

UNIT

1

Haven't you heard?

Aims and objectives**You learn:**

- present perfect
- irregular past participles
- how long ...? / for / since*
- words for objects

And then you can:

- ask about where people have been
- give advice
- ask about how long
- ask about dreams

Warm-up

Ask students to look at the picture of Claire and Oliver. Ask: *Where are they?* (outside) *Are they friends?* (Yes, they are.) *What do you think they are talking about?*

Encourage as many suggestions as possible for the last question, but don't confirm whether or not they are correct.

2 1 Read and listen to the dialogue.

- Play the recording. Ask students to follow the dialogue in their books. Were their answers to the questions in the warm-up activity correct? Ask questions to check comprehension:
- Where did Claire go on vacation?* (to Arizona)
Does Oliver want to go to Arizona? (Yes, he does.)
Where has Tom moved to? (Michigan)
Why does Claire want to get in touch with Tom?
 (She wants to show him her photos of Arizona.)
Where do Claire and Oliver decide to go? (the new hamburger place on King Street)
Has Oliver been there before? (No, he hasn't.)

Ask students to work in pairs to practice the dialogue. Monitor and help if necessary. Then have one of the pairs act out the dialogue for the class.

Tapescript

See SB3, page 4

2 Write Claire, Oliver, or Tom in each sentence.

Ask students to read the sentences and complete them by writing the correct name at the beginning. Check answers with the class.

Key

1 Claire	3 Claire	5 Tom	7 Claire
2 Oliver	4 Tom	6 Claire	8 Oliver

Get talking**Asking where people have been****3 3 Listen and repeat.**

Play the recording, pausing after each line so students can repeat as a class. Play the recording a second time for students to repeat again, if necessary.

Ask students to work in pairs and practice the two dialogues. Ask some of the students to perform their dialogues for the class.

Tapescript

See SB3, page 5

4 4 Ask and answer questions. Use the words on the left and the pictures below.

Choose two students. Ask one to be A and the other to be B. Have them read the first dialogue aloud while the class listens. Then ask them to read the second dialogue. (A must choose one of the options given.)

Ask students to work in pairs to make similar dialogues using the words on the left (for the first dialogue) and the pictures (for the second). Monitor and help if necessary. Ask some of the pairs to act out their dialogues for the class.

Language Focus

Vocabulary Objects

- 4 **1** Write the number of the correct word in the picture. Then listen and check.

Focus attention on the list of words. Read each word for students to repeat. Ask students to write the number of each word (for example, "sunglasses" is number 1) in the correct picture. Play the recording for students to check their answers.

Tapescript **Key**

SPEAKER 1: A4 MP3 player

SPEAKER 2: B2 cell phone

SPEAKER 1: C3 CD player

SPEAKER 2: D6 palmtop

SPEAKER 1: E8 games console

SPEAKER 2: F1 sunglasses

SPEAKER 1: G5 digital camera

SPEAKER 2: H7 headphones

FOLLOW-UP

Ask students to work in pairs. Have them take turns asking each other the following questions:

Do you have a cell phone / CD player / MP3 player, etc.?

When did you get it?

Who gave it to you?

Get talking Giving advice

- 2** Work in pairs. Look at the pictures. Give advice using the expressions below.

What expressions do the people use to give advice? (Why don't you...? / You should...)

What expressions do the people use to respond to the advice? (OK! Good idea! / OK! I will!)

Ask students to work in pairs to make their own dialogues using the pictures and the expressions.

Ask some pairs to act out their dialogues for the class.

Grammar Present perfect

- 1** Complete the sentences with the verbs on the right. Check against the dialogue on page 4.

Ask students to read the sentences and complete them with the correct verbs. Have them check their answers against the dialogue on page 4. Read aloud the explanation of the present perfect for the class and answer any questions that the students have.

Key

1 wanted 3 moved
2 heard 4 printed

- 2** Complete the tables with *has / hasn't / have or haven't*.

Ask students to compare their answers with a partner before you check with the whole class.

Key

1 has 3 Have 5 have 7 has
2 haven't 4 Has 6 haven't 8 hasn't

- 3** Complete the sentences with the correct form of the present perfect.

Look at the example sentence with the class. Ask students how the present perfect is formed (with *has / have + the past participle*). Ask students to work in pairs to complete the sentences. Check answers with the class.

Key

1 worked 4 have, lived
2 haven't washed 5 has, wanted
3 Has, finished

Irregular past participles

- 4** Complete the table with the appropriate verb.

Ask students to look at the table and complete it using the verb forms in the yellow box on the right. Allow students to compare with a partner before you check the answers with the class.

Key

1 had 3 buy 5 make 7 gone
 2 said 4 seen 6 take 8 run

FOLLOW-UP

Check how well students know their past participles. Ask them to close their books. Read verbs from the table aloud and have students give you the past participles. For example:

Teacher	Class
<i>be</i>	<i>been</i>
<i>go</i>	<i>gone</i>

5 Complete the sentences.

Ask students to complete the sentences in pairs. Check the answers with the class.

Key

1 haven't eaten 4 have/'ve, seen
 2 been 5 Have, thought
 3 have/'ve gone

FOLLOW-UP

For further practice, write the following sentence starters on the board for students to complete:

I've always ...
I've never ...
Have you ever ...

How long... ?/ for/ since

6 Complete with one word in each blank. Check against the dialogue on page 4.

Ask students to complete each sentence with a different word. Then have them check their answers against the dialogue on page 4. When they have finished, read the explanation of *for* and *since* with the class and answer any questions that students have.

Key

1 for 2 since 3 long

7 Complete with *for* or *since*.

Ask students to work in pairs to complete the sentences with *for* or *since*. Check the answers with the class.

Key

1 since 2 for 3 for 4 since

FOLLOW-UP

For further practice on *for* and *since* and as a lead-in to Exercise 8, put students in pairs and ask them to take turns answering the following questions:

How long have you been at this school?
How long have you known your best friend?
How long have you lived in your home?

8 Write questions using *How long... ?* for the answers in Exercise 7.

Ask students to look back at Exercise 7. Work with a student and construct the first question together. *How long have you had your MP3 player?* Have students write questions for the other answers. Then check the answers with the class.

Key

2 How long have you had your palmtop?
 3 How long has your father worked in that office?
 4 How long have they lived in that apartment?

Get talking
Asking about how long

5 9 Put the dialogue in the correct order. Listen and check.

Ask students to work in pairs to put the dialogue in the correct order. Play the recording so students can check their answers. Play it a second time, if necessary.

Ask students to practice the dialogue with their partner. Then ask some of the pairs to perform the dialogue for the class.

Tapescript Key

INTERVIEWER: Hi Roland. Tell me, what's your favorite possession?

ROLAND: Hmm, my cell phone, I guess.

INTERVIEWER: How long have you had it?

ROLAND: About a month. It's great.

INTERVIEWER: So, do you use it a lot?

ROLAND: Sure, I play games on it and take

pictures, and even videos. I've taken a video of my English class. Do you want to see it?

INTERVIEWER: Maybe another time, thanks!

4, 5, 1, 6, 3, 2, 7

Get talking

Asking about dreams

10 Match the sentence halves. Then practice them with a partner.

Ask students to match the beginnings of the sentences with the correct endings. Check the answers with the class.

Ask students to work in pairs. Have them take turns saying the sentences aloud to each other. Monitor the activity and help if necessary. Ask some of the students to say a sentence for the class.

Key

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

FOLLOW-UP

For further practice, ask students to write about a dream they have, using the phrase *I've always wanted to ...* Students continue their sentence to reveal the reality of their situation, as in the examples in Exercise 10. For example: *I've always wanted to learn the guitar, but I don't have time to practice.*

Skills

Reading

Warm-up

Discuss friendship with the class. Ask:
Are you a good friend? Why / Why not?
Who is your best friend?
How long have you known him / her?
What do you and your friends do together?

1 Complete the questionnaire.

Ask students to work in pairs. Have them take turns asking each other the questions and record their partner's answers. Monitor the activity and help if necessary.

When students have finished the questionnaire,

ask them to add up their partner's score and read the analysis to them. Discuss the results with the class. Do students agree with what the questionnaire appears to have revealed about them? Why / Why not?

FOLLOW-UP

Ask students to write a list of questions that they would like to ask a new friend. For example:
What is your favorite band?
How long have you liked them?
Which sports do you like?

A Song 4 U You've got a friend

6 2 Look at the words of the song. Put the words in the correct places. Listen and check.

Ask students to look at the list of the missing words from the song. Ask them to work in pairs to read the song and write the words where they think they should go. Monitor and help if necessary. Play the recording for students to check their answers. Explain any words or phrases that students don't understand. Play a second time if necessary. Play the song again for students to sing along.

Tapescript

See SB3, page 10

Key

1 need	3 nights	5 loud	7 friend
2 Close	4 clouds	6 door	8 hurt

FOLLOW-UP

To help contextualize the song, discuss it with the class. Ask: *Do you like the song? Would you like a friend like the person in the song? Why / Why not? What is their favorite / least favorite line?*

Sounds right /h/

7 3 Listen and repeat.

Play the recording, pausing after each sentence so students can repeat. If necessary, play the recording a second time so students can repeat again.

Ask students to practice saying the sentences with

a partner. Ask some of the students to say the sentences aloud for the class.

Tapescript

See SB3, page 11

FOLLOW-UP

Ask students to work with a partner to make a sentence containing several /h/ sounds. Ask them to read their sentence aloud for the class.

Listening and speaking

- 8 **4** Complete the sentences using the words on the left. Then listen and check. Talk about your best friend.

Ask students to read the sentences and complete them with the words on the left. Play the recording for students to check their answers.

Ask students to think about what makes a good friend. Then ask them to work in pairs and take turns telling each other about their best friend. Ask some of the students to tell the class.

Tapescript

See SB3, page 11

Key

1 lends 2 hear 3 listens 4 keeps 5 lies

Writing for your Portfolio

- 5** Read about Joanna's best friend.

Ask students to read the text about Joanna's best friend silently. Monitor and help if necessary.

When students have finished reading, ask the following questions to check comprehension:

- Who is Joanna's best friend?* (Natalie)
How long has Joanna known Natalie? (six years)
When did they meet? (on the first day of school)
What does Natalie help Joanna with? (her problems and her homework)
What do they do together? (They go to the movies and play games.)
Have they ever had a big argument? (No, they've only had little ones.)

- 6** Write a short text about your best friend.

Ask students to write a text about their best friend using Joanna's text as a model. This task can be done in class or assigned as homework.

MORE fun with Fido

Allow students a few moments to read the story and figure out what has happened. Ask students in students' own language: *Is the cat Fido's friend? Why / Why not?* (The cat isn't Fido's friend. He pretends to be Fido's friend, but after he pushes Fido up the hill, he lets go of the shopping cart on purpose.)

Learn MORE through English

That nasty flu!

Read the key words aloud for students to repeat. Ask them to work in pairs and explain the meanings of the words to each other using a dictionary to check the meanings of any words they don't know.

- 1** Headache, high body temperature, and pain all over the body—when you have influenza, or flu as it is usually called, you feel really miserable. Find out why this sickness can be dangerous and what you can do about it.

Read the text with the students and ask the following questions to check comprehension:

- How many people lived in Teller?* (80)
How did flu arrive in Teller? (The people from the ship brought it with them.)
How many people died from flu in Teller? (72)
How many people died from Spanish flu? (50 million)
What is a pandemic? (the global outbreak of an illness with catastrophic consequences)
When were the flu pandemics in the twentieth century? (1957 and 1968)
What happened in recent years? (outbreak of swine flu)

2 How does flu spread?

Read the second section. Ask students the following questions:

How does influenza spread? (Through viruses; when you breathe in drops from infected people.)

How does your body fight the virus? (It raises the body's temperature.)

Why is influenza dangerous? (Because small children and elderly people do not have a very strong immune system.)

Mini-project Sickness

3 Use a dictionary. Find the names of these sicknesses in your language.

tuberculosis *chicken pox*

food poisoning *malaria*

Choose one of the sicknesses. Search the Internet or check the library to answer the following questions.

Students can complete Exercise 3 as homework. If they do not have access to the Internet at home, allocate some class time for students to research the topic in the library. Using the model text, students write about their chosen sickness in their notebooks. Ask some of the students to tell the class about the sickness they have researched before you collect their work.

UNIT

2

Steven Spielberg superstar!

Aims and objectives**You learn:**

- present perfect + *yet/already*
- present perfect with *just*
- present perfect vs. simple past
- words for kinds of movies

And then you can:

- say what you have done
- say which movies you like / don't like
- talk about movies

Warm-up

Ask students to look at the photo in the magazine article. Ask: *Who is the man?* (Steven Spielberg) *What's his job?* (He's a movie director, producer, and writer.) *Which Spielberg films have you seen?* (There are too many Spielberg movies to list, but answers may include *Jaws*, *Hook*, *Jurassic Park*, *War of the Worlds*, *Indiana Jones*, *Shrek*, and *Men in Black*.) Ask students to tell you what the movies are about.

Put students into pairs. Ask them to discuss movies (they don't have to be Spielberg movies) with their partner. They ask each other: *What is the best movie you have ever seen? What happened in the movie? Why do you like it?*

1 Read the magazine article about Steven Spielberg.

Tell students that they are going to read an article about Steven Spielberg. Teach any new words (*amazed*, *to star*) before students read, if necessary. Then ask the following questions to check comprehension (allow students to look back at the article if they need to):

What are the movies that the writer mentions in the first paragraph? (*Jaws*, *Raiders of the Lost Ark*, *Jurassic Park*, *E.T.*, *Schindler's List*, *Saving Private Ryan*, *The Terminal*, *Catch Me If You Can*, and *War of the Worlds*)

Which movies are funny? (*The Terminal* and *Catch Me If You Can*)

Which movie is scary? (*Jaws*)

Which movies are sad? (*E.T.* and *Schindler's List*)

How many movies has Spielberg directed and produced? (He has directed more than 25 movies and he has produced more than 50.)

How old was Spielberg when he made his first amateur movie? (12)

What kind of movie was it? (a western)

FOLLOW-UP

Direct students' attention to the *Did you know?* box and read it with the class. Ask students if they can think of any other jobs related to the movie industry. (Answers may include *actors*, *actresses*, *makeup artists*, *costume designers*.) Allow students to use their own language, if necessary. Translate any new words into English for them.

2 Circle T (True) or F (False) for the sentences below.

Ask students to read the sentences and decide whether they are true or false. Then have students check their answers against the text on page 14 before you go through them together.

Key

1 T 2 F 3 T 4 F (His sister sold the popcorn.)

Get talking
Saying what you have done**9 3 Listen and repeat.**

Play the recording, pausing after each speaker so students can repeat. Play the recording a second time for students to repeat again, if necessary. Ask students to work in pairs. Allow two minutes for students to practice the dialogues with their partner. Ask some of the pairs to perform the dialogues for the class.

Tapescript

See SB3, page 15

FOLLOW-UP

For further practice, ask questions about different students for the class to answer. For example:
Has Bruno finished all of his work?
Has Anna eaten her lunch?

4 Work with a partner. Study the table for a minute. Student A asks Student B four questions. Then switch roles.

Focus attention on the table. Ask a student to explain how it works. (Student A makes a question using the prompts on the left-hand side. Student B replies using the information on the right. All of the questions are about Dave.) Ask students to work in pairs. One student is A, the other is B. Ask one pair to read the example question and answer for the class. If necessary, complete a second example as a class and write the question and answer on the board.

Give students one minute to study the table without talking or writing. Student A then asks four questions for Student B to answer. Then they switch roles. Monitor the activity and help if necessary. Check the answers with the class.

Key

Has Dave finished the new Dan Brown book yet?
 Yes, he has. He finished it two hours ago.
 Has Dave written an email to Steve yet?
 No, he hasn't.
 Has Dave done his history homework yet?
 No, he hasn't.
 Has Dave bought *AutoWeek* magazine yet?
 Yes, he has. He bought it this morning.
 Has Dave listened to the new Modest Mouse CD yet?
 No, he hasn't.
 Has Dave finished the model airplane yet?
 Yes, he has. He finished it on Monday.
 Has Dave seen the new Scarlett Johansson movie yet?
 Yes, he has. He saw it last night.
 Has Dave studied for his English test yet?
 Yes, he has. He studied last week.

5 Think of some recent popular movies, books, computer games, CDs, or magazines and ask your partner if they have seen, read, or heard them.

Ask students to work in pairs. Ask one of the pairs to read aloud the example for the class. Give students a few moments to think of similar movies, books, computer games, CDs, or magazines to ask their partner about. They can make a note of them if they want.

Ask students to take turns to ask and answer questions with their partner. Monitor and help if necessary. Ask each pair to ask and answer a question while the class listens.

Language Focus

Vocabulary

Kinds of movies

10 1 Read the article about some of Spielberg's most famous movies. Write the correct kind of movie under each picture. Then listen and check.

Before students read the article, draw attention to the words in bold and explain any that students are unfamiliar with (an *epic* film is a large-scale production, often with a historical theme). Ask students to read the text silently and then write the correct kind of movie under each picture. Allow them to compare answers with a partner before you play the recording for them to check.

Tapescript

Number 1 is an adventure movie.
 Number 2 is a western.
 Number 3 is an epic.
 Number 4 is a science-fiction movie.
 Number 5 is a horror movie.
 Number 6 is a war movie.
 Number 7 is an animated cartoon.

Key

1 adventure	5 horror
2 western	6 war
3 epic	7 animated cartoon
4 science fiction	

FOLLOW-UP

As an extension to Exercise 1, ask the class to brainstorm movies they have seen recently. Write the names of the movies on the board. Ask students to write the movie genres from

Exercise 1 as headings in their notebook. They work in pairs to categorize the movies on the board. For example:

adventure	<i>Pirates of the Caribbean</i>
science fiction	<i>Star Wars</i>
animated cartoon	<i>Shrek</i>

Get talking

Saying which movies you like / don't like

11 2 Listen and repeat.

Play the recording, pausing after each speaker so students can repeat. If necessary, play the recording a second time so students can repeat again. Practice similar questions and answers with the class. Ask different students: *What do you think of science-fiction / war / horror, etc. movies?*

Tapescript

See SB3, page 16

3 Ask and answer questions about movies with a partner. Use the words and phrases below to help you.

Focus attention on the word box. Go through the words and phrases, explaining any that students are unsure about.

Ask students to work in pairs. Have them take turns asking questions about the different movie genres and answer using the words and phrases in the box. Monitor and help if necessary. Ask some of the pairs to ask and answer a question for the class.

FOLLOW-UP

For further vocabulary practice, ask what other words could be used to describe movies. Write any reasonable suggestions on the board. (Examples could be *super, awful, strange, etc.*) Ask students to practice the short dialogues again, this time using the new adjectives.

Grammar

Present perfect + *yet* / *already*

1 Look at the text on page 14 and complete the examples below.

Focus attention on the blanks in the three sentences. Ask students to look back at the article about Steven Spielberg on page 14 and find the sentences in the text. Explain that they should complete the sentences by filling in the missing words. They then complete the rules below with *yet* or *already*. Allow students to compare with a partner before you check the answers with the whole class.

Key

He has *already* won several Oscars and Golden Globes.

He hasn't starred in any of his movies *yet*.

Have you seen the new Spielberg movie *yet*?

You use *yet* at the end of questions and negative sentences.

You use *already* in affirmative sentences.

2 Match the sentences to the correct pictures.

Ask students to look at the pictures and read the sentences below. Then have them write the number of the correct sentence in each picture. Check the answers with the class.

Key

A 1 B 4 C 2 D 3

3 Complete the sentences with *yet* or *already*.

Ask students to work in pairs to read the sentences and complete them with *yet* or *already*. Check the answers with the class.

Key

1 yet 3 yet 5 already
 2 already 4 already 6 yet

FOLLOW-UP

Check students' understanding of *yet* and *already* by asking them to explain their choices for Exercise 3.

4 Use the following words to write sentences: *yet* or *already*.

Ask students to use the prompts to write sentences with *yet* or *already*. Have students compare answers with a partner.

Key

- 2 Nathan's already read the last Dan Brown book.
- 3 Dan Brown hasn't finished his new book yet.
- 4 Julia's already on a diet.
- 5 John's already seen the new Brad Pitt movie.
- 6 Olivia hasn't seen *The Lion King* yet.

Present perfect with *just*

5 Put the words in order to create the example sentence. Then check against the text on page 14.

Ask students to put the words from the sentence in the correct order. Have them check their answers against the text on page 14. Read through the explanation of *just* with the class.

Key

The latest Spielberg movie has just opened.

6 Write sentences in the present perfect.

Focus attention on the sentence prompts. Ask students to use these to write complete sentences.

Key

- 1 The movie has already started.
- 2 I have already been to the movies twice this week.
- 3 They have just asked for you.
- 4 She has just heard some great news.

Present perfect vs. simple past

7 Complete the sentences with the present perfect or simple past. Check against the text on page 14.

Ask students to read the sentences and decide whether to complete them with the present perfect or simple past form of the verb. Then have them check their answers against the text on page 14. Read aloud the explanation of the present perfect

and simple past for the class. Answer any questions that the students have.

Key

- | | |
|----------------|-------------------|
| 1 has directed | 3 has always been |
| 2 made | 4 showed |
| | 5 sold |

FOLLOW-UP

Check students' understanding by asking them to explain their answers.

(Explanation: 1 present perfect – undefined past time; 2 simple past – specific time; 3 present perfect – undefined past time; 4 simple past – specific time; 5 simple past – specific time)

8 Choose the correct form of the verb. Complete the sentences.

Key

- | | |
|--------------|---------------|
| 1 have found | 4 gave |
| 2 went | 5 moved |
| 3 has made | 6 have become |

Get talking Talking about movies

12 9 Listen to the interviews and answer the questions.

Tell students they are going to hear three interviews in which people talk about their favorite Spielberg movie. Ask students to read through the questions before you play the recording. Play the recording, pausing at appropriate intervals so students can write their answers. Play the recording a second time so students can complete or check their answers.

Tapescript

ANNOUNCER: Interview One. Monica.

INTERVIEWER: Tell me, Monica, what's your favorite Spielberg movie?

MONICA: It's still *Jaws*. I think I've seen it about 10 times, I've read the book twice, and I still think it's very exciting.