessary. The best way to check that they understand is to ask them concept questions.

Task: have a look at Challenges 1, page 17. The grammar focus is the Present Continuous. Here are some examples of concept questions you can ask students about the first paragraphs of the text to check they understand the concept of Present Continuous:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the interviewer? (in Mrs Hafez’s house)</td>
<td>Are they there now? (yes)</td>
</tr>
<tr>
<td>Where is Mrs Hafez? (in London/in her house/in the kitchen)</td>
<td>Is her husband there? (no)</td>
</tr>
<tr>
<td>Are they there now? (yes)</td>
<td>Where is he? (he is working. He’s a taxi driver.)</td>
</tr>
<tr>
<td>Notice that the Present Continuous isn’t used in the questions. This is because we are checking their understanding of this concept!</td>
<td>Notice that the Present Continuous isn’t used in the questions. This is because we are checking their understanding of this concept!</td>
</tr>
</tbody>
</table>

Review and extension

The approach to learning and teaching grammar in Challenges is one of review and extension. Students analyse grammar. They become familiar with the terminology and the rules and then go on to extend their understanding further. In this way, the grammar syllabus is more cyclical than linear. It’s important that students have opportunities to practise grammar in a meaningful way and that activities are staged from controlled to freer practice.

Task: have a look at Challenges 1, pages 6–7. Students will have used the Present Simple as it is used here and should be able to do Exercise 3 with no problems. The following exercises are more explicit about the meaning, form and use of the Present Simple. How does this require students to think in a different way? Will this be new to them?

Task: have a look at the Grammar section on page 43 of Challenges 1, or page 53 of Challenges 2, Challenges 3, page 36, page 36 of Challenges 4, pages 48–49 of Challenges 5 or page 21 of Challenges 6. How are the students supported in their understanding of grammar in this section? How do the exercises build on each other to develop students’ awareness?
Grammar and teenagers
In the above task, we focused on the fact that teenagers are at a stage of development where they can begin to deal with more abstract concepts, such as grammar. But not all teenagers are the same. Some will find it easier to deal with abstract concepts at this age, others will find it more difficult. It’s not a case of intelligence, though. It’s because of the stage of development. We need to be patient with these students and try to help them understand and discover the meanings for themselves.

Sometimes, other students are better than us at helping their classmates understand. This is because the students are at a similar stage of development. A student’s recent understanding of a new concept means he/she is better able to help a classmate. So, when students are doing grammar exercises, it’s useful for them to do these in pairs or groups.

Task: look at Challenges 1, Exercise 4, page 47, or Challenges 2, Exercise 6, page 17, Challenges 3, Exercises 4 and 5, page 57, Challenges 4, Exercise 13, page 37, Challenges 5, Exercises 5 and 6, page 48-49 or Challenges 6, Exercise 10, page 37. How can you group or pair students for this exercise so that they have to talk about the grammar and have the opportunity to help each other?

‘Noticing’ and the discovery approach
Learning is an active process. How can we make learning grammar active? One of the ways we can do this is by encouraging students to ‘notice’ things about the language. After they have interacted with a text in some way and explored the meaning, we can focus on a part of a text and ask them questions which get them thinking about the language. In this way they ‘notice’ and discover certain things about the language and start to form their own hypotheses.

Task: look at Challenges 1, page 17. Exercise 8 requires students to ‘notice’ things about the language so that they can complete the rules in the table. They need to look at the table and make hypotheses from this information. We don’t tell them what the rules are. They work them out for themselves. See also Challenges 2, Exercise 4, page 7, Challenges 3, Exercise 5, page 17, Challenges 4, Exercise 7, page 36, Challenges 5, Exercises 5-6, page 36 or Challenges 6, Exercise 8, page 37 for additional examples of the discovery approach to grammar.

In the classroom
› Check students’ understanding by using the concept of checking questions. Avoid asking them, Do you understand?
› Remember that students may be able to use the grammar but may not be able to analyse it. Be patient.

› Encourage your students to ‘notice’ aspects of the language. Let them work in pairs and groups to discuss their hypotheses.
› Teenage students are still developing their thinking and analytical skills. Sometimes other teenagers can help them understand better than you can.
› Avoid discussing aspects of grammar out of context. If students ask you a question about grammar, always provide a context for your explanation.
› Listen to your students and notice which ones can use the grammar in context appropriately.
› Be aware of which aspects of grammar are going to be more difficult for your students because of differences with grammar in their mother tongue.
› Don’t be put off by students saying, I know this. We’ve done this before. Learning grammar is a cyclical process of revision and extension.

Remember,

teenagers can sometimes be the best teachers.

grammar is an abstract concept.

teenagers like to solve problems and enjoy ‘noticing’ activities.

learning happens within and through a context.

Over to you!
Here are a few ideas and activities to help you develop your understanding of teaching grammar to teenagers:

Develop your own ‘noticing’ activities for students to do in conjunction with the Study Corner sections of Challenges. Review with students what they like about reviewing grammar in this way.

Look at your own grammar book on a regular basis before your lessons. Make use of the explanations and the examples. Some grammar books may also include concept and checking questions, which you might find useful.

Keep notes from your lessons on which grammatical structures your students find easy or difficult to analyse. Try out different ways of helping them, including student – student help and reflect on which were more successful.

With the help of your knowledge, experience and a good grammar book, look through the grammar syllabus in Challenges and note down which areas of English grammar are significantly different from the grammar of your students’ mother tongue. Plan how you will help them with these areas in the classroom.
Teaching vocabulary

In this Unit we will:

- Consider different ways of learning and linking vocabulary items
- Identify ways of helping students extend their vocabulary
- Become more familiar with vocabulary sections of Challenges
- Complete tasks for the teacher portfolio

First things first

Vocabulary items can be grouped in different ways to help students learn and remember them. For example, we can elicit from students a word with a similar meaning (a synonym), or a word with an opposite meaning (an antonym) or a word which has the same sound (a homonym). In your study group or on your own, complete the table for the following words.

<table>
<thead>
<tr>
<th></th>
<th>Synonym</th>
<th>Antonym</th>
<th>Homonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beautiful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bare</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback

There are several synonyms for happy: for example glad, ecstatic, pleased. It’s the same with its antonyms. But it is almost impossible to find a word which has exactly the same meaning as another, or a word which has an exact opposite meaning. This way of linking meanings of words can be helpful for students in extending their range of vocabulary or lexis.

Working out the meaning

One of the most important skills and strategies of being a successful language learner is being able to work out the meaning of language from the context. There are different ways that students can do this. They can look at the base word and, from their knowledge of prefixes and suffixes, make a guess at the meaning. They can look at the words immediately surrounding the word or phrase and try to deduce the meaning this way. They can read beyond the sentence to the paragraph and try to work out the likely meaning of the word(s) from the broader context.

Task: have a look at Challenges 2, page 8, Exercises 4 and 5. You’ll see that the Reading Help reminds students of the ways in which they can deduce meanings of words. Exercise 5 gives them practice in doing this. Read the text for yourself. Which words do you think they find easier to work out and which will be more difficult? Why do you think this is?

Self-help with vocabulary learning

Teenage students are developing an awareness of their own learning styles and of how they learn. We can help students develop this awareness by asking them to reflect on their vocabulary learning and by giving them strategies for recording and reviewing vocabulary. For example, after they have done a reading text, we can ask them how they worked out the meanings of words they didn’t know. Before they record vocabulary in their notebooks, we can brainstorm the different ways they can work out meaning and ask them to reflect on which they prefer.

The Study Corner sections of Challenges often include a focus on vocabulary. Have a look at Challenges 1, pages 14 and 64, Challenges 2, pages 34 and 54, Challenges 3, pages 14 and 34, Challenges 4, page 16, Challenges 5, page 44 or Challenges 6, page 56 for examples. How will these be useful for your students?

Task: look at Challenges 1 pages 24 and 64, or Challenges 2 pages 34, 44 and 64. The Study Help on these pages is on vocabulary development. What techniques do students practise in these tasks? How familiar are your students with using dictionaries? How can you support them in these tasks so that they can improve their dictionary skills?

‘Noticing’

Learning is an active process. How can we make vocabulary learning active? One of the ways we can do this is by encouraging students to ‘notice’ things about the language. After they have interacted with a text in some way and explored the meaning, we can focus on a part of a text and ask them questions which get them thinking about the language. In this way they ‘notice’ or discover certain things for themselves about the language and start to form their own hypotheses.

Task: look at Challenges 1, Text Builder, Exercise 2, page 42, which requires students to ‘notice’ things about the language so that they can match the words in the text to their functions. What would you expect the students to say? What other ways in which vocabulary is used in the text could you direct the students to notice?

One of the more challenging aspects of vocabulary that we can encourage students to ‘notice’ is the way that words come together to form different meanings. For example, have a look at Challenges 1, Exercise 6, page 39. In this exercise, the focus is on the verb get and its use with different adjectives. Get and other verbs such as make, take, give can be used with adverbs too, for example get along, give away, make up, take off. These are sometimes called multi-part or phrasal verbs.

Task: look at Challenges 1, Exercises 6 and 7, page 63. How can you help your students to ‘notice’ the meanings of these verbs and how they are used?
Prefixes and suffixes

In English, it's possible to add parts to the beginnings or endings of base words to create new words. These are called prefixes and suffixes. Some words we can make from happy (base word) are: unhappy (adjective), happiness (noun), happily (adverb). It's important for students to learn how prefixes and suffixes can be used. They can then learn to decode words when they are reading and, just as importantly, build words and extend their range of vocabulary in spoken and written English.

**Task:** have a look at the Word Builder sections of Challenges 1, page 59, Challenges 2, page 9, Challenges 3, page 19, Challenges 5, page 47 and Challenges 6, page 47. Which activities focus on suffixes and which on prefixes?

Lexical sets

Vocabulary is best introduced and taught within a context. In **Challenges**, there are different ways that students first meet the new vocabulary for the Module, for example through a listening, through Warm-up activities or within the reading text. This means that the new words have a common theme, they are meaning-related. We call meaning-related words lexical sets. Here is an example of a lexical set of leisure activities from Challenges 1, page 4: sport, reading, writing, collecting things, photography. In Challenges 2, Exercises 5 and 6, on page 33, deal with a lexical set about food.

It's helpful for students to review vocabulary using lexical sets. Mind maps are also an effective way of doing this. You can either create a mind map on the board as a class, or students can create their own individually or in groups or pairs.

**Task:** have a look at the Key Words boxes in Challenges. The words in these sections are grouped by lexical sets. Take one of the sections and reproduce it as a mind map. Try producing another mind map about leisure activities.

Varieties of English

Via the media and the use of computers, teenagers may be exposed to different varieties of English: American English, Australian English, British English and so on. They will probably have noticed that some American vocabulary is different from British vocabulary. They will find this very interesting. In **Challenges** there are listening and reading texts which have examples of varieties of English. It's important that students realise that, for example, an American spelling or usage is not wrong, and that they learn to appreciate the huge diversity of the English language.

**Task:** look at Challenges 1, Word Builder, page 33. The focus is on American English as it appears in the text. Look at the activity. Which words will your students be familiar with? Are there any other American or Australian words that they know? Can you devise a similar exercise to review these?

In the classroom

- Familiarise your students with the use of mind maps for grouping words into lexical sets. Encourage them to store and/or review words in this way.
- Remind students not to worry when there are words they don't know in a reading text. Review with them ways in which they can work out the meanings.
- Devise games and activities which practise your students' word-building skills.
- Hold back on explaining meanings of words and how they are used. Develop students' 'noticing' abilities as much as you can.
- Get into the habit of reviewing vocabulary learning strategies with your students, either as a whole class or as a group activity. Encourage them to share ideas with each other on how they record and store vocabulary in their notebooks.

**Remember,**

students need to develop strategies for learning and storing vocabulary.

teenagers are fascinated by words and how they work.

teenagers are exposed to many varieties of English. Make the most of it.

the importance of context.

Over to you!

Here are a few ideas and activities to help you develop your understanding of teaching vocabulary to teenagers:

Choose a magazine that you know your students like. Devise some tasks for the before, while and after reading stages of the lesson. Include a focus on vocabulary, for example guessing the meaning of unknown words, collocations, varieties of English and so on.

On a monthly basis, devote part of a lesson to vocabulary storing strategies. Group students so that they can look at each other's notebooks and see how their classmates record and store vocabulary. As a class, review the most effective ways of doing this. Include discussion of learning styles and which storing techniques seem to be suitable for different learning styles.

When you review vocabulary with your students, think of imaginative ways of doing this. For example, you could give them partially-completed mind maps which they have to complete, charts where they have to supply antonyms or synonyms and so on. Keep a record in your portfolio of the different activities you use and note which seem to be more effective and more motivating for the students.
Teaching listening

In this Unit we will:

- Consider the different skills of listening
- Identify how to help students become better listeners
- Become more familiar with how listening is managed in Challenges
- Complete tasks for the teacher portfolio

First things first
During a lesson, students will need to listen in different ways depending on the reasons for listening. In your study group or on your own, think about the students’ reasons for listening in these situations and how this affects the ways they listen.

Teacher instructions
A story (where they read and listen to the text at the same time)
A student presentation
A roleplay

Feedback
Listening involves a number of different skills and sub-skills.

- Sometimes students need to understand everything they hear, for example when they are listening to teacher instructions. This is called **listening for detail**.
- Sometimes students need to understand the general idea, for example when they are listening to a story for the first time. This is called **listening for gist**.
- Sometimes students need to understand specific words or phrases, for example when they are listening to a fellow student’s presentation. This is called **listening for specific information**.
- Sometimes students need to understand what another speaker is feeling, for example in a roleplay. This is called **listening for attitude**.

A model for teaching listening
Listening, like reading, is a receptive skill. Here is a useful model to follow when teaching receptive skills:

- **Before they listen**: set students tasks to help them focus on the content and the context of what they are going to hear and to help them prepare for the listening.
- **While they listen**: set students specific tasks to do which give them a reason for listening and which encourage them to apply certain listening skills and sub-skills.
- **After they listen**: set students tasks to do after they have listened so that they can extend their understanding and use of the language and/or content, e.g. comprehension exercises.

Before listening tasks
Before listening tasks prepare students for what they are going to hear by focusing on the content, the context and the language. Typical before listening tasks are: discussion of the topic using prompts, for example picture headings; focus on key vocabulary; prediction of what the listening text is going to be about. All of these tasks prepare students for the listening by activating their knowledge about the topic and by arousing their interest. In Challenges, there is always a task like this before students listen to the text. Examples are Challenges 1, Exercise 2, page 16, Challenges 2, Exercise 2, page 60, Challenges 3, Exercise 1, page 60 and Challenges 5, Exercise 1, page 12. Sometimes, these tasks are part of the Warm-ups for the lessons.

**Task:** look at one or more of the examples given in the paragraph above. How do these tasks prepare the students for what they are going to listen to?

While listening tasks
Setting tasks for students to do while they listen gives them a reason for listening and helps them develop certain listening skills. For example, in Challenges 1, Everyday Listening, Exercise 1, page 31, students have to complete the dates in a timeline. This is their purpose or reason for listening so they will listen for this specific information: the key words from the chart and the dates. In the second task, students need to find a fact about Saladin which they find interesting. So when they listen again, they will be listening for detail.

**Task:** look at Challenges 1, Everyday Listening, page 51. What different kinds of listening will students do for each task?

Listening Closely
There are also listening tasks which help students make links between listening and speaking. In Challenges 1, these are called Listen Closely. Have a look at these sections on pages 11 and 61. In these Listen Closely tasks, students have to listen for words to complete utterances from the CD. This involves them in applying two kinds of listening skills: top down and bottom up. Students use their knowledge of the content, the context and of grammar to guess what the missing words might be. These are called top down skills. Students also listen closely to the CD and decode the language they hear. These are called bottom up skills. This focus on the sounds and rhythm of what they hear not only helps students improve their listening skills, but also provides them with useful models for speaking. All these tasks help students improve their listening strategies and make them more confident listeners and speakers of English.
After listening tasks
After students have listened to the text, it’s important that they do something with the information and use the language they have been exposed to. After listening tasks focus on speaking and/or writing. Typical after listening tasks are: using key expressions from the listening in scripted or students’ own dialogues; application of what they have heard to their own contexts; using information from the listening to make a poster or do a project.

Task: look at Challenges 1, pages 30 and 61 or Challenges 2, pages 21 and 31, Challenges 3, pages 10 and 21, Challenges 4, pages 12 and 53, Challenges 5, pages 10 and 53 or Challenges 6, pages 23 and 38. Find the after listening tasks. What do students have to do? How will this build on what they have listened to?

Self-help with listening
Teenage students are developing an awareness of their own learning styles and of how they learn. They are beginning to be able to stand back and think about their own learning. We can help students develop this awareness by asking them to reflect after they have done a listening task. For example, we can ask them how they did the task: Did they write whole words or sentences or a kind of ‘short-hand’? Did they make notes? Did they decide how to split the task if they were listening in pairs? We can also ask them what they listened for and if they tried to understand everything. Then when we give students another listening activity in another lesson, we can ask them to recall or brainstorm some of these points on how they can be better listeners.

Task: look at the Listening Help in Challenges 1, pages 21 and 61, Challenges 2, page 41, Challenges 3, page 31, Challenges 4, pages 22 and 40, Challenges 5, page 10 and Challenges 6, pages 10 and 38. How will these tips help students become better listeners? What other tips do you give to your students to help them when they are listening?

In the classroom
› Make sure you identify the listening sub-skill(s) in your lesson aims and have clear before, while and after listening tasks.
› Make sure students know what task they are going to do while they listen. Use student-friendly language to remind them. For example, you can say ‘listen for the general idea’ or ‘listen again in more detail’. This will get them used to listening in different ways.
› Try out different before listening tasks from those in the book, if you feel they will be more relevant for your students.
› In the after listening tasks, encourage the students to use and recycle language and ideas from the listening.

Avoid saying to students ‘this is difficult’. If you think a listening task is difficult, adapt it to suit your students. Remember it’s the task that decides the level of difficulty, not the listening text.
› Establish a routine in your class so that when a student is speaking, the other students listen. This is important for developing listening and speaking skills. Avoid echoing or repeating to the class what a student has just said. Instead, invite them to say it again more clearly and/or more loudly.
› Always play the complete cassette track for listening tasks. Only pause during the track when you are checking answers or focusing on aspects of the Listen Closely tasks.
› Get into the habit of reviewing listening strategies with students, particularly when the Listening Help sections appear in Challenges. Encourage them to suggest listening tips of their own. Students can even make a class poster of these.

Remember,
it’s the listening tasks which make listening texts more or less accessible to students. So, if necessary, adapt the tasks, not the text.
encourage students to reflect on how they listen and on how they can improve their listening.
make sure you apply the before, while, after listening model in your lessons.

Over to you!
Here are a few ideas and activities to help you develop your understanding of teaching listening to teenagers:

Extend the idea of Listen Closely to other parts of listening texts that you do in the classroom. After students have done the while listening task(s) in Challenges, play the cassette again and focus on particular phrases or expressions which students will use in the after-listening activity.

Discuss with students ideas for making sure they listen to each other in class. Try out some of the suggestions and make notes in your teacher portfolio on which are the most successful.
Review your lesson plans on a monthly basis and note in your teacher portfolio which listening sub-skills students seem to have more problems with. Devise additional tasks in future lessons which will help them develop these sub-skills.
Teaching speaking

In this Unit we will:

▶ Consider different kinds of speaking activities
▶ Identify ways of motivating students to speak
▶ Become more familiar with the speaking activities in Challenges
▶ Complete tasks for the teaching portfolio

First things first

During a lesson, students will do many different kinds of speaking. Sometimes, the focus will be more on communicating ideas and fluency as in the speaking activities in the Skills lessons. At other times, it will be more on the accuracy of what the students say, as in the oral grammar practice activities in the grammar lessons. In your study group or on your own, think of one speaking activity where the focus is more on fluency and one where the focus is more on accuracy. How do you monitor students during these activities?

Feedback

When students are doing oral grammar practice activities, for example page 43, Exercise 4 of Challenges 1, we listen for accuracy in the language structure. If they make mistakes in the grammar, we correct them at the time, using an appropriate correction technique. When students are doing speaking activities, we are more interested in successful exchanges of meaning, for example page 49, Exercise 10 of Challenges 1. If they make mistakes in grammar, we don’t usually correct them while they are doing the activity as this is distracting for them. We note common mistakes and focus on them later in the lesson, or in another lesson.

Speaking as interaction

The speaking that teenage students do in the classroom will be mostly interactive. This means that they are involved in communicating with one or more other people. They need to be able to understand what other students say and to respond using the right words at the right time. This reflects the kinds of speaking that teenage students do outside the classroom. Have a look at Challenges 2, page 9, Exercise 11 for example. This speaking task is quite controlled; the students have the list of objects on the page in front of them, but it also gives them the freedom to interact and to respond to what their partner says.

Controlled speaking activities

Your students’ range of language and expression may be quite limited. Therefore, we don’t ask them to discuss a topic without giving them support in terms of words and phrases and a model in terms of a previous reading or listening text. In this way, the activities we give them are controlled.

But we don’t want students to just read and repeat what is on the page; i.e., not just a drill. We want them to use as much language as they are able to without making them look silly in front of their friends.

Support in controlled speaking activities can be given in different ways.

Task: look at the following Exercises and identify the kind of support students are given for each activity:

- Challenges 1, Exercise 6, page 39;
- Challenges 2, Exercise 5, page 11;
- Challenges 3, Exercise 5, page 31;
- Challenges 4, Exercise 9, page 23;
- Challenges 5, Exercise 10, page 11;
- Challenges 6, Exercise 10, page 11;
- Challenges 7, Exercise 6, page 23.

What to talk about

Imagine you are a student and your teacher asks you to talk to your partner for 2 minutes. What will you talk about? What is the purpose of the activity? This kind of ‘free’ activity doesn’t work in an elementary classroom. We need to give students a clear topic and task so that they know what they are going to talk about and what they have to do. It also helps to brainstorm ideas for speaking activities with the whole class before students do the activity in pairs. This gives them confidence as well as ideas!

Task: look at Challenges 1, Exercise 4, page 61, or Challenges 2, Exercise 10, page 59, Challenges 3, Exercise 6, page 31, Challenges 4, Exercise 10, page 19, Challenges 5, Exercise 11, page 19 or Challenges 6, Exercise 11, page 51. What are students going to talk about in the role play? What could you do with the whole class before this activity to help prepare them for the role play? What would be most useful to your students? Why?

Making it more personal

Sometimes we do everything we can to give students confidence and ideas, but they still won’t speak! This is often because they don’t feel personally involved in the topic. They feel it’s not relevant to them. So it’s important to personalise tasks as much as possible in the classroom. We can ask students what they feel about the topic, for example ask them to tell us about the things they like, and we can encourage them to give their opinions. Students are often very motivated to speak when they are telling us about something they know about and we don’t!

Task: have a look at Challenges 1, Exercises 9 and 10, page 49. The topic of the quiz is books. The topic is introduced in the reading text. How could you further personalise the topic and motivate your students before they start doing the quiz?

Working in pairs and groups

In Challenges 1 you’ll notice that there are more pair work speaking activities than group speaking activities. This is because the students still need support to develop their speaking. Working in pairs means students only have to listen and respond to one person: their partner. In groups, students have to listen and respond to three or more other people. As they become more confident with their English, students will be more able to take part in group speaking activities.
**Task:** look through Challenges and find four different speaking activities. Which of these are pair activities and which are group activities? Why?

Accuracy and fluency
For students to be effective communicators, they need to be both fluent and accurate. Therefore, we need to help students develop both aspects of their speaking. It’s often too easy to correct students’ grammar, vocabulary or pronunciation without really listening to what they are saying. So it’s a good idea to develop strategies for giving feedback to students on their speaking skills in different types of activities. When the focus is more on accuracy, we can indicate to a student that there is a mistake, for example by asking them to repeat or for other students to help them. When the focus is more on fluency, it’s better not to correct students’ language while they are doing an activity. Instead, we can make a note of the mistakes we hear. During fluency activities, we focus on the content of what they are saying and respond to that. After the activity, we can focus on some of the more common language mistakes with the whole class.

Self-help with speaking
As with other aspects of their language, teenage students are developing an awareness of their own learning styles and of how they learn. We can help students to develop this awareness by asking them to reflect after speaking activities and identify strategies and action points. Each student can then individually select strategies and action points to focus on. Of all the language skills, speaking is perhaps most affected by students’ personalities. A naturally shy student will find speaking out more difficult than a naturally outgoing student who will always be willing to ‘have a go’. So it’s useful for students to identify what helps them as individuals.

**Task:** have a look at Challenges 1, Exercise 4, page 41, Challenges 2, Exercise 8, page 31, Challenges 3, Exercise 5, page 41, Challenges 4, Exercise 6, page 13, Challenges 5, Exercise 6, page 40 or Challenges 6, Exercise 10, page 51. This section is called Speaking Help. There are four bullet points in the list. Think of two more points which would be useful to your students.

In the classroom
› Make sure students don’t always work in the same pairs or groups. Different pairings and groupings will have more to talk about and it gives students practice with hearing different voices and listening to different opinions.
› Brainstorm ideas with the class before speaking activities. They’ll speak more if they have something to talk about.
› Vary your correction techniques depending on whether the focus is on fluency or accuracy. Listen for the content of what the students are saying as well as the accuracy of the language.

› Encourage students to use Key Expressions in their speaking activities. Students can keep a note of their favourite ones in their notebooks.
› Give students opportunities to talk about what they know. If it’s something one student knows and others, including you, don’t; that’s an opportunity for real communication.
› Be explicit about the use of English during speaking activities. Discuss this with students as a self-help strategy.
› Personalise topics as much as possible. If necessary, you might need to slightly adapt the focus of a speaking activity to match the students’ interests and experience.
› Some students will naturally be more confident about speaking than others. Make sure you give shyer students opportunities to speak, too.

Remember,

teenagers like to speak but they need a clear topic and task.
preparing students for speaking activities will produce better results.
shy students need speaking practice too.
correction can be just as effective at the end of an activity.

**Over to you!**
Here are a few ideas and activities to help you develop your understanding of teaching speaking to teenagers:
Monitor pairs or groups in speaking activities. Try to listen to them without making them too self-conscious – and without interrupting, unless it’s really necessary. Students will soon get used to you walking around and listening to them.
Develop gestures for indicating when students have made a mistake when they’re speaking. For example, you might frown, make a gesture with your hand, repeat the first half of the utterance, etc. and then ask students if the gesture is positive or negative. This will help your students learn to self and peer correct and can be more effective than you giving the correct version.

**TP** Keep a record of pairings and groupings in the class to make sure students work with different classmates. Note which groupings and pairings work well – and which less well and why you think this is.

**TP** In your lesson plan, identify the parts of the lesson when students are speaking and what kinds of speaking they are doing. Review your plans on a monthly basis and identify which speaking skills or activities students are having more problems with. Devise additional activities in future lessons to help them improve these. You can also use this information to check that your students are doing a variety of speaking activities in the lessons.
Teaching reading

In this Unit we will:

➢ Consider the different skills of reading
➢ Identify ways of helping students to become better and more confident readers
➢ Become more familiar with how reading is developed in Challenges
➢ Complete tasks for the teacher portfolio

First things first
During a lesson, students will read different texts and they will read these texts in different ways, depending on the reading purpose. In your study group or on your own, think about the reading purpose for these different texts from Challenges 1: Page 8, Exercise 4; Page 18, Exercise 2; Page 19, Exercise 7.

Feedback
The reading purpose or task affects how students read a text. We call these different ways of reading, reading skills or sub-skills.

Page 8: The students’ reading purpose in this exercise is to check whether their predictions are correct. They will use the skills of skimming and scanning. Skimming is reading quickly to find the general idea. Scanning is looking for very specific information, for example key words.

Page 18: The students’ reading purpose in this exercise is to read the text for understanding. They have to complete the table correctly with different activities. This involves a more personal response to the text and is called interactive reading. They will need to read the text for detail to search for this information. This type of reading takes students more time than skimming and scanning.

Page 19: The students’ reading purpose in this exercise is to match the sentences. It is a grammatical exercise which does not involve understanding of a complex text. Each text is only one sentence long. In the examples above, students need to apply top down and bottom up reading skills. In top down reading, students use their knowledge of content, context and grammar to make sense of a text. In bottom up reading, students decode the language on the page. The exercise on page 21 is a bottom up exercise.

A model for teaching reading
Reading, like listening, is a receptive skill. Here is a useful model to follow when teaching receptive skills:

➢ Before they read: set students tasks to do after they have read the text so that they can extend their understanding and use of the language and/or content.

Task: look at Challenges 1, pages 14 and 15. Divide the activities into before, while and after reading tasks. How is this structure and procedure helpful to students? Which activities allow them to personalise the information?

Before reading tasks
Before reading tasks prepare students for what they are going to read by focusing on the content, the context and the language. Typical before reading tasks are: warm-up activities where students are introduced to the topic; focus on key vocabulary; prediction of what the reading text is going to be about by looking at the picture in the book. All of these tasks prepare students for the reading by activating their knowledge about the topic and arousing their interest. In Challenges 1, there is always a task before students read the text. This task prepares them for the reading: it will make the reading easier.

Task: look at Challenges 1, pages 40 and 58, or Challenges 2, pages 48 and 56, Challenges 3, pages 42 and 58, Challenges 4, pages 6 and 8, Challenges 5, pages 18 and 46 or Challenges 6, pages 20 and 36. How do the Warm-up exercises prepare the students for the reading texts that follow?

While reading tasks
Setting tasks for students to do while they read gives them a purpose for reading and helps them develop certain reading skills. Unlike listening, it’s not always possible for students to actually do the tasks while they are reading. However, we need to set students the task before they read, so they read with a purpose and they know what they are looking for. In Challenges, the while reading tasks are sometimes placed before the reading text, and sometimes after it, for example, in Challenges 1, page 6, Exercise 2 and page 56, Exercise 2. Both of these activities are still while reading tasks.

There are many different kinds of while reading tasks: true/false statements, questions, transfer of information onto a chart, paragraph completion, matching and so on.

Task: look through Challenges. How many different types of while reading tasks can you find? Do you think some are easier for students than others? Which ones? Why?
After reading tasks
After students have read the text, it’s important that they do something with the information and use the language they have been exposed to. After reading tasks focus on speaking and/or writing. Typical after reading tasks are: using key expressions from the reading in scripted or students’ own dialogues; application of what they have read to their own situations; using information from the reading to complete a project for their portfolio.

Task: look at one of the projects: Challenges 1, page 53, Challenges 2, page 33, Challenges 3, page 13, Challenges 4, page 43, Challenges 5, page 55 or Challenges 6, page 19. What do students have to do? How will the information they have read help them with the project?

Self-help with reading
Teenage students are developing an awareness of their own learning styles and how they learn. We can help students develop this awareness by asking them to reflect after they have done a reading. For example, we can ask them how they did the task: Did they underline whole words or sentences? Did they make notes? Did they decide how to split the task if they were reading in pairs? We can also ask them what they were looking for when they were reading and if they tried to understand everything. Then when we give students another reading activity in another lesson, we can ask them to brainstorm some of these points on how they can be better readers.

Task: look at Reading Help in: Challenges 1, pages 8 and 48, or Challenges 2, pages 8, 18, 28 and 48, Challenges 3, pages 9, 18 and 49, Challenges 4, pages 7 and 19, Challenges 5, pages 7, 18, 35, and 46 or Challenges 6, pages 6 and 47. How will these tips help students become better readers? What other tips do you give to your students to help them when they are reading?

Task: look at the Study Help sections at the end of Study Corner. How many of these will help students develop their reading strategies? How will students be helped?

In the classroom
- Make sure you identify reading skills and sub-skills in your lesson plans and have clear before, while and after reading tasks.
- Make good use of the Warm-ups to activate students’ knowledge about the topic and to motivate them to want to read the text.
- When students have completed a group task, such as a poster, get them to present it to the class. Let them take turns to read the information off the poster to the class. Don’t forget to give the class a while listening task to do at the same time.
- When you ask students to read aloud, make sure there is a clear purpose; for example, they have information the other students don’t have or they are reading what they think is the key sentence from a story or a text.
- As with listening, it’s the level of the tasks that make a text easier or more difficult for students. It’s not the text itself that’s easy or difficult. If necessary, adapt the tasks to better match the levels of your students. Don’t adapt the texts.
- Get into the habit of reviewing reading strategies with students, particularly when the Reading Help sections appear in Challenges. Encourage them to suggest reading tips of their own. Students can even make a class poster of these.

Remember, a typical procedure for while reading is ...
the teacher sets the while reading task, for example true/false statements.
students read the true/false statements and the teacher checks understanding.
students read the text and look for the information to complete the true/false activity as they read.
students check answers with a partner and then read the text again to confirm their answers.
the teacher checks answers with the class.

Over to you!
Here are a few ideas and activities to help you develop your understanding of teaching reading to teenagers:

Put students into Buddy Reading pairs where there is a weaker and a stronger reader. Set students tasks and encourage them to work together to complete them. You can also have pairs where students are at similar levels too. Vary these pairings around for different activities. Notice which pairings work particularly well and let those students work together.

Do the before and while reading tasks for a lesson yourself – before the lesson. Time your reading for the skimming and scanning task and for the reading for detail task. Give students three times this amount of time in the lesson when they do the tasks. After the lesson, reflect on how well this worked. Did they need more time or less time? Remember that skimming and scanning tasks should be done more quickly than intensive reading tasks.

Collect materials for a class library. You can include books, magazines, etc. and ask the students to contribute materials they have got. Set the library up in a corner of the classroom with a simple borrowing procedure. Encourage students to borrow materials. Include a time, once a month, when students can talk about what they have read. Note students’ reaction to this in your portfolio.
Teaching writing

In this Unit we will:

► Consider writing activities which are appropriate for your students
► Identify ways of supporting students in their writing and helping them build their confidence
► Become more familiar with writing tasks in Challenges
► Complete tasks for the teacher portfolio

First things first
Teenage students are often very reluctant to write. It seems that they don’t like writing in class, or even at home. In your study group or on your own, brainstorm ideas as to why you think this might be. Is it true of all your teenage classes?

Feedback
Teenagers are often impulsive and impatient. They want to do things quickly. Writing takes time and involves quite a lot of effort and this can put some teenagers off. But it’s also true that many adults find writing difficult, even in their own language. Writing involves more planning and organisation than speaking. When we write we also expose ourselves more: the text is fixed on the page and so are our mistakes!

A purpose and an audience for writing
When we write, we have a distinct audience and purpose in mind and this affects the way that we write. A letter to a bank asking for a loan will be very different from a letter to a friend suggesting a visit. One will be a formal letter, using formal language; the other will be an informal letter, using informal language. The look and layout of the two will also be very different.

Task: have a look at Challenges 1, Exercise 4, page 22, Challenges 2, Exercise 3, page 12, Challenges 3, Exercise 4, page 22, Challenges 4, Exercise 3, page 13, Challenges 5, Exercise 3, page 52 or Challenges 6, Exercise 3, page 52. What is the audience and purpose for each of the writing tasks? How will this affect what the students write and how they write?

Different kinds of writing
There are several different points to consider before we start teaching writing:

► Audience: is the reader a child, another teenager, an adult, a person in authority, a friend, a stranger?
► Type of text: what kind of text is it? Is it a story, a letter, an email, a text message, a blog, a leaflet?
► Style and language: will the language be formal, informal or neutral?
► Layout: what will the finished text look like?
► Length: how long will the text be? It can be one word, for example STOP as in a stop sign, or a two-page story.

Students need to think about these points before they start the first draft of their writing. We usually provide students with a model text, an example of what their finished text will look like. This helps them with the layout, the style and language and so on.

Task: look at Challenges 1, page 42, or Challenges 2, page 22, Challenges 3, pages 32-33, Challenges 4, page 24, Challenges 5, page 13 or Challenges 6, pages 40-41. What model are students given for the writing task? What support are they given? Who is the audience?

A model for teaching writing
We can use a before, while, after model for teaching writing as well as for listening and reading.

► Before they write: brainstorm ideas with the students on the topic of the writing and encourage them to share their ideas. Write useful words and phrases on the board. Students then do a reading task. The reading text is similar to the text the students are going to write and the reading task highlights particular features of the text.
► While they write: we can help students by breaking the writing task into manageable chunks. The students write notes, using the reading text and their answers to the task to guide them. They write a first draft, either on their own or in pairs or groups. The teacher monitors students as they are working. Students look at each other’s texts and give feedback on problems or suggest how it can be improved. Students write a final draft of their text.
► After they write: The texts are displayed or shared. Students do a speaking task based on the reading texts and writing tasks.

Task: look at Challenges 1, page 42, Challenges 2, page 52, Challenges 3, page 33, Challenges 4, page 53, Challenges 5, page 41 or Challenges 6, page 52. Divide this lesson into before, while and after writing tasks. Can you think of another after writing task for students to do?

What to write about and how to write it
Teenagers often complain that they don’t know what to write about. Therefore brainstorming and sharing ideas before writing is very important. We want them to have a lot of ideas to choose from when they write. We also want them to have examples of language they can use and to know how to set out their text. The writing that our students do is usually guided or controlled writing. We give students reading tasks before they write: the reading tasks prepare them for their writing and the reading text provides them with an example of what their text is going to look like.

Making it more personal
As with speaking, sometimes we do everything we can to give students confidence and ideas but they still don’t know what to write about! This is often because they don’t feel personally involved in the topic. They feel it’s not relevant to them. So it’s important to personalise tasks as much as possible. We can ask students what they feel about the topic, for example they can tell us if they like to text their friends or write blogs and, if they do, what they write about.
In the classroom

- Make sure students have lots of ideas before you ask them to start writing.
- Make sure you don’t ask students to write anything too long or complicated for their level.
- Encourage students to write in pairs or groups. This is a very positive learning experience for students.
- Personalise writing tasks as much as possible so that students feel closer to the writing.
- Make sure you give students a clear audience and purpose for writing. They need to know who they are writing for and why.
- Remind students to use the Writing Help and Text Builder sections when they are writing.
- Get into the habit of reviewing writing strategies with students, particularly when the Writing Help and Text Builder sections appear in Challenges. Encourage them to suggest writing tips of their own.
- Don’t forget to give students positive feedback on their writing. Comment on the content of what they have written as well as the language, but don’t over-correct.

Remember,

- teenagers can write – they just need ideas!
- the preparation for writing helps to produce the best results.
- students need a model text to guide them in their writing.
- students need time to write: don’t rush them too much.

Over to you!
Here are a few ideas and activities to help you develop your understanding of teaching writing to teenagers:

- After several months, collect all the Writing Help ideas and the writing tips. Write them on a list and hand them out to students. Ask students to choose two or three points which they found most useful and two or three points which were a problem for them. Tell them to focus on these points the next time they do writing in class. When you return their work, discuss with students if they liked this approach and how well it worked.

- When you correct the next batch of student writing, select about six common linguistic errors. Write ten sentences: four of them are correct and six have errors. Play a game with the students: they work in pairs and have to decide which sentences are correct.

  For each writing task you set the class, write in your teacher portfolio the main points you are going to focus on when you correct their work. Include content and linguistic areas and refer to the writing objective from the first page of the Module. Keep a record of which areas students do well in and which they find more difficult.
Teaching pronunciation

In this Unit we will:
◗ Consider what pronunciation involves
◗ Identify ways of helping students improve their pronunciation
◗ Become more familiar with pronunciation activities in Challenges
◗ Complete tasks for the teacher portfolio

First things first
Pronunciation is the way a language is spoken and is used to describe the sound features of a language. English pronunciation seems to cause particular difficulties for students. In your study group or on your own think about why you think this happens.

Feedback
The ways that words and sentences are written in English is very different from the ways that they are spoken. Look at the following words and sentences and then say them out loud.

comfortable guitarist

We decided to wait outside. What's your name?

knee bought

Spelling and pronunciation
Many words in English are not pronounced in the way that they are written. For example the 'k' in knee is silent and so is the 'g' in bought. Combinations of letters in English are not always pronounced in the same way either, for example cough, rough, bought or book, boot.

The rhythm of English
English has a particular rhythm and is often called a stress-timed language. This means that the beats or rhythm of the language do not fall evenly on each syllable of each word, but instead fall on certain words and parts of words and on certain places in a sentence. For example:

She’s a writer of poems about nature.

The parts of the utterance which are stressed are in bold, and the underlined word is the most heavily stressed. The stressed words are the information carrying words: the verbs and the nouns. The stress or emphasis on these words gives the utterance a rhythm and affects the other words in the sentence. These other words are unstressed and this means the sounds are shortened. For example, you’ll notice that she’s a, of, and about almost disappear when you say the utterance. When these words are unstressed in this way we call them weak forms. This is one of the reasons why students find listening difficult and why it’s important to give students as much practice in listening to these features as possible.

Task: Have a look at Challenges 1, 2 or 3. Listen Closely sections. These are designed to help students focus on aspects of spoken language, to improve their listening and also their speaking.

Sentence stress
In the example, the main stress is on the final word in the utterance nature. It is most common for the main stress in an utterance to be on the final noun or verb. If we put the main stress on other words, it changes the meaning of the sentence.

Task: Match the utterances (1–3) with the meanings (a–c).
1 She’s a writer of poems about nature.  a She doesn’t write songs.
2 She’s a writer of poems about nature.  b She’s the writer, not him.
3 She’s a writer of poems about nature.  c She doesn’t read them.

Answers: 1c, 2a, 3b

Word stress
Word stress works much the same way as sentence stress. Some syllables are stressed, some are unstressed. For example the first syllable of comfortable is stressed, and the second syllable of guitarist is stressed. The other syllables in these words are unstressed and so become very short.

Some words change their stress depending on whether they are nouns or verbs.

Task: Look at these words and decide where the stress falls when each one is a noun and where it falls when it’s a verb. Do you notice a pattern?

record permit import convict

Phonemes and the phonemic script
When you look up a word in a dictionary, you’ll notice that the phonemic script of the word is also given. This shows us how the word is pronounced. So, for example, comfortable and guitarist look like this:

\( /\text{kəmˈfətəbl}/ \) and \( /\text{ɡərˈtərɪst}/ \)

A phoneme is a sound unit and is the smallest unit of sound which has meaning: in comfortable there are eight, in guitarist there are eight too! The symbol ‘ ’ is written just before the stressed phoneme. We also always use the symbol / to show the beginning and end of a block of phonemic script.
It’s useful for students to begin to recognise the phonemic script. It will help them with pronunciation of new words when they look them up in their dictionaries. It’s also useful in the classroom, especially when you want to highlight particular phonemes which your students find difficult to pronounce. The pronunciation sections in Challenges help students become familiar with some of the phonemes.

**Task:** Have a look at Challenges 1, page 31, Exercises 3 and 4, and page 41, Exercises 2 and 3.

The exercises on page 31 focus on three sounds which students often find difficult to distinguish. Do Exercise 4 yourself. What problems do you think your students might have with it? How could you help them?

The exercises on page 41 focus on minimal pairs. These are words which only have one phoneme that is different, as in the example bat and but /bæt/, /bʊt/. Here are a few more minimal pairs: ship/sheep, thing/think, bird/bored. Can you think of any others?

**Intonation**

We use the movement or pitch of our voice to give added meaning to what we say. Our pitch usually falls at the end of an utterance, for example *I think he’s very lucky*. For questions, there are two main intonation patterns. Our voice falls at the end when it’s a *wh* question, for example *What’s your name?* Our voice rises at the end of a *yes/no* question, for example *Were there any problems?* Intonation is a very important part of pronunciation. If students don’t use appropriate intonation, what they say can be interpreted as rude or insulting. For this reason we need to make sure students have a lot of practice with hearing and saying different intonation patterns.

**Task:** We can use our voice to show different emotions. Try saying *hello* with a different emotion each time: anger, happiness, boredom, surprise. It’s quite different isn’t it?

**In the classroom**

› As well as seeing words on the page, students need to learn to say them with the correct pronunciation.

› For students to develop good pronunciation, they need to be able to hear the different sounds and patterns before they say them.

› When teaching Challenges Key Expressions, use the recordings to make sure students have several opportunities to hear them. This helps them say them with appropriate intonation.

› From time to time, play games with words, as in the *hello* example above. You can even get students to do short drama activities where they speak in response to prompts, using intonation to help convey mood and meaning. For example: Photocopiable Resource 2: Who’s Who?

› Help your students become familiar with the phonemic script. Use phonemic symbols on the board from time to time.

› Respond to how your students say something as well as to what they say. If the intonation makes them sound bored or rude, respond to them appropriately and tell them why!

› Develop your own technique for highlighting sentence rhythm to your students. Some teachers tap the beat out on a desk, others click their fingers, while others beat the time as if they are the conductor of an orchestra.

› When you’re teaching new words to your students, write any words which you think they’ll find difficult to pronounce in the phonemic script in your lesson plan. This will remind you to listen out for their pronunciation.

Remember, teenagers are good at pronunciation. Your students need to hear and repeat stress and intonation patterns before they can use them. Teaching pronunciation can be fun. Pronunciation makes up a part of every lesson.

**Over to you!**

Here are a few ideas and activities to help you develop your understanding of teaching pronunciation to teenagers:

Get into the habit of doing short roleplays or drama activities once a month where students have a chance to communicate at an emotional level. Show them how to use their voices to convey emotion. Record some of the roleplays and play them back to the class. Give feedback to students and get feedback from them.

Get together with other teachers and share ideas on teaching pronunciation. You can practise using the phonemic script too. Try out some of their ideas in the classroom.

Identify at least one activity in every lesson which has a focus on pronunciation, for example teaching new vocabulary. Reflect on the techniques you used to focus students’ attention on the pronunciation. In your portfolio, note down the techniques which were the most successful/effective and why you think this is. Share this information with other teachers.

Collect examples of minimal pairs while you are teaching – listen out for student mistakes! Note them in your portfolio. Use the minimal pairs in revision activities on a monthly basis.
Learner autonomy 1

In this Unit we will:
▶ Consider what is meant by learner autonomy
▶ Identify ways of developing learner autonomy in the classroom
▶ Become more familiar with the activities and support materials in Challenges
▶ Complete tasks for the teacher portfolio

First things first
Learner autonomy is a gradual process where students move from being totally dependent on their teacher to becoming more responsible for their own learning. Most students are not naturally autonomous; many of them are quite happy to rely on their teacher for everything, even how to spell a word in English! On your own or in your study group, share examples of learner autonomy from your classes. Remember learner autonomy does not only mean students are self-reliant; it also means that they use each other as a resource, too!

Feedback
Some typical examples of learner autonomy in classrooms are: students using dictionaries; students asking a friend what a mother tongue word is in English; students using the word list in Challenges; students looking back at a grammar exercise to help them with the Challenges Study Corner.

Recording new vocabulary
In every lesson students come across new vocabulary. They meet new words and phrases in the exercises in Challenges and teachers also write additional vocabulary items on the board for them. What do students do with these? Teachers can tell students to write all the words in their vocabulary books or they can suggest that each student chooses to record some, for example ten, which are the most significant for them. By offering students a choice we are giving them a degree of learner autonomy. Some students prefer to write a translation of the word, some to write a definition in English or the mother tongue, others to write a sentence in English where the word is used. We can show students there are different possibilities by brainstorming with the class different ways they can record vocabulary items. Students can then choose the one(s) they find more useful, and they will be ones that match their own learning styles.

As well as recording the meaning, students also need to record the pronunciation – how the word is said. How can we help students do this? Do we teach them the phonemic script? This is not always possible and we often find that students devise their own code for pronunciation.

Task: Look at Challenges 1, pages 28-29, Challenges 2, pages 62-63, Challenges 3, page 46 or Challenges 5, pages 18-19. Students meet many new words in this lesson. Some they need to be able to understand, but don’t need to record in their vocabulary books. Other words they need to able to understand, and will also need to use. Look at the text. Which words would you expect your students to record in their vocabulary books for future use? Choose ten and write them in phonemic script. You can then check in the dictionary to see if you got them right.

Finding vocabulary
Students need guidance on different ways of organising their vocabulary books, for example alphabetically, by topic, by lesson, by Challenges module and so on. This is worth doing at the start of the year so that students begin by using a particular system. Students should each choose the system they feel comfortable with, as this is another way of promoting learner autonomy.

Students will also need to be able to find vocabulary in the Wordlist at the back of Challenges 1 and 2 Student’s Book, and in their dictionaries. We need to help students develop certain skills and strategies if they are to do this successfully.

Task: Have a look at Challenges 2, page 64, Study Help. This gives students support in using a dictionary, for example the Longman Wordwise Dictionary. What other activities can you do with your class to help them successfully use an English–English dictionary? What do they need to be able to do to: a) find a word; b) find the correct usage and part of speech of the word; c) know how the word is said? Remember that use of dictionaries can slow down activities, so plan carefully for their use.

Making use of the Student’s Book and its components
Challenges has been developed to encourage learner autonomy and there are a number of series features which are particularly designed to promote this in students:
▶ Module Objectives. These appear on the first page of each module. Students should read them at the start of the module so they know what they are going to do. You should also remind students to re-read them at the end of the module to check what they have done and what they can do.
▶ Help sections. There are sections entitled, for example, Study Help; Reading Help; Listening Help. These are directed at students and give them specific advice on learning how to learn. This means they are more aware of how they learn and will become more autonomous and self-reliant as a result.
Language Check. These are review sections at the end of each module. Students can either complete them alone, or in pairs or groups. After they’ve finished, they can listen and check or they can look back at the module and at their vocabulary books to check their answers. A useful follow-up is to ask students what they feel they need to focus on (vocabulary, grammar or key expressions) and how they’re going to do it.

Task: Have a look at some of the Study Helps in Challenges. How do they help students to become more autonomous?

Reflecting on strategies they have used
Teenage students aren’t naturally reflective or autonomous. Once they have completed one activity or task they are ready to move on to the next. They won’t stop to think about what they did, how they did it and why, unless we encourage them to. However, they will only become more successful at what they do if they do stop and think. One way we can help them is by providing groups with several reflective questions to discuss at the end of the task, for example:

- Are you pleased with what your group produced? Why/why not?
- Did you share the work equally in the group? If not, why not?
- How can you make group work more successful next time?

Task: Have a look at one of the projects or citizenship tasks in Challenges. Think of four reflective questions you can give to students at the end of the activity to help them reflect on the strategies they used during the writing and checking task. Focus on questions which will help them to improve their work another time.

Managing feedback
Traditionally it is the teacher who leads and gives feedback. The teacher elicits answers from students and then tells them if they are correct or not. However, this approach is not going to help students develop much autonomy, as they are totally dependent on the teacher.

Task: Here are some other ways of managing feedback. How do they lessen students’ dependence on the teacher and increase their dependence on themselves or each other?

1) Ask a student to lead the feedback.
2) When a student gives an answer, don’t respond yourself but invite other students to say if it’s correct or not. Go with the decision of the class.
3) Move to the side of the classroom and encourage students to deliver feedback to the class and not only to you.
4) If a student speaks too quietly for the whole class to hear, don’t repeat what the student says, but instead ask him/her to speak up.

In the classroom
- Build one activity into each lesson which helps develop student autonomy.
- Expect some resistance. Dependence on the teacher is an easy way out for many students. Persevere!
- Get into the habit of talking with your students about how they do things as well as what they do.
- Review past strategies with students before they start a similar activity. For example, How did you do this last time? Did it work okay?
- When monitoring group/pair work, try to maintain a listening role; let students work on problems together. Don’t provide solutions for them.
- Make sure students have access to dictionaries. You will need to show them how to use them first!

Remember,
autonomous students are better learners.
students naturally want to rely on the teacher.
autonomy can take some time to develop.
some students are naturally more autonomous than others.

Over to you!
Here are a few ideas and activities to help you develop your understanding of Learner autonomy 1:

Keep a record of the learner autonomy activities you use with your class. Share your ideas, your successes and your failures with colleagues and learn about theirs.

TP Use your teacher portfolio to note, at the beginning of the year, how autonomous your students seem to be. Use specific examples, e.g. I put a dictionary on each group’s table. No one used it. Use activities in your classes to develop aspects of learner autonomy. Set up and make notes on similar situations mid-way through the year and at the end. Notice if there are any changes. Do you notice any changes in students’ behaviour as a result?
Learner autonomy 2

In this Unit we will:

- Consider how to promote learner autonomy outside the classroom
- Identify ways of bridging work inside and outside the classroom
- Become more familiar with the activities and support materials in Challenges
- Complete tasks for the teacher portfolio

First things first

In Learner autonomy 1 we explored ways of developing student autonomy in the classroom. For students to become truly autonomous, they need to be able to apply what they learn inside the classroom to the world outside the classroom. Then we can say they are really autonomous. In your study group or on your own, think of examples of student autonomy outside the classroom which can be seen inside the classroom.

Feedback

Learner autonomy outside the classroom leads on from learner autonomy inside the classroom. Some ways in which learner autonomy outside the classroom can show itself inside class are when students: research a topic for presentation; find and add materials to their Portfolio; bring in something relevant they’ve found in a magazine; or ask for specific materials they can study at home.

Finding out

The topics and themes in Challenges, including the Across Cultures sections, lend themselves to students doing follow-up work outside the classroom. As was mentioned in Learner autonomy 1, if work is too tightly teacher-directed then it does not promote learner autonomy. Teachers have to give a clear task, but not prescribe what students should do or how they should do it. For example, in Challenges 2, the Across Cultures section on pages 32–33 is about food. At the end of the reading activity, the teacher can brainstorm other types of exotic food and countries, asking students what they’ve eaten and what they would like/not like to eat. Students can then select a country or a type of food and research it outside the classroom in order to make a presentation in a following lesson. As well as presenting what they found out, students can talk about what resources they used to find the information and how successful they felt they were.

Task: Have a look at one of the other Across Cultures sections in Challenges. Can you think of a follow-up task you could ask students to do outside the classroom?

Developing the Portfolio

The Portfolio in Challenges 2 provides a record of each student’s work over the period of the year. The tasks they complete for the Portfolio are varied, from surveys to stories. During the regular reflections on their Portfolio work (see Learner autonomy 1), teachers can set students a further Portfolio task, for example Choose the Project that you are most pleased with. Write down why you are pleased with it and give specific examples. What would make it even better? Review the stages or steps in the Project (these are in the Student’s Book). Develop a similar Project and complete it with/for your family or friends outside the classroom. Add it to your Portfolio.

Task: Have a look at Challenges 1, page 13, Challenges 2, page 63, Challenges 3, page 63 or Challenges 5, page 55. These are often tasks that students complete well and are pleased with. Do you think your students would be able to complete a further, similar task on their own? How would you support them in doing this?

Reading outside the classroom

Earlier in this Total Teacher’s Pack we discussed how the Challenges readers can be used with mixed-ability groups. They are a very flexible resource and can be used by students outside the classroom as well. Students can be given (or can make) simple record sheets to record what they’ve read, when they read it, a summary of what they read and what they thought about it. They can attach these records to the back of their Portfolio. Once a month, students can be set homework to choose at least one passage from a reader to read. After they’ve read it, they can complete the record sheet. In a subsequent lesson, students can work in groups and take turns to tell each other about the text they chose and read. It’s important to remind students that they can choose other texts too. For example, if they find an interesting article in English on the Internet, they can print a copy and do the task on this instead.

Task: Design a simple record sheet that your class could use to record what they have read.

Students’ interests

Teenage students will be much more motivated to learn if they feel that their interests are reflected in what they do in the classroom. The topics in Challenges have been chosen with this in mind and there is something for everyone in the Student’s Book. However, there is always something extra that students want to say, that they know about, that they have experienced. It’s motivating for students if we can provide opportunities for them to bring this into the classroom. Each module in Challenges can be enhanced by students contributing their knowledge or ideas, for example in Challenges 1, Module 4, Inventions: students can research and run a debate on the class’s two favourite inventions; in Challenges 2, Module 5 Design: students could give a presentation on a building or request that the class does an activity on a building they like.

Task: Look at the other modules in Challenges. Think of how you could draw on students’ interests and ideas for each one.

Working with the language

The ideas above focus on students’ finding texts, doing research, sharing ideas and so on. All of the tasks and activities involve them interacting with language: they will be using dictionary skills to check unknown words, skimming texts to find out which ones to select, preparing convincing and coherent arguments, and so on. The activities show students that they can do these things without the teacher and that they can be successful and enjoy what they are doing at the same time.
In the classroom

- Be aware of opportunities to build connections between the classroom and the world outside.
- Praise positive behaviour. Focus on what students have done and what they bring to the class, rather than on what they haven’t done.
- Build an atmosphere of trust in the class, where students feel they can bring ideas and materials from outside the classroom. Value what they contribute.
- Listen to what students have to say about the topics and themes. It’s very motivating for students when they know something the teacher doesn’t – and they are more willing to want to bring the evidence to class.
- A student who brings in a magazine in English has probably thought as much about the task as a student who brings in a long article from the Internet. Both are valuable in promoting reading, listening and interaction.
- Don’t leave it to the students. Bring in your ideas from outside the classroom too, and set an example.

Remember,

students learn by example. Once some students start to bring the outside world into class, other students will follow.
students have very different home lives and some may have more resources at their fingertips than others.
focus on how students found material, why they chose it, as well as what it’s about.
be ready to learn from your students.

Over to you!

Here are a few ideas and activities to help you develop your understanding of Learner autonomy 2:

- Keep a teaching journal (a summary record of classes) and note which students bring the world outside into class activities and discussions, and when. Look out for students who do it for the first time, even if it is only a short comment, and give them positive feedback.

For each module of Challenges, prepare a small folder of additional materials which interest you and which link to the topic. Choose one or more of these to talk about/share with the class during each module. The materials can be anything: paintings, photos, stories, film clips and so on.

- With your colleagues, brainstorm what you all do to help students connect the world inside the classroom with the world outside. Try out each other’s ideas and share your experiences afterwards. What worked? What didn’t work? Why do you think this was? Write notes in your teacher portfolio.

- Search on the Internet for readings on learner autonomy. Download and print some of these and extend your understanding of the topic. Write notes of what you’ve learnt in your teacher portfolio.
Crisis management

In this Unit we will:

- Consider different crises which can occur in the classroom
- Identify practical and positive approaches to crisis management
- Become more familiar with activities in Challenges
- Complete tasks for the teacher portfolio

First things first

We all like to think that lessons will run smoothly and that there won’t be any crises. However, in reality, there are always going to be circumstances which we can’t predict. Crises can range from the possibly minor, for example students arriving late for the lesson, to the more major, for example discipline problems or hardware not working.

In your study group or on your own, read through the list of possible crises below. Add two or three more from your own experience of the classroom. Now rank them in order from the least to the most problematic. If you’re working in a group, you’ll probably find that you don’t agree completely on the ranking. That’s fine. Discuss with each other why this is.

- Not all students have the books they need for the lesson.
- One or two students are being very disruptive, for example laughing and talking across the class.
- The hardware (for example the CD player or the computer) you need for the lesson does not work.
- Some students arrive late for the lesson. You have already done the warm-up and introduction.
- When you are placing students in groups for an activity some of them refuse to part from their friends.
- Students react to an activity/topic with apathy and disinterest.
- Two students suddenly start arguing loudly with each other.
- A group of students finish an activity much more quickly than you planned.
- You realise you have forgotten the CD you need for the lesson.
- The lesson develops from homework you gave students at the end of the previous lesson. Only half the class have done the homework.

Feedback

We all react to classroom circumstances in different ways. That’s why we don’t all agree about what to label ‘crises’ and how to deal with them. The important aspect is that we deal with these crises coolly and calmly and that we develop strategies for managing future crises.

Crises are ‘the norm’

We all need to remind ourselves that every teacher meets with crises in the classroom. It’s not only new or young teachers who have problems. Problems can develop in any class at any time. This is because the classroom is a dynamic social environment where there is constant interaction between people. Most of the time the dynamic works well and small problems get resolved. However, sometimes this balance gets upset.

Task: Reflect on a crisis which you have experienced in the classroom, either as a teacher or as a student. How did you / the teacher deal with it? Do you think you / they did the right thing? Could it have been managed differently?

Two main categories of crises

It’s possible to divide crises into two main categories: problems with materials and hardware; problems with student – teacher / student – student interaction. Within each of these there are various sub-categories. Of course one crisis, for example the CD player not working, can lead to a crisis of interaction if not managed quickly and efficiently.

Task:

a) Look at your list from the First Things First activity, including the crises you have added. Which of the two categories can you assign them to?

b) Pick four of the crises from the list. For each crisis consider what further crisis / crises might occur if it is not managed quickly and efficiently.

‘Think on your feet but keep your cool’

This is good advice but probably the most difficult thing to do in a crisis! If you can, don’t let students know there is a problem. If you have forgotten the CD you need for the lesson, don’t say Oh, no. I haven’t got the CD. What shall we do? Keep your cool and give yourself time to think. It’s important that you keep the students occupied while you are searching your bag. The best option is to set students a quick activity to do while you decide how to manage the activity. For example, have a look at Challenges 1, page 22. Students could do Exercises 1-3 while you decide what to do about the Listening text itself in Exercise 4.

With listening activities, it’s always possible to read the text to the students if you can’t play the CD. Alternatively, if it’s a reading and listening activity you can make it into a reading task and create a listening task for the next lesson.

Task: Have a look at Challenges 5, page 18, Reading. Imagine you have set the reading task, Activity 2. Suddenly six students tell you that they have forgotten their books. What do you do? Remember … keep cool, give yourself time to think and keep all the students busy.

Have things up your sleeve

The dynamic nature of the classroom means that we never quite know how lessons will go. Some activities take more time than we thought, some can take less. Planned student groupings can need to be rethought if several key students are absent. This doesn’t mean we shouldn’t plan lessons carefully – we should. And we should always have one or more options in our plans or ‘up our sleeves’. These options might be short extra activities, different possibilities for student groupings, ideas for extending an activity for fast finishers, and so on.

Task: Have a look at Challenges 2, pages 36 and 37. Imagine you are going to teach this as one or two lessons. What activities / options would you have ‘up your sleeve’ for early finishers of Exercise 4?
**Be flexible ...**
A certain amount of flexibility is important in the classroom. On the one hand, it’s important to plan so that we know what the lesson objectives are and how we are going to achieve them. On the other, we have to react to classroom circumstances and situations. It’s not a good idea to stick to a lesson plan which isn’t working. Always having activities and options up our sleeves gives us a certain amount of flexibility.

There are times when we have to be flexible in other ways, for example by changing the sequence of the activities in a lesson or by changing student groupings from the ones we planned, by ‘dropping’ an activity. Certain crises in the classroom might lead us to make such changes in our lessons. For example, with reference to the pages in the task above, students’ reluctance to give presentations to the whole class (Exercise 6) can be quickly solved by dividing the class into four groups and having students give presentations to their smaller groups simultaneously. Teachers who remain inflexible about class presentations when students are reluctant could quickly find themselves in another crisis, one which would be much harder to manage!

**Task:** Look back at the lesson plans for the last three lessons you taught. How flexible were you? What classroom circumstances did you react to and why? Do you think you did the right thing?

**... at the same time as remaining in control ...**
It’s very important when teaching teenagers that we remain in control but that we are not too controlling! We remain in control by adopting an appropriate teacher role and by being clear about organisation, activities and instructions. We also remain in control by having a fair discipline policy which all the students know about. It’s important that flexibility is balanced with the maintenance of a clear direction and objective for the lesson. This is why having time to think is crucial. Hasty decisions in the classroom are often regrettable!

**Look back at the earlier Teacher Development Workshops for more ideas on Classroom Management and Discipline.**

**.... and keeping a sense of humour**
Sometimes situations in the classroom can be very funny. It’s not always a good idea to laugh out loud, we might hurt a student’s feelings. But there are times when it has a positive effect on the classroom dynamic to have a sense of humour. For example, a teacher opens the CD case to put the Challenges CD on for the listening – and finds that the CD case is empty! That’s surely time for a laugh or a broad smile at the very least. Engaging with the students in this way is very helpful for building up positive classroom relationships. It breaks the ice and gives you a little thinking time on how to deal with the potential crisis.

**Task:** When did you last share a joke or a laugh with your students? Who initiated it? How did you / they feel? Do you think it had a positive effect on the dynamic? Why / why not?

**Include the students**
You don’t always have to deal with crises yourself. There are occasions when students can help you. Dealing with latecomers is a good example. Firstly, it’s important to start the lesson on time and not to wait for students who are late. If you delay the start, the students who are there on time will feel cheated and won’t bother to come on time for future lessons. Latecomers should not be allowed to disrupt the lesson. They should come in and sit down quietly. Depending on the activity, you can either ask the other students in the class to explain in English to the latecomers what they are doing or are about to do, or you can put each latecomer with a different pair of students and let the pairs do the explaining.

**Task:** Look back at your list from the First Things First activity. Which crises do you need to solve / manage yourself alone as a teacher? Which crises could students also help you deal with?

**In the classroom**
- Never base a lesson on homework you’ve given students to do in the previous lesson. Make sure there are at least one or two lessons in between so you have time to find out what students have done at home and can build the lesson around this.
- Plan your lessons carefully but always leave room for flexibility.
- Plan at least two extra activities or activity extensions into each lesson.
- Give yourself time to think in a crisis. Don’t act too quickly.
- Check the hardware before the lesson (if you can) and always have a back-up plan if the hardware fails or isn’t there.
- Students can often help you with technology and it gives them a sense of involvement and satisfaction.

**Remember, everyone has crises in the classroom. It’s how we deal with them that matters.**
- Keep your head in a crisis.
- Sometimes students can help you.
- Maintain a sense of humour.

**Over to you!**
Here are a few ideas and activities to help you develop your understanding of Crisis Management:

**TP** Keep a record in your teacher portfolio of the crises you encounter in the classroom, of how you dealt with them and of how effective (or not) this was. Use these notes to help you build up your skills and strategies for crisis management.

**TP** By e-mail or face-to-face, discuss with other teachers about crises they met in the classroom and how they deal with them. Compare your skills and strategies, try out some of their ideas and reflect on how effective you found them.

**TP** Continue to add to your Cambridge ESOL teacher portfolio so that it is a current record of your reflections, your teaching and your own professional development.
Indirect strategies

In this Unit we will:
- Consider what indirect strategies are and why they are significant
- Identify ways of helping students develop indirect strategies
- Become more familiar with activities in Challenges which promote indirect strategies
- Complete tasks for the teacher portfolio

First things first
As you read these Workshops you will notice that there is frequent mention of strategies. Learning strategies are what students do to improve their learning. There are two main types of learning strategies: direct strategies and indirect strategies. In the Workshop on Direct strategies you will have read how these strategies involve direct use of the target language to improve learning. Indirect strategies are a little different. These involve the ways students become autonomous.

In your study group or on your own, think about what you can do to enable students to manage, direct and enhance their own learning: in other words to become more autonomous.

Feedback
There has been a particular emphasis in this Total Teacher’s Pack on the ways we enable students to become more autonomous and independent. We do this by providing them with a range of appropriate strategies. Some of these are direct strategies and some are indirect strategies. Indirect strategies fall into three main categories: strategies for managing learning, strategies for working with others and strategies for developing a positive attitude towards learning. Indirect strategies are also known as metacognitive strategies.

Strategies for planning, monitoring and assessing learning
One of our aims at this level is to enable students to continue learning outside the classroom. To do this they need to know what they have to do and how they are going to do it. They need to be able to assess their work, to identify their own learning needs and how they improve. There are a number of ways we can train our students to do this. The first is through regular reflection on and about their work: what they did, how well they did, what they did well and what they need to improve. We can talk about this with students as a class and they can also reflect in groups or alone. The second is by the type of feedback we give students. We need to encourage them to think and to become more aware of their own learning and to learn to identify their own mistakes. In writing, we do this by the use of correction codes. In speaking activities we can play them audio or video recordings of their activities and encourage them to find positive aspects as well as things to improve.

We can help students bring their reflections and growing awareness into focus through the use of Action plans. Action plans are where students record reflections about aspects of their work, identify what they want to improve and work on and how. To maintain a sense of direction and a clear purpose, students need to have a plan. The plan needs to be personal and arise from each student’s awareness of their learning needs and their learning opportunities.

Task: Have a look at the Study Helps on the final page of each Module in Challenges. Which of these will help students specifically develop their strategies for planning, monitoring and assessing their own learning?

Strategies for managing emotions and generating a positive attitude
Teenagers’ emotions and attitude can sometimes be one of the biggest blocks to learning. The physical and emotional changes that teenagers experience have a direct effect on their behaviour and attitude. As you have read in other Workshops in this Total Teacher’s Pack, there are various ways we can learn to manage this. When we view this from the perspective of indirect strategies, we have to think of providing teenagers with the strategies to manage these aspects themselves. As with other forms of strategy training, the first step is reflection and awareness raising. We have to help students stand back from their emotions and attitudes and discuss them ‘from a distance’. This is not always easy! One way of doing this is through text. We can use or choose a text which focuses on low self-esteem or bullying for example and then focus the post-text discussion on ways of dealing with this a) in the context of the text they read and b) in a classroom context.

Task: Reflect on problems you have encountered in your class which you could deal with in this way. How could you manage the discussion so that on the one hand it doesn’t become too personal but on the other that students become more aware of strategies for managing that particular emotion / attitude?

Teenage students are not always aware of their own emotions and how these can affect their learning. They are often too much in the ‘here and now’. One way we can help them develop an awareness is through the introduction and use of Learner Diaries. You can allocate time every week, for example ten minutes on a Wednesday, for students to write their feelings. Students should write what they want, though it can be useful to provide a framework at the beginning, for example ‘write about a) what you think you learnt this week, b) what you feel about the work that you did, c) your participation in class and interaction with other students’. At the beginning students tend to write very little and it’s often very factual. After a while they start to become more reflective and honest. You should collect the diaries regularly, for example monthly, read them and write a comment or response to each student. These comments will be on the content of what they have said, will respond to their feelings or emotions (perhaps they have unrealistic low-self-esteem) but will NOT correct or comment on their English. Learner diaries can help us see students as individuals and it’s interesting that students will often open up.
The teenage years can be full of anxiety. Students are anxious about aspects of their personal lives, for example, how they fit into their peer group, and about aspects of school life, for example, exams and keeping up with school work. While we can’t directly help them with their personal anxiety, we can provide strategies for managing anxieties about school work and hope that they can transfer these strategies to other areas. As with other strategy training, we have to be explicit about anxieties and the effects that they have and discuss with students what they can do to improve the situation. For example, students are often anxious about exam revision. They say they don’t know what to do or where to start. We can suggest strategies such as checking what each part of the exam is, making a plan of what to do when, and working through the Study Corners of Challenges.

Teenagers often have low self-esteem. They lack confidence and see themselves as less proficient in English than they are. This stops them from developing and learning. The tendency to think I can’t do that tends to act as a block. We can help students build up their self-esteem and feel more positive about learning by giving positive feedback and by reminding them of what they can do and are good at. We can do this on an individual basis through our dialogue with students in their learner diaries. We can also do this in class by giving praise where it’s due and focusing on students as individuals. We shouldn’t judge each student at the level of the whole class. If we do so, we can easily miss the achievements of weaker students, when it’s probably the weaker students who particularly need positive feedback to build up their self-esteem.

Strategies for learning with others
In our classes we need to stress the importance of cooperation over competition. Teenagers tend to be naturally competitive and this competitiveness is not always a help to learning. Cooperation and learning with others produces much better results and makes for a more positive learning environment. As has been discussed in other Workshops in the Total Teacher’s Pack it’s important to promote real interaction and real dialogue. We can use the topics and themes in the Modules of Challenges as stepping stones to talk about students’ interests, the outside world and so on. This encourages students to listen and realise that they can learn from their peers.

By working in pairs and groups, students learn to cooperate. They soon realise that, through this process, they can actually learn more and that they feel better doing it. In English there is a saying Two heads are better than one and this is very true of the classroom. The activities in Challenges encourage students to work together, either when doing the activity, or in the feedback after an activity. When they work in cooperation with others, students also learn to appreciate each other’s differences, such as learning styles and characteristics. This makes them more empathetic.

In the classroom

- Strategy training takes time. You need to think how you are going to raise students’ awareness bit by bit and then develop a plan for doing this. It WILL take time and students may resist at first but it’s important not to give up.
- During lessons, get into the habit of using / making opportunities to reflect with students on their learning and on their strategies. Make it a regular part of every lesson. In this way students become more able and confident to talk about how they learn and how they can improve the ways they learn.
- Once students are familiar with strategy training, work together with them to produce posters on Strategies for Learning (direct and indirect strategies) and display the posters as reminders to students. Encourage students to add other points to the posters from time to time – and you can of course as well.
- Get into the habit of asking students the ‘why’ and ‘how’ questions as well as the ‘what’. For example What activity did you choose to do in Study Time? Why did you choose to do it? How will it help you?

Remember,

direct and indirect strategies work together to improve learning.

- students can apply strategies they learn with you to other subjects they are learning.
- reflection is easier for some students than others.
- what students reveal to you through their learner diaries should remain private.

Over to you!
Here are a few ideas and activities to help you develop your understanding of Indirect strategies:

Share your understanding of learning strategies with your colleagues and find out what direct and indirect strategies they promote in their students. Swap ideas, try each other’s ideas out and then come back together to share your experiences.

Reflect on your own learning strategies and try to become more aware of what direct and indirect strategies you use. Make notes in your teacher portfolio, identify what strategies you would like to improve and how you are going to do this. Devise an action plan and follow it through.

Continue to add to your Cambridge ESOL teacher portfolio so that it is a current record of your reflections, your teaching and your own professional development.
Content and Language Integrated Learning (CLIL)

In this Unit we will:
- Consider aspects of CLIL appropriate for the Language Classroom
- Identify practical ways of integrating CLIL in the classroom
- Become more familiar with activities in Challenges
- Complete tasks for the teacher portfolio

First things first
CLIL is becoming more and more popular as a way of integrating the learning of language and content.

Look at the chart below. You will see four different activities described (1–4), depending on whether the language and / or the content are new or known. In your study group or on your own, try to think of at least one activity for each square. Have a look through Challenges for some ideas.

DesigningActivitiesforCLIL
New Content and Concepts (cognitively demanding)

<table>
<thead>
<tr>
<th>New Language (cognitively demanding)</th>
<th>Known Language (cognitively less demanding)</th>
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<tbody>
<tr>
<td>1. Activities which are both cognitively demanding</td>
<td>2. Activities which are cognitively demanding but linguistically less demanding</td>
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<tr>
<td>3. Activities which are cognitively less demanding but linguistically demanding</td>
<td>4. Activities which are both cognitively and linguistically less demanding</td>
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Known Content and Concepts (cognitively less demanding)

Feedback
We are going to consider example activities for each of the four areas of the grid in a moment. As in other learning processes, students encounter both the new and the known – the familiar – through CLIL activities. What is different about the activities in 1–4 above is the balance between what is known and what is new. This same dynamic process happens in your language classroom. Students meet new language and structures at the same time as they are reviewing known ones and we have different types of activities to help them learn.

1. Activities which are both cognitively and linguistically demanding

These are the most difficult kinds of activities for students! To put it simply, they are learning new content and new language at the same time. In a science class, where CLIL is quite commonly used, the new content might be The Periodic Table and the new language the terms used within this table. Remembering that students are studying this in their second or even third language, it’s easy to understand why they will need particular support with such an activity. Teachers give them support by, for example, pre-teaching the new vocabulary and by structuring the activity very clearly. Of course not all the language will be new. Students will already know some of the language and the terminology.

The same is true of the content. Some will be familiar, some not. Like any learning experience, teachers always build from the known to the new.

Task: Have a look at Challenges 5, page 27, Across Cultures Exercise 1. This text probably contains both language and content which are unfamiliar for your students. Consider the following ways you could support students in this activity. Which will you use? What other ideas can you think of?

Before reading
- Pre-teaching some key vocabulary
- Talking about natural resources in their country before the reading
- Showing and talking about a collage of pictures before the reading

While / After reading
- Dividing the class into six groups, with two groups reading each paragraph. Then rearranging the groups and having students exchange information about what they’ve read (jigsaw reading)
- Having students write down ten unfamiliar words from the text and then having a class discussion of the possible meanings
- Having students research in groups and then write about / describe an industrial development

2. Activities which are cognitively demanding but linguistically less demanding

These activities focus particularly on the students’ learning of new content, for example history or geography. The language which is the vehicle for this new content is not new. It is familiar. For example, in a CLIL history lesson imagine students are learning about the Industrial Revolution in Britain. They are familiar with the vocabulary and structures used, though there may be one or two new words. What is new for them is the information: the dates, the sequence of events, the people involved and so on.

This type of activity is one that you are less likely to use in your classroom context but there are situations where it might happen. Imagine you have just read Challenges 2, page 48, Exercise 2 with your students. You notice they are very interested in learning more about Middle-Eastern architecture. There is an exhibition in the local museum. You tell the students about this story and encourage them to visit the exhibition and report back to the class. As students learn about this topic, they are learning new content but using familiar language to do so.

Task: Have a look through Challenges. Can you find any opportunities where you, or the students, can add to the topic in a similar way to the example above? Remember, the idea is for students to apply the language they’ve learnt (or they already know) to a similar but new context.
3. Activities which are cognitively less demanding but linguistically demanding

These activities are typical of the English language classroom. Students are learning English through a text or context which is generally familiar. This means the students can use their knowledge of the world and their previous knowledge of the content to help them make sense of the new language. Have a look at Challenges 2, page 58, Exercise 2. This is a series of comments about teenagers and their relationship with their parents. Your students will all be familiar with these kinds of comments. If they don’t have first-hand experience of all of them, they will probably have heard about them from friends or in books. This knowledge of teen lifestyles will enable them to work out most of the new language, in this case the do and make verbs.

With these types of exercises, it is really important to do activities beforehand, for example brainstorming, which activate students’ knowledge of the topic before they read.

**Task:** Have a look through Challenges. Find at least three other texts or exercises (from different modules) where students are being introduced to new language through familiar content.

4. Activities which are both cognitively and linguistically less demanding

We generally think of these as consolidation and revision activities. In the language classroom these are sometimes the exercises students do after the readings and / or the listenings but are most often the revision they do at the end of a unit. In Challenges these activities can be found in the Study Corners. Since Challenges is a course for teaching students English, the revision activities focus on the language and not on the content. In a CLIL context, activities of this type would revise the language and the content, for example, the facts of the Industrial Revolution in Britain, as well as the language used to talk about it.

**Task:** Have a final look through Challenges. Look at the Study Corners. Do you agree that the activities here are ‘linguistically less demanding’? If not, what can you do with your students as a whole class to review these areas before they start work on the Study Corner exercises?

**Bringing it all together**

As with a language lesson, a CLIL lesson includes a balance of the four types of activities. In some lessons only one or two activity types might be included. In others all four might occur. Think of what you do in an English lesson, for example: warm up / review, brainstorming / prediction, reading / listening, focus on language, language practice, discussion and application. CLIL lessons work in the same way, combining the activity types so that the objective for the lesson is achieved through a meaningful combination of activities.
Photocopiable resources: Teacher’s notes

Student’s Book 1

Resource 1: I don’t believe you!
Aims: To practise adverbs of frequency.
Interaction: Groups of four students.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Hand out the frequency cards so that Ss have three each. Lay the question cards face down on a pile on the desk. 2 One student picks up the first question card and asks one of the other Ss the question. The student must answer using one of their cards. If the other Ss think the answer is possible, the student making the sentence keeps the question and answer cards. If the other Ss think it is impossible, the student asking the question asks someone else. 3 The student who gives a correct sentence picks up the next question card and repeats the process. 4 The winner is the first student to make three acceptable sentences. 5 Elicit true answers to the questions with the whole class.

Resource 2: Who’s who?
Aims: To practise Personality adjectives.
Interaction: Two groups of up to nine students.
Materials: One role card per student. One answer sheet per group.
Instructions: 1 Put the Ss into two groups. Hand out the role cards. Ss read the cards and make sure they understand how they have to act. 2 When Ss are ready, they get up and mingle with the other group. They have to talk to the people from the other group following the instructions on their card so that their personality is clearly shown. They shouldn’t tell each other their personality and should leave their cards on their desks, so they will have to remember the instructions. 3 When Ss have talked to all of the Ss from the other group, they should return to their place. 4 Hand out the answer sheet to each group. Ss have to decide together who in the other group had each personality. 5 Elicit answers and see if the Ss got any answers incorrect and if so, why.

Resource 3: Find the answer.
Aims: To practise Present Simple and Present Continuous.
Interaction: Groups of four students.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Put the Ss into two groups. Hand out the role cards. Ss read the cards and make sure they understand how they have to act. 2 When Ss are ready, they get up and mingle with the other group. They have to talk to the people from the other group following the instructions on their card so that their personality is clearly shown. They shouldn’t tell each other their personality and should leave their cards on their desks, so they will have to remember the instructions. 3 When Ss have talked to all of the Ss from the other group, they should return to their place. 4 Hand out the answer sheet to each group. Ss have to decide together who in the other group had each personality. 5 Elicit answers and see if the Ss got any answers incorrect and if so, why.

Resource 4: Dominos
Aims: To practise because and so.
Interaction: Groups of four students.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Distribute the cards equally between the Ss in the group and place the question cards face down on the table. 2 One student picks up the first question card and reads it to the group. Ss have to try to find the correct answer in their hand. 3 Ss repeat the process until all the questions and answers have been matched. The winner is the first student to get rid of their cards.
4 Elicit all the questions and answers to make sure the groups have completed the activity correctly.

Resource 5: Missing information
Aims: To practise Past Simple.
Interaction: Pairs.
Materials: One copy of the text per student. One set of questions, cut up, per pair.
Instructions: 1 Give the Ss the gapped text for them to read and make sure they understand it. 2 Ss have half the question cards each (either odd or even numbers) and write the answers in their text. 3 Ss now look at the unfilled gaps in their text and think of questions to ask to find the missing information. 4 When ready, Ss ask each other the questions and, if they guess them correctly, their partner tells them the answer. If their question isn’t the same as the one written on the card, their partner can help them to try and phrase it correctly.

Resource 6: Consequences
Aims: To practise Past Simple and infinitive of purpose.
Interaction: Individual.
Materials: One copy of the resource per student.
Instructions: 1 Hand out the resource to each student and tell them to look at the first section. Ss should make up a name and, if they like, draw a very simple sketch showing what the person looks like. 2 When finished, Ss fold over the paper so that the first section is completely hidden. Ss pass the paper to the student on their left. Without looking at the hidden section, Ss complete the sentence in the second section. Remind students that the character can be a male or female and to choose the correct pronoun. 3 Ss fold over the paper again and pass the paper to their left. Repeat the process until all the sections of the story have been completed. 4 Ss now find the story which they started and read it to themselves. 5 Ask Ss if they have any interesting or funny stories and allow those Ss to read them out to the class. 6 Collect the papers in and note errors which can be looked at during this or the next lesson.

Resource 7: Memory test
Aims: To practise Past Continuous.
Interaction: Pairs.
Materials: One copy of the resource, A or B, per student.
Instructions: 1 Put Ss into pairs and make each student either A or B. Hand out the pictures and tell Ss not to show their partner. 2 Tell Ss they have two minutes to look at their picture. Explain that they will have a memory test on what is in it. 3 Ss swap pictures with their partner. 4 Change the pairings so that there are now two A s together and two B s together. Tell them to look at the picture they have been given and think of eight questions to ask about what was happening when the teacher/parents came into the room e.g. How many students were playing football? Where was the girl sleeping? 5 Monitor and help where necessary. 6 When Ss have finished, put Ss into groups of four, two As with two Bs. In turn, each pair asks a question to see if the other Ss can remember the picture correctly. 7 When finished elicit sentences about each picture starting: When the teacher/parents came in… .

Resource 8: What’s the story?
Aims: To practise before, during and after.
Interaction: Groups of three.
Materials: One copy of the text per student. One copy of the cards, cut up, per group.
Instructions: 1 Give out the story for Ss to read and to make sure they understand. Tell Ss that the missing words are either before, during or after and they are going to work together to find out the answers. 2 Hand out the cards. Student one has cards 1, 4, 7, 10 and 13, student two has cards 2, 5, 8, 11 and 14, and student three has cards 3, 6, 9, 12 and 15. 3 Ss read their cards very carefully and try to remember the information on them. 4 Ss place their cards face down on the table and share information about the story. As they tell each other the information on their cards, they should be able to complete the gaps correctly. 5 Elicit answers and how Ss were able to find them out.
Resource 9: Who’s who?
Aims: To practise comparatives and superlatives.
Interaction: Groups of four.
Materials: One copy of the information sheet per student. One copy of the cards, cut up, per group.
Instructions: 1 Give each student an empty information sheet and three or four information cards. Tell them that they are going to have to use their intelligence and knowledge of English to find all the answers. 2 Ss look at their own cards and make sure they understand what is written. 3 Ss tell each other the information they have got on their cards and work together to complete the table. They cannot show each other their cards. 4 The groups race to be the first to complete all the information correctly. 5 Elicit the answers and how the Ss found them.

Resource 10: Find someone who …
Aims: To practise -ed / -ing adjectives.
Interaction: Whole class mingling.
Materials: One copy of the resource per student.
Instructions: 1 Hand out the resource and elicit from Ss what they would ask somebody to find out if they thought the first statement was true. (Do you think books are more interesting than films?) 2 Ss work in pairs and think of questions for the other nine statements. Elicit ideas and correct where necessary. 3 Tell Ss that they now have to try to find a person who thinks each of the statements are true but they can only write the same person once. If they find someone, they must also ask for a reason or an example. 4 When finished, elicit ideas from Ss and discuss the questions with the whole class.

Resource 11: What’s my job?
Aims: To practise have to and not to have.
Interaction: Groups of three.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Place the job cards in one pile on the table and the question cards in another. 2 One student picks a job card. The next student picks a question card and asks the first student the question. If the card has a ? the student has to think of their own question. When they have answered, the student can guess the job. 3 Continue until one of the questioners guesses the job correctly. 4 The Ss put all the question cards back in the pile and the student who guessed the job correctly picks the next job card. 5 The winner of the game is the student who has guessed the most jobs. As an alternative, Ss can do the activity without the question cards, writing their own questions and asking these in order to guess the jobs.

Resource 12: Where do the words go?
Aims: To practise verb + preposition and Multi-part verbs.
Interaction: Groups of nine.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Give each student either a sentence or word card. Ss with sentence cards have to think of what words are missing and those with word cards have to think of what the words mean and in what contexts they could be used. 2 Ss have to mingle and find their partner. 3 Ss sit down together and decide where the word goes and what form it should be in. They then write their sentence. 4 Elicit sentences but Ss should say blank where the new word should be. The other Ss have to guess the missing word. 5 Ss read out the correct sentence and explain the meaning to the class.

Student’s Book 2
Resource 13: Future survey
Aims: To practise will for future predictions.
Interaction: Individuals/whole class.
Materials: One copy of the resource per student.
Instructions: 1 Hand out the resource and tell Ss to look at the example questions and write one of their own on each topic. Monitor and help where necessary. 2 Ss mingle and ask and answer each other’s questions, noting down whether people think yes or no. 3 When you stop the activity, elicit some of the questions Ss wrote, ask Ss how many people they asked and what results they found.

Resource 14: The XP3Z4
Aims: To practise first conditional on the topic of technology.
Interaction: Groups of three.
Materials: One copy of the resource per group.
Instructions: 1 Hand out the resource to the Ss. Tell them they are inventors and the XP3Z4 is their new invention. They must decide what it can do and can be as imaginative as they like. 2 When ready, Ss complete the sentences. Monitor and correct their use of first conditional forms where necessary. 3 When finished, each group comes to the front of the class in turn and makes a sales presentation of their product. 4 Allow Ss to vote for the best idea (apart from their own). As an alternative, Ss can join up with a different group and present their machine to each other rather than in front of the whole class.

Resource 15: I know I’m going to do it!
Aims: To practise going to and Present Continuous.
Interaction: Groups of four.
Materials: One copy of the resource, cut up, per group.
Instructions: 1 Put the Ss into groups of four. Give each group one set of cards in two piles, intention cards and arrangement cards. Ss place these in two columns of ten cards. 2 Tell Ss to turn up one card from each set and try to find an arrangement and an intention that go together. If they are correct, they can take the cards. If the cards don’t match, they must return them back over and the next student takes a turn. 3 Each time Ss turn up cards in the intentions pile, they must make a sentence using going to from the cues given and a sentence using the Present Continuous from the cues given on the arrangements cards. 4 At the end of the activity, elicit which cards go together and the full sentences.

Resource 16: Questions, questions
Aims: To practise question forms.
Interaction: Groups of three or four.
Materials: One copy of the resource per group, dice and counters.
Instructions: 1 Put the Ss into groups of three or four and hand out the materials. 2 Tell Ss that they have to get to the end of the game by throwing the dice and moving along the board. When they land on a question square, they must complete the question. If the rest of the group think they are wrong, Ss should call the teacher to decide. If the student is wrong, they miss a turn. If they are right, they get another turn.

Resource 17: The great do-it-yourself quiz
Aims: To practise passives.
Interaction: Pairs/groups of three.
Materials: One copy of the materials per group.
Instructions: 1 Hand out the materials to each group and tell them to complete the first two parts of each section. 2 Groups now join up with a second group. They tell each other what they wrote in part 2 of each section but NOT what they wrote in part 1. Ss write the other group’s information in part 3 of each section on their materials. 3 Ss now have to make a passive sentence using the information they were given by the second group and to try and guess what the other group wrote in part 1. E.g. If Ss were given the information ‘Mona Lisa’ they must make a sentence: ‘The Mona Lisa was painted by …’. 4 Ss tell each other their sentences and get 1 point if their sentences are grammatically correct and 1 point if they get the facts correct.
**Resource 18: Who's the expert?**

**Aims:** To practise health and illness vocabulary.

**Interaction:** Groups of four or five.

**Materials:** One copy of the materials, cut up, per group.

**Instructions:** 1 Hand out the cards to groups in two piles; problems and solutions, with the cards face down. 2 One student starts by picking up a problem card and reading it out. 3 The other Ss pick up a solution card at random and have to try to convince the first student that their advice is good, even if it obviously isn't. The student with the problem card chooses the best solution offered. 4 When finished, the solution cards are put back and a second student picks up the next problem card and the process is repeated.

**Resource 19: School reunion**

**Aims:** To practise Present Perfect.

**Interaction:** Groups of four.

**Materials:** One copy of the material, cut up, per group.

**Instructions:** 1 Give out the materials to each student and tell them to look at what they are like now. 2 Tell Ss that it is now twenty years later. They should think about their life over the last twenty years and what they have done. Allow five minutes for Ss to think about their ideas. 3 Tell Ss that they are going to meet three old school friends. They should look at the notes about the other three and think of some questions to ask them about their lives using the Present Perfect. Monitor and help them to think of questions to ask the other Ss in their group. Encourage them to use and ever, already and yet in their questions and answers.

**Resource 20: Crossword**

**Aims:** To revise vocabulary.

**Interaction:** Groups of three.

**Materials:** One copy of the materials, cut up, per group.

**Instructions:** 1 Put the Ss into groups of three and give each a different part of the crossword. Tell Ss that, between them, they have all the words in the crossword and that they are going to help each other to complete the crossword. They mustn't tell each other their words or show each other their crosswords. 2 Give Ss a few minutes to write their definitions. 3 In turn, Ss define their words to the other Ss in their group. They have to guess what the word is and write it in their own crosswords. 4 Ss continue until they have all completed their crosswords.

**Resource 21: Tour-guides**

**Aims:** To practise will and going to for predictions.

**Interaction:** Groups of four.

**Materials:** One copy of the materials, cut up, per group.

**Instructions:** 1 Give each student a ‘You want to know about …’ card. Ss work alone to think of questions to ask the ideas given. They should also think of two more questions of their own. 2 Two Ss now get the tour-guide cards. The other two Ss go to one of the tour-guides and ask their questions. The tour-guide should answer with going to if they have evidence and will if they don't. The Ss then change tour-guides to see if they get the same answers. 3 Repeat the process with the other two Ss in the group taking the role of tour-guides. 4 Ask Ss who gave them the best information.

**Resource 22: Match up**

**Aims:** To practise because, so and infinitive of purpose.

**Interaction:** Groups of four.

**Materials:** One copy of the material, cut up, per group.

**Instructions:** 1 Share out the first half of the sentences cards so that each student has six. The second half of the sentences are placed face down on the desk. 2 The first card from the pile is turned over and whoever has the matching card must read out their half and use so, because or to to connect it to the second half. 3 Ss continue until all the cards have been used up.

**Resource 23: Consequences**

**Aims:** To practise First Conditional.

**Interaction:** Pairs.

**Materials:** One copy of the material per student.

**Instructions:** 1 Pre-teach consequences (the results of decisions you make). 2 Hand out the diary page to each pair and allow them one minute to read it. 3 Explain that Samir has got something to do every morning from Sunday to Thursday, but has to decide which of the two choices to do in the evenings. Explain that the choice Samir makes will affect his ability to complete the plan for the next day. 4 Ss then make their choices of evening activities. 5 Ss then write out conditional sentences to explain the consequences of their choices. 6 Note any errors in forming conditionals, especially with unless.

**Resource 24: Good parents**

**Aims:** To practise make/let.

**Interaction:** Pairs.

**Materials:** One role card for each pair.

**Instructions:** 1 Give each pair a role (a parent or one of the three children). They work together to decide what rules should be imposed in the areas given on the card. Ss should use make or let where possible (e.g. [parents] We will make our children go to bed at 8 o'clock. We won't let them watch TV before they do their homework. [children] We want our parents to let us stay up until 12 o'clock. They shouldn't make us do homework on Wednesday evening). 2 Ss get together with a second pair who have their matching parent or child role. 3 Ss discuss their ideas together to see how much they agree and where there are differences of opinion.

**Student’s Book 3**

**Resource 25: Requests, requests!**

**Aims:** To practise reported commands.

**Interaction:** Groups of four.

**Materials:** One copy for each group, cut up.

**Instructions:** 1 Put Ss into groups of four and give each a role card to read. 2 Allow Ss time to read through their role card and think of what they are going to say. The rule is that Ss cannot say the verb given in brackets but should show the other person that this is what they are doing, e.g. Go to your room = order, You should … = advice). 3 Tell Ss that, when they are talking to each other, they should try to act naturally; sitting down as a whole family and listening when others are talking to each other and responding to each others' requests. Ss tell each other who they are and then, whoever is Mr Potter starts the role-play. 4 When finished, Ss report back to each other on what they were saying, e.g. You advised me to get more sleep. You warned me not to borrow your books again. 5 Elicit both initial statements and responses from different groups, e.g. I asked her to help me look for my car keys and she refused to help.
Resource 26: Collect a set.
Aims: To practise adjectives/verbs plus prepositions.
Interaction: Groups of five.
Materials: One copy of the material, cut up, per group.
Instructions: 1 Each student has five adjective or verb cards. The preposition cards are placed face down on the desk. 2 The first player picks up a preposition card from the pile. If they can match it with one of their cards, they place both on the table together and have to make a sentence using the phrase. If not, they put back the preposition card, leaving it face up on the desk. 3 The next player can choose either the last card or pick the next card from the pack. 4 The game continues until one player has made five matching pairs and sentences.

Resource 27: Interview a scientist.
Aims: To practise Second Conditional.
Interaction: Groups of four.
Materials: One copy of the material, cut up, per student.
Instructions: 1 Ss choose one role of botanist, zoologist, astronomer or archaeologist, with one person in each group taking each role. Allow five minutes for Ss to imagine they are a famous scientist and to think of what ambitions and ideas they have. 2 Ss are then put in pairs and given questions to ask their partner. 3 In turn, Ss interview the other. Ss should give extended answers as if this were a TV or newspaper interview and if they haven’t thought of the answer to a question beforehand, they must make something up. They cannot say ‘I don’t know’ or give one word answers. 4 If there is enough time, Ss can change roles and repeat the process.

Resource 28: Fill the gaps.
Aims: To practise wordbuilding – nouns.
Interaction: Groups of six.
Materials: One copy of the material, cut up, per group.
Instructions: 1 Give each student an information card. They work alone to try to guess what the missing words could be as well as what letters are needed to complete their heading. 2 The words are placed face down in a pile on the desk and turned over one at a time. 3 If a student thinks a word is theirs, they take it. If two people claim it, they explain to the group why they think it is theirs and the group decides who should have it. If no one claims it, it is placed to one side until later. 4 When all the words have gone, Ss complete their texts and read them out to the rest of their group.

Resource 29: Interview time
Aims: Mixed tenses, focusing on the Present Perfect Simple and Continuous.
Interaction: Pairs.
Materials: One copy of both roles for each student.
Instructions: 1 Give Ss a writer’s role card each. Ss work alone to think of their own ‘biography’. 2 Now hand out interview cards to each student. Ss can either work alone or together to expand the questions into the full form. 3 Ss take it in turns to interview each other and note their partner’s answers. 4 Ss write up their interview in class or for homework.

Resource 30: Where to live?
Aims: To revise location and communities vocabulary.
Interaction: Groups of 3 or 4.
Materials: One set of materials per group.
Instructions: 1 Hand out the materials to each group and tell them that they should try to agree on where each of the five families should live and why. 2 When finished, change the groupings so that Ss are sitting with different Ss in new groups of 3 or 4. They compare their ideas to see whether they agree or not. 3 Ss now go back to their original groups and tell each other their own preference for places in which to live and why.

Resource 31: Listen and speak.
Aims: To practise talking about figures.
Interaction: Groups of 3.
Materials: One listen and speak card for each student.
Instructions: 1 Give Ss a card each and tell them not to show each other what they’ve got. 2 The student with ‘You start’ written on their sheet starts by reading out the corresponding number (1.7). 3 The other Ss look for 1.7 on the left-hand side of their cards. Whoever has it reads out the figure next to it (3 billion). 4 Ss continue until they reach the finish. 5 Monitor and note any errors for a correction slot at the end.

Resource 32: Explain it.
Aims: To practise modals of speculation.
Interaction: Pairs or groups of 3.
Materials: One set of materials, cut up, per pair/group.
Instructions: 1 Give each pair/group a set of cards face down in a pile. Tell Ss that on the cards are pictures and a list of possible reasons for the situation shown. 2 Ss should make sentences using present or past modals of speculation using the ideas given and should try to agree on the most likely reason. 3 Ss repeat the process for all nine cards. 4 Ss discuss their ideas as a whole class.

Resource 33: Future continuous. How much filming can we do?
Aims: To practise Future Continuous.
Interaction: Groups of 4.
Materials: One role card per student.
Instructions: 1 Give Ss their role cards and tell them not to show each other what is written. 2 Explain that this is their diary for tomorrow. The aim is to find a time when all four people are free so that they can do some filming. 3 Someone who is free between 7 and 8 a.m starts by asking the others if they are free at that time. If anyone isn’t, they have to say what they will be doing (e.g. I’ll be putting on my make-up). 4 Ss repeat the process for the whole day, noting the times they are all free and, at the end, work out the answer to the question in the title (2.5 hours).

Resource 34: Environment vocabulary. Have you got…?
Aims: To revise compound nouns focusing on environment vocabulary
Interaction: Groups of 3 or 4. An even number of groups in total.
Materials: One copy of A or B cut up per group.
Instructions: 1 Give each group their words and tell them that the other group has the other halves, either full words to make compound nouns or half words. 2 Group A starts by guessing one word or part word that group B might have (e.g. Have you got ‘solar’?). If B have the word, they pass it to group A. If they haven’t, they say no. 3 Group B then repeats the process. 4 The game continues until all the words have been made by the groups. 5 The winners are the group with the most words. Elicit what the words are and what they mean.

Resource 35: Reported questions. Best friend.
Aims: To practise used to and would for past habits and states
Interaction: Individual and then groups of 3 or 4.
Materials: One copy per student.
Instructions: 1 Hand out the material to each student and ask them to write their name at the top in the space provided. Ss then fold the paper so that their name is hidden but the next section is visible. 2 Collect the papers and redistribute them randomly. 3 Ss complete the next square without looking at the name written on the paper. 4 Ss fold the paper and the process is repeated until all the sections have been completed. 5 Return the papers to the people whose name is at the top. 6 Ss get into groups of 3 or 4 and discuss whether the information on the paper is true or not, using ‘used to’ and ‘would’ and, if it is untrue, giving true information. (e.g. It says that I used to play with dolls but I didn’t. I used to play with model cars).

Resource 36: Crime crossword
Aims: To practise vocabulary of appearance: looks like, likes and is like.
Interaction: Groups of 4.
Materials: Five ‘boy’ cards or five ‘girl’ cards per group.
Instructions: 1 Give the groups their five cards. 2 Ss work together to put the words in the box by the correct questions. 3 Ss discuss together any further details about each character (a name, hobbies, ambitions, etc). 4 Groups join up so that a girl group is with a boy group. 5 Ss tell each other about their five characters.
1: I don’t believe you!

**Question cards**

- How often do you watch TV?
- How often do you play computer games?
- How often do you clean your teeth?
- How often do you write emails?
- How often do you do homework?
- How often do you go on holiday?
- How often do you go shopping?
- How often do you use your mobile phone?
- How often do you go to the mosque?
- How often do you play football?
- How often do you tidy your room?
- How often do you speak English?

**Frequency cards**

- Every morning
- Every day
- Sometimes
- Never
- Once a week
- Often
- Three times a day
- Every summer
- Hardly ever
- At the weekend
- Usually, after school
- Once a year
2: Who’s who?

You are friendly:
When you meet people, say hello and ask how they are. Tell them it’s really nice to see them. Smile and tell them they look well.

You are hard-working:
When you meet people, say hello, but when they talk to you, say that you are sorry but you have got lots of work to do for school.

You are helpful:
When you meet people, say hello and ask if there is anything you can do for them. Maybe you can carry their shopping or make something for them.

You are honest:
When you meet people, say hello and tell them that you found $100. You are going to go to give the money to the police.

You are lazy:
When you meet people, say hello and tell them you are going home to watch TV. You’ve got lots of homework but you don’t want to do it.

You are shy:
When you meet people, don’t look at them. Look at the ground and say hello very quietly. Only say yes or no after that.

You are moody:
When you meet people, say hello but not in a friendly way – sound angry. When people ask you how you are, say you are not happy.

You are patient:
When you meet people, say hello and tell them you are waiting for a friend. Tell them your friend is very late but be happy when you say it.

You are outgoing:
When you meet people, say hello in a loud voice. Tell people you want to meet lots of new people.

Who is:

friendly ........................................
hard-working ..................................
helpful ...........................................
honest ...........................................
lazy ..............................................
shy ............................................... 
moody ...........................................
patient ...........................................
outgoing ........................................
### 3: Find the answer.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you wear at home?</td>
<td>I wear comfortable clothes.</td>
</tr>
<tr>
<td>What are you wearing now?</td>
<td>I’m wearing my school clothes.</td>
</tr>
<tr>
<td>What does your father do?</td>
<td>He’s a lawyer.</td>
</tr>
<tr>
<td>What is your mother doing?</td>
<td>She’s watching TV.</td>
</tr>
<tr>
<td>What do you do in the evenings?</td>
<td>I do my homework and play computer games.</td>
</tr>
<tr>
<td>What are you doing?</td>
<td>I’m studying English.</td>
</tr>
<tr>
<td>Does your father cook?</td>
<td>No, my mother always cooks.</td>
</tr>
<tr>
<td>Is your mother cooking?</td>
<td>Yes, the food smells lovely.</td>
</tr>
<tr>
<td>Does your friend sit next to you?</td>
<td>Yes, he/she does. That’s his/her desk.</td>
</tr>
<tr>
<td>Is your friend sitting next to you?</td>
<td>No, he/she’s sitting over there today.</td>
</tr>
<tr>
<td>Do you play basketball?</td>
<td>I sometimes play it with friends.</td>
</tr>
<tr>
<td>Are you playing basketball?</td>
<td>No, I’m not! This is an English lesson!</td>
</tr>
<tr>
<td>Do you do your homework?</td>
<td>Of course! I always do it.</td>
</tr>
<tr>
<td>Are you doing your homework?</td>
<td>No, I’m not. I’m listening to the teacher!</td>
</tr>
<tr>
<td>What do you eat for breakfast?</td>
<td>I usually eat bread with cheese.</td>
</tr>
<tr>
<td>What are you eating?</td>
<td>I’m not eating anything. Look!</td>
</tr>
</tbody>
</table>
4: Dominoes

I love books.
I'm always hungry at school.
I go to the library every day.
I love tennis.
I play it every Thursday.
I'm good at exams.
I'm hard-working.
I don't eat breakfast.
I never travel by plane.

I'm good at exams.
I'm hard-working.
I go to the library every day.
I love books.
I'm always hungry at school.

He/she is very shy.
I don't play computer games.
I haven't got a computer.
My friend is in hospital.

I'm interested in history.
My mother always prepares dinner.
I don't like writing letters.
I write a lot of emails.
I'm scared of flying.

My father can't cook.
I don't like writing letters.

I'm interested in history.
I write a lot of emails.
I'm scared of flying.
I don't like writing letters.

My father is a businessman.
I've got lots of history books.

I'm interested in history.
I'm hard-working.
I go to the library every day.
I love books.
I'm always hungry at school.

A lot of people like me.
I love Arabic food.

He/she is often away.
My father is a businessman.

My father is a businessman.

I'm interested in history.
I'm hard-working.
I go to the library every day.
I love books.
I'm always hungry at school.

I'm good at exams.
I'm hard-working.
I go to the library every day.
I love books.
I'm always hungry at school.

I'm interested in history.
I'm hard-working.
I go to the library every day.
I love books.
I'm always hungry at school.

I'm interested in history.
I write a lot of emails.
I'm scared of flying.
I don't like writing letters.

I'm interested in history.
I write a lot of emails.
I'm scared of flying.
I don't like writing letters.

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I'm scared of flying.
I don't like writing letters.

I'm interested in history.
I write a lot of emails.
I'm scared of flying.
I don't like writing letters.
5: Missing information

Cassius was born in \(1\) \__________ in January \(2\) \__________. In 1954 he met \(3\) \__________, a policeman who taught boxing in a \(4\) \__________. In six years he had \(5\) \__________ fights and won \(6\) \__________ of them. In \(7\) \__________, he was chosen for the USA team to box in the Olympic Games in Rome – he was only \(8\) \__________, years old! He won the \(9\) \__________. 

After nineteen professional fights and \(10\) \__________, wins, Clay fought world champion \(11\) \__________, in 1964. \(12\) \__________ thought that Liston was too strong for Clay but he won in \(13\) \__________ rounds.

The day after he became world champion, he changed his name to \(14\) \__________, saying, ‘Clay is a white man’s name. I’m going to be a \(15\) \__________, like my black brothers.’

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where was Cassius Clay born?</td>
<td>Louisville, Kentucky</td>
</tr>
<tr>
<td>2</td>
<td>When/What year was he born?</td>
<td>1942</td>
</tr>
<tr>
<td>3</td>
<td>Who did he meet in 1954?</td>
<td>Joe Martin</td>
</tr>
<tr>
<td>4</td>
<td>Where was Cassius Clay taught to box?</td>
<td>A small gym</td>
</tr>
<tr>
<td>5</td>
<td>How many fights did he have in his first six years?</td>
<td>108</td>
</tr>
<tr>
<td>6</td>
<td>How many fights did he win in his first six years?</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>When was he chosen for the Olympic boxing team?</td>
<td>1960</td>
</tr>
<tr>
<td>8</td>
<td>How old was he when he went to the Olympics?</td>
<td>Eighteen</td>
</tr>
<tr>
<td>9</td>
<td>What did he win at the Olympics?</td>
<td>The gold medal</td>
</tr>
<tr>
<td>10</td>
<td>How many of his first nineteen professional fights did he win?</td>
<td>Nineteen</td>
</tr>
<tr>
<td>11</td>
<td>Who did he fight in 1964?</td>
<td>Sonny Liston</td>
</tr>
<tr>
<td>12</td>
<td>Who thought Liston was too strong for Clay?</td>
<td>The newspapers</td>
</tr>
<tr>
<td>13</td>
<td>How many rounds did Clay beat Liston in?</td>
<td>Seven</td>
</tr>
<tr>
<td>14</td>
<td>What did he change his name to?</td>
<td>Muhammed Ali</td>
</tr>
<tr>
<td>15</td>
<td>What did he decide to be?</td>
<td>A Muslim</td>
</tr>
</tbody>
</table>
6: Consequences

This is the story of ...

He/she studied ............. at school because he/she ...

He/she went to university for ............................................................... years.

At university ............, decided to ...

First of all, he/she tried to ............................................................... but it didn't work.

Then he/she started to ............................................................... but the problem was ............................................................... .............................. .............................. .

Finally, ............................................................... and succeeded ............................................................... .

After his/her success .......... wanted to ............................................................... but it was very difficult.

Last year, he/she decided to ............................................................... and started to ............................................................... and now ..........., is ............................................................... ...............................
7: Memory test

A

B
8: What’s the story?

This is a very strange story of a night I spent in an old house. I went there with a group of friends several weeks ago. 1. The journey, we bought a map because we didn’t know where the house was.

2. The journey, we bought some food and drink. When we arrived, we went to our rooms. I decided to have a bath. 3. My bath, I heard a strange laughing noise. I didn’t want to look. 4. The bath, I went to my friend’s room. He was sitting on the bed, very frightened. In his room there was a picture of a woman on the wall. It was this woman who was laughing. 5. Dinner, we told our other friends about the picture. One person knew about the woman. 6. The journey, he read a book about the house which said that there was a ghost who lived there. Every evening, just 7. Eight o’clock, she laughs for about 15 minutes and that’s it. She doesn’t walk, she doesn’t move at all, she just laughs. 8. Dinner, we decided to look round the old house to see what we could find. We didn’t see anything but. 9. I went to bed, I locked my door. I woke up twice 10. The night but I didn’t see or hear anything. I didn’t want to stay any longer, so I left 11. Breakfast.

1. The journey was from 3 p.m. – 7 p.m.
2. We bought a map at 1 p.m.
3. We bought food at 4 p.m.
4. I had a bath from 8 p.m. – 8.30 p.m.
5. The strange laughing noise started at 8.10 p.m.
6. I went to my friend’s room at 8.40 p.m.
7. We had dinner from 9 p.m. – 9.45 p.m.
8. We told our friends about the strange noise at 9.20 p.m.
9. One person read about the ghost at 3 p.m.
10. We decided to look round the house at 10 p.m.
11. I went to bed at 12.30 a.m.
12. I locked my door at 12.25 p.m.
13. I woke up at 2 a.m. and again at 3.30 a.m.
14. Breakfast started at 8 a.m.
15. I left the house at 7.45 a.m.
9: Who’s who?

<table>
<thead>
<tr>
<th></th>
<th>John</th>
<th>Mark</th>
<th>Florence</th>
<th>Belle</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How rich?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How tall?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How heavy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How good at English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which picture?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ages:  
- John: 26, 23  
- Mark: 25, 21  
- Florence: 25, 21  
- Belle: 26, 23

Heights:  
- John: 185 cm, 173 cm  
- Mark: 181 cm, 165 cm  
- Florence: 181 cm, 165 cm  
- Belle: 185 cm, 173 cm

Weights:  
- John: 86 kg, 68 kg  
- Mark: 75 kg, 58 kg  
- Florence: 86 kg, 68 kg  
- Belle: 75 kg, 58 kg

Money:  
- John: $7000, $3000  
- Mark: $5000, $1000  
- Florence: $7000, $3000  
- Belle: $5000, $1000

English test:  
- John: 98%, 71%  
- Mark: 85%, 52%  
- Florence: 98%, 71%  
- Belle: 85%, 52%

A
B
C
D

1. John is the oldest.
2. The man who is not the oldest, is the poorest.
3. John is not the tallest but he is taller than Florence and Belle.
4. Florence is the best at English.
5. The girl who is not the best at English is the lightest.
6. Florence is older than Mark but Belle is older than Florence.
7. The poorest person is the heaviest.
8. Florence is lighter than John.
9. Belle is better than Mark at English but worse than Florence and John.
10. Belle is shorter than Florence.
11. The oldest person is the richest.
12. The person who is the best at English has more money than the lightest person.
13. The man with the moustache is better at English than the man without a moustache.
14. The girl with straight hair is heavier than the girl with curly hair.
### 10: Find someone who...

<table>
<thead>
<tr>
<th>Find someone who ...</th>
<th>Name</th>
<th>Give an example or a reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>... thinks books are more interesting than films.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... is bored by very long books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... likes poetry books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... is interested in classic books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... knows an exciting book not written in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... thinks that history books are interesting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... knows books with amazing characters.</td>
<td></td>
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</tr>
<tr>
<td>... is excited by going to buy new books at a bookshop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... borrows books from his/her friends.</td>
<td></td>
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</tr>
<tr>
<td>... is amazed by modern books.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**11: What’s my job?**

<table>
<thead>
<tr>
<th>police officer</th>
<th>teacher</th>
<th>writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>engineer</td>
<td>athlete</td>
<td>cleaner</td>
</tr>
<tr>
<td>doctor</td>
<td>office worker</td>
<td>secretary</td>
</tr>
<tr>
<td>fireman</td>
<td>lorry driver</td>
<td>shop assistant</td>
</tr>
<tr>
<td>hairdresser</td>
<td>dentist</td>
<td>electrician</td>
</tr>
</tbody>
</table>

**Questions:**

1. **Do you have to wear a uniform?**
2. **Do you have to work in an office?**
3. **Do you have to work with people?**
4. **Do you have to be fit and strong?**
5. **Do you have to travel?**
6. **Do you have to do anything dangerous?**
7. **Can you work at home?**
8. **Can you start and finish work when you want?**
9. **Can you eat and drink at work?**
10. **Can you tell people what to do?**
## 12: Where do the words go?

<table>
<thead>
<tr>
<th>Everybody to see the stars in the sky.</th>
<th>LOOK UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s a very popular show. We two hours for tickets.</td>
<td>WAIT FOR</td>
</tr>
<tr>
<td>It was great fun. The children were the storyteller. He so funny!</td>
<td>LAUGH AT</td>
</tr>
<tr>
<td>The storyteller was Tunisian. He Tunis.</td>
<td>COME FROM</td>
</tr>
<tr>
<td>They were very excited about the festival. They it to everybody they met.</td>
<td>TALK ABOUT</td>
</tr>
<tr>
<td>I wasn’t happy with the show. When I got home I the manager to tell him that I wanted my money back.</td>
<td>WRITE TO</td>
</tr>
<tr>
<td>I’d love to see you all again. I hope we can soon.</td>
<td>GET TOGETHER</td>
</tr>
<tr>
<td>There was a camel at the Pyramids. It was difficult to its back but it was great fun.</td>
<td>GET ON</td>
</tr>
<tr>
<td>After the meeting, we the car and drove home. We were very tired.</td>
<td>GET INTO</td>
</tr>
</tbody>
</table>
## 13: Future survey

<table>
<thead>
<tr>
<th>By the year 2050...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computers:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will computers cost less than $100?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td></td>
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<tr>
<td><strong>Robots:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will every family have robots to do the housework?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
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<tr>
<td><strong>Schools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will children go to school?</td>
<td></td>
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<tr>
<td>Will</td>
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<tr>
<td><strong>Cars:</strong></td>
<td></td>
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<tr>
<td>Will cars be able to fly?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
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<tr>
<td><strong>Sports:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Will people play sports any more?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
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<tr>
<td><strong>Holidays:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will we have holidays on the moon?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Houses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will everything in houses be controlled by computers?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jobs:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will all people work from home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Illness:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will doctors find a cure for all illnesses?</td>
<td></td>
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<tr>
<td>Will</td>
<td></td>
<td></td>
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<tr>
<td><strong>War:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will there be another world war?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pollution:</strong></td>
<td></td>
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</tr>
<tr>
<td>Will the world be cleaner than it is today?</td>
<td></td>
<td></td>
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<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Animals:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will tigers still exist?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Our city:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will our city be a more exciting place to live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Our country:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will our country win the Football World Cup?</td>
<td></td>
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</tr>
<tr>
<td>Will</td>
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</tbody>
</table>
14: The XP3Z4

If you talk here...

If you write your name here...

If these lights are red...

If this is on...

If you press these buttons...

If this is closed...

If you connect this to your computer...

If you put your nose on this...

If you press this very quickly...
### 15: I know I’m going to do it!

<table>
<thead>
<tr>
<th>Intentions</th>
<th>Arrangements</th>
<th>Intentions</th>
<th>Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (lose) weight.</td>
<td>I (meet) my doctor to talk about diets tomorrow.</td>
<td>I (write) a novel.</td>
<td>I (buy) a big new notebook later today.</td>
</tr>
<tr>
<td>I (learn) about photography.</td>
<td>I (buy) a camera next week.</td>
<td>I (save) some money.</td>
<td>I (stop) buying sweets.</td>
</tr>
<tr>
<td>I (get) better grades at school.</td>
<td>I (have) extra lessons on Tuesday.</td>
<td>I (spend) more time with my children.</td>
<td>I (talk) to them every evening.</td>
</tr>
<tr>
<td>I (be) nicer to my sister.</td>
<td>I (buy) her a present tomorrow.</td>
<td>I (be) tired tomorrow night.</td>
<td>I (work) late tomorrow evening.</td>
</tr>
<tr>
<td>I (get) a new job.</td>
<td>I (have) an interview tomorrow.</td>
<td>I (walk) to work this week.</td>
<td>I (take) my car to the garage tomorrow.</td>
</tr>
<tr>
<td>I (get) fit.</td>
<td>I (start) athletics training on Friday.</td>
<td>We (show) my cousin round my town.</td>
<td>He (arrive) by train tomorrow.</td>
</tr>
<tr>
<td>I (learn) a new language.</td>
<td>I (start) a Spanish course next week.</td>
<td>My father (buy) a house.</td>
<td>He (meet) the bank manager on Monday.</td>
</tr>
<tr>
<td>I (get) my teeth looked at.</td>
<td>I (see) the dentist on Wednesday.</td>
<td>I (not/get) home early today.</td>
<td>I (teach) Mr Smith’s class. He’s sick today.</td>
</tr>
<tr>
<td>I (have) a good holiday.</td>
<td>I (fly) to Egypt on Sunday.</td>
<td>I (be) free!</td>
<td>I (leave) school next week.</td>
</tr>
</tbody>
</table>
## 16: Questions, questions

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<tr>
<th>Start</th>
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### Finish

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</table>

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PHOTOCOPIABLE
17: The great do-it-yourself quiz

1 Name a painter:
2 Write one painting that they are famous for:
3 Write the painting that the other group thought of:

1 Name a writer:
2 Write one book that they are famous for:
3 Write the book that the other group thought of:

1 Name an inventor:
2 Write one invention that they are famous for:
3 Write the invention that the other group thought of:

1 Name a country famous for its food:
2 Write one food that it is famous for:
3 Write the food that the other group thought of:

1 Name a sports team/player who won a competition:
2 Write the name of the player/team they beat and the competition:
3 Write the name of the losing player/team and competition that the other group thought of:

1 Name a film director:
2 Write the name of a film the director is famous for:
3 Write the film that the other group thought of:

1 Name a car maker (e.g. Fiat):
2 Write the name of a type of car the company makes (e.g. a Cinquecento):
3 Write the type of car that the other group thought of:

1 Name somebody in your group who has been to a different country:
2 Write the name of the country and when the student went there:
3 Write the country and time that the other group thought of:
### 18: Who’s the expert?

<table>
<thead>
<tr>
<th><strong>Problem cards</strong></th>
<th><strong>Solution cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cough</strong></td>
<td><strong>Drink plenty of fruit juice and water.</strong></td>
</tr>
<tr>
<td><strong>earache</strong></td>
<td><strong>Have an X-ray.</strong></td>
</tr>
<tr>
<td><strong>headache</strong></td>
<td><strong>Stay in bed for a day or two.</strong></td>
</tr>
<tr>
<td><strong>high temperature</strong></td>
<td><strong>Take some cough medicine.</strong></td>
</tr>
<tr>
<td><strong>a pain in the foot</strong></td>
<td><strong>Take some medicine.</strong></td>
</tr>
<tr>
<td><strong>a pain in the arm</strong></td>
<td><strong>Take some tablets.</strong></td>
</tr>
<tr>
<td><strong>a pain in the back</strong></td>
<td><strong>Go to the dentist.</strong></td>
</tr>
<tr>
<td><strong>a runny nose</strong></td>
<td><strong>Go to the doctor.</strong></td>
</tr>
<tr>
<td><strong>sneezing</strong></td>
<td><strong>Go to hospital.</strong></td>
</tr>
<tr>
<td><strong>a sore throat</strong></td>
<td><strong>Try to sleep.</strong></td>
</tr>
<tr>
<td><strong>toothache</strong></td>
<td><strong>Drink some warm tea.</strong></td>
</tr>
<tr>
<td><strong>an allergy</strong></td>
<td><strong>Stop playing noisy computer games.</strong></td>
</tr>
<tr>
<td><strong>a broken leg</strong></td>
<td><strong>Cheer up!</strong></td>
</tr>
<tr>
<td><strong>chicken pox</strong></td>
<td><strong>Don’t watch so much TV.</strong></td>
</tr>
</tbody>
</table>
19: School reunion

A

NOW: You are hard-working and interested in sciences. You’d like to work in medicine. Your ambition is to discover a new cure for an illness.

Twenty years later what have you done?

Ambition?
Travel?
Prizes?

You are going to meet three old school friends. This is what you can remember about them. Think of some questions to ask them.

B: Very good at art and design. Painted pictures and designed own website.
C: Very good at languages – French and Spanish.
D: Loved writing – very good at English. Interested in teaching.

B

NOW: You are very good at art and design. You have painted beautiful pictures and designed your own website. You’d like to be a graphic designer or an artist, but you know it is very difficult.

Twenty years later what have you done?

Art work?
Exhibitions?
Awards?

You are going to meet three old school friends. This is what you can remember about them. Think of some questions to ask them.

A: Was hard-working. Interested in sciences.
C: Very good at languages – French and Spanish.
D: Loved writing – very good at English. Interested in teaching.

C

NOW: You are very good at languages and speak good French and Spanish. You are thinking of moving to Egypt or working for the Arab League.

Twenty years later what have you done?

Different country?
New languages?
Job?

You are going to meet three old school friends. This is what you can remember about them. Think of some questions to ask them.

A: Was hard-working. Interested in sciences.
B: Very good at art and design. Painted pictures and designed own website.
D: Loved writing – very good at English. Interested in teaching.

D

NOW: You are very good at writing and are interested in politics. You are thinking about becoming a writer or maybe a teacher.

Twenty years later what have you done?

Books?
Articles?
Interviews with famous people?

You are going to meet three old school friends. This is what you can remember about them. Think of some questions to ask them.

A: Was hard-working. Interested in sciences.
B: Very good at art and design. Painted pictures and designed own website.
C: Very good at languages – French and Spanish.
20: Crossword

A Animals

Definitions

1

B J o b s

Definitions

2

C Transport

Definitions

3
## 21: Tour-guides

### You are on holiday in London.
Ask your tour-guides about:

<table>
<thead>
<tr>
<th>The weather tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening hours of the British Museum</td>
</tr>
<tr>
<td>Boat trips on the River Thames</td>
</tr>
<tr>
<td>Problems with the Underground</td>
</tr>
<tr>
<td>Meal times at the hotel</td>
</tr>
<tr>
<td>Check-out times</td>
</tr>
</tbody>
</table>

### You are tour-guide 1. Use the following information to answer the travellers’ questions. Make a guess if you have no information.
- Weather: the newspaper says rain
- Boat trips: website says cancelled because of bad weather
- Meals: Manager says dinner is at 6 p.m.

### You are tour-guide 2. Use the following information to answer the travellers’ questions. Make a guess if you have no information.
- British Museum: the newspaper says open at 9.30 a.m.
- Underground: website says two lines closed for repairs
- Check-out: Manager says guests need to check-out before 12.
### 22: Match up

<table>
<thead>
<tr>
<th>I was late for work ...</th>
<th>... I missed the bus.</th>
<th>It's a special day today ...</th>
<th>... we are going to celebrate tonight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I failed my test ...</td>
<td>... I didn’t work hard enough.</td>
<td>It is raining ...</td>
<td>... we aren’t going to go for a walk.</td>
</tr>
<tr>
<td>I didn’t go out ...</td>
<td>... I was tired.</td>
<td>Someone is watching our lesson today ...</td>
<td>... our teacher is very nervous.</td>
</tr>
<tr>
<td>I couldn’t open the cupboard ...</td>
<td>... the door was locked.</td>
<td>My watch is broken ...</td>
<td>... I can’t use it today.</td>
</tr>
<tr>
<td>I broke my leg ...</td>
<td>... I fell off a ladder.</td>
<td>I went to the kitchen ...</td>
<td>... get a drink.</td>
</tr>
<tr>
<td>I bought a new pair of shoes ...</td>
<td>... my old pair was broken.</td>
<td>The doctor came ...</td>
<td>... look at my leg.</td>
</tr>
<tr>
<td>I was terrified ...</td>
<td>... there was a loud noise last night.</td>
<td>We left early ...</td>
<td>... get there before the crowds.</td>
</tr>
<tr>
<td>I feel relaxed ...</td>
<td>... I am on holiday.</td>
<td>We took a camera ...</td>
<td>... take some photos of the sights.</td>
</tr>
<tr>
<td>We aren’t playing well ...</td>
<td>... I don’t think we will win.</td>
<td>I want to have a computer ...</td>
<td>... write emails to my friends.</td>
</tr>
<tr>
<td>My mother wants to clean the house today ...</td>
<td>... my friends can’t come round.</td>
<td>I changed my job ...</td>
<td>... get more money.</td>
</tr>
<tr>
<td>I have an aunt who lives in France ...</td>
<td>... I can speak French quite well.</td>
<td>My mother made a cake ...</td>
<td>... give to my grandmother.</td>
</tr>
<tr>
<td>My room is a mess ...</td>
<td>... I have to tidy it.</td>
<td>We bought some meat ...</td>
<td>... cook for dinner.</td>
</tr>
</tbody>
</table>
# 23: Consequences

## Samir's Diary

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>a.m.</td>
</tr>
<tr>
<td></td>
<td>give in science project</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
</tr>
<tr>
<td></td>
<td>look for library opening times?</td>
</tr>
<tr>
<td></td>
<td>text message friends?</td>
</tr>
<tr>
<td>p.m.</td>
<td>p.m.</td>
</tr>
<tr>
<td>study for history test?</td>
<td>look for library opening times?</td>
</tr>
<tr>
<td>meet friends at mall?</td>
<td>text message friends?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>a.m.</td>
</tr>
<tr>
<td></td>
<td>join the library</td>
</tr>
<tr>
<td>p.m.</td>
<td>p.m.</td>
</tr>
<tr>
<td>history test</td>
<td>football practice?</td>
</tr>
<tr>
<td></td>
<td>go to friend's house?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>a.m.</td>
<td>a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cup Final</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>p.m.</td>
</tr>
<tr>
<td></td>
<td>finish science project?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| a.m.     | a.m.     |
|          |          |
|          |          |
|          |          |
|          |          |

| a.m.     | a.m.     |
|          |          |
|          |          |
|          |          |
|          |          |

| a.m.     | a.m.     |
|          |          |
|          |          |
|          |          |
|          |          |

| p.m.     | p.m.     |
| study for history test? | football practice? |
| meet friends at mall? | go to friend's house? |
| tidy bedroom? |           |
| play computer games? |           |
| get pocket money |           |
| surf the Internet? |           |
| finish science project? |           |
# 24: Good parents

## A
**YOU HAVE AN EIGHT-YEAR-OLD CHILD. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Homework</td>
<td>Homework</td>
</tr>
<tr>
<td>Jobs in the house</td>
<td>Jobs in the house</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer</td>
</tr>
<tr>
<td>TV</td>
<td>TV</td>
</tr>
<tr>
<td>Pocket money</td>
<td>Pocket money</td>
</tr>
<tr>
<td>Sweets</td>
<td>Sweets</td>
</tr>
</tbody>
</table>

## B
**YOU ARE AN EIGHT-YEAR-OLD CHILD. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Homework</td>
<td>Homework</td>
</tr>
<tr>
<td>Jobs in the house</td>
<td>Jobs in the house</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer</td>
</tr>
<tr>
<td>TV</td>
<td>TV</td>
</tr>
<tr>
<td>Pocket money</td>
<td>Pocket money</td>
</tr>
<tr>
<td>Sweets</td>
<td>Sweets</td>
</tr>
</tbody>
</table>

## A
**YOU HAVE A FIFTEEN-YEAR-OLD SON. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td>Clothes</td>
</tr>
<tr>
<td>Homework</td>
<td>Homework</td>
</tr>
<tr>
<td>Extra classes after school</td>
<td>Extra classes after school</td>
</tr>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Pocket money</td>
<td>Pocket money</td>
</tr>
<tr>
<td>Going to football matches</td>
<td>Going to football matches</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer</td>
</tr>
</tbody>
</table>

## B
**YOU ARE A FIFTEEN-YEAR-OLD BOY. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td>Clothes</td>
</tr>
<tr>
<td>Homework</td>
<td>Homework</td>
</tr>
<tr>
<td>Extra classes after school</td>
<td>Extra classes after school</td>
</tr>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Pocket money</td>
<td>Pocket money</td>
</tr>
<tr>
<td>Going to football matches</td>
<td>Going to football matches</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer</td>
</tr>
</tbody>
</table>

## A
**YOU HAVE A SEVENTEEN-YEAR-OLD DAUGHTER. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td>Clothes</td>
</tr>
<tr>
<td>Make-up</td>
<td>Make-up</td>
</tr>
<tr>
<td>Friends</td>
<td>Friends</td>
</tr>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Holidays</td>
<td>Holidays</td>
</tr>
<tr>
<td>Jobs in the house</td>
<td>Jobs in the house</td>
</tr>
<tr>
<td>School work</td>
<td>School work</td>
</tr>
<tr>
<td>University</td>
<td>University</td>
</tr>
</tbody>
</table>

## B
**YOU ARE A SEVENTEEN-YEAR-OLD GIRL. WRITE THE RULES THAT YOU THINK ARE RIGHT.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td>Clothes</td>
</tr>
<tr>
<td>Make-up</td>
<td>Make-up</td>
</tr>
<tr>
<td>Friends</td>
<td>Friends</td>
</tr>
<tr>
<td>Bedtime</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Holidays</td>
<td>Holidays</td>
</tr>
<tr>
<td>Jobs in the house</td>
<td>Jobs in the house</td>
</tr>
<tr>
<td>School work</td>
<td>School work</td>
</tr>
<tr>
<td>University</td>
<td>University</td>
</tr>
</tbody>
</table>
25: Requests, requests!

Role cards

You are Mr Potter
You live with your wife, son and daughter. You have had a busy day at work. You have just eaten dinner and would like to read the newspaper.

• You want your wife to help you look for your car keys. (ask)
• Listen to your daughter and give her some advice about her homework. (advise)
• You think your son will fail his exams if he doesn’t do more school work. (warn)

You are Mrs Potter
You have a husband, son and daughter. You have been working hard all day in the house and cooked dinner for your family. You now want to sit down and have a rest.

• You want your husband to help with the washing-up. (want)
• Tell your daughter to change her clothes. (order)
• You don’t want anyone to go into the garden. You have just put down some new grass seeds. Listen to your son and tell him what will happen if he plays football. (warn)

You are Brian Potter
You live with your mother, father and older sister. You want to play football in the garden before you do your homework.

• You’d like your father to play football with you in the garden. (ask)
• You want your older sister to download something for you on the Internet. She won’t do it if you ask her directly so you’ll have to be clever. (persuade)
• Your mum seems very nervous. Give her some advice on how to relax. (advise)

You are Cheryl Potter
You live with your mother and father and younger brother. You want to do some important homework on your computer in your bedroom.

• You’d like your father to get your CD player out of the car. (ask)
• You know your mum wants to learn English. Choose some easy words for her to learn. (teach)
• You want your brother to give you back the books he borrowed from you. If he doesn’t you’re going to be upset. (warn)
### 26: Collect a set.

<table>
<thead>
<tr>
<th>interested</th>
<th>in</th>
<th>nervous</th>
<th>about</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious</td>
<td>about</td>
<td>bad</td>
<td>at</td>
</tr>
<tr>
<td>frightened</td>
<td>of</td>
<td>good</td>
<td>at</td>
</tr>
<tr>
<td>tired</td>
<td>of</td>
<td>different</td>
<td>from</td>
</tr>
<tr>
<td>worried</td>
<td>about</td>
<td>fond</td>
<td>of</td>
</tr>
<tr>
<td>afraid</td>
<td>of</td>
<td>angry</td>
<td>about</td>
</tr>
<tr>
<td>bored</td>
<td>of</td>
<td>sick</td>
<td>of</td>
</tr>
<tr>
<td>happy</td>
<td>with</td>
<td>go</td>
<td>off</td>
</tr>
<tr>
<td>sorry</td>
<td>for</td>
<td>appear</td>
<td>in</td>
</tr>
<tr>
<td>get</td>
<td>out of</td>
<td>fly</td>
<td>away</td>
</tr>
<tr>
<td>go</td>
<td>away</td>
<td>go</td>
<td>back</td>
</tr>
<tr>
<td>run</td>
<td>away</td>
<td>set</td>
<td>off</td>
</tr>
<tr>
<td>come</td>
<td>up with</td>
<td>make</td>
<td>up</td>
</tr>
<tr>
<td>fall</td>
<td>for</td>
<td>meet</td>
<td>up with</td>
</tr>
<tr>
<td>start</td>
<td>off</td>
<td>wrong</td>
<td>about</td>
</tr>
</tbody>
</table>
27: Interview a scientist.

You are a zoologist. You are asking a botanist questions.

1. If you could win a Nobel Prize, what would you like to win it for?
2. If you had to travel somewhere for work, where would you go?
3. If you weren’t a botanist, what would you like to be?
4. If you had SAR five million to spend on research, what would you do with it?
5. If climate change got worse, what would happen to plants in our country?
6. If you could discover a new plant, what kind of plant would you like to discover?
7. If you discovered a new plant, what would you call it?

You are a botanist. You are asking a zoologist questions.

1. If you could win a Nobel Prize, what would you like to win it for?
2. If you had to travel somewhere for work, where would you go?
3. If you weren’t a zoologist, what would you like to be?
4. If you had SAR five million to spend on research, what would you do with it?
5. If climate change got worse, what would happen to plants in our country?
6. If you could discover a new plant, what kind of plant would you like to discover?
7. If you discovered a new plant, what would you call it?

You are an astronomer. You are asking an archaeologist questions.

1. If you could win a Nobel Prize, what would you like to win it for?
2. If you had to travel somewhere for work, where would you go?
3. If you weren’t an archaeologist, what would you like to be?
4. If you had SAR five million to spend on research, what would you do with it?
5. If you could go back in time, which age would you like to visit and what would you like to find out about?
6. If you could discover something, what would you like it to be?
7. If you found some ancient treasure, would you give it to a museum or keep it?

You are an archaeologist. You are asking an astronomer questions.

1. If you could win a Nobel Prize, what would you like to win it for?
2. If you could visit another planet, where would you go?
3. If you weren’t an astronomer, what would you like to be?
4. If you had SAR five million to spend on research, what would you do with it?
5. If you discovered a new planet or star, what would you call it?
6. If you knew that the Earth was going to be destroyed by an asteroid, what would you do?
7. If you were offered money to live in space forever, what would you do?
28: Fill the gaps.

1. A strange disappear
In 1926, the writer Agatha Christie disappeared. She was nervous and depressed and went to the north of England. Her was later found and people thought she was dead. Two weeks later, someone recognised her at a hotel. No one really knows why she did it.

2. An act of brave
Captain Oates was a member of an expedition to the in 1910. On the way back, Captain Oates knew he was and wasn’t going to be able to finish the trip. He left his team members in their and said: ‘I am just going outside and may be some time.’ They never saw him again.

3. A great discover
John Hanning Speke was an explorer of in the nineteenth century. He was determined to find the start of the . He made three great journeys through East Africa and found with a river flowing out of it. He was sure it was the Nile but died before he found out for sure.

4. A great myst
Although they lived thousands of apart, Ancient Egyptians and Ancient South Americans had many things in common. The most obvious is that both built , but there are other things as well. They had similar hieroglyphic writing and similar knowledge about mathematics and .

5. An expla for the extinct of the dinosaurs
One theory says that, as more plants grew in the world, the got an allergy and sneezed to death. Another says that they got so big they couldn’t move and couldn’t eat. Another says that other animals ate all their , so there were no more babies. There isn’t much fact for any of these ideas!

6. A great celebra
In 1976, The USA celebrated 200 years of independence. Everything was red, white and blue and people watched the biggest display ever seen in the world. There were special coins, a special and historic sailing boats in and New York harbours.
29: Interview time

You are a writer. Decide what the answer to these questions is.

- Started writing: Number of books written:
- Awards won: Your best book and reasons:
- Any books which have been made into films:
- Your thoughts on the film versions:
- Future plans: Family life (married/children):
- Hobbies: Place you live:

You are an interviewer. You are going to interview a famous writer. Complete these questions and then interview the writer:

- How long (you/write)?
- Why (you/start) writing?
- How many books (you/write)?
- (you ever/win) an award?
- What (you/think) your best book is?
- (anyone ever/make) a film of your books?
- What (you /think) of the film versions?
- What (your plans) for the future?
- (you) married? How long (you/be) married? (you/have) any children?
- What (you do) in your free time?
- How long (you do this activity)?
- Why (you/like) it?

Yesterday, I interviewed the famous writer ............................................., He/She has been writing since ...
30: Where to live?

**Good**
- Lots of shops
- Buses
- Post office
- Work
- Hospital
- Clubs
- Railway station

**Bad**
- Noisy
- Dangerous
- Poor schools

**Good**
- Corner shop
- Park
- Railway station
- Small supermarket
- Good schools
- Quiet

**Bad**
- Expensive
- No clubs
- No restaurants
- No youth club

A retired couple with pets but no car

A family with two young children. Both parents work

A family with two teenage children. The father works

A businessman aged 25 who likes going out

A 40-year-old man with no family and no job

**Good**
- Garden
- Quiet
- Clean
- Bus
- Friendly
- Cafes

**Bad**
- No work
- Poor shops
- No school

**Good**
- Corner shop
- Park
- Cafes
- Buses
- Good schools
- Good restaurants

**Bad**
- Expensive shops
- Long bus ride into town
- Cold house in winter

**Good**
- Sports centre
- Small garden
- Community centre
- Lots of work
- Sports club
- Shops

**Bad**
- Quite noisy
- Poor schools
- Small garden
- Lots of students live here
## 31: Figures. Listen and speak.

<table>
<thead>
<tr>
<th>If someone says this...</th>
<th>... you have to say this</th>
</tr>
</thead>
<tbody>
<tr>
<td>You start</td>
<td>1.7</td>
</tr>
<tr>
<td>487,456,387</td>
<td>12,181,412</td>
</tr>
<tr>
<td>63%</td>
<td>½</td>
</tr>
<tr>
<td>8.33</td>
<td>2.4 – 1.2</td>
</tr>
<tr>
<td>666</td>
<td>88.88%</td>
</tr>
<tr>
<td>6.25</td>
<td>¾</td>
</tr>
<tr>
<td>1.2%</td>
<td>38.1%</td>
</tr>
<tr>
<td>⅓</td>
<td>300,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If someone says this...</th>
<th>... you have to say this</th>
</tr>
</thead>
<tbody>
<tr>
<td>⅔</td>
<td>2,153,812</td>
</tr>
<tr>
<td>⅕</td>
<td>1.2%</td>
</tr>
<tr>
<td>1.7</td>
<td>3,000,000,000</td>
</tr>
<tr>
<td>300,000</td>
<td>⅕</td>
</tr>
<tr>
<td>12,181,412</td>
<td>⅔</td>
</tr>
<tr>
<td>7,910,000,000</td>
<td>63%</td>
</tr>
<tr>
<td>2.4 + 1.2</td>
<td>666</td>
</tr>
<tr>
<td>33%</td>
<td>487,456,387</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If someone says this...</th>
<th>... you have to say this</th>
</tr>
</thead>
<tbody>
<tr>
<td>½</td>
<td>⅔</td>
</tr>
<tr>
<td>2.4 – 1.2</td>
<td>2.4 + 1.2</td>
</tr>
<tr>
<td>⅕</td>
<td>6.25</td>
</tr>
<tr>
<td>2,153,812</td>
<td>33%</td>
</tr>
<tr>
<td>38.1%</td>
<td>FINISH</td>
</tr>
<tr>
<td>3,000,000,000</td>
<td>7,910,000,000</td>
</tr>
<tr>
<td>88.88%</td>
<td>⅕</td>
</tr>
<tr>
<td>⅔</td>
<td>8.33</td>
</tr>
</tbody>
</table>
32: Explain it.

- War?
- Hurricane?
- Make a film?
- Tsunami?
- Fire?
- Acid rain?
- Winter?
- Someone lost?
- Pirates?
- Think it will sink?
- Fire?
- Go towards the boat?
- Escaped criminals?
- Police?
- Play a joke?
- Accident?
- Smack?
- Bored?
- Tired?
- Shout?
- Exam next week?
- Poor results in the last exam?
- Bad behaviour?
- Not do homework last week?
- Fight?
- Look for?
- Friends?
- Fall off?
- Lots of homework?
- New game?
- Parents away for the night?
- Chat to friend in Australia?
- Race?
- Not enough water?
- Crash?
- Lost?
### 33: Future continuous. How much filming can we do?

#### You are a newsreader and have a very busy diary.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8 a.m.</td>
<td>put on make-up</td>
</tr>
<tr>
<td>8–9 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10.30 a.m.</td>
<td>learn lines</td>
</tr>
<tr>
<td>10.30–11 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>11–12 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>12–1 p.m.</td>
<td>have lunch</td>
</tr>
<tr>
<td>1–2 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>2–3.30 p.m.</td>
<td>do interview</td>
</tr>
<tr>
<td>3.30–5 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>5–6 p.m.</td>
<td>have tea</td>
</tr>
<tr>
<td>6–7 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>7–8.30 p.m.</td>
<td>watch TV</td>
</tr>
<tr>
<td>8.30–9 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10 p.m.</td>
<td>FREE</td>
</tr>
</tbody>
</table>

#### You are a TV journalist and have a very busy diary.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>8–9 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10.30 a.m.</td>
<td>learn lines</td>
</tr>
<tr>
<td>10.30–11 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>11–12 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>12–1 p.m.</td>
<td>have lunch</td>
</tr>
<tr>
<td>1–2 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>2–3.30 p.m.</td>
<td>meet agent</td>
</tr>
<tr>
<td>3.30–5 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>5–6 p.m.</td>
<td>have a nap</td>
</tr>
<tr>
<td>6–7 p.m.</td>
<td>have hair done</td>
</tr>
<tr>
<td>7–8.30 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>8.30–9 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10 p.m.</td>
<td>FREE</td>
</tr>
</tbody>
</table>

#### You are a TV director and have a very busy diary.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>8–9 a.m.</td>
<td>eat breakfast</td>
</tr>
<tr>
<td>9–10.30 a.m.</td>
<td>set up cameras</td>
</tr>
<tr>
<td>10.30–11 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>11–12 a.m.</td>
<td>set up lights</td>
</tr>
<tr>
<td>12–1 p.m.</td>
<td>eat lunch</td>
</tr>
<tr>
<td>1–2 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>2–3.30 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>3.30–5 p.m.</td>
<td>discuss script</td>
</tr>
<tr>
<td>5–6 p.m.</td>
<td>have tea</td>
</tr>
<tr>
<td>6–7 p.m.</td>
<td>have tea</td>
</tr>
<tr>
<td>7–8.30 p.m.</td>
<td>clean cameras</td>
</tr>
<tr>
<td>8.30–9 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10 p.m.</td>
<td>sleep</td>
</tr>
</tbody>
</table>

#### You are a cameraman and have a very busy diary.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>8–9 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10.30 a.m.</td>
<td>set up cameras</td>
</tr>
<tr>
<td>10.30–11 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>11–12 a.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>12–1 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>1–2 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>2–3.30 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>3.30–5 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>5–6 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>6–7 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>7–8.30 p.m.</td>
<td>cleanup</td>
</tr>
<tr>
<td>8.30–9 p.m.</td>
<td>FREE</td>
</tr>
<tr>
<td>9–10 p.m.</td>
<td>sleep</td>
</tr>
</tbody>
</table>
### 34: Environment vocabulary. Have you got…?

**Group A**

<table>
<thead>
<tr>
<th>Climate</th>
<th>Energy</th>
<th>Fossil</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse</td>
<td>dioxide</td>
<td>cars</td>
<td>vegetables</td>
</tr>
<tr>
<td>energy</td>
<td>farms</td>
<td>Rain</td>
<td>layer</td>
</tr>
<tr>
<td>Bank</td>
<td>card</td>
<td>Weather</td>
<td>language</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>change</th>
<th>saving</th>
<th>fuels</th>
<th>warming</th>
</tr>
</thead>
<tbody>
<tr>
<td>gases</td>
<td>Carbon</td>
<td>Hybrid</td>
<td>Organic</td>
</tr>
<tr>
<td>Renewable</td>
<td>Wind</td>
<td>forest</td>
<td>Ozone</td>
</tr>
<tr>
<td>account</td>
<td>Debit</td>
<td>forecast</td>
<td>Body</td>
</tr>
</tbody>
</table>
35: Reported questions. Best friends?

A
You are going to appear on a new TV show called ‘Best friends?’. You will be asked lots of questions about your partner and, if you get them right, you will win! To help you, you have got five minutes to find out as much about each other as possible. Here are some possible things to think about but remember, they can ask you about ANYTHING!

- Where and when did you meet?
- Favourite food/drink, etc.
- What does your partner like to wear?
- Where do you usually go on holiday?
- What do you eat for breakfast?
- What time do you do things (get up, go to work, etc.)?
- Where do you live?

And much, much more ...

B
You are going to appear on a new TV show called ‘Best friends?’. You will be asked lots of questions about your partner and, if you get them right, you will win! To help you, you have got five minutes to find out as much about each other as possible. Here are some possible things to think about but remember, they can ask you about ANYTHING!

- Where and when did you first meet?
- Favourite TV shows / sports, etc.
- Where do you do your shopping?
- What do you usually do on Fridays?
- Where do you work?
- What are your hobbies?
- What kind of car have you got?

And much, much more...

A
You are the presenters of the new TV show ‘Best friends?’. Soon, the first two contestants will appear on the show so you have to think of some difficult questions to try to catch them out. Below are some ideas but you should think of four more questions of your own.

- Where and when did you meet?
- Favourite food/drink, etc.
- What does your partner like to wear?
- Where do you usually go on holiday?
- What do you eat for breakfast?
- What time do you do things (get up, go to work, etc.)?
- Where do you live?


B
You are the presenters of the new TV show ‘Best friends?’. Soon, the first two contestants will appear on the show so you have to think of some difficult questions to try to catch them out. Below are some ideas but you should think of four more questions of your own.

- Where and when did you first meet?
- Favourite TV shows / sports, etc.
- Where do you do your shopping?
- What do you usually do on Fridays?
- Where do you work?
- What are your hobbies?
- What kind of car have you got?


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36. Crime crossword

A

M O T I V E

4

5

6 C L U E

7

8 C R I M M A L

9 T H I E F

10 R A N S O M

11 E V I D E N C E

12 K I D N A P

13 E

14 S U S P E C T

Motive: This is a reason ...
Evidence: This is something ...
Clue: This is something ...
Kidnap: This is a crime ...
Thief: This is a person ...
Criminal: This is a person ...
Ransom: This is a person ...
Suspect: This is a person ...

B

M D

U E

R T

D I

E C

A W

E W

R I

O T

N I

M T

G V

L E

I E

B E

I E

N T

15 T

Murderer: This is a person ...
Theft: This is a crime ...
Detective: This is a person ...
Witness: This is a person ...
Weapon: This is something ...
Fingerprint: This is something ...
Victim: This is someone ...
Alibi: This is a reason ...
Book 1
Module 1 Test

Vocabulary
1 Order the letters to make personality adjectives. Then put the words into the correct column.

idfnyel yodom unfyn rahd-nogwirk llefpuh
nyduti intatpe noseth zyla tuiogno

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>

Grammar
2 Answer the questions using the words in brackets.

1 How often do you go to the library? (often)
2 How often does your sister cook? (sometimes)
3 How often does your brother go bowling? (often)
4 How often does your mother go shopping? (once a week)
5 How often does your family have picnics? (hardly ever)
6 How often are you late for school? (never)
7 How often does your teacher punish you? (hardly ever)
8 How often do you have exams? (often)

Word Builder
4 Choose the correct preposition in each sentence.

1 I'm interested in/of sport.
2 Are you good in/at maths?
3 Do you look after/of your brother?
4 What time do you get up/on in the morning?
5 I don't get up/on with my sister.
6 I'm looking for/after my phone.
7 I'm waiting for/of my friend.
8 He's really bad in/at sport.

Key Expressions
5 Use the words in brackets to rewrite the sentences with the same meaning.

1 Computer games are great. (love/play)
2 I'm really into traditional music. (like/listen)
3 Football is OK. (mind/play)
4 Mm, Italian food is really nice. (love/eat)
5 Reality TV shows are terrible. (hate/watch)
6 I don't want to write. It's boring. (like/write)
7 Oh no! Maths homework! (stand/do)

Make these sentences negative.
5 I play football with my friends.
6 She lives in a big house.
7 They work in our school.
8 He often goes to work by bus.

Write the questions for these answers.

9 How does he go to the library every day?
10 How often does your sister cook?
11 How often does your mother go shopping?
12 I live in Dammam, in Saudi Arabia.

Put the verbs into the correct form of the Present Simple.

1 He like playing basketball.
2 She not do her homework.
3 My father work in an office.
4 My sister go shopping every week.

Put the verbs into the correct form of the Present Simple.

1 He like playing basketball.
2 She not do her homework.
3 My father work in an office.
4 My sister go shopping every week.

Put the verbs into the correct form of the Present Simple.

1 He like playing basketball.
2 She not do her homework.
3 My father work in an office.
4 My sister go shopping every week.
Module 2 Test

Vocabulary

1 Look at the pictures and write the names of the food and drink below.

1 .................................................. 5 ..................................................
2 .................................................. 6 ..................................................
3 .................................................. 7 ..................................................
4 .................................................. 8 ..................................................

2 Order the letters to make jobs.
1 sittend ..................................................
2 tleneccriia ..................................................
3 neihmacc ..................................................
4 mrpeubl ..................................................
5 ctsayrree ..................................................
6 srrradheeis ..................................................
7 cifofe rrokwe ..................................................

Grammar

3 Choose the correct verb form in each sentence.
1 I usually go/am going to the park on Saturdays.
2 Look! That man shouts/is shouting at your teacher.
3 Do you like/are you liking fish?
4 Ssh. He sleeps/is sleeping.
5 Where’s your father? He works/is working.
6 What do you listen/are you listening to? It’s the news.
7 She talks/is talking on her mobile phone every day.
8 Mm. What a lovely smell. Mum cooks/is cooking curry.

4 Complete the dialogue with a, an, the or nothing (–).
Wow. This is ........ nice house.
Yes. Do you want to see ........ kitchen?
Not now. It’s sunny. Can we sit in ........ garden?
Wait a minute. Someone’s knocking on ........ front door.
It’s my sister. She’s ........ student.
Where’s your father? Is he still in ........ hospital?
No. He’s OK now. He’s in ........ bed.
Is there ........ bus stop near here? I’m going home by bus today.

Key Expressions

5 Read the dialogue. Eight of the words are incorrect. Replace them with the words in the box.

Replace with: here that same like

Hello, can I help you?
Yes. Can we have a card, please?
Yes, of course. There you are. What do you like to eat?
Can I have pizza, please? And I’d like burger and chips.
Large or cold chips?
Large, please.
What would you want to drink?
Orange juice, please. And the please for me.
Is them all?
Yes, thanks.

Sentence Builder

6 Choose the correct word in each sentence.
1 I don’t play sport because/so I don’t like it.
2 I’ve got an exam tomorrow because/so I’m studying.
3 Our car doesn’t work because/so we are going to school by bus.
4 I like my city because/so I want to live here when I finish school.
5 I haven’t got a computer because/so I haven’t got any money!
6 I don’t eat meat because/so I don’t go to restaurants that serve them.

Total 45
Book 1
Module 3 Test

Vocabulary
1 Read the definitions. Then write the machines.

1. It keeps food cold. f. __________
2. It cleans the floor. v. __________ c. __________
3. You make dinner in this. c. __________
4. You wash dishes in this. d. __________
5. It keeps you cool in summer. a. __ c. __________
6. It keeps you warm in winter. c. __________ h. __________
7. It washes your clothes. w. __________ m. __________

2 Complete the story with the words in the box.
review several translated magazine collection published appeared

One day, a woman 1. __________ her first poem in a weekly 2. __________. A year later, her first book 3. __________. It was a 4. __________ of poems. Someone wrote a very good 5. __________ of her book. Then her poems were 6. __________ into 7. __________ languages.

Grammar
3 Complete the text with the correct form of the verbs in brackets.
Omar Epps 1. __________ (be) born in 1970 in New York. He 2. __________ (start) writing when he was ten years old and 3. __________ (go) to a school of Art, Music and Theatre in New York. He 4. __________ (appear) in his first film in 1992 and then 5. __________ (play) Dr Grant in the TV series ER in 1996. He also 6. __________ (star) in another series about doctors, called House M.D. He 7. __________ (get) married in 2004.

4 Read the text in Exercise 3 again. Write the questions for these answers.

1. __________? In 1970.
2. __________? In New York.
3. __________? When he was ten years old.
5. __________? Dr Grant.
6. __________? House M.D.
7. __________? In 2004.

Sentence Builder
5 Complete the sentences with in or with.

1. My mother's the woman 1. __________ the shopping bag.
2. Who's that 2. __________ the red shirt?
3. That's me 3. __________ my brother.
4. I don't know the man 4. __________ the jeans.
5. I know that boy 5. __________ the blond hair.
6. My uncle is the man 6. __________ the dark glasses.

6 Complete the answers.

1. When did you decide to travel around the world?
I 1. __________ when I was 25.
2. What did you want to see?
I 2. __________ the pyramids.
3. Why did you try to go to China?
I 3. __________ to see the Great Wall.
4. When did you start to feel ill?
I 4. __________ last week.

Key Expressions
7 Choose the correct word in the text.

I like this photo 1. __________/on a family gathering. 2. __________/On the middle, there's a boy reading a letter. 3. __________/In At the back, there's a sad looking girl. 4. __________/On the right is a friendly girl. She looks interested in the letter. 5. __________/in/On the front, 6. __________/in/on the left is a box with lots of photos and letters in it. There's another boy 7. __________/in/on the photo. He looks interesting.
Book 1
Module 4 Test

Vocabulary
1 Read the definitions. Then write the words.
1 A place where things are made.
2 A very rich person.
3 You need it to stop people copying you.
4 For example, Leonardo Da Vinci.
5 A company.
6 To make something new.
7 It has a use.
8 To make something better.

2 Order the letters to make adjectives.
1 soiuucru
2 eidffretn
3 arydrrxteoin
4 eerf
5 tenivniev
6 chir

Grammar
3 Complete the text with the verbs in brackets in the Past Simple or Past Continuous.
Last night, I 1 [walk] along the road when I 2 [hear] a noise. I 3 [look] around but I couldn’t see anything. Then, while I 4 [look] under a car a cat suddenly 5 [jump] out. I was very frightened. I 6 [run] home.

4 Correct the mistakes. There is one in each sentence.
1 I was walk along the street when I saw my father.
2 What was you doing when your friends arrived?
3 When my friend arriving, I was washing my hair.
4 I was playing football when it was starting to rain.
5 When the phone rang I ate dinner.

5 Complete the sentences with one, ones, another or another one.
1 Which are your shoes? The .................. , by the door.
2 That was a nice biscuit. Now I want .................. .
3 Do you want to play .................. , game of tennis?
5 We had an exam yesterday and we’ve got .................. , today.

Sentence Builder
6 Complete the sentences with before, during or after.
1 .................. , I went to school, I ate breakfast.
2 .................. , breakfast, I said goodbye and left the house.
3 .................. , I got to school, I went to the shops.
4 .................. , the lesson, the teacher helped us.
5 .................. , the lesson, we had lunch.
6 .................. , lunch I talked to my friends (and ate of course!).

Key Expressions
7 Complete the story with the words in the box.
Suddenly when so One day like this after Honestly
This is a true story. 1 ................. ! It happened 2 ................. .
3 ................. , two men were walking along a dark, lonely road ................. they saw an old woman. She looked tired 4 ................. , the men stopped to help her. 6 ................. a few minutes, one man saw the woman take something out of her bag.
7 ................. , there was a loud noise and a cloud of smoke. And, when the men could see again, there was no one there. Very strange!
Book 1
Module 5 Test

Vocabulary
1. Find eight clothes words.

Grammar
2. Put the words in the correct order to make sentences.
   1. intelligent / is / in the world / girl / most / she / the
   2. taller / brother / than / I'm / my
   3. sister / than / is / older / your / you / ?
   4. is / person / in your class / most / the / intelligent / who / ?
   5. are / yours / my / than / parents / richer
   6. is / in the shop / the / much / how / computer / cheapest / ?

3. Put the adjectives in brackets in the correct form.
   1. I'm .................. (short) my sister.
   2. Books are ................ (good) magazines.
   3. London is ................ (big) city in Britain.
   4. Adel Imam is ................ (funny) actor in the world.
   5. Do you think England is ................ (pretty) Ireland?

Word builder
4. Use the adjectives in the box to complete the sentences. There are two extra words.
   amazing  bored  frightened  interested  tiring  boring  tired  interesting

   1. Are you .................. in history?
   2. This book is really .................. Nothing happens!
   3. I don't like horror films. I always get ..................
   4. What's wrong? I'm really .................. I didn't sleep last night.
   5. Wow. That film was ..................! The special effects were so realistic!
   6. The talk last night was very .................. I'm glad I went.

5. Choose one word from each box to complete the sentences.

<table>
<thead>
<tr>
<th>try</th>
<th>dress</th>
<th>do</th>
<th>take</th>
<th>put</th>
<th>on</th>
<th>up</th>
<th>up</th>
<th>off</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   1. You don't have to ............... It's only a presentation.
   2. I can't ............... these jeans. I'm too fat!
   3. If you feel cold, ............... your jumper.
   4. ............... your shoes. They're dirty.
   5. Can I .......... this please?
      Of course. The changing room is over here.

Sentence Builder
6. Complete the sentences in two different ways.
   Use too or enough and the adjective in brackets.
   I can't get these shoes on!
   1. My feet (big)
   2. These shoes (big)
   I can't do this test.
   3. I'm (clever)
   4. It's (difficult)

Key Expressions
7. Complete the dialogue with the phrases below.

   What about these?  What size are you?
   Yes, they really suit you. Can I help you? £50
   Of course. The changing room is over here.

   1. ........................................ Yes, I'm looking for some trousers.
   2. ........................................ 34 in England. I think 84 in Europe.
   3. ........................................ No, they're too baggy. How much are these?
   4. ........................................ Can I try them on, please?
   5. ........................................ Do you think they look all right?

Total / 45
Book 1
Module 6 Test

Vocabulary
1 Look at the pictures and write the performers below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Grammar
2 Complete the text with can, can’t, have to or not have to.
At our school, we 1 have to be there at 8 o’clock. The bell rings and we 2 have to go to our classroom. We have half an hour ‘study time’ but we 3 don’t have to study. We 4 can do what we want, but we 5 can’t be noisy. If we want, we 6 can read a book or even do our homework. At our school, everyone 7 have to wear a uniform. We wear long red skirts and a white blouse. We 8 don’t wear jewellery – no earrings, pierced noses, nothing.

Word Builder
4 Complete the sentences.
1 You get ........... and ........... a bicycle.
2 You get ........... and ........... a car.
3 You get ........... in the morning.
4 You get ........... with friends.
5 Don’t climb that tree if you can’t get ........... again!

Sentence Builder
5 Complete the sentences with a preposition.
1 I’m waiting ........... my friend. He’s late.
2 Ssh! I’m talking ........... someone on the telephone.
3 I hope they’re not laughing ........... me.
4 This is Dave. He comes ........... England.
5 I’m reading an email ........... my friend in America.
6 I don’t understand what you are talking ...........
7 This is a great programme. Do you want to listen ........... it?
8 Wait a minute. I’m just writing an email ........... my brother.

Key Expressions
6 Complete the dialogue with the words in the box.

It’s my graduation and I don’t know what to do. Would you 1 really to have a picnic? Not 2 at all. I don’t like picnics. Why 3 for a meal? All 4 but where? What 5 the new family restaurant? Great. Who should we invite? 6 ask Mum, Dad, Nana and Grandad. Ok. Great idea. Thanks.

Total / 45
Book 2
Module 1 Test

Vocabulary
1 Complete the words (1–8) with the words in the box.

<table>
<thead>
<tr>
<th>screen</th>
<th>talkie</th>
<th>player</th>
<th>held</th>
<th>camera</th>
</tr>
</thead>
<tbody>
<tr>
<td>mobile</td>
<td>video</td>
<td>domestic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Digital ..................
2 ..................... robot
3 Flat ..................... TV
4 Hand ..................... computer
5 ..................... phone
6 MP3 .....................
7 ..................... camera
8 Walkie-....................., watch

Grammar
2 Put the words in the correct order to make sentences.

1 a / be / will / teacher / I
2 live / I / my / will / family / with
3 will / phone / have / everyone / a / mobile
4 I / stay / city / in / this / won’t
5 people / go / work / won’t / to
6 won’t / robots / housework / do / have / to / we / our
7 you / computer / year / this / a / new / will / buy / ?
8 will / live / year / where / you / next / ?
9 at / study / what / university / will / subject / you / ?

3 Complete the sentences with the correct forms of the verbs in brackets.

1 If it ..................... (be) sunny on Friday, John ..................... (go) to the park.
2 John ..................... (take) some photos if he ..................... (go) to the park.
3 If he ..................... (take) some photos, he ..................... (send) them to his penfriend.
4 His penfriend ..................... (be) very happy if he ..................... (send) him some photos.

Word Builder
4 Complete the sentences with the correct form of the adjectives below.

known happy usual comfortable lucky

1 I’ve got a good job, a nice house and a lovely family. I’m very ....................., with my life!
2 What a strange name. It’s very .....................
3 Travelling first class is expensive but it is very .....................
4 Is he famous? No, he’s completely .....................
5 That was .....................! I won the game!
6 What’s wrong? You look really .....................

Sentence Builder
5 Choose the correct word in each sentence.

1 I gave to you / you the money yesterday.
2 I gave a book to my dad / my dad for Eid.
3 I’m just sending an SMS to John / John.
4 Have you sent to Dad / Dad an email?
5 Did you tell to us / us the truth yesterday?
6 John, can you tell to the class / the class the answer to exercise one, please?
7 Oh no! My aunt’s making for me / me a jumper.
8 I’ll have to make a cake for John / John.

Key Expressions
6 Match the situations (1–6) with the offers (a–f).

1 What a day! I’m really tired.
2 Oh no! I didn’t buy any eggs.
3 Dad will be angry when he finds out.
4 Do you know anything about Shakespeare?
5 I can’t go to the library on my own.
6 Where is Steve’s house?

a I’ll tell him.
b I’ll draw you a map.
c Sit down. I’ll make you a cup of tea.
d I’ll go with you.
e No, but I’ll look on the Internet.
f I’ll buy some for you.

Total / 45
Book 2
Module 2 Test

Vocabulary
1 How are the nouns formed for these verbs? Put them in the correct column.

explorerecoverbravetreatprepareoperateachievegoverndiscover

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<table>
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2 Complete the text with the correct form of the words in Exercise 1.

I love reading about 1... I’m reading about Columbus’ 2... of America at the moment. You have to be very 3... to be an explorer but, if you find a new country... wow! What an 4...! And then you go home and everyone loves you and your 5... gives you a medal!

My friend wanted to be an explorer but he didn’t 6... properly and he had a bad accident. He had to go to hospital for an 7... After two months of 8... he started to 9... He’s OK now but it was very frightening.

3 Look at the pictures. Then write the names of the sports and games.

1 4
2 5
3 6

Grammar
4 Complete the sentences with the correct form of the verbs in brackets.
1 I ........................ (have) a barbecue on Saturday. Do you want to come?
2 What .............................. (do) after you finish school?
3 I .............................. (be) a doctor. Well, I think I am.
4 .............................. (do) anything this afternoon?
5 Yes, I am. My cousin .............................. (come) at 2 o’clock and we .............................. (go) to the library.
6 They .............................. (not/play) tomorrow. They .............................. (play) on Saturday!

5 Five of the questions are incorrect. Correct the mistakes.
1 Who did win the 100m gold medal?
2 Who .......................... the father in the film?
3 Who did he play in Hamlet?
4 Who .......................... Hamlet?
5 Who .......................... this morning?
6 Who .......................... on the moon in July 1969?
7 Who .......................... to your house?

Key Expressions
6 Complete the sentences with the words in the box.
nothing matter helping thanks all sorry

1 .............................., for everything!
   It was ..............................

2 Thanks for ..............................
   Not at ..............................

3 I’m ..............................
   It doesn’t ..............................
Module 3 Test

Vocabulary

1 Order the letters to make words.
   Diseases Problems
   1 oahrlce 5 ogchu
   2 laamrai 6 glraeyl
   3 psmum 7 inaionsm
   4 isbear 8 tssser
   Treatment
   9 laleniprki
   10 eyrdme
   11 unrcupeatu
   12 iacnnvotcia

2 Complete these treatments with a verb.
   1 .................. tablets
   2 .................. an X-ray
   3 .................. in bed
   4 .................. plenty of water

3 Complete each adjective with the correct prefix.
   1 This test is really difficult. It’s ........... possible.
   2 Being famous must be horrible. I’m glad I’m completely ........... known.
   3 What’s wrong with you? Are you ........... comfortable?
   4 I’d love to be ........... visible for a day.
   5 Sit still. Don’t be so ........... patient.
   6 No, I’m sorry. That answer is ........... correct.
   7 Say hello. Honestly, sometimes you’re so ........... polite.

Grammar

4 Put the verbs in the active or passive and in the correct tense.
   1 The doctor (give) .................. me some medicine yesterday.
   2 All the new students (give) .................. a vaccination when they start a course here.
   3 My bag (take) .................. by someone while I was having lunch.
   4 When I had a headache, I (take) .................. a painkiller.
   5 Did you know that over 1000 bottles of cola (drink) .................. in our school every week?
   6 I know one of you (drink) .................. my bottle of water this morning.

5 Rewrite the sentences in the passive.
   1 When I was ill, the doctor told me to stay in bed for a week.
   When I was ill, I .................. to stay in bed for a week by the doctor.
   2 A player from the other team injured the goalkeeper.
   the goalkeeper .................. by a player from the other team.
   3 The doctor didn’t give me a vaccination.
   I .................. a vaccination.
   4 Did an ambulance take John to hospital?
   .................. to hospital by ambulance?
   5 Did your parents tell you not to watch too much TV?
   .................. not to watch too much TV by your parents?
   6 Eating too many sweets causes toothache.
   Toothache .................. by eating too many sweets.

6 Sentence Builder

6 Complete the sentence using the word in brackets and either too or not/ enough.
   1 I’m (WELL) .................. to go to school. I’m ill.
   2 He’s (FIT) .................. to go running. He’s much better.
   3 She’s (SHY) .................. to say hello.
   4 He’s (YOUNG) .................. to drive. He’s only fourteen.
   5 This box is (HEAVY) .................. for me to carry.
   6 You’re (OLD) .................. to buy this. You have to be over sixteen.

7 Complete the sentences with the words from the box.
   unhealthy    important    dangerous    polite
   1 It’s ........... to play with fire.
   2 It’s ........... to eat too much fast food.
   3 It’s ........... to take your shoes off when you go into somebody’s house.
   4 It’s ........... to finish a course of antibiotics.
Book 2
Module 4 Test

Vocabulary
1 Complete the types of transport.

Air: _e_ _o_ _e_ _e_
Land: _r_ _r_ _r_ _r_
Water: _o_ _a_ _e_ _t_

2 Choose the correct animal for each description.

- It makes a noise like laughing. [giraffe, hyena, panda, python, gnu, baboon]
- It's a kind of primate. [giraffe, hyena, panda, python, gnu, baboon]
- It is black and white. [giraffe, hyena, panda, python, gnu, baboon]
- It's a kind of snake. [giraffe, hyena, panda, python, gnu, baboon]
- It's very tall. [giraffe, hyena, panda, python, gnu, baboon]
- It is also called a wildebeest. [giraffe, hyena, panda, python, gnu, baboon]

Grammar
3 Put the verbs in brackets into the Present Perfect.

I 1. _be_ to twelve countries in my life. The best holiday I 2. _have_ was in Africa. My father 3. _visit_ Africa many times. He thinks it 4. _change_ in the last ten years. He 5. _take_ some great photos of the animals there. My mother 6. _never_ (see) any wild animals. She 7. _never_ (be) to a zoo! She 8. _not travel_ much.

4 Complete the sentences with the words from the box.

- already
- just
- ever
- yet
- never

- Have you _thought_ of working abroad?
- Don't move! I haven't _taken_ the photo . . .
- When is John going to Canada? Didn’t you know? He's _gone_.
- Look! A kangaroo has _jumped_ over the fence. Quick, take a photo!
- Vicky said she's _been_ to Sydney? Don't believe her – she's _never_ been to Australia.

Word Builder
5 Complete the sentences with a word from each box. Then decide if they are written as two words, one word or joined with a hyphen.

- air
- sight
- hard
- camping
- equipment
- working
- seeing
- conditioned

Total / 45
Book 2
Module 5 Test

Vocabulary

1 Complete each sentence with a type of building or design.
   1. The local ______ has lots of ancient things in it.
   2. The ______ goes under the river – it’s completely dark!
   3. We stayed in a five-star ______.
   4. The water was carried into town along the Roman ______.
   5. They are building a new ______ in town and it’s going to have twenty restaurants in it!
   6. We drove across the new suspension ______ – it was scary!
   7. My father works in a modern ______.
   8. We visited the ______ where the king and queen lived.

Grammar

2 Complete the sentences with will, won’t, be going to, might and a verb from the box.
   open come be (x2) become have (x2) win

   1. There ______, another library. I’m not sure.
   2. Mmm. Smell that. We ______ fis for tea.
   3. This book ______ a prize. It’s awful.
   4. When do you think the library ______? It’s really annoying that it’s still closed.
   5. It says here that David Beckham will start a career in films when he stops playing football.
      Rubbish! David Beckham ______ an actor.
   6. I think in twenty years’ time, we ______ probably ______ virtual classrooms on our computers.
   7. John says his brother ______ with us to the match but he doesn’t know yet.
   8. It’s holiday time! Today ______ a great day!

3 Complete the sentences with correct form of the verbs in brackets and will, won’t, going to or might.

   1. I ______ probably ______ (go) to Greece for the summer but I’m not 100 per cent sure yet.
   2. I ______, not ______ (have) a holiday this year. I don’t know yet.
   3. Well, I know one thing. I (travel) ______ by air again. I had a terrible flight last year.
   4. I ______, my holiday in the city.

Word Builder

4 Complete each sentence with one word.

   1. I was looking through my school books when I came ______ an old class photograph.
   2. Did you find ______, who the girl at the library was?
   3. I’m sorry, I can’t stay. I’ve got to get ______ home.
   4. Don’t throw litter on the floor. Pick it ______!
   5. The last time I saw Kevin, he got ______ a car and drove away.
   6. This is an expensive restaurant. You won’t get ______ the man on the door in those clothes.
   7. Come on. Get ______ of the car. We’re at the hotel.

Sentence Builder

5 Complete the second sentence so that it has the same meaning as the first.

   1. What do I do now? I don’t know ______.
   2. Who should I invite to the celebration? I don’t know ______.
   3. Where shall I go for my holiday? I don’t know ______.
   4. How do I tell Bob he’s not playing? I don’t know ______.
   5. What should I give Sue for her graduation? I don’t know ______.
   6. When should I go to the library? I don’t know ______.

6 Complete each sentence with although or however.

   1. I’m tired, I don’t want to go to sleep yet. ______
   2. I did quite well ______, I want to do better.
   3. I thought England played well ______, they didn’t win.
   4. ______, it rained all day, we had a good time.

Key Expressions

7 Complete each sentence with so (that), because or to.

   1. We were tired ______ we didn’t go out.
   2. We caught a taxi ______ we wouldn’t be late.
   3. I’ve bought you some books _______, read.
   4. The boy wore a coat ______, he wouldn’t get wet.
   5. We were upset ______ we missed the match.
   6. Andy bought a DVD player ______, he wanted to watch films at home.
   7. We watched the news ______ see what was happening in the town.
   8. Don’t tell anyone ______, it’s a secret.

Total / 45
Book 2
Module 6 Test

Vocabulary
1 Find eight adjectives in the word search and write them in the correct column.

EXTROVERTO
MUGNUFATIS
BNOSTRRIDH
ABLALALAZY
SANHONESTD
SRELIALEA
EMIUNTIDYO
THOUGHTFUL

Positive Negative
1 ........................................ 1 ........................................
2 ........................................ 2 ........................................
3 ........................................ 3 ........................................
4 ........................................
5 ........................................

2 Match the feelings (1–6) to the situations (a–f).
1 delighted  a) I’m off to Oman tomorrow. Hooray!
2 depressed b) No more exams, no more school for two months. Great!
3 excited c) What a lovely present. Thank you.
4 furious d) I’ve got a job interview this afternoon.
5 nervous e) Nothing ever goes right. I failed all my exams.
6 relaxed f) The neighbours are really noisy. I can’t sleep!

Grammar
3 Put the verbs in brackets into the correct form.
If you (be) 1 late for the interview, you (not get) 2 the job.
I (feel) 3 sad if she (not come) 4 to dinner.
What (you do) 5 if he (tell) 6 you to wait again?

4 Choose the correct words.
1 The boss will be angry unless we finish/don’t finish on time.
2 We will/won’t meet outside the school unless it rains.
3 I’ll go unless Paul is/will be there.
4 There won’t be any food if/unless you start cooking.

Word Builder
5 Complete the phrases with make or do.
1 .......... a suggestion 5 .......... my best
2 .......... a mistake 6 .......... your bed
3 .......... calculations 7 .......... homework
4 .......... well 8 .......... an effort

6 Complete the sentences with one word in each space.
1 I’m really 1........... f........... t........... going home.
2 I waited for three hours. He didn’t t........... u........... !
3 ‘I’ve got a bit of a problem’. ‘Can you d........... w........... it on your own? I’m busy up here.’
4 I can’t believe Bob g........... i........... t........... with us after all this time.

Sentence Builder
7 Complete the text with make or let.
Does your English teacher always 1........... you speak English during lessons or does he/she 2........... you speak your own language sometimes?
Our teacher 3........... us go early after exams but, if we’re late to class, he 4........... us stay behind after school.
Last year, Mr Jenkins never 5........... us do any work at all. It was great!

Key Expressions
8 Complete the dialogue with the words in the box. There is one extra word.

what could let’s shall why

A: Hi Sam! 1........... don’t we go to the park?
B: No thanks, I went yesterday. 2........... about going to Simon’s house?
A: Yeah, that’s a great idea – we 3........... invite Mike.
B: Good idea. 4........... call him now.

Total / 45
Module 1 Test

Vocabulary
1. Complete the types of book.

<table>
<thead>
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<th>Literature</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td>o_l</td>
<td>a_l</td>
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<tr>
<td>p_a</td>
<td>___c_c___a_i</td>
</tr>
<tr>
<td>b_g_y</td>
<td>i_t_o_r</td>
</tr>
<tr>
<td><strong>o__r</strong></td>
<td>_n_r_t_a___a___l</td>
</tr>
</tbody>
</table>

Grammar
2. Three of the sentences are incorrect. Correct the mistakes.

1. He asked us to not speak so loudly.
2. They advised us to go to France for our holidays.
3. He warned not to drive too fast.
4. They ordered us to be ready at four o’clock.
5. She asked us to come with her.
6. He wanted he to work with him.

Word Builder
5. Choose the correct preposition in each sentence.

1. What are you afraid of/at?
2. I’m bored of/at playing this game.
3. Who’s interested in/at science fiction?
4. It finishes differently to/of how I expected.
5. I’m not really fond with/of children.
6. I’m very curious of/about (what) will happen when we leave.
7. I came top in maths but I’m not very good at/in French.
8. Don’t worry for/about anything. It was just an accident.

Sentence Builder
6. Join the sentences to make one sentence.

1. I saw my friends. They were playing football.
2. I met a nice boy. He was staying at the same hotel as me.
3. I found an injured bird. It was lying in the street.
4. We heard a boy. He was crying.

Key Expressions
7. Complete the text by writing one word in each gap. The first letter of each word has been given.

Last week, I was feeling bored and thinking about getting a DVD to watch. 1. j... , my friend rang and asked me to go to an ice hockey match. 2. a... , I didn’t really understand what was happening and I was a bit bored. 3. s... , there was a huge cheer. Two men were on the ice. The game stopped 4. w... , security guards tried to catch them. It was difficult because of the ice but, 5. i... , they were taken away and the game continued.
Book 3
Module 2 Test

Vocabulary
1 Write the names of the different sciences.
   1 The study of space: .................................
   2 The study of rocks: .................................
   3 The study of plants: .................................
   4 The study of animals: .................................
   5 The study of all living things: .................................
   6 The study of ancient buildings and objects: .................................
   7 The study of forces such as light, gravity, heat, etc.: .................................
   8 The study of illnesses and how to cure them: .................................

2 Complete the definitions with the words from the box. There are four extra words.
   architecture calligraphy ceramics distillation encyclopedia glass operations paper philosophy trade translation

   1 For example, vases and tiles: ............
   2 Change from English to Arabic: ............
   3 Beautiful method of writing: ............
   4 Ibn Sina studied this: ............
   5 Buying and selling: ............
   6 How buildings are designed: ............
   7 Surgeons perform these: ............

Grammar
3 Put the verbs in brackets into the correct form.
   1 If I ............... (be) good at science, I ............... (be) a doctor.
   2 I ............... (not work) here if I ............... (not like) it.
   3 If I ............... (have) a car, I ............... (not cycle) to work.
   4 What ............... (you buy) if you ............... (have) a thousand SAR?
   5 If you ............... (find) some money in the street, you ............... (you keep) it?

Word Builder
4 Complete the sentences with the correct form of the word in CAPITALS.
   1 Scientists are investigating the ......................... of thousands of animals from Africa. (DISAPPEAR)
   2 This man is very ill. He needs an ......................... immediately. (OPERATE)
   3 My brother is studying to be a ......................... . (BIOLOGY)
   4 This is the most important ......................... , since penicillin. (DISCOVER)
   5 I’m going to have a big ......................... when I finish my studies. (CELEBRATE)
   6 Thank you for the ......................... . It was very useful. (INFORM)
   7 How they got here is a ......................... . No one knows. (MYSTERIOUS)
   8 The ......................... of space will cost billions of dollars. (EXPLORE)
   9 The ......................... of many plants is in danger from humans. (EXIST)
   10 Because of all our careful ......................... , the day was a complete success. (PREPARE)

Sentence Builder
5 Complete the sentences with even, much, a lot or a bit.
   1 Scientists are ............... more important than footballers, so why don’t they get more money?
   2 He’s ............... taller than me; one or two centimetres.
   3 The Antarctic is ............... colder than the Arctic with an average winter temperature of –40 compared to –34 in the Arctic.
   4 I’ll have to work ............... harder if I want to go to university. I’ve been really lazy this year.

Key Expressions
6 Complete the dialogue with one word in each space.

Hi, Tom. What’s wrong?
Hi, Brendan. Can you do me a ............... ?

Of course. What ............... you like me to do?
I’ve bought this new printer but I’m not sure how to get it working.
 ............... I look at the instructions for you?
No, it’s OK, I’ve read all about it. I’d like you ............... connect it to the computer.
Okay I ............... do that.
Thanks a lot.
Would you ............... me to do anything else?
No, that’s great. Thanks.

Total / 45
Vocabulary

1 Write down the kind of house that each person lives in.
   1 It's nice to have no stairs. b,....................
   2 It's nice to be able to move with our house. m,...................., h,....................
   3 It's nice not to have any other houses joined on to ours. d,...................., h,....................
   4 There's a nice view from the 12th floor. b,...................., of f,....................
   5 It's good to have neighbours on both sides of us. t,...................., h,....................

2 Replace the underlined sections of the text with the words or phrases in the box and make any other changes necessary. One of the words or phrases is not needed.

   corner    suburbs    sports centre    rural area
   mall    park

We live 1 on the edge of the city. There's a nice 2 green area with flowers nearby. There's not much to do but there is a 3 gym and swimming pool. I'd like to have a supermarket here but there's only a small, 4 local shop. My grandparents live in 5 the countryside in a small cottage.

Word Builder

3 Complete each sentence with a preposition.
   1 Do you come .................... this town?
   2 I'm looking ...................., a good hotel.
   3 Lots of changes have been carried .................... already.
   4 When we arrive, we'll set ...................., our equipment on the stage.
   5 If there are any people hanging ...................., we can ask them to help.
   6 Why don't you come ...................., to the meeting and see what's happening.
   7 Don't you care ...................., your city?
   8 We're going to put ...................., a show for poor children.
   9 Where is everyone? We've been here for hours and no one else has turned ...................., yet.
   10 Hey, Steve. Relax. Chill ...................., it's not that bad.

Key Words

4 Circle the correct word.
   1 We should try to help the problems/victims/volunteers of crime.
   2 We need some fun behaviour/community/activities for young people to do.
   3 He's a real yob/scout/help and he's always in trouble with the police.
   4 We need help and we're looking for hoodies/volunteers/victims.
   5 He dresses like a scout/hoodie/angel but he's very nice really.

Key Expressions

5 Complete the words in the dialogue.
   Hi, John. It's Bob. 1 L,.............., meet up.
   OK. Good 2 i,.............., Where 3 s,.............., we go?
   Why 4 d,.............., we have something to eat?
   Yes, 5 s,.............., great. Chinese?
   Lovely. Do you 6 f,.............., going shopping afterwards?
   Maybe. I'll see how tired I feel after the meal.

Grammar

6 Put the verb in brackets into the correct form.
   1 I (write) .................... all morning.
   2 I (write) .................... six letters.
   3 He (shop) .................... since ten o'clock.
   4 He (buy) .................... all my Eid presents.
   5 I (not take ) ...................., one day off sick this year.
   6 I (work) ...................., hard all year.

Sentence Builder

7 Tick the sentences which are correct. More than one may be correct in each group.
   1 a The plane took off. / b The plane took off the ground. / c The plane took the ground off.
   2 a She took off her watch. / b She took it off. / c She took off it.
   3 a He looks after his family. / b He looks his family after. / c He looks after.
   4 a He met up with his friends. / b He met up. / c He met his friends up with.

8 Read the situation and then complete the sentences using 'rather' so that they have the same meaning.
   I don't want to go out. I want to watch TV. I want you to stay here with me. I don't want you to go out.
   1 I'd rather ...................., out.
   2 I'd rather ...................., TV.
   3 I'd rather you ...................., here with me.
   4 I'd rather you ...................., out.
Book 3
Module 4 Test

Vocabulary
1 Complete the figures in words.
   1 2.9 Two ................... nine.
   2 7,000,000 Seven ..................
   3 9,000,000,000 Nine ....................
   4 ½ A ....................... 
   5 ⅖ Two ..................
   6 7< X >8 X is .................. seven and eight
   7 65% Sixty-five ..................
   8 X > 7 X is .................. than seven
   9 500,000 Five hundred .................. 
   10 ¾ Three ..................

2 Complete the places.
   1 A large area of trees. _ o _ _ t
   2 A large piece of ice moving slowly. _ l _ _ _ e
   3 A very steep sided valley. _ o_ _ e
   4 An area surrounded by water. _ s _ _ _
   5 An area of water inside a country. _ a _ _
   6 A place where a river drops from one level to another. _ a_ _ _ a _ _
   7 An area of soft, wet land. _ w _ _
   8 Ground near a lake or sea which is always wet. _ a _ _

Word Builder
3 Match the adjectives (1–6) to the things they describe (a–f).
   1 A snow-capped a rain
   2 A breathtaking b noise
   3 An endangered c sight
   4 Heavy d species
   5 A deafening e variety
   6 A wide f mountain

Key Expressions
4 Complete the words in the presentation with one letter in each gap.
   1 R _ _ h _. Today I’m going to talk about this wildlife park.
   2 _ _ r _ _ , when was it formed?
   3 N _ _ _, what natural features can be found in the park?
   4 _ o _ let’s take a look at some of the animals that live here. You should never leave the paths in this park.
   5 A _ o _ _ _ _ problem is that it is very easy to get lost.
   6 _ o, why did we create this park?
   7 W _ _ _, the main reason was to protect the wildlife.
   8 F _ _ a _ _ _, what can we learn from our visit?

Grammar
5 Read the situation and complete the sentences with ‘must’, ‘might’ or ‘can’t’ plus the verb in brackets in the correct form.
   John’s desk is still empty and it is 9.30 a.m.
   1 He ................... (be) at school or he would be at his desk.
   2 He ................... (be) ill because there are a lot of people ill at the moment.
   3 He ................... (have) an accident because I heard an ambulance siren this morning.
   4 He ................... (go) on holiday because I saw his dad today.
   5 He ................... (have) a good reason because he doesn’t like missing school.
   6 He ................... (tell) Brian what’s happened. Brian’s his best friend.
   7 He ................... (go) to the dentist, or maybe the doctor.
   8 He ................... (get) lost because he’s been coming here for three years!

Sentence Builder
6 Put the verbs in brackets in the correct form.
   1 Although he (play) ..................... lots of sport, he isn’t very fit.
   2 Despite (not like) ..................... cricket, Steve always watches his father play.
   3 Despite (be) ..................... rich, Steve dresses very badly.
   4 Although she (not be) ..................... the most intelligent student, she always works hard.
   5 Despite (not have) ..................... any money, Colin always looks happy.
Vocabulary
1 Add vowels to make words to do with the environment and environmental problems.
   1_d_f_r_st_t_t_n
   2_c__rb_n_d__x_d__
   3_d_r__ght
   4_f_s_s_l_f__fl_s
   5_g_r__gn_h__g__ss_s
   6__rg_n_c_v_g_t_bl__s
   7_r__w_bl___n__rgy
   8_s__r__n__rgy
   9_c_l_m_t__ch_ng_
   10_f__ds

Word Builder
2 Complete the sentences with ‘get’ or ‘take’ in the correct form.
How long does it 1_ to you to 2_ to work? It usually 3_ about 30 minutes. I liked my old job because I 4_ quite a good wage. I 5_ four weeks holiday a year, which I could 6_ whenever I wanted, and we all 7_ a present from the boss each year. I 8_ these photos with my new camera.

Key Expressions
3 Put the dialogue in the correct order.
Good morning, Mr Smith. Thank you for coming. Can I ask you some questions?
1 Well, er, it was a small disagreement. The manager said I wasn’t doing my job.
2 I see. A couple more questions. You had a little bit of a problem in your last job, didn’t you?
3 Sure. No problem.
4 I mean, you had to leave after two weeks for some reason. So, what did you do?
5 To start with, can you tell us what you are doing at the moment?
6 Well, at the time I was a student and he caught me doing my university work on the office computer. But I’ve changed.
7 What do you mean exactly?
8 Can you explain why?
9 I’m working in an office. I’ve been working there for 6 months.
OK. Thank you, Mr Smith

Grammar
4 Look at the diary for tomorrow and write what the person will be doing at different times of the day.
   7–8 a.m. Breakfast
   1 At 7.30 a.m. he 2_ to work
   8–9 a.m. Drive to work
   2 At 8.30 a.m. he 3_ to work
   9–10 a.m. Meeting
   3 At 9.30 a.m. he 4_ to work
   10–5 p.m. Work
   4 At 11.30 a.m. he 5_ to work
   1–2 p.m. Lunch
   5 At 1.30 p.m. he 6_ to work
   5–6 p.m. Dinner
   6 At 5.30 p.m. he 7_ to work
   7–9 p.m. Shopping at a mall
   7 At 7.30 p.m. he 8_ to work
   10 p.m. Go to bed
   8 At 11.30 p.m. he 9_ to work

5 Complete the situations (1–5) using the Future Continuous and match them to the requests and offers (a–e).
1 I 1_ dinner on Sunday.
2 I 2_ a barbecue soon.
3 I 3_ to Paris at the weekend.
4 I 4_ late this evening.
5 We 5_ our exams soon.
   a Would you like me to get you some kebabs?
   b Could you help me with my revision?
   c Would you like me to make dessert?
   d Could you video the football for me?
   e Would you like to come?

Sentence Builder
6 Match the beginnings (1–5) to the endings (a–e).
1 I’m interested  a by doing the washing up.
2 I’m afraid  b about failing my exams.
3 I’m worried  c in hearing your news.
4 They helped me  d by doing lots of exercise.
5 I lost weight  e of getting lost.
Book 3
Module 6 Test

Vocabulary
1 Match the words to the definitions.
   1 clue 2 crime scene 3 motive 4 theft
   5 detective 6 suspect 7 victim 8 alibi
   9 witness 10 criminal
   a A person who tries to solve crimes. ....................
   b The person who the crime was committed against ..............
   c A person who saw the crime. ....................
   d Where the crime took place. ....................
   e Someone who the police think carried out the crime. ....................
   f It helps the police find out what happened. ....................
   g This proves that you can’t have committed a crime because you were somewhere else at the time. ....................
   h Stealing: .....................
   i The person who committed the crime. ....................
   j The reason for committing a crime. ....................

Word Builder
2 Replace the underlined parts of the sentences with an idiom, using one of the words or phrases in the box. Make any necessary changes.
   over heavy light sleeper nightmare miles spitting image black sheep

   1 There was a lot of snow last night.
   2 Be quiet. He wakes up very easily.
   3 He looks just like my brother.
   4 This job is much better than my last one.
   5 My first day at work was awful.
   6 I’m not friends with Karen anymore. That’s finished.
   7 Uncle Albert was always different from the rest of my family.

Key Expressions
3 Circle the correct word or expression.
   1 Could/Should/Would I ask you a few questions? He’s 35 years old.
   2 Could you tell us ..............? I live at 36 Ringwood Road.
   3 Could you tell me ..............? I’ve been here for 30 minutes.
   4 Could you tell me .............. phone box near here? Yes, there is. It’s over there.
   5 Do you know .............. Mark .............. here? Yes, he does. He works on the 4th floor.

Grammar
4 Read the interview between the policeman and the criminal and then report it.
   P: Do you know why you’re here?
   C: What do you want to talk about?
   P: Where did you go on Saturday?
   C: Are you sure I went out?
   P: Will you tell me the answer?
   C: What was the question? I forgot.
   The policeman asked the suspect 1 ..............
   The suspect asked the policeman 2 ..............
   The policeman asked the suspect 3 .............. but the suspect didn’t answer. He asked 4 ..............
   The policeman got angry and asked 5 .............. but the criminal smiled and asked 6 .............. He said he had forgotten.

5 Put the reported questions into the direct form.
   1 When I got home, my parents asked me where I had been.
   2 Jenny asked if I would look at her homework.
   3 Ted asked what I was thinking about.
   4 Ben asked if I knew the football results.
   5 Steve asked if I had any money.
   6 Kelly asked what I had done at school.

Sentence Builder
6 Complete the questions for the answers given.
   1 Do you know ..............? He’s 35 years old.
   2 Could you tell us ..............? I live at 36 Ringwood Road.
   3 Could you tell me ..............? I’ve been here for 30 minutes.
   4 Could you tell me .............. phone box near here? Yes, there is. It’s over there.
   5 Do you know .............. Mark .............. here? Yes, he does. He works on the 4th floor.

7 Join the sentences starting with a participle clause.
   1 The man heard the window break. He rang the police. Having ..............
   2 The police answered the phone call. They sent a car. Having ..............
   3 The police arrived. They talked to the man. Having ..............
   4 The police were given a description of the suspect. They looked for the suspect. Having ..............
   5 The police arrested Tom. They questioned him. Having ..............
Book 4
Module 1 Test

Vocabulary
1 Match the words (1–10) with (a–j) to form compound words.

1 passport
2 lorry
3 food
4 boarding
5 air
6 sear
7 flight
8 ticket
9 traffic
10 emergency

a) card
b) jams
c) exit
d) control
e) attendant
f) pollution
g) driver
h) collector
i) tray
j) belt

Grammar
2 Complete the sentences with the correct form of the verbs in brackets – Present Perfect Simple or Continuous.

1 I (not see) you for ages!
2 Don’t tell me you are too busy to give me a hand with the cooking. You (play) computer games for the last two hours.
3 We are very proud of our son. He (break) the school high jump record again.
4 I’m totally exhausted! I (clean) the house all day but I still (not finish) the bathroom.
5 I’m afraid you won’t be able to leave earlier today. It’s 5 o’clock and you (write) only half of the proposal so far.
6 David Porter is a well-known applied linguist. Recently he (do) research on the effects of students’ age on second language learning.
7 James must be enjoying his cookery classes. He (make) chocolate cupcakes all afternoon.

Key Words
3 Complete the sentences with the appropriate words from the box.

carriage walk underground off pedestrian
ferry balloon commuter miss

carry

1 The ................. is a railway system in which electric trains travel mainly below the ground.
2 A ................. is a boat or ship for transporting passengers and vehicles across an area of water.
3 A ................. is a person who is walking in a street.
4 If you don’t hurry up, we are going to ................. our train.

4 Read the dialogue below and use one word to fit each space.

A: Good evening. Could I see your 1 ................. , please?
B: Here you are.
A: Is this all your 2 ................. ?
B: Yes, just this suitcase and this bag.
A: Did you 3 ................. them yourself?
B: Yes, I did.
A: That’s okay. Here is your 4 ................. card. Go to 5 ................. number two.
B: Thank you. Is the flight going to leave on 6 ................. ?
A: Let me see. I’m afraid it’s slightly 7 ................. . It will 8 ................. off twenty minutes late. I’m sorry for any 9 ................. .
B: That’s okay. I’ll look around the airport 10 ................. . Thanks.

5 Underline the correct alternative in each sentence.

1 Do you ever talk to you/yourself?
2 I really feel that we/ourselves should be more organised about this.
3 If we try not to get angry with ourselves/each other so quickly, we will probably solve our problems more easily.
4 I think Ahmad should look at him/himself critically and go on a diet to lose some weight.
5 She was horrified when she saw that photo of her/herself!
6 Pete and Joe are very old friends. They call themselves/each other every week.
7 Why do you have to punish you/yourself for something that is not your fault?
8 It’s a shame they didn’t tell him/himself about the cost of repairs in advance!
9 No one should blame them/themselves of something that they haven’t done.
Book 4
Module 2 Test

Vocabulary
1. Complete the text below with one word in each gap.

My elder brother Tom is a TV addict. He spends hours in front of the TV switching the 1. He watches the news to be informed about 2. affairs and 3. shows to test his knowledge and intelligence. He claims that every TV programme has educational value. For Tom, even a 4. show provides a lot of useful information. Well, I think that he just loves gossip about the lives of 5. like Ronaldo or Mido. As for my younger sister Munira, she’s obsessed with 6. media. Once she starts watching a programme, it’s extremely difficult to make her turn 7. to another channel. Apart from the radio and television, the 8. seems to be another of Munira’s addictions. She is not very selective though and reads both good 9. papers and 10. newspapers with a lot of sensational stories and photographs.

2. Rewrite the phrases using compound adjectives.
   - a journey of five weeks: ............................................
   - a composition of 200 words: .................................
   - a break that is fifteen minutes long: ........................
   - a woman with dark hair: ...........................
   - a teacher who is thirty years old: ......................
   - a sports pitch that can be used in all weathers: .......
   - a voyage of a thousand miles: ............................
   - a swimming pool of 50 square metres: .............
   - a car that costs fifty thousand pounds: .............
   - a film showing late at night: ...............................

3. Rewrite the sentences in the Passive beginning with the words given. Leave out the doer of the action if it is not necessary.
   - The director has cancelled the meeting.
     The meeting .............................................................
   - Nobody had told them where they were supposed to stay.
     They .................................................................
   - My friend Robert is going to introduce me to his parents.
     I ........................................................................
   - The travel agency can’t confirm the exact time of our flight yet.
     The exact time of our flight ...................................
   - The policemen were interrogating the suspect for two hours.
     The suspect .........................................................
   - No one told us we needed passport photos for these papers.
     We...........................................................
   - Faisal organised the lesson this week.
     The lesson ...........................................................
   - Laws all over the world forbid murder.
     Murder ...............................................................

4. Choose the correct alternative for each sentence.
   - I always turn off/to my friend in times of need.
   - I’ve been waiting half an hour and you just turn on/up without an apology?
   - Does your family turn the TV off/over during dinner?
   - The last scene was so frightening I had to turn up/away and hide my head in the pillow.
   - I kept turning off/over to a new channel but I couldn’t find anything I wanted to watch.
   - I don’t want to watch this. Turn it off/over!
   - Was the radio turned to/on when you left? I like to leave it to discourage burglars.
   - He turned to/up his brother and demanded an explanation.
   - Turn up/over the page and let’s see if the information is there.

5. Rewrite the sentences using the correct form of have.
   - Her portrait was painted by the artist.
     She ........................................................................
   - My teeth were cleaned by the dentist.
     I ........................................................................
   - The tailor is going to lengthen my skirt.
     I ........................................................................
   - The engineer is repairing her washing machine.
     She ........................................................................
   - The gardener cuts the grass in my mother’s garden.
     My mother ............................................................
   - The cleaner is going to clean her whole house by tomorrow.
     She .................................................................
   - A new tutor is going to teach me Arabic.
     I ........................................................................
   - The painter is going to paint their walls pink.
     They .................................................................

Total / 45
Book 4  
Module 3 Test  

Vocabulary  
1 Choose synonyms for the words below (1-10) from the box.  

<table>
<thead>
<tr>
<th>boring</th>
<th>shocking</th>
<th>odd</th>
<th>dreadful</th>
<th>bright</th>
<th>brilliant</th>
<th>silly</th>
<th>amusing</th>
<th>famous</th>
<th>bland</th>
</tr>
</thead>
</table>

1 funny ..................................  
2 ridiculous ..............................  
3 offensive ................................  
4 weird ....................................  
5 dull ......................................  
6 clever ...................................  
7 colourful ................................  
8 successful ..............................  
9 tasteless ...............................  
10 terrible ...............................  

2 Read the classified advertisements below. Choose which section in the box below each advertisement should appear in.  

ACCOMMODATION  DEATHS  BIRTHS  COURSES AND TUITION  GRADUATIONS  FOR SALE  ODD JOBS  LOST  TO SWAP  

1 Congratulations Bobby, you did so well. Have a great break!  
2 Henrietta Jackson, 3.2kg, arrived at 22.30, Thursday 24th May. Mother and baby doing well. A new sister for Ben!  
3 Small grey Pekinese ran away in Fullard Park. Answers to the name of Colin. Reward to finder. Ring 669017.  
4 Learn to scuba dive in 9 easy lessons! No experience necessary. Fullard College, Monday & Friday 7.30 p.m.  
5 Small, cheap room. No meals. Would suit student. £50 p.w.  
6 Reliable, professional man in mid-30s, would like gardening or DIY jobs. No job too small. Phone 5592231.  
7 Exercise bicycle, hardly used. £55 o.n.o. Call 0355921 evenings.  
8 Maurice Peters passed away peacefully in his sleep Thursday 19th. No flowers.  

3 Complete these sentences with adjectives from the box below.  

natural  debut  flat  waterproof  cool  luxurious  exclusive  guaranteed  durable  

1 The face cream is made from ..................... ingredients.  

Grammar  
4 Underline the best future form to complete the sentences.  

1 Our train (leave) at 08.43 tomorrow morning.  
   a) leaving  b) leaves  c) will have left  
2 What time .......... the last train (leave)?  
   a) is / leaving  b) does / leave  c) will / leave  
3 Look at the clouds. It (rain).  
   a) ’ll rain  b) ’s raining  c) ’s going to rain  
4 School (start) at 8.45 every morning.  
   a) ’ll start  b) starts  c) is starting  
5 The match (not finish) until after five o’clock.  
   a) doesn’t finish  b) won’t finish  c) isn’t finishing  
6 I (be) a famous footballer when I grow up.  
   a) ’ll be  b) ’m going to be  c) am  
7 ’Mum, what time .......... lunch (be) ready?’  
   a) does / be  b) is / being  c) is / going to be  
8 In 100 million years the sun (be) dead.  
   a) is going to be  b) will be  c) is being  

5 Complete the text with the where necessary.  

1 .......... British Isles are a group of  
2 .......... islands in .......... North Sea.  
4 .......... two largest islands are called  
5 .......... Britain and .......... Ireland.  
7 .......... Isle of Man is situated in  
8 .......... sea between .......... Britain and .......... Ireland.  

Total / 45  

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Book 4
Module 4 Test

Vocabulary
1. Underline the correct word in italics to complete these sentences.
   1. She can’t be more than 13. She must be in her late/mid/early teens.
   2. Like his father Ahmad, Ali has got a dark complexion/build/shape.
   3. I think she’s in her late forehead/plaits/forties.
   4. I can feel my moustache when I touch my lips/plaits/freckles.
   5. My sister’s got shoulder-length freckled/brown/short hair.
   6. Most men in their late sixties are long haired/bald/short.
   7. I can’t see your forehead/freckles/chin because of your fringe.
   8. I’ve got long blonde wavy hairs/hair/hare.
   9. I’m not overweight! I’m just very well-built/slim/thin!
   10. My great grandfather needs glasses because he’s very middle-aged/elderly/good-looking.

2. Complete the table with the opposites of the adjectives given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>usual</td>
<td></td>
</tr>
<tr>
<td>sociable</td>
<td></td>
</tr>
<tr>
<td>tolerant</td>
<td></td>
</tr>
<tr>
<td>patient</td>
<td></td>
</tr>
<tr>
<td>organised</td>
<td></td>
</tr>
<tr>
<td>sensitive</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>fit</td>
<td></td>
</tr>
<tr>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>tidy</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the sentences with the correct form of the phrases in the box below. One of the phrases is used twice.

   give up  get together  get down  put up  take up  get on  get at

   1. When did your son first .................. basketball?
   2. We have the worst possible weather for our holidays. This continuous rain is .................. me ..................
   3. I can’t .................. with my elder brother any more.
   4. The parents and teachers must .................. to talk about the students’ progress.
   5. I .................. I can’t do this anymore.
   6. They’re always doing things together – they .................. really well.
   7. I don’t understand why he’s always .................. me – I haven’t done anything to him!
   8. It’s time to concentrate and .................. to some serious study.

Grammar
4. Rewrite each sentence with must, can’t, might or might not so that it has the same meaning.

   1. I’m sure she is more talented than her sister. She ..................
   2. It’s possible that my parents are enjoying themselves in Dubai now. My parents ..................
   3. It’s quite probable that she didn’t make a good impression on her parents. She ..................
   4. Maybe they love their son more than they are able to show. They ..................
   5. I’m sure she is telling us the truth about the accident. She ..................
   6. I don’t believe you decided to quit your job. You ..................
   7. I’m sure Barbara doesn’t have any idea about our reunion next month. Barbara ..................
   8. Perhaps she managed to finish the work on time. She ..................

5. Complete the text with the modals in the box. Some of them can be used more than once.

   had to    could    wasn’t able to    was able to    couldn’t    were able to    didn’t have to

   I 1. ............. work hard all my life, but I 2. ............. earn a reasonable pension. After I retired from work, I was a happy and carefree individual. I 3. ............. go to work or get up early every morning. I just 4. ............. remember to take my medicine every day. I 5. ............. do whatever I wanted everyday. I 6. ............. even stay in bed all day if I wanted to! The only thing I 7. ............. do was travel because I didn’t have much money, but with everything else, I 8. ............. get too upset about that. I was in reasonably good health but I 9. ............. lift heavy weights.

Total / 45
Book 5
Module 1 Test

Vocabulary
1 Match the underlined expressions in the sentences below with the phrases in the box.

- a reach
- b carry
- c do something
- d try hard
- e learn
- f make someone do something
- g become
- h playing
- i participate in
- j start to do

1 I've decided to take up a new sport – tennis!
2 I love team games, but it's difficult to get all my friends to join in.
3 I wish we could get access to the Internet. I need to do some research.
4 Mobiles phones are really useful because you can take them with you anywhere!
5 We had a great game of basketball last night.
6 If you practise English, you will get better.
7 The government needs to take action urgently.
8 If you make the effort, you'll pass your exams.
9 All my friends took part in the competition.
10 Why not take lessons in a new language?

Grammar
2 Complete the sentences below with the correct form of the verb.

1 I ................... (lend) you SAR 50 if you promise to pay me back tomorrow.
2 If you eat a lot, you ................... (gain) weight.
3 If I ................... (be) you, I'd try to save money.
4 If only we ................... (speak) Spanish, people would understand us in Brazil.
5 If you waited until tomorrow, the repairs ................... (be) finished.
6 If I couldn't do my homework, I ................... (ask) my teacher for advice.
7 If I ................... (go) to sleep earlier, I would have been less tired the following morning.
8 He may have problems in later life if he ................... (not exercise) now.

3 Complete the text below with the correct form of the verb in brackets.

If you are hoping 1 ................... (visit) Lebanon, make sure that after 2 ................... (think) carefully, you 3 ................... (plan) your holiday well. 4 ................... (Find) a place 5 ................... (stay) is easy. If you can't stand 6 ................... (stay) in a big city, you 7 ................... (make) to feel welcome by the mountain villagers. If you like outdoor activities, such as 8 ................... (swim) and 9 ................... (ski), Lebanon is the place for you. 10 ................... (book) your tickets without delay!

4 Tick the correct answers. None, one, two or all three of the answers may be correct.

1. He kindly ................... to pay for the meal.
   a offered  b refused  c said

2. Omar ................... to drive home despite his broken arm.
   a refused  b managed  c offered

3. When I ................... a banana, he said he preferred apples.
   a gave  b offered  c suggested

4. Why don't you ................... studying history?
   It's your best subject!
   a decide  b agree  c plan

5. I ................... to get a place to study astronomy at an American university.
   a hoped  b managed  c failed

Vocabulary
5 Match the multi-part verbs in Column A with their definitions in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to set up</td>
<td>a to work hard to make up for lost time</td>
</tr>
<tr>
<td>2 to fall behind</td>
<td>b to study or revise carefully</td>
</tr>
<tr>
<td>3 to get on with</td>
<td>c to meet</td>
</tr>
<tr>
<td>4 to catch up with</td>
<td>d to plan and organise</td>
</tr>
<tr>
<td>5 to pick up</td>
<td>e to learn without effort</td>
</tr>
<tr>
<td>6 to be into</td>
<td>f to be interested in</td>
</tr>
<tr>
<td>7 to get together</td>
<td>g to become delayed</td>
</tr>
<tr>
<td>8 to go over</td>
<td>h to like, be friends with</td>
</tr>
</tbody>
</table>

6 Use five of the multi-part verbs in Column A of Exercise 4 above to complete the sentences below. Make sure you use the correct tense.

1. I'll try to ................... the rest of my class as soon as I've recovered from the flu.
2. The homework was really difficult. My clever friend, Ibrahim, has agreed to ................... it with me tonight.
3. Last year I ................... maths and nothing else, but now my favourite subject is English!
4. I'm sure you ................... my brother – he's a very kind and helpful young man.

Total 45
Book 5
Module 2 Test

Vocabulary
1 Rearrange the letters to make words that describe people's personalities.

1 rentalot
2 surgeoennes
3 eshyttcampi
4 nycmaid
5 etpani
6 voidtatem
7 seenvisit
8 carpaclit
9 furclea
10 bleefixl

2 Complete the sentences below with the most appropriate word or phrase from the box.

medicine   literature   sport   business   hotel
construction   farming   travel and tourism
information technology

1 I plan to write novels, so I want to study .................... at university.
2 My uncle is an expert in the field of .................... He is a world-famous doctor.
3 When my cousin Walid has finished studying architecture, he wants to work in the .................... industry.
4 In dry areas, .................... is almost impossible without irrigation.
5 A career in ....................? That's play, not work!
6 If you want to work in the hotel industry, you need to know about .................... .
7 To become an expert in .................... , you need to know about computers — and more!
8 Some company directors succeed, even though they've never studied .................... .

Grammar
3 Rewrite the sentences using reported speech.

1 'Hurry up! You're late!' the teacher told the student.
2 'I need time to think about the physics problem,' he said.
3 'This train is full. You'll have to wait for the next one,' the conductor explained.
4 'This meat is delicious,' said the customer to the waiter. 'How is it cooked?'
5 'I will only come to New York with you if you pay for the tickets,' he replied.
6 'What did you say?' she asked.

7 'My brother is working for the biggest company in Dubai,' said Hind.
8 'I just don’t get on with you. I’m sorry!' he explained to Ahmad.
9 'Did you give me your passport a few minutes ago?' he enquired.
10 'Please sign at the end,' the accountant said to Arif.
11 'You are under arrest,' the policeman shouted at Layth.
12 'If you decide not to study physics, I won’t pay your fees,' the father warned his son.

4 Rewrite the conversation below as reported speech. Use the reporting verbs given in brackets.

Father If you don’t do as you are told, I will take away your laptop! (warn)
Son No, no, father! Please don’t! I will do as you say. (beg, agree)
Father You should think about a proper career. What about engineering? (advise, suggest)
Son I'm not going to do engineering. I'm not interested in it. (refuse)
Father You never know what you want to do with your life! (complain)
Son I know I keep changing my mind, but I’m not sure yet. I will definitely make a decision soon. (admit, explain, promise)

(5 marks for use of the 10 reporting verbs; 10 further marks for correct use of verb tenses.)

Total / 45
Book 5
Module 3 Test

Vocabulary
1 Match one word from Column A with one word from Column B. Write ‘1’ next to your answer if the result is a single word, and ‘2’ if the result remains two words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>1 or 2 words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>news 1</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>cash 2</td>
<td>b</td>
<td>1</td>
</tr>
<tr>
<td>pizza 3</td>
<td>c</td>
<td>1</td>
</tr>
<tr>
<td>foot 4</td>
<td>d</td>
<td>2</td>
</tr>
<tr>
<td>electric 5</td>
<td>e</td>
<td>2</td>
</tr>
<tr>
<td>micro 6</td>
<td>f</td>
<td>1</td>
</tr>
<tr>
<td>mobile 7</td>
<td>g</td>
<td>2</td>
</tr>
<tr>
<td>palm 8</td>
<td>h</td>
<td>2</td>
</tr>
</tbody>
</table>

2 Complete each sentence with the best word from the box. There are two more words than you need.

spellbound ecstatic shocked indifferent exhausted impressed amazed bewildered

1 Iman was .................. by the news of her uncle’s sudden death.
2 After the race, Habib was so .................. that he could hardly walk.
3 Huda .................. her father with her knowledge of Saudi geography.
4 Lost in the desert, Khalid and Mohammad were completely .................. by the lack of visible landmarks.
5 Noor’s exam results were neither good nor bad: they were ..................
6 The soldiers were .................. to see an elephant swimming across the river.

Grammar
3 Put the verbs in brackets in the correct form. Add not if necessary.

1 Your mobile phone is the very latest model. I wish I .................. (have) one just like it!
2 I didn’t study very hard at school last year. I wish I .................. (waste) so much time.
3 Turki is a really good driver. I wish I .................. (can) drive as well as he can.
4 I keep buying clothes that I never wear. I wish I .................. (be) so foolish.
5 I ate a lot of sweets an hour ago. Now I wish I .................. (wait) until lunchtime.
6 We got lost on our long journey. Now I wish I .................. (remember) to take a map.

7 Huda speaks perfect Spanish. I wish I ........................ (can) do the same.

Vocabulary
4 Match the words in Column A with their definitions in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 domestication</td>
<td>a channelling water to land for crops</td>
</tr>
<tr>
<td>2 cuneiform</td>
<td>b form of limestone</td>
</tr>
<tr>
<td>3 marble</td>
<td>c a mixture (alloy) of metals made with copper and tin</td>
</tr>
<tr>
<td>4 irrigation</td>
<td>d taming animals</td>
</tr>
<tr>
<td>5 bronze</td>
<td>e preparing and caring for farm land</td>
</tr>
<tr>
<td>6 cultivation</td>
<td>f wedge-shaped writing</td>
</tr>
</tbody>
</table>

Key Expressions
5 Replace the underlined verbs with the multi-part verbs in the box.

worked out    came up with    gave up    took up    set up

2 When Noura moved from primary to secondary school, she .................. a new hobby.
3 Hamza .................. a brilliant idea for controlling traffic in his village.
4 The committee .................. a team of experts to deal with the emergency.
5 Abdul .................. a quicker route between his home and school.

Grammar
6 Match the verb structures in Column A with the descriptions in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I stopped to look at my watch.</td>
<td>a feel sorry about something you have done</td>
</tr>
<tr>
<td>2 I regret buying that new mobile phone.</td>
<td>b make an effort to do something</td>
</tr>
<tr>
<td>3 I’ll try revising early in the morning.</td>
<td>c Give up doing something</td>
</tr>
<tr>
<td>4 I’ve stopped eating junk food.</td>
<td>d do something as an experiment</td>
</tr>
<tr>
<td>5 I’ll try to remember to call you in the morning.</td>
<td>e interrupt an activity to do something else</td>
</tr>
</tbody>
</table>

Total / 45
1 Complete the sentences with words from the box. Use each word once only.

moody reliable selfish childish sympathetic reserved popular cheerful chatty sociable shy

My older brother Fahd is a 1 .................. boy. He doesn’t care about other people. However, my younger brother, Ahmad is more 2 .................. . He cares a lot about others, although he can also sometimes be 3 .................. . ‘You’re not a baby any more!’ I say to him.

My best friend, Omar, is very 4 .................. and 5 .................. . He doesn’t talk much. He’s not at all 6 .................. , but he is completely 7 .................. . If he says he’s going to do something, he always keeps his promise. My sister, Amal, is a very 8 .................. and 9 .................. girl. She has hundreds of friends! She is usually a happy, 10 .................. person, but occasionally she can be a bit 11 .................. . Actually, I feel quite 12 .................. towards her, because her personality is just like mine!

2 Match the nouns in Column A with the correct adjectival endings in Column B. Then write the adjectives out in full.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambition</td>
<td>a -ment</td>
</tr>
<tr>
<td>care</td>
<td>b -ive</td>
</tr>
<tr>
<td>competition</td>
<td>c -al</td>
</tr>
<tr>
<td>idealism</td>
<td>d -ious</td>
</tr>
<tr>
<td>impatience</td>
<td>e -tic</td>
</tr>
<tr>
<td>sentiment</td>
<td>f -less</td>
</tr>
</tbody>
</table>

3 Match the underlined verb forms in the sentences (1–10) in Column A with the names of the tenses (a–i) in Column B. One tense is used twice.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m going to send an email</td>
<td>a Present Simple</td>
</tr>
<tr>
<td>to my uncle.</td>
<td></td>
</tr>
<tr>
<td>We’ve been living in this</td>
<td>b Present Continuous</td>
</tr>
<tr>
<td>house for two years.</td>
<td></td>
</tr>
<tr>
<td>She’d already eaten dinner</td>
<td>c Present Perfect</td>
</tr>
<tr>
<td>when I arrived.</td>
<td></td>
</tr>
<tr>
<td>He spoke to me about it</td>
<td>d Present Perfect</td>
</tr>
<tr>
<td>yesterday.</td>
<td></td>
</tr>
</tbody>
</table>

5 Won’t you come with me?  e Past Simple
6 I like fish. f Past Simple
7 Didn’t you sleep well last night? g Past Perfect
8 Look! He’s going to h going to
9 I was thinking about you i will
10 Hurry up! We’re waiting!

Vocabulary
4 Match the words in Column A with their opposites in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>tolerant</td>
<td>a criminal</td>
</tr>
<tr>
<td>serious</td>
<td>b funny</td>
</tr>
<tr>
<td>excitable</td>
<td>c ashamed</td>
</tr>
<tr>
<td>proud</td>
<td>d poor</td>
</tr>
<tr>
<td>law-abiding</td>
<td>e intolerant</td>
</tr>
<tr>
<td>wealthy</td>
<td>f calm</td>
</tr>
</tbody>
</table>

Grammar
5 Choose the correct preposition(s) to complete the multi-parts verbs.

1 The hotel management won’t let you check over/down/up before 11.30 a.m.
2 The people in Britain just have to put over at/ up with/down to/down with the bad weather in winter.
3 I tried to get up/out/in/on with him, but he wasn’t very friendly.
4 How can I get to/at/by/with the airport from here?
5 I look forward for/by/to/on meeting you next Thursday.
6 The plane hasn’t taken on/up/off/down yet.

6 Complete the paragraph below using the words in the box. In one case, no word is needed.

no a some the

1 .................. people like football, but I prefer tennis. It’s 2 .................. a great sport.
3 .................. , sight of 4 .................. two players competing is what really excites me. In my opinion, 5 ................. other sport is as wonderful as tennis.
Vocabulary
1 Replace the underlined words with an idiom that uses one of the words below.

sheep    fish    parrot    bee    cat

1 She missed the party because she was very ill.
2 Tom is very keen on body-building. He never stops talking about it.
3 Steven left school at the age of 16 and his family considers him a failure.
4 Our new car was supposed to be a secret but he mentioned it unintentionally.
5 Mahmoud is usually dressed casually. He feels very uncomfortable wearing formal clothes.

2 Fill the blanks in the text with the similes in the box to make similar meanings to the word in brackets. One of the phrases is not needed.

like two banks of snow    standing like ranks of soldiers    like a tortoise in its shell    as silent as the grave    like drifts of leaves    like a fish in the sea

The bookshop was 1 (quiet) ................. . There were books everywhere 2 (piles) ................. . There were also hundreds of them 3 (lined up) ................. on shelves all around the walls. In the corner sat a very old man in a rocking chair, 4 (curled up) ................. . His hair and beard were 5 (white) ................. .

Word Builder
3 Complete these sentences with the correct particle – down, up, off or on.

1 We were the only ones to turn .......... on time.
2 The smell from the kitchen really put me .......... the idea of going to that restaurant.
3 Could you turn .......... the TV, please? I want to listen to the radio.
4 He was offered a promotion but he turned it .......... – he didn’t want more responsibility.
5 To get to the mall, you need to turn .......... the road just after the ice-cream parlour.
6 My neighbours always turn the TV volume .......... really loud and it drives me crazy!
7 Don’t forget to turn .......... the radio volume if you’re listening late at night.
8 He suddenly turned .......... his friend and told him to go away, for no reason.

4 Complete the sentences with the correct preposition – in, for, of or from.

1 The painting was copied .......... a 19th century original.
2 How much was he paid .......... his work?
3 The video recorder is wrapped .......... plastic to keep it dry.
4 His fur hat was made .......... sable.

Key Words
5 Underline the correct form of the word to complete the sentences.

1 Oman is very attract/attractive/attraction.
2 The King Fahd Causeway is impressive/impressionable/impressively.
3 There is loveable/lovely/loveless food in Italy.
4 The athletes moved gracefully/gracefull/grace.
5 There are scenic/scene/scenery views from here.
6 The view from the top of the Kingdom Tower is stunned/stunning/stun.

Key Expressions
6 Match the functions (1–5) with their expression (a–e).

1 asking for agreement a) If you ask me,
2 showing disagreement b) Don’t you think?
3 introducing an opinion c) Me too.
4 asking another person’s opinion d) That’s not the point.
5 showing agreement e) Do you like ... ?

Grammar
7 Put the verbs in brackets in the Passive in the correct tense. Sometimes more than one tense is possible.

1 Before visiting the Gold Souk, they .......... (take) to a posh restaurant.
2 Ticket prices .......... (keep) low since 1995.
3 Smoking should .......... (ban) here.
5 The gallery is closed at the moment because the paintings .......... (restore).
6 His future career seems very promising since he .......... (notice) by the critics.
7 The ball I threw .......... (catch) by the boy.
8 These poems .......... (write) by Mr Smith.

8 Change the verbs in brackets into the Passive (simple or perfect) infinitive or gerund.

1 Do you think the director was offended by .......... (ask) to leave the meeting?
2 The house is likely .......... (sell) for 600,000 euros.
3 Sana’a may .......... (visit) by 250,000 tourists next year.
4 Ahmad liked .......... (call) Mido.
Book 6
Module 2 Test

Vocabulary
1 Match the words in the first column with words in the second column to form compound nouns.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>black</td>
</tr>
<tr>
<td>2</td>
<td>artificial</td>
</tr>
<tr>
<td>3</td>
<td>DNA</td>
</tr>
<tr>
<td>4</td>
<td>data</td>
</tr>
<tr>
<td>5</td>
<td>electric</td>
</tr>
<tr>
<td>6</td>
<td>light</td>
</tr>
<tr>
<td>7</td>
<td>solar</td>
</tr>
<tr>
<td>8</td>
<td>search</td>
</tr>
<tr>
<td>9</td>
<td>deep</td>
</tr>
<tr>
<td>10</td>
<td>radio</td>
</tr>
<tr>
<td></td>
<td>a) signal</td>
</tr>
<tr>
<td></td>
<td>b) engine</td>
</tr>
<tr>
<td></td>
<td>c) intelligence</td>
</tr>
<tr>
<td></td>
<td>d) system</td>
</tr>
<tr>
<td></td>
<td>e) space</td>
</tr>
<tr>
<td></td>
<td>f) processing</td>
</tr>
<tr>
<td></td>
<td>g) hole</td>
</tr>
<tr>
<td></td>
<td>h) molecule</td>
</tr>
<tr>
<td></td>
<td>i) year</td>
</tr>
<tr>
<td></td>
<td>j) current</td>
</tr>
</tbody>
</table>

Grammar
2 Put the verbs in brackets in the correct form to express future events.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Don’t help me, Joe. I ................. (do) it myself!</td>
</tr>
<tr>
<td>2</td>
<td>By 2020, we ................. (find) a cure for cancer.</td>
</tr>
<tr>
<td>3</td>
<td>Don’t be late! The train ................. (leave) at eight sharp.</td>
</tr>
<tr>
<td>4</td>
<td>The boat is half filled with water. It ................. (sink) in a minute!</td>
</tr>
<tr>
<td>5</td>
<td>You’ll be given a new credit card only after you ................. (fill out) this application form.</td>
</tr>
<tr>
<td>6</td>
<td>Thanks a lot for the loan. I ................. (pay) you back next month.</td>
</tr>
<tr>
<td>7</td>
<td>World War III ................. (break out) in the near future. But it’s not very likely, I think.</td>
</tr>
<tr>
<td>8</td>
<td>We’re late. The match ................. (start) by the time we get to the stadium.</td>
</tr>
<tr>
<td>9</td>
<td>You’ll recognise him when you see him. I’m sure he ................. (wear) a bright shirt.</td>
</tr>
<tr>
<td>10</td>
<td>I have so much work. I ................. (scream) in a minute!</td>
</tr>
</tbody>
</table>

3 Circle the correct verb to complete the sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simon will have learnt/will learn Arabic after nine years in Damascus.</td>
</tr>
<tr>
<td>2</td>
<td>I think they won’t finish/won’t have finished before next year.</td>
</tr>
<tr>
<td>3</td>
<td>Will you be/Will you have been ready in time for the Olympic games?</td>
</tr>
<tr>
<td>4</td>
<td>I’ll have painted/I’ll paint the kitchen this afternoon, probably.</td>
</tr>
<tr>
<td>5</td>
<td>If this rain continues, the river will burst/will have burst through the dam.</td>
</tr>
<tr>
<td>6</td>
<td>How many stories will you write/will you have written when you have finished this one?</td>
</tr>
<tr>
<td>7</td>
<td>By 2020, most young people will be able/will have been able to speak Spanish.</td>
</tr>
<tr>
<td>8</td>
<td>In 2014, I’ll be/’ll have been thirty years old!</td>
</tr>
</tbody>
</table>

Key Expressions
4 Read the interview and complete the gaps with the correct phrases from the box.

In other words  Is that clear  What I don’t quite understand  To put it another way  What I mean is So does that mean  could you explain how  what I’m trying to say  what I’m getting at  I mean

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>And here in the studio with me is Dr James Johnson from the Space Tourism Study Program.</td>
</tr>
<tr>
<td></td>
<td>Dr Johnson, can you tell us what a space tourist might expect to pay? 1 ................. , how much will this adventure cost?</td>
</tr>
<tr>
<td>B</td>
<td>Well, initially, flights will cost around $50,000. 2 ................. , you had better start saving your money! Over the years, the number of flights will increase – 3 ................. is that prices will fall to $20,000 over 5–10 years, and then to $10,000.</td>
</tr>
<tr>
<td>A</td>
<td>And 4 ................. , people will be accommodated in space? 5 ................. whether they will live like astronauts or tourists?</td>
</tr>
<tr>
<td>B</td>
<td>We’ll build space hotels! These will start small. 6 ................. , they will be for around 100 guests, and eventually grow to orbiting ‘theme parks’ for many thousands of guests. 7 ................. ?</td>
</tr>
<tr>
<td>A</td>
<td>8 ................. is what a space hotel would actually be like to visit?</td>
</tr>
<tr>
<td>B</td>
<td>Hotels in orbit will offer the services you expect from a hotel: private rooms, restaurants. But they’ll also offer fantastic views of Earth and space and the endless entertainment of space-walking.</td>
</tr>
<tr>
<td>A</td>
<td>9 ................. we will have luxury adventure trips in space?</td>
</tr>
<tr>
<td>B</td>
<td>Yes, eventually! Basically 10 ................. is that there is a great future for space tourism.</td>
</tr>
<tr>
<td>A</td>
<td>Thank you very much for being with us.</td>
</tr>
</tbody>
</table>

Vocabulary
5 Underline the correct terms in italics to complete the sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mars, Jupiter and Saturn are planets in the solar system/orbit/galaxy.</td>
</tr>
<tr>
<td>2</td>
<td>The distance light travels in a year is called a light year/infinity/a circuit.</td>
</tr>
<tr>
<td>3</td>
<td>An apple falls from a tree to the ground because of antibiotics/data/gravity.</td>
</tr>
<tr>
<td>4</td>
<td>Your mobile phone contains many genes/microchips/meteorites.</td>
</tr>
<tr>
<td>5</td>
<td>You can use a molecule/particle/microscope to see things which are very small.</td>
</tr>
<tr>
<td>6</td>
<td>Latif used a search engine/microchip/principle to find a page on the Internet.</td>
</tr>
<tr>
<td>7</td>
<td>Twins are identical when they have the same solar system/bacteria/microscope.</td>
</tr>
</tbody>
</table>
Book 6  
Module 3 Test  

Vocabulary  
1 Look at the words below. Do they refer to an organ [O], an illness [I], or a medicine or therapy [M]? Write the correct letter in the blank after each word.  

1 polio ..............  6 diarrhoea ..............  
2 liver ..............  7 clone ..............  
3 kidney ..............  8 cancer ..............  
4 infusion ..............  9 bronchitis ..............  
5 heart ..............  10 brain ..............  

Grammar  
2 Underline the best ending for the sentences.  

1 If you drive a car,  
   a) you’d pollute the atmosphere.  
   b) you pollute the atmosphere.  
   c) you’d have polluted the atmosphere.  

2 She won’t go to the mall  
   a) unless her brother will take her.  
   b) unless her brother would have taken her.  
   c) unless her brother takes her.  

3 I would have enjoyed my holiday  
   a) if the weather had been better.  
   b) if the weather was better.  
   c) unless the weather was better.  

4 I’m going to build a house by the sea  
   a) if I had saved enough money.  
   b) if I save enough money.  
   c) if I would save enough money.  

5 What will you do  
   a) if your sister has arrived?  
   b) if your sister would arrive?  
   c) if your sister arrives?  

Key Words  
3 Write a suitable word for the given definitions.  

1 The line of bones down the centre of the back that provides support for the body –  

2 An infectious illness similar to a bad cold, it often causes a fever –  

3 The part of the body between the hand and the arm –  

4 Two organs in the chest with which we can breathe –  

5 An infectious disease that produces red spots on the skin and a high temperature –  

6 The two organs in the body which take away waste matter from the blood to produce urine –  

7 A serious infectious disease which often causes paralysis –  

8 The curved bones that go from your backbone to your chest –  

9 The smallest basic unit of a plant or animal –  

10 A condition in which you need to go to the toilet frequently –  

Vocabulary  
4 Complete the sentences with the correct phrases from the box.  

- according to  - on top of  - as a result of  
- because of  - up to  - along with  - ahead of  
- in spite of  - in return for  - in search of  

1 ................................ the rain, they decided to walk home from the market.  
2 He was standing .................. his house putting a satellite dish on the roof.  
3 She let me use her photocopier .................. some babysitting.  
4 I finished the marathon in 23rd place just .................. my brother, who was 29th.  
5 She went to Bahrain .................. the oryx.  
6 Children .................. the age of eight do not need tickets.  
7 My sister arrived .................. her six children.  
8 They couldn’t come .................. the rain.  
9 .................. the earthquake our house is closer to yours!  
10 .................. this encyclopaedia, it has never rained in Antofagasta in Chile.  

Grammar  
5 Match the underlined modal verbs in the sentences with their uses (a–f).  

a ability  
b permission  
c lack of obligation  
d speculation  
e prohibition  
f lack of ability  

1 He must have felt very happy about the results.  
2 If you are going to the mall, you must not forget your wallet.  
3 Although he was sick, he could eat a whole chicken at every meal!  
4 Don’t worry about not having a pen – you can borrow one of mine.  
5 You don’t have to bring lunch; food is provided.  
6 However hard she tried, she couldn’t solve the equation.  
7 He went all the way to the examination centre and was told he didn’t have to sit for that module!  
8 They ran the London Marathon yesterday – they must be exhausted.  
9 She can’t have been pleased by the news.  
10 You can ring me if you need anyone to talk to.  

Total / 45
Book 6
Module 4 Test

Vocabulary

1 Put the words in brackets in the correct form.

1 I’m not an early bird but I’ve got used to ................... (get up) at dawn.

2 Tim is looking forward to ................... (visit) his friend in Paris next summer.

3 The teacher refused ................... (take part) in our outing.

4 When I was younger I used to ................... (vote) for the Green Party.

5 I regretted ................... (not give) a chance to apologise for my misbehaviour.

6 I saw Ann ................... (enter) the building.

7 There is only one programme worth ................... (watch) today – the one on Mexican refugees.

8 They finally decided ................... (take out) a mortgage on their house.

2 Complete the text with the correct form of the words in brackets.

Before setting out on a journey to some ................... (spoil) place, far away from civilisation, it is wise to consider the following advice. First, your luggage. Remember to take as few things as possible; when the scales in the airport show excess weight, it will be too late to ................... (pack). Another important thing is the right kind of preparation. Remember that a badly ................... (organise) traveller is an ................... (responsible) traveller, too. Many wonderful destinations are wasted if you are not aware of what they have in store, and how their wonders can be discovered. It is also very important to check which types of activity are ................... (legal) in the area you are going to visit. Even ................... (experience) travellers often get in trouble if they happen to ................... (agree) with the local policemen or another person in power. Finally, take care never to get ................... (patient) with local people. Your primary aim in getting there is to have a good time, and irritation can cause major cultural ................... (understand) and leave everyone ................... (happy).

3 Complete each sentence with one phrase from the box. There is one extra phrase.

stay over    stop off    keep to    catch up
get in      set off

1 To my mind, these rules and regulations are unfair but I’m going to ................... them.

2 My little nieces were always very excited to ................... on a camping trip.

4 Match the words (1–9) with the words (a–i) to form compound words.

1 wide open    a views
2 bustling    b bag
3 breathtaking   c melting pot
4 world-class    d spaces
5 snow-capped    e buildings
6 teeming    f streets
7 sleeping    g with wildlife
8 historic    h galleries
9 cultural    i mountains

5 Complete the requests with the appropriate polite language.

could you    I’m sorry but    I was wondering if
I’d prefer not    I’m afraid    is it all right if
if you’d like    I wonder if

1 ................... I could borrow your newspaper for a moment?

2 ................... notify me when the tour bus arrives, please?

3 ................... to sign here, Madam.

4 ................... I meet up with you later? I’d like to visit the other museum.

5 ................... that won’t be possible, Sir.

6 ................... to sit here, if that’s possible.

7 it might be possible to stay an extra day in London.

8 ................... we won’t be able to provide vegetarian meals today.

6 Choose the correct alternative for each sentence.

1 The school outing/trip today was the best ever!

2 Every year my grandparents take a cruise/voyage somewhere they haven’t been before.

3 It’s a long, tiring journey/travel overland from London to Scotland.

4 To be honest, I prefer excursions/package tours; they make everything easier.

5 What a flight/trip! We really experienced the local culture.

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Module Tests Key

Book 1 Module 1
1 Positive: friendly, funny, hard-working, helpful, outgoing, patient, honest  Negative: moody, untidy, lazy
2 I often go to the library. She sometimes cooks.
3 He often goes bowling. She goes shopping once a week.
5 They hardly ever have picnics. I am never late for school.
7 She/he hardly ever punishes us/me.
8 We/I often have exams.

3 I likes 2 doesn’t do 3 works 4 goes 5 don’t play 6 doesn’t live 7 doesn’t work 8 doesn’t often go 9 How often does she/he go to the library? 10 Do you (ever) drink coffee? 11 Do you like English? 12 Where do you live?

4 I in 2 at 3 after 4 up 5 on with 6 for 7 for 8 at

1 I love playing computer games. I like listening to traditional music. I don’t mind playing football. I love eating Italian food. I hate watching reality TV shows. I don’t like writing. I can’t stand doing maths homework.

Book 1 Module 2
1 yoghurt 2 kebab 3 nuts 4 carrot 5 salad 6 orange juice 7 cheese 8 sandwiches
2 dentist 2 electrician 3 mechanic 4 plumber
5 secretary 6 hairdresser 7 office worker
3 I go 2 is shouting 3 Do you like 4 is sleeping 5 is working 6 are you listening 7 talks 8 is cooking
4 a 2 the 3 the 4 the 5 a 6 – 7 – 8 a
5 card – menu, There – Here, do – would, food – eat, cold – small, want – like, please – same, them – that

1 because 2 so 3 so 4 so 5 because 6 so

Book 1 Module 3
1 fridge 2 vacuum cleaner 3 cooker 4 dishwasher 5 air conditioner 6 central heating 7 washing machine
2 published 2 magazine 3 appeared 4 collection 5 review 6 translated 7 several
3 was 2 started 3 went 4 appeared 5 played 6 starred 7 got
4 When/What year was he born? 2 Where was he born? 3 When did he start writing? 4 When did he appear in his first film? 5 Who did he play in ER? 6 What other series did he appear/star in? 7 When did he get married?

5 with 2 in 3 with 4 in 5 with 6 in
6 decided to travel around the world 2 wanted to see 3 tried to go to China 4 started to feel ill.

7 of 2 In 3 At 4 On 5 At 6 on 7 in

Book 1 Module 4
1 factory 2 millionaire 3 patent 4 inventor 5 business
6 invent 7 useful 8 improve
2 curious 2 different 3 extraordinary 4 free 5 inventive 6 rich
3 was walking 2 heard 3 looked 4 was looking 5 jumped 6 ran 7 got 8 was talking
4 I was walking 2 What were you 3 when my friend arrived 4 it started to rain 5 I was eating dinner
5 ones 2 another one 3 another 4 one 5 another one
6 Before 2 After 3 Before 4 During 5 After 6 During
7 Honestly 2 like this 3 One day 4 when 5 so 6 After 7 Suddenly

Book 1 Module 5
1 blouse, coat, dress, jacket, jumper, skirt, socks, trousers
2 She is the most intelligent girl in the world. I’m taller than my brother. 3 Is your sister older than you? 4 Who is the most intelligent person in your class? 5 My parents are richer than yours. 6 How much is the cheapest computer in the shop?
3 shorter than 2 better than 3 the biggest 4 the funniest 5 prettier than
4 I interested 2 boring 3 frightened 4 tired 5 amazing 6 interesting

1 dress up 2 do up 3 put on 4 Take off 5 try on 6 My feet are too big. 2 These shoes aren’t big enough. 3 I’m not clever enough. 4 It’s too difficult.

7 Can I help you? 2 What size are you? 3 What about these? 4 £50 5 Of course. The changing room is over here.
6 Yes, they really suit you.

Book 1 Module 6
1 athlete 2 basketball player 3 tennis player 4 footballer
5 golfer 6 racing driver 7 storyteller 8 skier
2 have to 2 have to 3 don’t have to 4 can 5 can’t 6 can 7 has to 8 can’t
3 What time do you have to be at school? 2 Where do you have to go? 3 Can you do what you want in study time?
4 Can you be noisy? 5 Do you have to do work during study time? 6 Can you read a book? 7 Do you have to wear a uniform? 8 Can you wear jewellery?

4 on/off 2 in/out 3 up 4 on 5 down
5 for 2 to 3 at 4 from 5 about 6 to 7 to

1 like 2 really 3 don’t 4 right 5 about 6 Let’s
1 win 2 played 3

5 1 dress up 2 do up 3 put on 4 Take off 5 try on
6 1 My feet are too big. 2 These shoes aren’t big enough.
3 I’m not clever enough. 4 It’s too difficult.

7 Can I help you? 2 What size are you? 3 What about these? 4 £50 5 Of course. The changing room is over here.
6 Yes, they really suit you.

Book 2 Module 1
1 camera 2 domestic 3 screen 4 held 5 mobile
6 player 7 video 8 talkie

2 I will be a teacher. I will live with my family.
3 Everyone will have a mobile phone. I won’t stay in this city. People won’t go to work. We won’t have robots to do our housework. Will you buy a new computer this year? Where will you live next year? What subject will you study at university?

3 is, will go 2 will take, goes 3 takes, will send 4 will be, sends

1 happy 2 unusual 3 comfortable 4 unknown 5 lucky 6 unhappy
5 you 2 to my dad 3 to John 4 Dad 5 us
6 the class 7 me 8 for John
6 c 2 f 3 a 4 e 5 d 6 b

Book 2 Module 2
1 -ion: exploration, preparation, operation -ment: treatment, achievement, government

2 exploration/explorers 2 discovery 3 brave 4 achievement
5 government 6 prepare 7 operation 8 treatment
9 recover

1 rugby 2 tennis 3 athletics 4 draughts 5 dominos 6 climbing

4 I’m having 2 What are you going to do 3 I’m going to be 4 Are you doing 5 is coming / are going 6 aren’t playing, are playing

5 I won 2 played 3 4 wrote 5 did you talk 6 7 did you invite

1 Thanks, nothing 2 helping, all 3 sorry, matter

Book 2 Module 3
1 cholera 2 malaria 3 mumps 4 rabies 5 cough
6 allergy 7 insomnia 8 stress 9 painkiller 10 remedy
11 acupuncture 12 vaccination

2 take 2 have 3 stay 4 drink
3 im 2 un 3 un 4 in 5 im 6 in 7 im

4 I gave 2 are given 3 was taken 4 took 5 are drunk 6 drank

5 I was told 2 was injured 3 wasn’t given
4 Was John taken 5 Were you told 6 is caused

6 not well enough 2 fit enough 3 too shy 4 too young
5 too heavy 6 not old enough
7 dangerous 2 unhealthy 3 polite 4 important
I saw my friends playing football.

They’re planning to climb the mountain on Saturday.

I found an injured bird lying in the street.

We heard a boy crying.
**Book 3 Module 6**

1. f 2. d 3. j 4. h 5. a 6. e 7. b 8. g 9. c 10. i
2. 1. heavy 2. is a light sleeper 3. is the spitting image of
4. miles 5. a nightmare 6. over 7. the black sheep
3. 1. Could 2. afraid 3. if 4. No, of course not
5. 1. Do you think 2. Sure
4. 1. if he knew why he was here (there) 2. what he wanted
to talk about 3. where he had gone on Saturday 4. if the
coliceman was sure that he had gone out 5. if the criminal
would tell him the answer 6. what the question was
5. 1. ‘Where have you been?’ 2. ‘Will you look at my homework?’
3. ‘What are you thinking about?’ 4. ‘Do you know the
football results?’ 5. ‘Have you got any money?’
6. ‘What did you do at school?’
6. 1. how old he is 2. where you live 3. how long you have
been here 4. if there’s a 5. if, works
7. 1. Having heard the window break, the man rang the police.
2. Having answered the phone call, the police sent a car.
3. Having arrived, the police talked to the man. 4. Having
been given (got) a description, the police looked for the
suspect. 5. Having arrested Tom, the police questioned him.

**Book 4 Module 1**

1. d 2. g 3. i 4. a 5. f 6. j 7. e 8. h 9. b 10. c
2. 1. haven’t seen 2. ‘ve been playing 3. has broken
4. ‘ve been cleaning, haven’t finished 5. ‘ve written
5. ‘s been doing 7. ‘s been making
3. 1. underground 2. ferry 3. pedestrian 4. miss 5. off
6. walk 7. commuter 8. balloon
4. 1. passport 2. luggage 3. pack 4. boarding 5. gate
6. time 7. late 8. take 9. inconvenience 10. shops
5. 1. yourself 2. we 3. each other 4. himself 5. herself
6. each other 7. yourself 8. him 9. themselves

**Book 4 Module 2**

1. channels 2. current 3. game 4. chat 5. celebrities 6. mass
7. over 8. news 9. broadsheet 10. tabloid
2. 1. a five-week journey 2. a 200-word composition
3. a fifteen-minute break 4. a dark-haired woman
5. a thirty-year-old teacher 6. an all-weather sports pitch
7. a thousand-mile voyage 8. a 50-square-metre swimming pool
9. a fifty-thousand-pound car 10. a late-night film
3. 1. The meeting has been cancelled.
2. They hadn’t been told where they were supposed to stay.
3. I’m going to have Arabic taught to me by a new tutor.
4. The exact time of our flight can’t be confirmed yet.
5. The suspect was interrogated for two hours.
6. We weren’t told we needed passport photos for these papers.
7. The lesson was organised by Faisal this week.
8. Murder is forbidden all over the world.
4. 1. to 2. up 3. off 4. away 5. over 6. off 7. on 8. to 9. over
5. 1. She had her portrait painted.
2. I had my teeth cleaned.
3. I am going to have my skirt lengthened.
4. She’s having her washing machine repaired.
5. My mother has the grass cut in her garden.
6. She is going to have her house cleaned by tomorrow.
7. I’m going to have Arabic taught to me by a new tutor.
8. They’re going to have their walls painted pink.

**Book 4 Module 3**

1. amusing 2. silly 3. shocking 4. odd 5. boring
3. 1. natural 2. debut 3. luxurious 4. exclusive 5. flat 6. cool
7. waterproof 8. durable 9. guaranteed
4. 1. b 2. b 3. c 4. b 5. b 6. b 7. c 8. b
5. 1. The 2. - 3. the 4. The 5. - 6. - 7. The 8. the 9. - 10. -

**Book 4 Module 4**

1. early 2. complexion 3. forties 4. lips 5. brown 6. bald
7. forehead 8. hair 9. well-built 10. elderly
2. 1. unusual 2. unsociable 3. intolerant 4. impatient
5. disorganised 6. insensitive 7. unhappy 8. unfit
9. unintelligent 10. untidy
3. 1. take up 2. getting, down 3. put up 4. get together
5. give up 6. get on 7. getting at 8. get down
4. 1. She must be more talented than her sister.
2. My parents might be enjoying themselves in Dubai now.
3. She might not have made a good impression on her parents.
4. They might love their son more than they are able to show.
5. She must be telling us the truth about the accident.
6. You can’t have decided to quit your job.
7. Barbara can’t have any idea about our reunion next month.
8. She might have managed to finish the work on time.
5. 1. had to 2. wasn’t able to 3. didn’t have to 4. had to
5. was able to 6. could 7. wasn’t able to 8. couldn’t
9. couldn’t

**Book 5 Module 1**

1. j 2. f 3. a 4. b 5. h 6. g 7. c 8. d 9. i 10. e

**Book 5 Module 2**

1. tolerant 2. generous 3. sympathetic 4. dynamic
10. flexible
2. literature 2. medicine 3. construction 4. farming
5. sport 6. travel and tourism 7. information technology
8. business
3. 1. The teacher told the student to hurry up because he
   was late. 2. He said he needed time to think about the physics
   problem. 3. The conductor explained that the train was full
   and that the passenger would have to wait for the next one.
4. The customer told the waiter that the meat was delicious
   and asked how it was cooked. 5. He said he would only go to
   New York if you / he / she / they paid for the tickets.
6. She asked him / her what he / she said. 7. Hind said that
   her brother was working for the biggest company in Dubai.
8. He explained to Ahmad that he just didn’t get on with him
   and apologised about it. 9. He asked if you / he / she had
given him your / his / her passport a few minutes earlier.
10. The accountant asked Arif to sign at the end.
11. The policeman shouted at Layth that he was under arrest.
12. The father warned his son that if he decided not to study

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Book 5 Module 3
1 d 1 newspaper 2 g 2 cash card 3 a 2 pizza carton 4 h 1 football 5 b 2 electric kettle 6 f 1 microwave 7 e 2 mobile phone 8 c 1 palmtop
2 shocked 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
3 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
4 d 2 f 3 b 4 a 5 c 6 e
5 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b

Book 5 Module 4
1 selfish 2 considerate 3 childish 4 reserved / shy 5 shy / reserved 6 chatty 7 reliable 8 popular / sociable 9 sociable / popular 10 cheerful
11 muddy 12 sympathetic
2 1 d ambitious 2 f careless 3 b competitive 4 e idealistic 5 a impatient 6 c sentimental
3 1 h 2 d 3 g 4 e 5 i 6 a 7 e 8 c 9 f 10 b
4 1 e 2 b 3 f 4 c 5 a 6 d
5 1 in 2 up with 3 on 4 to 5 to 6 off
6 e 2 a 3 The 4 (no word needed) 5 no

Book 6 Module 1
1 as sick as a parrot 2 has a bee in his bonnet 3 black sheep 4 let the cat out of the bag 5 like a fish out of water
2 as silent as the grave 2 like drifts of leaves 3 standing like ranks of soldiers 4 like a tortoise in its shell 5 like two banks of snow
3 1 up 2 off 3 off 4 down 5 up 6 up 7 down 8 on
4 1 from 2 for 3 in 4 of
5 1 attractive 2 impress 3 lovely 4 gracefully 5 scenic 6 stunning
6 1 b 2 d 3 a 4 e 5 c
7 1 were taken 2 have been kept 3 be banned 4 was made 5 are being restored 6 has been noticed 7 was caught 8 were written
9 I wonder if 2 could you 3 If you’d like 4 Is it all right if 5 I’m afraid 6 I’d prefer not 7 I was wondering if 8 I’m sorry but
10 outing 2 cruise 3 journey 4 package tours 5 trip

Book 6 Module 2
1 g 2 c 3 h 4 f 5 i 6 j 7 d 8 b 9 e 10 a
2 I’ll do 2 will have found 3 leaves 4’s going to sink 5 have filled out 6 ‘ll pay 7 will break out 8 will have started 9 will be wearing 10 ‘m going to scream
3 1 will have learnt 2 won’t finish 3 Will you be 4 ‘ll paint 5 will burst 6 will you have written 7 will be able 8 ‘ll be
4 In other words 2 To put it another way 3 what I’m trying to say 4 could you explain how 5 I mean 6 What I mean is 7 Is that clear 8 What I don’t quite understand 9 So does that mean 10 what I’m getting at
5 1 system 2 light year 3 gravity 4 microchips 5 microscope 6 search engine 7 genes

Book 6 Module 3
1 I I 2 0 3 0 4 1 5 0 6 I 7 M 8 I 9 I 10 0
2 b 2 c 3 a 4 b 5 c
3 spine 2 flu 3 wrist 4 lungs 5 measles 6 kidneys 7 polio 8 ribs 9 cell 10 diarrhoea
4 1 In spite of 2 on top of 3 in return for 4 ahead of 5 in search of 6 up to 7 along with 8 because of 9 As a result of 10 According to
5 1 d 2 e 3 a 4 b 5 c 6 f 7 c 8 d 9 d 10 b

Book 6 Module 4
1 I getting up 2 visiting 3 to take part 4 vote 5 not being given 6 entering 7 watching 8 to take out
2 an unspoiled 2 unpack 3 organised 4 irresponsible 5 illegal 6 experienced 7 disagree 8 impatient 9 misunderstandings 10 unhappy
3 1 keep to 2 set off 3 stay over 4 catch up 5 stop off 4 1 d 2 f 3 a 4 h 5 i 6 b 7 g 8 e 9 c
5 I I wonder if 2 Could you 3 If you’d like 4 is it all right if 5 I’m afraid 6 I’d prefer not 7 I was wondering if 8 I’m sorry but
6 outing 2 cruise 3 journey 4 package tours 5 trip

Book 6 Module 5
1 I shock 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
2 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
3 d 2 f 3 b 4 a 5 c 6 e
4 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b

Book 6 Module 6
1 I shock 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
2 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
3 d 2 f 3 b 4 a 5 c 6 e
4 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b

Book 6 Module 7
1 I shock 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
2 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
3 d 2 f 3 b 4 a 5 c 6 e
4 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b

Book 6 Module 8
1 I shock 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
2 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
3 d 2 f 3 b 4 a 5 c 6 e
4 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b

Book 6 Module 9
1 I shock 2 exhausted 3 impressed 4 bewildered 5 indifferent 6 amazed
2 1 had 2 hadn’t wasted 3 could 4 wasn’t 5 had waited 6 had remembered 7 could
3 d 2 f 3 b 4 a 5 c 6 e
4 1 gave up 2 took up 3 came up with 4 set up 5 worked out
6 e 2 a 3 d 4 c 5 b