

# TEACHERS' FILE

Teachers' File (TF) contains grammar, exercises and lesson plans based on the magazine and the CD.

You will find the Recording Scripts online at [www.bhi.de](http://www.bhi.de), [www.bphi.eu](http://www.bphi.eu).



## THE PAST CONTINUOUS

In this Grammar Fixer we look at how and when to use the past continuous. The good news is that it is not a very difficult tense.

### THE COMMON MISTAKE

We often learn that continuous means an **ongoing** (= probíhající) **action** or an **action that takes a longer time**. With the past continuous, that's only partly true. So the most common mistake is that language learners use the past continuous too often!

### LET'S START WITH THE PAST SIMPLE

The **past simple** is for **finished actions** in the past. They had a beginning and an end. It is sometimes called the **narrative tense** because we use it when we are **telling a story**.

*He walked down the road for 20 minutes, turned left and headed towards the museum.*

They are all in the simple past because they happened one after the other.

### HOW TO FORM THE PAST CONTINUOUS

The **continuous** (also called the progressive) is formed using **to be in the simple past** + the **-ing form** of the **main verb**.

*She was singing and I was holding my hands over my ears.*

**⚠ WATCH OUT!** Some verbs never (or almost never) take the continuous. Some of the most important are **be, know, see, hear, understand, like, love, hate, want** and **prefer**.

### A LONGER ACTION IN THE PAST

As we said at the beginning the past continuous focuses on a **longer action**, but only when it **happens** at the **same time** as **something else**.

*I saw her when I was walking down the road.*

In this example, **I saw her** was a **short action** that happened at the same time as a **longer action** (**walking down the road**).

**NOTE** Instead of **when**, we can often use **while** or **as**:

*I saw her **while** I was walking down the road.*

Sometimes the **shorter action interrupts** (= stops) the **longer action**.

*She stopped me as I was walking down the road.*

Now look at these two examples:

*When I was walking down the road I saw the bus.*

*When I walked down the road I saw the bus.*

The first example means that one thing happened at the same time as the other. The second example means that one thing happened after the other.

### TWO LONGER ACTIONS

Sometimes, **two longer actions** happen at the **same time**. We can use the continuous for both. This doesn't change the rule, though! There is usually another action in the past simple that happens at the same time but it can be in a different sentence:

*I met her yesterday. She was walking down the road and talking on her phone.*

When there is **no interrupting action**, we just use the **past simple** – even when two longer actions happen at the same time:

*We said goodbye, and she walked off in one direction, I walked off in the other.*

### ACTION AT A SPECIFIC MOMENT

We also use the past continuous to talk about an **ongoing action** at a **specific moment** in the **past**.

*At 6 p.m. yesterday afternoon, I was doing my homework.*

This means the action began *before* the specified time and finished *after* it. We sometimes use this when explaining why we are late (*Sorry I'm late – I was washing the cat*). You also hear it a lot in detective shows on TV (*At the time of the murder I was sleeping in my bed. Alone*).

# GRAMMAR CHECKER

## TASK 1

Each of these sentences comes from an article in this issue of Gate. Can you put the verbs in the right tenses? Watch out – one of the answers is a negative. Try to guess what the stories are about. Then read “Fail Stories” on page 26 and check your answers.

### From the story “Something Fishy”

- 1 While everyone \_\_\_\_\_, I \_\_\_\_\_ sardines into every hidden place I could think of. **(party, put)**
- 2 Someone \_\_\_\_\_ a video from the party – and they \_\_\_\_\_ me in the background, holding my tin of sardines. **(watch, see)**

### From the story “Octokissy”

- 3 I \_\_\_\_\_ a bit, and I \_\_\_\_\_ talking about an interesting video about octopuses. **(show off, start)**
- 4 The whole class \_\_\_\_\_ while my ears \_\_\_\_\_ redder and redder. **(laugh, turn)**

### From the story “Brownie Points”

- 5 She \_\_\_\_\_ me about myself when her face \_\_\_\_\_. **(ask, change)**
- 6 That’s when I \_\_\_\_\_. I \_\_\_\_\_ anything wrong. **(realize, say)**

## TASK 2

Now choose the best tense (past continuous or past simple) for each gap in these sentences.

- 1 I \_\_\_\_\_ **(do)** my homework when the Xbox \_\_\_\_\_ **(beep)**. My friend \_\_\_\_\_ **(wait)** for me to play Fortnite.
- 2 When you \_\_\_\_\_ **(arrive)** at the party, who \_\_\_\_\_ **(you see)** there?
- 3 He \_\_\_\_\_ **(watch)** a horror film when he \_\_\_\_\_ **(hear)** a horrible, ghostly scream.
- 4 On Friday I \_\_\_\_\_ **(go)** to the library, then \_\_\_\_\_ **(have)** a swim. Later I \_\_\_\_\_ **(meet up with)** Marcus and we \_\_\_\_\_ **(go)** to the cinema.
- 5 I \_\_\_\_\_ **(be)** bored of skiing on the green, blue and red slopes, so I \_\_\_\_\_ **(decide)** to try the black. I \_\_\_\_\_ **(go)** down for the very first time when I \_\_\_\_\_ **(fall)** and \_\_\_\_\_ **(break)** my leg.
- 6 Excuse me sir, what \_\_\_\_\_ **(you do)** at 10pm last night?
- 7 He \_\_\_\_\_ **(take)** a shower when the telephone \_\_\_\_\_ **(ring)**.
- 8 When I \_\_\_\_\_ **(walk)** into the room, everyone \_\_\_\_\_ **(work)**.
- 9 When I \_\_\_\_\_ **(walk)** into the room, everyone \_\_\_\_\_ **(stop)** working.
- 10 It \_\_\_\_\_ **(be)** a hot summer’s day. The sun \_\_\_\_\_ **(shine)** and the birds \_\_\_\_\_ **(sing)**. I \_\_\_\_\_ **(close)** my eyes and \_\_\_\_\_ **(sigh)** happily.
- 11 “I \_\_\_\_\_ **(hear)** very strange noises from your flat last night. What \_\_\_\_\_ **(you do)?”**
- 12 He \_\_\_\_\_ **(live)** on Belgravia Road when the war \_\_\_\_\_ **(start)**.
- 13 When her train \_\_\_\_\_ **(arrive)** at the station, we \_\_\_\_\_ **(wait)** on the platform.
- 14 **Q:** Why \_\_\_\_\_ **(do)** the dog cross the road twice?  
**A:** He \_\_\_\_\_ **(try)** to fetch a boomerang!
- 15 A man \_\_\_\_\_ **(watch)** some cows when he \_\_\_\_\_ **(notice)** something odd. Most cows moo, but one cow \_\_\_\_\_ **(say)** “Maaah. Mbaaa. Baaaa.” He \_\_\_\_\_ **(ask)** the farmer why. The farmer \_\_\_\_\_ **(explain)** – the cow \_\_\_\_\_ **(try)** to learn a foreign language!

# LESSON PLAN 1

# Frankenstein

LEVEL: A2-B1 TIME: 2×45 MINUTES

TOPIC: English literature, horror story

## LESSON AIMS

### Students will:

- learn about the story of Frankenstein
- practice listening, speaking
- make their own comic strips

MATERIALS: Frankenstein comic strip on pp. 8–11, CD Tracks 9, 10, 11

## LEAD-IN

Handout 1A

5 MINS | WHOLE CLASS

SPEAKING , READING COMPREHENSION

Show the class a famous picture of the monster from the novel Frankenstein. Make them guess what / who it is. Ask if anybody has read the book / seen the movie Frankenstein. Give them Handout 1A and make them guess the true and false statements. Then make them read the introduction to the comic strip on p. 8 to check their answers. Ask them if they found anything surprising.

## VOCABULARY

Handout 1B

10 MINS | PAIR WORK

GUESSING THE MEANING OF WORDS FROM CONTEXT

In pairs, students work with Handout B and try to make out the meaning of the new words they will encounter in the comic strip. Students should be able to guess the meaning from the context of the sentences. See if they are able to come up with an English synonym.

## READING AND LISTENING

Handout 1C, CD Track 9, Comic strip

READING FOR DETAIL

Students read and listen to the comic strip and then in pairs or groups of three answer the reading comprehension questions on Handout 1C. Check the answers as a class. You can make it a competition and see who is fastest.

## SPEAKING

Handout 1D, Comic Strip

15 MINS | GROUP WORK

NARRATING A STORY

Students work in groups of three or four with Handout 1D. They have to tell the story from different perspectives. Groups A will tell the story as the scientist Frankenstein, Groups B will tell it as the monster. They have to include all the words on Handout 1D in their story. Give them three minutes to prepare the story and then present it to the class.

## HOMEWORK

Handout 1E

For homework / extra activity students should make their own comic strip and draw how they think the story continues. What happens to Frankenstein / the monster / Elizabeth? They can draw stick figures, easy illustrations / and write text for the comic strip.

### Extra Activities for next class.

## LEAD-IN

5 MINS | CLASS WORK

RETELLING A STORY

You can start the next class with a group retelling of the story. Students will take turns narrating the story, each has to say one sentence.

## LISTENING

1F, CD Track 10

5 MINS | PAIR WORK

LISTENING FOR DETAIL

Students listen to Part 2 of the story and complete Handout 1F in pairs.

## LISTENING AND WRITING

Handout 1G, CD Track 11

15 MINS | PAIR WORK

WRITING DOWN INFORMATION FROM THE RECORDING

Listen to Part 3 of the story and write notes about the main events. Then check the answers as a class.

## SPEAKING

Handout 1H

10 MINS | CLASS WORK

SPEAKING ABOUT THE MEANING OF THE STORY

Hold a class discussion about the meaning of the story. Give students a chance in small groups to prepare their answers first.

## SOLUTIONS

**1A:** F (the name of the scientist), 2F (in the 19<sup>th</sup> century), 3T, 4T (Mary Shelley was 18), 5F (Switzerland)

**1C:** 1C, 2C, 3B, 4B, 5A, 6B, 7A, 8B, 9B

**1F:** 1 pain (monster), 2 happiness, wife (monster), 3 mistake (Frankenstein), 4 forever, bride (monster), 5 sick, secret (Frankenstein), 6 married (Elizabeth), 7 worry (Elizabeth), 8 months (Frankenstein), 9 uglier, beautiful (Frankenstein), 10 destroyed (Frankenstein), 11 face (Frankenstein), 12 wedding (monster)

**1G:** murder – the monster kills Elizabeth, escape – the monster escapes, goes to the north, accident on ice – Frankenstein falls through the ice in the sea and almost dies, rescue – Frankenstein is rescued by a ship, they tell him they saw his monster, death – Frankenstein and his monster die

## HANDOUTS

### HANDOUT 1A



Guess if the statements below are true or false.

- 1 Frankenstein is the name of the monster.
- 2 The novel was written in the 20<sup>th</sup> century.
- 3 The author of the novel was a woman.
- 4 Frankenstein was written by a teenager.
- 5 The novel was written in England.

### HANDOUT 1B



Look at the new words in bold which are in the comic strip. Can you guess from the sentences what they mean?

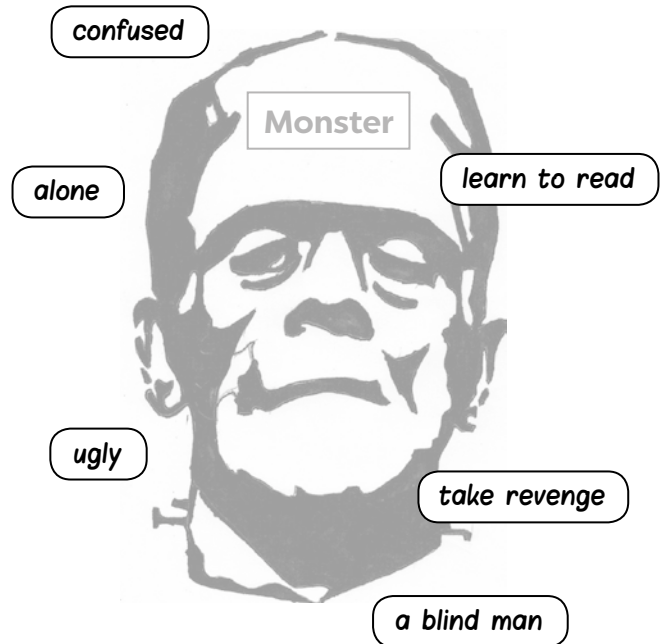
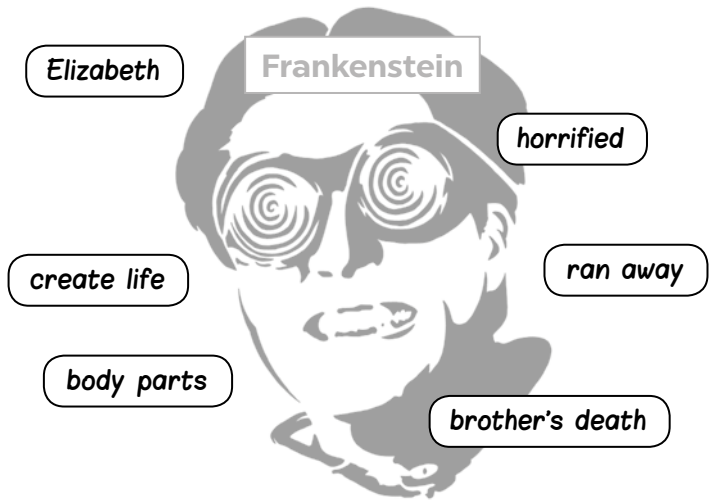
- A I **refused to** eat and sleep, I only wanted to work.
- B I have an **obsession** with my iPhone, I can't be without it.
- C When the president died, thousands came to his **funeral**.
- D In Sleeping Beauty, an evil fairy **puts a curse on** a small girl. If she cuts herself on a rose, she will sleep forever.
- E My brother crashed the car, but **pretended** that nothing happened. However, the mirror was broken.
- F After the mafia killed her husband, the wife wanted **to take revenge on** his killers.

## HANDOUT 1C

Read / listen to the first part of the comic strip and choose the correct word to complete the sentence.

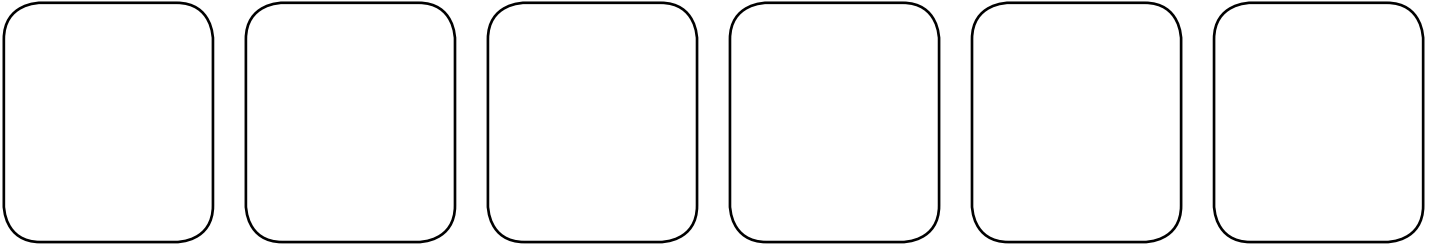
- 1 Victor Frankenstein had a very \_\_\_\_\_ childhood.  
A unhappy  
B interesting  
C happy
- 2 He went off to university to study \_\_\_\_\_.  
A medicine  
B art  
C science
- 3 Frankenstein wanted to create life using \_\_\_\_\_.  
A chemicals  
B body parts of dead people  
C dead animals
- 4 When his creation came alive, he was \_\_\_\_\_ and ran away.  
A excited  
B horrified  
C bored
- 5 Soon after that he learned that his younger brother William had been \_\_\_\_\_.  
A murdered  
B born  
C sick
- 6 People hated the monster because he was \_\_\_\_\_.  
A dangerous  
B ugly  
C unable to speak their language
- 7 The monster learned to speak by \_\_\_\_\_.  
A listening to conversations  
B talking to Frankenstein  
C reading books
- 8 The only human that was nice to the monster was \_\_\_\_\_.  
A Victor Frankenstein  
B a blind man  
C Elizabeth
- 9 After people chased him away, he met a young child who had the same name as \_\_\_\_\_.  
A the blind man  
B his creator  
C a character from a book

## HANDOUT 1D



# HANDOUT 1E

Draw your own comic strip. What happened to Victor Frankenstein, to the Monster, to Elizabeth?



# HANDOUT 1F

Listen and complete the sentences with the missing words. Write who the speaker is: Frankenstein, the Monster, or Elizabeth.

- 1 After all the \_\_\_\_\_ you caused me, all the sadness and loneliness, what choice did I have?
- 2 I just want to feel love and \_\_\_\_\_ like everyone else. And that is why you are going to make me a \_\_\_\_\_.
- 3 I made one \_\_\_\_\_, but I won't make it again.
- 4 I will leave you \_\_\_\_\_ and go away to live happily with my \_\_\_\_\_.
- 5 At first I felt \_\_\_\_\_, but as I made my plans, found a \_\_\_\_\_ place far from any people, and started to work, some of the fear disappeared.
- 6 Do you mean to say we will finally get \_\_\_\_\_?
- 7 I only wish I knew where you were going. I will \_\_\_\_\_ so much.
- 8 I worked for several \_\_\_\_\_ on the monster's bride. I tried my best not to think about what I was doing.
- 9 That face! It was even \_\_\_\_\_ than the first monster had been. It was wrong! A woman should be \_\_\_\_\_!
- 10 No, no, I won't do it, I cannot release this horror into the world! I \_\_\_\_\_ the body. Then I broke the equipment.
- 11 In a flash of lightning I saw the monster's \_\_\_\_\_ just outside my window. He had been watching me work.
- 12 You have just made the greatest mistake of your life. I will be with you on your \_\_\_\_\_ night, Victor.

# HANDOUT 1G

Write notes about the main events in the story:

- 1 wedding  
FRANKENSTEIN MARRIES ELIZABETH  
.....
- 2 murder  
.....
- 3 escape  
.....
- 4 accident on ice  
.....
- 5 rescue  
.....
- 6 death  
.....

# HANDOUT 1H

Discuss with your classmates.

Who / What is a monster? Who is a human? Write definitions.

Who would you call a monster?

What was Frankenstein's mistake?

What should Frankenstein have taught the monster?

# LESSON PLAN 2

# Classic Characters & Different Actors

LEVEL: A2-B1 TIME: 45 MINS

TOPIC: Pop Culture

## LESSON AIMS

### Students will...

- practice spelling and pronunciation
- practice reading comprehension

MATERIALS: Article “Classic Characters and Different Actors” pp. 18-19, CD Track 7

## LEAD-IN

Handout 2A

5 MINS PAIR WORK

SPEAKING, MATCHING

Give students Handout 2A and, in pairs, ask them to match the items to the correct character. Check answers as a class and then tell students they are going to read about classic characters who have been played by different actors.

## SPELLING

Handout 2B

15 MINS CLASS WORK / PAIR WORK

LISTENING, WRITING, SPELLING, PRONUNCIATION

Spell out the following name and have students write it down. C-L-A-R-K K-E-N-T. Elicit if anyone knows who it is (Clark Kent is Superman’s alias). Tell the students that the English alphabet has seven basic vowel sounds. Give them Handout 2B and recite the alphabet slowly and clearly, exaggerating the pronunciation. Students should listen and put the letters in the correct column according to their sound. Now put students in pairs and give them exercise 1 to practise. (This works best if you cut the handout up).

## READING

Handout 2C, article “Classic Characters, Different Actors”

15 MINS GROUP WORK

READING COMPREHENSION, SPEAKING, LISTENING, WRITING

Split class into three groups and assign each group a different classic character to read about. In their groups students should complete the relevant part of their handout. Then put the class into groups of three, each group containing one student from each of the previous groups. Students should ask each other questions to find out the missing information about the other characters to complete their handout.

## LISTENING

Handout 2D, CD Track 7

10 MINS CLASS WORK, PAIR WORK, INDIVIDUAL WORK

LISTENING COMPREHENSION

Ask the class if they can think of any other classic characters that have been played by many actors. Hopefully, Batman should come up. If not, try to elicit it (he lives in Gotham City, his enemy is the Joker, he wears all black, etc.). Tell the students they are going to listen to a recording about Batman. Give them Handout 2D to complete while listening. Play the recording twice then check answers in pairs, and then as a class.

## HOMEWORK

Handout 2E

As homework, ask the students to think about some more film and TV characters who have been played by more than one actor / actress and write about which one played it best. Alternatively, ask them to write about an actor / actress who is well-known for playing one character.

**There are extra activities for early finishers.**

## SOLUTIONS

**2A:** Doctor Who – Tardis, time travel, alien; Sherlock Holmes – Dr Watson, deerstalker hat, detective; James Bond – 007, spy, Die Another Day

**2B:** eɪ – A, H, J, K; i: – B, C, D, E, G, P, T, V; e – F, L, M, N, S, X, Z; ɔː – O; u: – Q, U, W; ɑ: – R; aɪ – I, Y (In American English Z is pronounced as Zee)

**2C:** Doctor Who – William Hartnell, Christopher Ecclestone, David Tennant; 3 years (1963-1966), 2005, Tom Baker  
Sherlock Holmes – Basil Rathbone, Robert Downey Jr, Benedict Cumberbatch; 14, 19<sup>th</sup> Century London, text messages, GPS, the internet  
James Bond – Sean Connery, Pierce Brosnan, Daniel Craig; 7 (first 6 and one more in 1983), he

had no personality of his own, Die Another Day one of the worst ever Bond films, he was blond, he was darker and more dangerous

**2D:** 1 Adam West, Michael Keaton, Christian Bale; 2 1939 3 It was a comedy; 4 Because he was famous for being in comedies; 5 Arnold Schwarzenegger and Uma Thurman; 6 The death of his parents

**2E:** Students’ own answers

**2F:** 1 F – nearly 70, 2 T, 3 F – Iron Man, 4 T, 5 F – they were shocked and impressed

**2G:** 1 pension, 2 popular, 3 huge, 4 handsome, 5 shocked

**2H:** 1 Because of bad health, 2 David Tennant, 3 He fought Nazis, 4 two, 5 he was a combination of the Bonds before him

# HANDOUTS

## HANDOUT 2A

Can you match the words to the correct character?

Doctor Who	Sherlock Holmes	James Bond

007	time travel	deerstalker hat
Tardis	spy	alien
Dr Watson	detective	Die Another Day

## HANDOUT 2B

1 Fill in the table with the letters according to their sound.

ei	i:	e	oo	u:	ɑ:	ai
A	B	F		Q		I

### Student A

Spell out the following names for your partner to write.

Henry Cavill  
 Dean Cain  
 Christopher Reeve  
 (actors who have played Superman)

Now write down the names your partner spells for you. What do these people have in common?

.....

.....

.....

### Student B

Write down the names your partner spells for you. What do these people have in common?

.....

.....

.....

Now spell out the following names for your partner to write.

Andrew Garfield  
 Tobey Maguire  
 Tom Holland  
 (actors who have played Spiderman)



## HANDOUT 2C



### Doctor Who

What are the three actors' names?

- 1 .....
- 2 .....
- 3 .....

How long did William Hartnell play Doctor Who?

.....

When did the back-from-the-dead Doctor return?

.....

Who was the best Doctor before David Tennant?

.....



### Sherlock Holmes

What are the three actors' names?

- 1 .....
- 2 .....
- 3 .....

How many films was Basil Rathbone in?

.....

When and where were Guy Ritchie's films set?

.....

What helps the 21<sup>st</sup> Century Holmes solve crimes?

.....



### James Bond

What are the three actors' names?

- 1 .....
- 2 .....
- 3 .....

How many films was the original Bond in?

.....

What problems did the all-round (= všestranný) Bond have?

.....

How was Daniel Craig's Bond different from other Bonds?

.....

## HANDOUT 2D



**Listen to the recording and fill in the information.**

### Batman

1 What are the three actors' names?

.....

.....

.....

2 When did Batman first appear?

.....

3 How was the Batman TV series different from the latest films?

.....

4 Why were people worried about Michael Keaton playing Batman?

.....

5 Who else starred in Batman and Robin apart from George Clooney?

.....

6 In Batman Begins, what is Batman angry about?

.....



# ACTIVITIES

## LOVING OUR BODIES

pp. 4-5

### READING COMPREHENSION

Read the article and choose the right answer A, B or C to the questions.

- What is most important according to the article?
  - to look great
  - to feel great
  - to be healthy
- Why do some people's bodies look so perfect in the media?
  - They are born with a specific body type.
  - They are always on a diet.
  - They spend a long time in the gym.
- Who suffers from eating disorders?
  - men
  - women
  - both
- What is the main message of the body positivity movement?
  - That all types of bodies are great.
  - That it's ok to be obese.
  - That you should follow the latest health trends.
- What's the name for the medical procedure when you change the way you look?
  - self operation
  - plastic operation
  - plastic surgery
- What is another synonym for the noun "look"?
  - personality
  - appearance
  - visual quality

## LOVING OUR BODIES

pp. 4-5

### SPEAKING PRESENTING OPINIONS

Look at these quotes about beauty. Do you agree / disagree with them? Why?

Beauty begins the moment you decide to be yourself.  
Beauty attracts the eye but personality captures the heart.

A beautiful thing is never perfect.

Everything has beauty but not everyone sees it.

Watch the following video: [www.youtube.com/watch?v=iYhCn0jf46U](https://www.youtube.com/watch?v=iYhCn0jf46U)

### Dove's Campaign for Real Beauty

In 2004, Dove (a company that makes cleaning and beauty products for women) started a new advertising

campaign. It included images of women with different body types, videos that showed how makeup and Photoshop are used to make ordinary women look like models (and how fake advertisements are), and other ads showing that all women are beautiful. They say their goal is to celebrate all women and help them feel confident no matter what they look like. The campaign is very successful and it is still running today. There are many different reactions to this campaign around the world. Some are positive, and some are negative. Discuss these four common reactions with your class.

In groups of four, students each take one of the opinion cards. Students have three minutes to read their card and ask any questions, then they have a small group debate, using the opinions on their cards as their own.

<p>This campaign is very important. When young girls and boys grow up seeing supermodels all the time, they learn to think that is how women should look. This campaign shows them lots of different types of women, so that they can become normal and beautiful for everyone.</p>	<p>Everyone forgets that this is an advertising campaign. They're trying to sell things to women. They're just pretending to care about body positivity so that people will like their company and buy their products. It's all fake.</p>
<p>This campaign is missing the point. They're still focusing on appearance. The real problem is that everyone thinks that the only important thing for women is what they look like. What we really need is a campaign saying it doesn't matter if women are beautiful or not. What's important is if they're clever, funny, creative, etc., just like with men.</p>	<p>I can't believe it's taken so long for a campaign like this. And really, it's not enough. It's only one company, and most ads still have supermodels in them. Also, these ads are only about women. We need a campaign like this for men, too. Women aren't the only ones who get judged by how they look.</p>

When the groups have finished discussing, have a whole class discussion about each of the opinions. Do students agree or disagree with them? Why? What are their opinions?

## DIFFERENT DREAMS

pp. 6–7, CD Track 1

### TASK 1

#### LISTENING FOR DETAIL

Listen to the recording and choose the correct answer A, B or C.

- 1 What does the first student want to do after the end of school?**
  - A continue studying at university
  - B find a job
  - C go on a road trip
- 2 What has the second student learned to do recently?**
  - A speak Italian
  - B drive
  - C skydive
- 3 According to the first girl, what should they do now as adults?**
  - A travel
  - B plan their future
  - C sleep under the stars
- 4 What is the correct expression?**
  - A You're young right now.
  - B You're too young only once.
  - C You're only young once.
- 5 What takes a lot of work?**
  - A dreams
  - B finding a dream job
  - C paying bills
- 6 Where will the first student be this time next year?**
  - A working hard on her success
  - B putting her CV together
  - C studying
- 7 Where will the second student be this time next year?**
  - A sleeping under the stars
  - B dreaming
  - C doing what she likes / doesn't know

### TASK 2

#### EXPRESSIONS

Join the words to make expressions.

- |              |                     |
|--------------|---------------------|
| 1 join       | A to feed           |
| 2 apply      | B to pay            |
| 3 I'm living | C the world of work |
| 4 tied       | D for today         |
| 5 end up     | E for jobs          |
| 6 bills      | F to a desk         |
| 7 kids       | G in a boring job   |

## MEETING THE QUEEN

pp. 12–13, CD Track 2



#### LISTENING COMPREHENSION

Decide if the following sentences are true or false. Then listen and check.

When meeting the Queen...

- 1 You should call her "Lizzie".
- 2 You should call her "Your Majesty".
- 3 Non-British men and women should bow.
- 4 You shouldn't touch her.
- 5 You should slurp your tea.
- 6 It's OK to continue eating after she stops eating.

## THE THIRSTY FROG: AN AUSTRALIAN ABORIGINAL LEGEND

CD Track 5



#### LISTENING COMPREHENSION

Listen to the legend and match the characters to what they did.

- |                      |                              |
|----------------------|------------------------------|
| 1 Crocodiles         | A drank all the water.       |
| 2 The clever old owl | B argued with the wombats.   |
| 3 Emus               | C made crazy shapes.         |
| 4 Tiddalik           | D came up with an idea.      |
| 5 Eel                | E argued with the kangaroos. |

## WHAT CAN YOU DO ABOUT CLIMATE CHANGE?

pp. 20-21



### VOCABULARY / QUIZ

Complete the quiz and see if you are a friend of the planet.

#### 1 How do you get to school?

- A on foot
- B by public transport
- C by car

#### 2 How do you cool your home in the summer?

- A open the window
- B use a fan
- C turn on the air conditioning

#### 3 How often do you eat meat?

- A once a week or less
- B every other day
- C daily

#### 4 Do you recycle?

- A always
- B sometimes
- C never

#### 5 How often do you fly?

- A once a year
- B twice a year
- C several times a year

#### 6 How often do you buy new clothes?

- A maybe once or twice a year
- B monthly
- C every other week

### Solutions

**Mostly A's:** You always think about how your actions might affect the environment. You definitely do your best to save the planet and are a friend of the Earth.

**Mostly B's:** You try to do some things to help the planet, but there is still room for improvement.

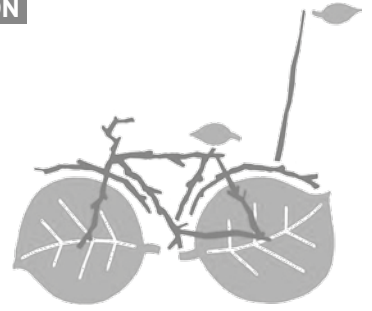
**Mostly C's:** You simply don't know or care... The Earth needs all the help it can get, and that means you too!

## GOING GREEN

CD Track 8

### LISTENING COMPREHENSION

Tell students they are going to listen to two parts of a conversation between two students. Ask them to read the true or false questions for each section of the dialogue before they listen. Play each dialogue twice.



#### Going Green, Part 1

What do the students say? Write T (true) for things they agree on and F (false) for things they do not say.

- 1 They are making a poster about "going green" for a competition in a magazine.
- 2 The poster should have advice that is easy to follow.
- 3 Renewable energy makes electricity bills thousands of crowns lower every year.
- 4 Solar power is not the best source of renewable energy in central Europe.
- 5 Their parents turned the heating down to be better for the environment.
- 6 They should write that turning the heating down saves a lot of money.

#### Going Green, Part 2

What do the students say? Write T (true) for things they agree on and F (false) for things they do not say.

- 1 Driving less is one way to be greener.
- 2 Most kids use public transport because it's greener.
- 3 The teacher said they should include "go vegan" on the poster.
- 4 Meatless Mondays are good because you learn to enjoy vegetarian food.
- 5 Going vegan is green because factory farming is cruel to animals.
- 6 Talking about cruel conditions in factory farming could help to persuade people to eat less meat.

Write "Going Green poster" on the board. Underneath, put two extra columns: *What you can do* and *Why you should try it*. Ask the class to recall what the students say, putting the advice they want to use in the first column and the (extra) reasons in the second (e.g. "Turn down the thermostat" in the first column, "You'll use less fossil fuel and save a lot of money at the same time" in the other).

Give students the (classroom or homework) task of making their own poster using the advice in the article and their own ideas.

## BUNS, BILBIES AND BEATS

p. 22

### Easter Quiz

- 1 What is the name of the traditional Easter food in the UK?  
A warm star buns  
B hot cross buns  
C cold circle buns
- 2 Who brings eggs and sweets to children?  
A the Easter Fox  
B the Easter Bear  
C the Easter Bunny
- 3 The Friday before Easter is known as...?  
A Big Friday  
B Bad Friday  
C Good Friday
- 4 Traditionally, people wear a special type of hat at Easter. What is it called?  
A a bonnet  
B a hood  
C a cap
- 5 The 40 days before Easter are called...?  
A Bent  
B Lent  
C Tent
- 6 What is a young sheep called?  
A a lamb  
B a kitten  
C a cub
- 7 And what about a young cow?  
A a puppy  
B a calf  
C a foal
- 8 Where do many Americans go at Easter?  
A to the beach  
B to the White House  
C to church
- 9 Christians believe that Jesus came back from the dead on Easter Sunday. What is this called?  
A the Resurrection  
B the Repetition  
C the Restitution
- 10 What is the name of the thing people put their Easter eggs in?  
A a bucket  
B a brisket  
C a basket

### TASK 1

Read the article *"Buns, Bilbies and Beats"* again and decide if the following sentences are true or false.

- 1 The cross on a hot cross bun symbolizes the cross Jesus was killed on.
- 2 People can eat what they want during Lent.
- 3 The president of the USA celebrates Easter at the Lincoln Memorial.
- 4 Bilbies are pests in Australia.
- 5 Around 15,000 people go to a rave in Montreal at Easter.

### TASK 2

Find words in the article that match the definitions.

- 1 very tasty (adj)
- 2 an area of grass next to a house (n)
- 3 an insect or small animal that damages plants, buildings, etc. (n)
- 4 a young bird (n)
- 5 unusual or special (adj)

### TASK 3

Correct the mistakes in these sentences.

- 1 Children look for Easter eggs hidden in the White House.
- 2 In Australia, bilbies damage the countryside.
- 3 In the UK, people eat hot cross buns to celebrate the start of Lent.
- 4 In Canada, 150,000 people go to a rave at Easter.
- 5 Hot cross buns should be eaten with jam and a cup of tea.

## WATER SPORTS

p. 23

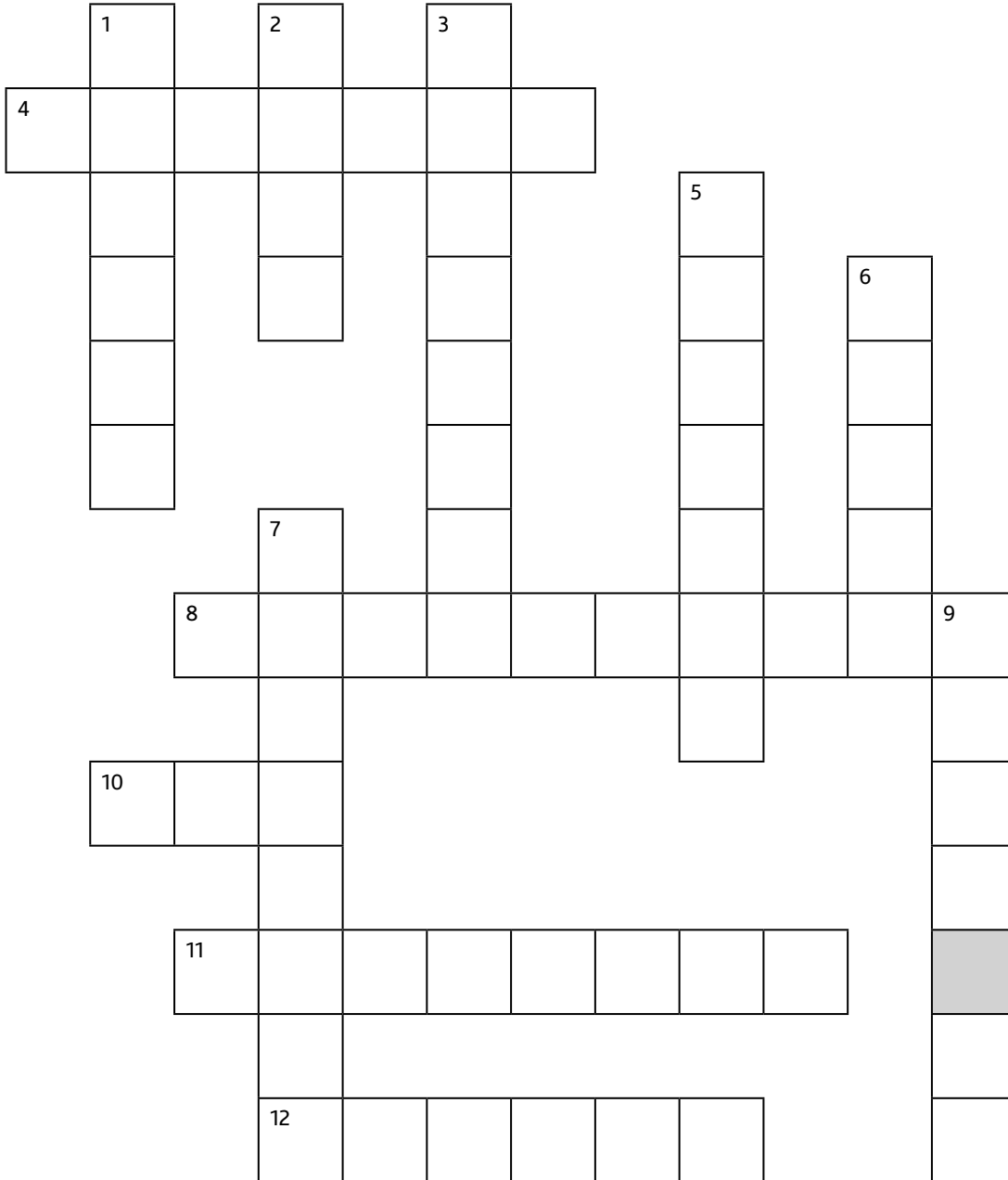
### READING COMPREHENSION

Read the article and answer the questions. Which sport/s...

- 1 can only be done in the sea?
- 2 is not for everyone?
- 3 requires you to keep balance?
- 4 was invented in Europe?
- 5 requires you to wear flippers?

## COMPUTER WORDS VOCABULARY

Fill in the crossword puzzle with the words from the text.



### ACROSS

- 4** The part of the computer where pictures or words are shown
- 8** What you put on your ears to listen to music
- 10** A system for connecting other equipment to a computer
- 11** A unique and secret combination of numbers and letters
- 12** Erase a file or folder

### DOWN

- 1** Place where you can organize / save files
- 2** Information stored on the computer under a particular name
- 3** What you touch on a notebook to move the cursor
- 5** A large computer too big to easily carry that doesn't have a built-in monitor, keyboard or mouse
- 6** A device moved by hand which controls the cursor on the computer screen / monitor
- 7** The set of keys for operating a computer or typewriter
- 9** Enter a website using your personal ID and a password

## SOLUTIONS FROM TEACHERS' FILE

### GRAMMAR CHECKER

**Task 1:** was partying, put, 2 was watching, saw, 3 was showing off, started, 4 was laughing, turned, 5 was asking, changed, 6 realized, wasn't saying

**Task 2:** 1 was doing, beeped, was waiting 2 arrived, did you see 3 was watching, heard 4 went, had, met up with, went 5 was, decided, was going, fell, broke 6 were you doing, 7 was taking, rang 8 walked, was working 9 walked, stopped 10 was, was shining, were singing, closed, sighed 11 heard, were you doing 12 was living, started 13 arrived, were waiting 14 did, was trying, 15 was watching, noticed, was saying, asked, explained, was trying

### ACTIVITIES

**Living Our Bodies: Task 1:** 1C, 2A, 3C, 4A, 5B, 6B

**Different Dreams: Task 1:** 1B, 2B, 3B, 4C, 5B, 6A, 7C; **Task 2:** 1C, 2E, 3D, 4F, 5G, 6B, 7A

**Meeting the Queen:** 1F, 2T, 3F, 4T, 5F, 6F

**The Thirsty Frog:** 1E, 2D, 3B, 4A, 5C

**Going Green Part 1:** 1F (it is for their homework), 2T, 3F (turning down the thermostat does), 4T, 5F (A's parents turned the heating down to save money; B's parents have not made any change yet), 6T

**Going Green Part 2:** 1T, 2F (Most kids use public transport because they can't drive), 3F (the teacher said going vegan is the biggest change they can make), 4T, 5F (meat is bad for the environment because most farmland is used to grow food for animals, not people; animal welfare is a separate issue), 6T

**Easter Quiz:** 1b, 2c, 3c, 4a, 5b, 6a, 7b, 8c, 9a, 10c

**Buns, Bilbies and Beats:** 1T, 2F (after Lent), 3F (at the White House), 4F (rabbits are pests), 5T; 1 delicious, 2 lawn, 3 pest, 4 chick, 5 unique; 1 hidden on the White House lawn; 2 rabbits damage the countryside; 3 to celebrate the end of Lent; 4 15,000 people; 5 with butter and a cup of tea

**Water Sports:** 1 snuba diving, 2 flyboarding (age limit), 3 paddleboarding, 4 flyboarding, 5 snuba diving

**Vocabulary SOS Computer: Across:** 4 monitor, 8 headphones, 10 USB, 11 password, 12 delete

**Down:** 1 folder, 2 file, 3 touchpad, 5 desktop, 6 mouse, 7 keyboard, 9 sign in

## SOLUTIONS FROM THE MAGAZINE

**What's In a Name?, pp. 12–13: Task 2** 1 anybody who did something special for the UK, British and foreigner, 2 Honours committee, final decision the Queen and the prime minister, 3 British people can put "Sir" or "Dame" in front of their name, also a badge, invitation to special events

**The People Who Sing the Land, pp. 14–15:** 1F, 2E, 3A, 4B, 5C, 6D

**Buns, Bilbies and Beats, p. 22:** Buns, Bilbies and Beats p. 161 conservation (Australia), 2 rave (Canada), 3 lawn (USA), 4 cinnamon (UK), 5 bilby (Australia), 6 Montreal (Canada)

**Pet Celebrities, pp. 24–25:** 1De, 2Ac, 3Gb, 4Fa, 5Bd, 6Cf, 7Eg

**Vocabulary SOS / Computers, p. 26**

**Task 1:** 1 laptop, 2 headphones, 3 desktop computer, 4 printer, 5 speakers, 6 web camera, 7 keyboard, 8 mouse, 9 tablet; **Task 2:** 1 files, 2 video, 3 account, 4 icon, 5 mouse, 6 folder

**Placement Test, p. 28:**

**A1–A2**

**Listening / Museum Trip:** 1) 28<sup>th</sup> June / June 28<sup>th</sup>, 2) 7:15 / quarter past seven, 3) Tuesday / (26<sup>th</sup> June / June 26<sup>th</sup>) 4) \$3.85, 5) book store / bookshop, 6) notebook, 7) swimming pool, 8) white 9) famous people, 10) www.hemihome.com (spelling)

**Grammar / Elephants:** 1) B, 2) B, 3) C, 4) B, 5) A, 6) C, 7) C, 8) A, 9) B, 10) A, 11) C, 12) C, 13) B, 14) A, 15) C, 16) B, 17) B, 18) A, 19) C, 20) B

**A2**

**Listening / Elvis Presley:** 1) January 8<sup>th</sup> (in) 1935 2) with Elvis' grandmother / with his grandmother / at Elvis' grandmother's/at his grandmother's, 3) in prison, 4) guitar, 5) to read music/reading music, 6) (for) his mother / mom / mum, 7) dance, 8) 30 / thirty, 9) (to) poor people, 10) (in) Germany, 11) 14 (years old)

**Grammar / Journey to America:** 1) C, 2) A, 3) B, 4) C, 5) B, 6) A, 7) B, 8) C, 9) A, 10) A, 11) B, 12) A, 13) B, 14) C, 15) A, 16) C, 17) A, 18) A, 19) B, 20) C

**Vocabulary:** 1) cinema / movie theater, 2) glasses, 3) winter, 4) dentist, 5) late / delayed, 6) towel, 7) nephew, 8) spider, 9) (piece of) fruit, 10) pilot, 11) petrol / gas station, 12) (ice) hockey, 13) shoes / trainers / sandals / boots 14) months, 15) stand up, 16) bookshop, book store, 17) shining, 18) bathroom, 19) quarter, 20) timetable / schedule

**A2–B1**

**Listening / National Teacher Day:** 1 Tuesday, 2 May, 3 (home-made) card, 4 lunch, 5 Woodridge, 6 president, 7 March 7<sup>th</sup>, 8 1985, 9 China, 10 slaves

**Vocabulary:** 1) cook, 2) lent, 3) desert, 4) lose, 5) check, 6) made / baked, 7) tall, 8) country, 9) life, 10) Who's, 11) fine, 12) quiet, 13) fell, 14) took, 15) robbed, 16) missed, 17) except, 18) tales, 19) Mail, 20) Would

### End of Term Test p. 31

**Grammar:** 1 1 Have, 2 Does, 3 Has, 4 Are, 5 Do, 6 Is, 7 Did, 8 Were; 2 1 When, 2 Where, 3 How, 4 What, 5 Who, 6 Which, 7 Why, 8 When, 9 Who, 10 What; 3 1 Are you leaving, 2 Did you like, 3 Did she swim, 4 Is John studying, 5 Do you go to the gym? (the preposition "to" is missing in the magazine), 6 Did you see, 7 Is Paul working, 8 Did they visit, 9 Did he give, 10 Do you eat; 4 1 am, 2 am having, 3 is, 4 visited, 5 lives, 6 ate, 7 taught, 8 have learnt, 9 will go / are going / are going to go 10 am sitting, 11 am drinking, 12 Have, visited; 5 1 in, 2 in, 3 on, 4 at, 5 at, 6 in, 7 in, 8 at (BrE) / on (AmE), 9 in, 10 on; 6 1 some, 2 the, 3 the, 4 some, 5 The, 6 some, 7 The, 8 an, 9 The, 10 the; 7 1 should, 2 have to (should possible), 3 should, 4 might, 5 Can, 6 Could, 7 can, 8 must, 9 have to, 10 must

**Vocabulary:** 1 1 socks, 2 soup, 3 boat, 4 towel, 5 ticket, 6 furniture, 7 mirror, 8 cook / chef, 9 journalist, 10 suitcase; 2 1 Irish, 2 Italian, 3 Chinese, 4 Austrian, 5 French, 6 Polish, 7 British, 8 Australian, 9 German, 10 Indian; 3 1e, 2j, 3h, 4g, 5i, 6a, 7c, 8d, 9f, 10b

**Listening:** 1 1b, 2c, 3a, 4b, 5c, 6b, 7a, 8b; 2 1 four, 2 first, 3 his love, 4 funny, 5 action, 6 talented