

UNIT 1 I've lost my wallet!

Aims and objectives

SB pp. 4–13

In this unit, students will learn:

- present perfect
- irregular past participles
- How long?* + *for* / *since*
- words for objects
- words for holidays
- to ask about where people have been
- to talk about suggestions / preferences
- to ask about how long

WARM UP

Look at the photo with the class to establish the context. Ask: *Where are the characters? Is everything all right? How do you know? What's the matter with the boy in the small photo?* Encourage as many suggestions as possible for the last question, but don't confirm whether or not they are correct.

2
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

- Who's late?* (Rob)
- Why is he late?* (He was in Windsor with his dad)
- How long has Alison been waiting?* (half an hour)
- Has she had dinner?* (no)
- Has the film started?* (yes, at 7.40)
- Who'll buy the tickets?* (Rob)
- Can he buy the tickets?* (no)
- Why not?* (he's lost his wallet)

Audioscript

See SB3, page 4

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Write Alison or Rob in each sentence.

Do the first sentence with the class as the example. Ask students to work individually and check the answers in pairs. Check answers with the whole class.

Key

1 Alison 2 Rob 3 Alison 4 Alison 5 Rob
6 Rob

3
CD1

3 Listen and repeat.

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

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

Audioscript

See SB3, page 5

Asking about where people have been

4 Ask and answer questions. Use the words on the right.

Choose two students. Ask one to be A and the other to be B. Ask them to read the dialogue aloud, while the class listens. Then ask another pair to do a 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 right. Monitor and help where necessary. Ask some of the pairs to act out their dialogues for the class.

4
CD1

5 Listen and repeat.

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the dialogue in pairs. Check by asking some pairs to do the dialogue for the whole class.

Audioscript

See SB3, page 5

- 6** Work in pairs. Use the pictures below to invent new dialogues like those in exercise 5.

Ask students to do new dialogues following the example in exercise 5. Tell them to look at the pictures and invent new excuses according to the pictures. Ask several pairs to demonstrate their dialogues to the class.

Vocabulary Objects

- 5** **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. To get students to use the vocabulary, ask: *What's 1?* etc.

Audioscript **Key**

- Speaker 1** 1 F sunglasses
Speaker 2 2 B mobile phone
Speaker 1 3 C laptop
Speaker 2 4 A MP3 player
Speaker 1 5 G digital camera
Speaker 2 6 D tablet
Speaker 1 7 H headphones
Speaker 2 8 E wallet

Holidays

- 2** Match the phrases to the pictures.

Students work individually, matching the phrases to the pictures. Then, they check in pairs before checking with the whole class.

Key

1 J 2 I 3 F 4 B 5 D 6 A 7 H 8 E 9 C 10 G

Communication

Talking about suggestions/ preferences

- 6** **3** Listen and repeat.

Play the recording. Ask students to listen and repeat the dialogues. Ask: *What expressions do the people use to make a suggestion?* (Let's...) *What expressions do the people use to respond when they prefer to do something else?* (I'd rather...)

Audioscript

See SB3, page 7

- 4** Work in pairs. Make conversations like the ones in exercise 3. Use the ideas below.

Role-play a dialogue with one of your students, modelling it on those of exercise 3. Ask students to work in pairs to make their own dialogues using the expressions in the box. Ask some of the pairs to act out their dialogues for the class.

Asking about how long

- 7** **5** Listen and complete the dialogues.

Ask students to read the dialogue. Play the recording. Students complete the dialogue. Play it again for the class to check their answers. Ask pairs of students to read the dialogue for the class to check.

Audioscript

- Mark** I like your mobile phone. How long have you had it?
Jenny My phone? I've had it for two months.

- Mark** Have you got a tablet?
Jenny No, I haven't. But I have got a laptop.
Mark How long have you had it?
Jenny I've had it since December.

Key

mobile phone, phone, two, laptop, December

7 **6 Listen again and repeat the dialogues.**

Play the recording again while students follow it in their books. Play line by line asking students to repeat. Then, ask pairs of students to perform the dialogues for the class.

7 **Work in pairs. Ask and answer questions about things you have.**

Ask students to work in pairs. They take turns to ask each other the following questions:

*Have you got a mobile phone / CD player / MP3 player, etc? When did you get it?
 Who gave it to you?*

Sounds right Questions

8 **8 When we ask questions, our voice can go up or down at the end. When we ask 'yes/no' questions, our voice usually goes up. When we ask open questions, our voice usually goes down. Listen and repeat.**

Read the rubric with the whole class. Play the recording asking students to focus on the intonation of the two questions. Ask students to repeat first in a chorus and then individually. Stress the importance of correct intonation.

Grammar Present perfect

1 **Complete the sentences with the verbs in the box. Check with the dialogue on page 4.**

Ask students to read the sentences and complete them with the correct verbs from the box. Tell them to check their answers with the dialogue on page 4. Read through the explanation of the Present perfect with the class and answer any questions that the students have.

Key

1 been 2 been 3 had 4 started

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

Do the first sentence with the whole class as an example. Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

Key

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

3 **Write the correct form of the Present perfect.**

Do the first sentence as an example 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 has worked
 2 Has, finished
 3 haven't visited
 4 have, lived
 5 Have, played

Irregular past participles

4 **Complete with the verbs in the box.**

Remind students of the difference between regular verbs (those in the previous exercise) and irregular verbs. Ask students to look at the box and complete the exercise with the correct verb forms in it. Allow students to compare with a partner before you check the answers with the class.

Key

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

Follow up

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

Teacher buy

Student bought

Teacher go

Student gone

5 Complete the sentences.

Ask students to write the correct form of the verb and compare their answers in pairs. As a way of checking, ask students to read sentences one by one for the rest of the class to check.

Key

- 1 have, been
- 2 has gone
- 3 have, seen
- 4 have bought
- 5 have, known

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 the sentences below. Check with the dialogues on page 7.

Ask students to complete each sentence with a different word. Tell them to check their answers with the dialogue on page 7. When they have finished, read the explanation of *for* and *since* with the class and answer any questions that students have.

Key

- 1 long 2 for 3 since

7 Circle the correct word.

Ask students to work in pairs to circle *for* or *since*. Check the answers with the class by asking different students to read out the sentences. Ask the rest of the class to say whether they think the answers are correct or not.

Key

- 1 for 2 for 3 since 4 since 5 for 6 since

Follow up

For further practice of *for* and *since*, put students in pairs and ask them to take turns to answer 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 house?

8 Write sentences with *for* or *since*. Use the Present perfect.

Go through the first sentences as an example with the class. Students may check their answers with a partner before checking with the whole class.

Key

- 1 We've known each other for ages.
- 2 She's lived in Paris since 2010.
- 3 I've been in bed since the football match last Saturday.
- 4 They haven't spoken to each other for two weeks.

Now do **CYBER HOMEWORK 1a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students: *Where did you go for your last summer/winter holidays? What did you see? What did you do?*

Tell them to look at the postcards on page 10 and ask: *Have you ever been to London? Who's been to London?*

1 Read the postcards Julie wrote while she was in London. Match them to the photos.

Ask students to read the postcards and then, in pairs, match the photos to the postcards. Check with the whole class.

Key

A 5 B 4 C 3
 D 2 E 6 F 1

Listening

9
CD1

2 Listen to three people talking about holidays they have had. Match the people to the experiences.

Tell students that they are going to listen to three young people talk about their holiday experiences. Then, ask them to match each person to their experience. Play the recording through, pausing it after each person has spoken for students to do the matching. Play the whole recording through once more, and then check answers.

Audioscript

Shona Hello, my name's Shona. I've just been to the south of England for a holiday. I went by train, and it was a very relaxing journey. When I arrived, I walked to the hotel from the station. I went up to my room because I wanted to rest for a while. It was small, the bed looked dirty and there was a strange smell in the room. I didn't want to stay there, but I couldn't pay for another hotel, so I slept on the floor. It was the worst night I have ever had! I woke up early in the morning and went to a small hotel near the sea. It was clean and there was a nice view of the town. I enjoyed my holiday there very much, but that first hotel was really terrible!

Amy Lee Hi, I'm Amy Lee. My friend Jordan and I are on holiday in America. We have driven across the country, and we've seen some very unusual places. One evening we were hungry, so we decided to stop for dinner at a small restaurant next to the road. It was dark, and we couldn't read the menu outside. But we didn't need to order anything, because they just gave us some food when we sat down. It was very good! We ate it all, and after our meal we made friends with some other people there and asked them about the food. Did they know what it was? That wasn't a good idea! They said, "They cook anything the cars kill on the road outside!" I'm not sure I believe it - do you think it's true?

Harry Hi, I'm Harry and I want to tell you about the holiday I had with my big brother, William. Will usually goes climbing in the summer. He climbs a lot. He's not afraid of anything! He's a good climber, and he takes all the right gear. He's had lots of interesting experiences, but last summer, when he took me climbing in Scotland something dangerous happened. One morning we set off to climb together. While we were going up the mountain, William fell and broke his leg. I didn't know what to do. It was a really bad experience. But fortunately I had my mobile with me and there was a signal, so we could call for help. The rescue helicopter had to come and get us. It was so cool!

Key

1 Shona c
 2 Amy Lee a
 3 Harry b

9
CD1

3 Listen again and choose the correct answers.

Play the recording again and give students time to answer the questions. Check with the whole class.

Key

1 C 2 A 3 A 4 C 5 A 6 B

Writing

A postcard

4 Complete the postcard with these words.

Ask students to complete the postcard with the words in the box. Ask different students to read the completed postcard for the class to check.

Key

1 been 2 time 3 since
 4 seen 5 taken 6 eaten

5 Write a postcard to a friend. Write about a place you have visited or the place you are in now. Follow the instructions below.

This exercise can be completed for homework. Ask students to follow the model suggested by the instructions and to use the words they know for holidays.

6 Show your postcard to another student in the class.

Ask students to exchange their work and read each other's writing.



Now do CYBER HOMEWORK 1b
www.cambridge.org/elt/more

Culture

Two-wheeling around the city

Ask students to look at the pictures and say whether they think biking around a city is a good idea. Then ask them to work in pairs reading the texts and using a dictionary to check the meanings of any words that they don't know.

Ask some general comprehension questions: *What is Velib? How long has Paris had this system? What*

must you buy to use one of these bikes? Which other cities have a similar system? How long has London had a similar system?

Over to you!

Work in groups. What small thing that we can all do will make a huge difference to our environment? Design a poster and a plan, and present your idea to the class.

Students work in groups discussing the possible changes we can introduce in our daily life to protect our environment. You can also set this activity for homework. Students should design a postcard and write a plan to introduce this change. Ask each group to make a class presentation with their proposal.

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra Culture

Extra Reading

Story Time

Ask students to read the text. Ask them questions about it to test comprehension. Example questions:

What's Black Beauty?

Who's telling the story?

What was the weather like?

Why didn't Black Beauty want to cross the bridge?

What did his owner do that night?

Have a discussion with students: Do they think that people or animals can have a sixth sense? Can animals feel danger? Do they know of a similar experience to the one described in the text?



Go to www.cambridge.org/elt/more for exercises

UNIT 2 At the cinema

Aims and objectives

SB pp. 14–23

In this unit, students will learn:

- present perfect + *yet/already*
- present perfect + *just*
- present perfect vs. past simple
- words for types of film
- to say what you have done
- to say what films you like/don't like
- to talk about films

WARM UP

Ask students to look at the photo in the magazine article. Ask: *Who is the man?* (George Lucas) *What's his job?* (He's a film director, producer and writer.) *Which Lucas films have you seen?* (There are many Lucas films to list, but answers may include the *Star Wars* series, the *Indiana Jones* films, *American Graffiti*). Ask students to tell you what the films are about.

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

1 Read the magazine article about George Lucas.

Tell students that they are going to read an article about George Lucas. Teach any new words before they read if necessary.

Then ask the following questions to check comprehension (allowing students to look back at the article if they need to):

- What are the films that the writer mentions in the first paragraph?* (The *Star Wars* series)
- Has he produced any films in collaboration with other directors?* (He has created the *Indiana Jones* series together with Spielberg.)
- What did Lucas want to be when he was a teenager?* (a racing car driver)

10
CD1

In which of his films did he feature racing car driving? (American Graffiti)

How often does he make a film for the Star Wars series? (every three years)

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 film industry. (Answers may include actors, actresses, makeup people, costume designers.) Allow students to use L1 if necessary. Translate any new words into English for them.

Dictionary work

Students work individually, answering the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 a 2 b 3 b 4 b

Text work

2 Circle T (true) or F (false). Correct the false sentences.

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

Key

1 T 2 F 3 F 4 T

Saying what you have done

3 Listen and repeat.

Play the recording, pausing after each speaker for students to 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 practise the dialogues with their partner. Ask some of the pairs to perform the dialogues for the class.

Audioscript

See SB3, page 15

Follow up

For further practice, ask questions about different students for the class to answer. For example: *Has Mario finished doing his homework yet? Has Anna eaten her lunch yet?*

4 Look at the table and ask and answer questions about Tom and Alice.

Focus attention on the table. Ask a student to explain how it works. (Student A asks a question using the prompts on the left-hand side and one of the names. Student B replies, using the information in the first column on the right (all answers are about Tom) or the second column on the left (all answers are about Alice).

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, do 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 about Alice or Tom. Then they swap roles. Monitor the activity and help where necessary. Check the answers with the class.

Key

Has Tom seen the new *Star Wars*? Yes, he has.
 Has Tom read today's newspaper? No, he hasn't.
 Has Tom seen a 3D film? No, he hasn't.
 Has Tom seen the new *Twilight* film? Yes, he has.
 Has Tom eaten lunch? No, he hasn't.
 Has Tom listened to the new *One Direction* CD? No, he hasn't.
 Have Tom and Alice done their homework? Yes, they have.
 Has Alice seen the new *Star Wars*? No, she hasn't.
 Has Alice read today's newspaper? Yes, she has.

Has Alice seen a 3D film? Yes, she has.

Has Alice seen the new *Twilight* film? No, she hasn't.

Has Alice eaten lunch? Yes, she has.

Has Alice listened to the new *One Direction* CD? No, she hasn't.

5 Work in pairs. Ask and answer the questions in exercise 4.

Ask students to work in pairs. Ask one of the pairs to read the question and answer it as an example for the class. Ask students to take turns to ask and answer questions with their partner. Monitor and help where necessary. Ask each pair to ask and answer a question, while the class listens.

6 Think of some recent popular films, books, games or music. Ask your partner if he/she has seen, read, played or listened to them.

Students work in pairs. Give them a few moments to think of films, books, computer games, CDs or magazines to ask their partner about. They can note them down if they wish.

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

Vocabulary

Films

1 Match the types of film to the pictures.

Draw students' attention to the words and explain any that students are unfamiliar with. Ask students to match the correct type of film to each picture. Allow them to compare answers with a partner before you play the recording for them to check.

Key

1 F 2 E 3 A 4 D 5 C 6 B

Follow up

As an extension to exercise 1, ask the class to brainstorm films they have seen recently. Write the names of the films on the board. Ask students to write the film genres from exercise 1 as headings in their notebooks. They work in pairs to categorise the films on the board.

2 Complete sentences 1–6 with words a–f.

Students work in pairs doing the exercise. Ask individual students to read the complete sentences to the whole class to check.

Key

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

3 Complete the text with the words in the box.

Students read and complete the text with the words on the left. Allow them to check their answers in pairs before checking with the whole class.

Key

1 boring 2 scary 3 creative 4 violent 5 funny

Communication

Saying what films you like / don't like

11
CD1

4 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB3, page 17

5 Ask and answer questions about films with a partner.

Role play with a student or ask a pair of students to do the first dialogue for the whole class as an example. Students practise similar questions and answers in pairs. Ask different pairs to do their dialogues for the whole class to check.

Talking about films

6 Make a list of good films you have seen recently.

Students write down their lists.

7 Work in pairs. Talk about these films. Use the words below to help you.

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

Role play the question and answer with a student as an example. Ask students to work in pairs. They take turns to ask questions about the different films they have seen and answer using the words and phrases in the boxes.

Monitor and help where necessary. Ask some of the pairs to ask and answer a question for the class.

Sounds right have

12
CD1

8 When we use the Present perfect, we usually pronounce *have* as a weak form. When we give short answers, we usually say *have* in a full form. Listen and repeat.

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

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

Audioscript

See SB3, page 17

Grammar

Present perfect + *yet* / *already*

1 Look back at the article on page 14 and complete the examples.

Focus attention on the three gapped sentences. Ask students to look back at the article about George Lucas 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

1 yet 2 already 3 yet 4 yet 5 already

2 Match the sentences to the correct pictures.

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

Key

1 B 2 A 3 D 4 C

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 2 already 3 yet 4 already 5 already
6 yet

4 Use these words to write sentences. Use *yet* or *already*.

Do the first item with the whole class as an example. Ask students to use the prompts to write sentences with *yet* or *already*. Have students compare answers with a partner before checking with the whole class.

Key

- 1 Lauren's already got the new Rihanna album.
- 2 Jack's already downloaded the film.
- 3 I haven't finished my homework yet.
- 4 John has already seen the new *Star Trek* film.
- 5 Olivia hasn't been to the new cinema yet.
- 6 We haven't met our new teacher yet.

Present perfect + *just*

5 Complete the sentence and the rule with one word.

Ask students to do the task individually, comparing their answers with a partner before a whole class check.

Key

1 just 2 just

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 film has just finished.
- 2 I have just heard some fantastic news.
- 3 She has just started a new school.
- 4 I have just seen a great film at the cinema.

Present perfect vs. Past simple

7 Complete the sentences with the Present perfect or Past simple. Check with the article on page 14.

Ask students to read the sentences and decide whether to complete them with the present perfect or past simple form of the verb. Ask them to check their answers with the text on page 14. Read through the explanation of the present perfect and past simple with the class. Answer any questions that the students have.