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with Class Audio CD

Grammar **GOALS**

relative clauses

Teacher's Book

past continuous

past simple

modal verb

adverb

4

Dolphins are more playful than sharks.



MACMILLAN

British
Edition

Pupil's Book contents

For teachers' inspection ONLY

Unit	Page	Grammar	Language in use	Vocabulary
Starter	2	Review: past simple	Last year, I went to Jordan. We didn't go to the nature reserve.	<i>begin, camp, go on a boat ride, ride, visit, turtle, dolphin, fish, fruit</i>
1 Out and about	4	Past simple <i>Wh</i> -questions, Y/N questions and short answers	What shows did you see ? Did you go to the zoo?	<i>acrobat, circus, festival, instruments, mural, musical</i>
	8	Adverbs of manner	They laughed loudly . They moved slowly .	
2 Get there safely!	10	<i>must / mustn't</i> for obligation	You must have a valid ticket. You mustn't eat or drink.	<i>cable car, fine, metro, platform, seatbelt, Segway®</i>
	14	<i>have to / don't have to / must / mustn't</i>	You don't have to buy a ticket. We mustn't panic.	
Review 1	16	Writing skill: leaving out unnecessary information Exam practice: Cambridge English: Movers, Listening paper, Part 3		
3 Animal world	18	Comparatives with long adjectives	Dolphins are more intelligent than sharks.	<i>aggressive, alligator, dangerous, poisonous, shark, sociable</i>
	22	Superlatives with long adjectives	The stonefish is the most poisonous fish.	<i>flamingo, ostrich, parrot, peacock</i>
4 The great outdoors	24	<i>should / shouldn't</i> for advice	You should carry a map. You shouldn't take a heavy backpack.	<i>backpack, compass, first aid kit, map, sleeping bag, sun cream, tent, torch</i>
		<i>How about ... + -ing?</i>	What's the matter? How about going to the pool?	
Review 2	30	Writing skill: writing a letter Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 3		
5 Life was hard!	32	<i>had to / didn't have to</i> for past obligation	Children had to do chores. They didn't have to go to school.	<i>blackboard, calculator, coal, factory, gas lamp, household chores, sew</i>
	36	<i>could / couldn't</i> for past ability	You could play in the street. You couldn't talk to your friends online.	

6 Survival stories	38	Past continuous	The sun was shining. They were skydiving.	<i>avalanche, bungee jump, buried, harness, parachute, search, skydive</i>
	42	Past continuous: questions and short answers	Were you wearing a helmet? Was the sun shining?	
Review 3	44	Writing skill: organising ideas Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 2		
7 Work and play	46	verb + infinitive infinitive of purpose	I want to help people. I carry a torch to see in the dark.	<i>axe, equipment, fireproof, hose, ladder, rope, syringe</i>
	50	verb + <i>-ing</i>	She doesn't mind getting up early. She enjoys helping the farmers.	
8 Weird science	52	Zero conditional	If you shake the bottle, the oil and water mix .	<i>dissolve, evaporate, expand, float, freeze, melt, sink, vibrate</i>
	56	<i>What happens if / when ...? + present simple</i>	What happens if you put rice in soda water?	
Review 4	58	Writing skill: checking your work Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 6		
9 Let's communicate!	60	Defining relative clauses: <i>who / which / where / that</i>	The man who invented the telephone was Alexander Graham Bell. They made a phone which didn't need wires.	<i>communication, game console, laptop, mobile phone, MP3 player, satellite, smartphone, wires</i>
	64	Possessive pronouns: <i>mine / yours / his / hers / ours / theirs</i>	Whose mobile phone is this? It's mine / yours .	
10 Cities of the future	66	Future: <i>will / won't</i> for predictions	I think more people will ride bikes. There won't be any cars in cities.	<i>electricity, green space, scooter, skyscraper, solar power, wind power</i>
	70	<i>will</i> : questions and short answers	Will people live in floating cities? Yes, they will . / No, they won't .	
Review 5	72	Writing skill: using mind maps Exam practice: Cambridge English: Movers, Listening paper, Part 2		
	74	Grammar reference		

Unit objectives

To read, listen and talk about transport in different places; to talk about obligation

Target language: *You must have a valid ticket. You mustn't eat or drink.*

You don't have to buy a ticket. We mustn't panic.

Grammar: *must / mustn't* for obligation; *have to / don't have to / must / mustn't*

Key vocabulary: *cable car, fine, metro, platform, seatbelt, Segway®*

Materials: picture of a metro station with a train; one large sheet sugar paper; ball

Lesson 1**Grammar start Pupil's Book, pages 10–11****Warm up**

- Display the picture of a metro station on the board (see Materials). Elicit any vocabulary pupils know. Elicit where you normally find metros (*in large cities*). Encourage them to share any experiences of travelling on the metro or other forms of public transport.

1

**Listen, say and point.**

- Pupils look at the pictures and say any words they already know.
- Play Track 8. Pause after each item. Pupils repeat the word and point to the corresponding picture.

**Track 8**

a cable car, a fine, the metro, a platform, a seatbelt, a Segway®

- Play Track 9. Pupils listen and point to the correct pictures.

**Track 9**

a Segway®, a platform, the metro, a cable car, a fine, a seatbelt

2

**Read and listen. Find two advantages of the metro system.**

This activity promotes thinking skills as pupils analyse information to identify advantages.

- Pupils look at the photo and say what it is (*a metro train in Hong Kong*). Elicit if they have seen metros in films, and if they look similar to this one.
- Pupils scan the text and circle key words related to travel on the metro (*ticket, travel, train, platform, guard*). Review their ideas.
- Play Track 10. Pupils listen and highlight two phrases in their books that show the advantages of the metro system.
- Pupils share their ideas with a partner. Invite volunteers to share their ideas with the class.

**Track 10**

See Pupil's Book page 10, activity 2

Sample answers

It is one of the cleanest and most comfortable metro systems in the world.

3 Read and complete.

- Read out the explanation, making sure pupils understand that we use these words for rules and obligations. Emphasise that we usually use *you* for giving rules.
- Invite a pupil to read out the first affirmative sentence and point out the use of the infinitive (*have*). Repeat the procedure with the first negative sentence. Pupils repeat the sentences to practise the stress on the words *must* and *mustn't*.
- Draw pupils' attention to the contraction of *must not* > *mustn't* and the silent *t*.
- Pupils complete the remaining sentences.
- Draw attention to the information in the 'Look' box. Elicit some sentences from activity 3 to demonstrate the point.

Answers

stand, take

EXTRA ACTIVITY Divide the class into pairs. With books closed, pupils take turns saying one of the metro rules from activity 2 to see how many they can remember. Pupils open their books to check how well they remembered the rules.

Pupils may find the use of different modals for different uses confusing. Emphasise that we use *must* or *mustn't* to express obligation. Clarify that modal verbs don't conjugate as they might in L1.



4  **Read and circle the correct word. Listen and check.**

- Point to the picture of the metro train and explain that this is a list of further rules for using the metro in Hong Kong.
- Invite a volunteer to read out the sample answer. Review the meaning of the sentence with *must* and then with *mustn't* to reinforce understanding of the answer.
- Pupils read the rules and circle the correct modals in each one. Help them with vocabulary.
- Pupils compare their answers with a partner.
- Play Track 11 for pupils to check their answers.

 **Track 11**

a You *mustn't* carry large objects on trains.
b You *must* have a ticket for children over 1.2 metres tall.
c You *mustn't* paint on the walls of trains.
d You *mustn't* smoke.
e You *must* respect other passengers.
f You *mustn't* drop rubbish.
g You *must* follow all signs and instructions.
h You *mustn't* put your feet on the seats.

Answers

a mustn't	d mustn't	g must
b must	e must	h mustn't
c mustn't	f mustn't	

MIXED ABILITY Pair pupils who need more support with pupils who are more confident. They say the rules together. Check their pronunciation of *mustn't*.

EXTENSION Pupils write one classroom rule with *must* and another with *mustn't* in their notebooks. Pupils read out the rules. Have a class vote to decide on the top ten rules. Write them on sugar paper with a marker (see Materials). Display them in the classroom all year.

Lesson 2

Grammar practice Pupil's Book, pages 12–13

Warm up

- Divide the class into small groups. Groups choose a form of transport in the town or city where they live. They write four rules with *must* or *mustn't*: *You mustn't stand while the bus is moving.* Groups present their rules to the class.

1  **Listen and tick (✓) or cross (X).**

- Point to the pictures. Ask pupils what kind of transport they think it is (*a cable car*).
- Point to the cross in the first picture and elicit what it means (*you mustn't*).
- Play Track 12. Pupils listen and tick or cross the pictures. Repeat the track if necessary.
- Point to the pictures at random. Pupils say *must* or *mustn't*.

 **Track 12**

P: Good morning. Today we're talking to Nick Sandford, an expert on the San Francisco cable car. Nick, can you tell us a bit about this famous form of transport?

N: The San Francisco cable car is one of the oldest public transport systems in the United States and carries over 200 million people a year. Everyone who visits San Francisco should go on the cable car!

P: That sounds like good advice! But, are there any rules that passengers must follow when they go on the cable car?

N: Yes, there are strict rules that everyone must follow. Firstly, you *mustn't* eat or drink on the cable cars. And you *must* respect the other passengers – if you listen to music, you *must* use headphones.

P: OK, great. Anything else?

N: Yes. If you take a bag, it *mustn't* be too big and it *mustn't* block the doors. If you have a child with you, they *mustn't* stand on the seats. And finally, you *must* give your seat to older people when the cable car is busy. If you don't follow these rules, you *could* get a fine.

Answers

1 X 2 ✓ 3 X 4 X 5 ✓

EXTRA ACTIVITY Write the following questions on the board: *What city is this form of transport in? (San Francisco) How many people use it every year? (200 million) If you listen to music, what must you use? (headphones).* Play Track 12 again, pausing to allow pupils time to answer the questions. Review the answers with the class.

2  **Complete with *must* or *mustn't*. Listen and check.**

- Point to the picture and explain that this woman is the teacher and that she and her class are going to go on a cable car.
- Invite a volunteer to read out the first sentence with the sample answer.
- Pupils read and complete the rules individually.
- Play Track 13. Pupils listen and check their answers. Invite volunteers to read out the sentences.

 **Track 13**

In a minute, we're going to get on the cable car. I don't want any problems, so you must follow these rules. You can stand if you want to, but you mustn't stand on the seats. You must respect the other passengers, so you mustn't play music or shout. You mustn't block the doors with your bags. If the car is full, you must offer your seat to an older person. And you mustn't eat or drink on the cable car. You must wait until we get off.

Answers

See Track 13 above



Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

3  **Write rules with the prompts. Listen and check.**

- Point to and elicit what is in the picture (a man riding a Segway®). Elicit if anyone has done this.
- Read out the title of the activity. A volunteer reads out the first prompt and sample answer. Point out the cross and the corresponding use of *mustn't*.
- Pupils write the remaining rules individually.
- Play Track 14. Pupils listen and check their rules. Invite different pupils to read out the rules.

 **Track 14**

- a** *You mustn't ride in shopping centres.*
- b** *You must wear a helmet.*
- c** *You mustn't go faster than 12 km/h on the pavement.*
- d** *You mustn't listen to music.*
- e** *You must wear bright colours in the dark.*
- f** *You must use a light in the dark.*

Answers

See Track 14 above

4 **Complete with *must* or *mustn't* and a verb from the box.** 

This activity promotes social and emotional development by asking pupils to apply what they have learnt about riding Segways® to bike safety.

- Pupils look at the picture and describe what they can see (a boy riding a bike and wearing a helmet). Read the title. Pupils say why it is important to follow road safety rules when riding a bike (to avoid getting hurt).
- Read out the sample answer. Pupils complete the rules individually.
- Volunteers write the sentences on the board to check answers.

Sample answers

- a** You must check the brakes regularly.
- b** You must wear bright colours.
- c** You mustn't ride on busy roads.
- d** You must wear a helmet.
- e** You mustn't listen to music.
- f** You must use a light in the dark.

EXTENSION Divide the class into small groups. Name a form of transport from the unit. Groups write a rule for it with *must* or *mustn't*. Award a point for each correct rule. The group with the most points wins.



Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Pupil's Book, pages 14–15

Warm up

- Pupils stand in a circle. Throw a ball to a pupil (see Materials) and say a form of transport from this unit: *metro, bicycle ...* He/She says a rule for using it: *You must wear bright clothes*, and throws it to someone else who says another form of transport. Repeat until all pupils have said a rule.

1  **Read and listen. What are the best parts of a pilot's job?**

- Pupils describe the picture (a pilot sitting in the cockpit). Elicit some rules for a pilot at work: *They must concentrate.*
- Play Track 15. Pupils read the text while they listen. Elicit what they think the best parts of the job are (*she travels a lot, she doesn't have to reserve a seat on another plane and she doesn't have to wait for her bags*).
- Write the following question on the board: *What are the difficult parts of a pilot's job?* Play the track again. Pupils share their ideas (*she has to travel thousands of miles and work in different time zones, she has to concentrate all the time*).

 **Track 15**
See Pupil's Book page 14, activity 1

Grammar box

- Read out the first explanation in the grammar box. Point out that we can use *have to* or *must* when talking about obligations.
- Read out the second explanation and draw pupils' attention to the difference between *mustn't*, an obligation not to do something, and *don't have to*, no obligation either to do or not to do something.
- Elicit examples of *mustn't* and *don't have to* from activity 1 and whether or not they are obligations.

2 Read and circle the correct word.

- Review the meaning of *flight attendant*. Elicit where they work (on a plane).
- Point out the sample answer. Elicit why *have to* is correct (*she/he has an obligation to do it*).
- Pupils complete the activity individually.
- Invite volunteers to read out a sentence each for the class to check.

Answers

a have to	e mustn't
b have to	f don't have to
c don't have to	g don't have to
d must	

EXTRA ACTIVITY Divide the class into two teams. Invite one pupil from each team to the board. Say a sentence about one of the texts on page 14. The first pupil to correctly write *True* or *False* on the board wins a point for their team. Repeat the

procedure until all pupils have been to the board at least once. The team with the most points wins.

3 Read and complete with the words in the box.

- Explain that this text is about a special pilot. Pupils skim the text quickly to find out what is special about this pilot (*he carries a flying doctor on his plane*).
- Elicit why the sample answer is correct (because it's an obligation).
- Pupils complete the text with the correct modal verbs. Then they compare their answers with a partner. Check answers as a class.

Answers

a have to/must	e don't have to
b have to/must	f have to/must
c don't have to	g mustn't
d don't have to	

4 Complete the email about your morning routine. Use the words in activity 3 and the ideas in the box.

- Elicit the meanings of the words in the box.
- Encourage pupils to share some routines they have in the morning: *I have to get up early*. Pupils complete the email individually.
- Divide the class into groups of four. Pupils read and correct each other's emails.

EXTENSION Pupils make a list of forms of transport in their notebooks. They write one rule for travelling on each one. In pairs, pupils read their rules to each other.

 Praise pupils for their work and tell them they have now finished the unit and earned a gold medal.

Units 1 and 2 Review answers

1 a When, 6	d Did, 5
b Did, 3	e What, 2
c Who, 1	f Did, 4
2 a have to	d have to
b mustn't	e mustn't
c mustn't	f don't have to

Review 1

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Lesson objectives

To review and consolidate target language from Units 1 and 2

Writing development: leaving out unnecessary information in a text

Exam practice: Cambridge English: Movers, Listening paper, Part 3

Language review: *You mustn't bring cars to the city centre. You have to walk. All pupils must arrive by 7.45 am. You don't have to bring drinks.*

Lesson 1

Writing goal Pupil's Book, page 16

1 Read the poster. Why is some information crossed out?

- Pupils look at the photos and describe the different forms of transport (a car and a motorcycle).
- Pupils skim the text quickly to decide why some information is crossed out.
- Pupils read the text in detail and tell the class whether they would be interested in going to this event or not, giving their reasons.

Answers

The information isn't necessary in this type of text. The text includes facts and the unnecessary information is the writer's opinion.

2 Read and cross out unnecessary information.

- Pupils look at the picture and describe what they can see (*a poster with hot air balloons*).
- Pupils read the text and cross out the unnecessary information. Read out the text. Pupils stand up as you read out the sentences they crossed out. Elicit why they crossed out individual sentences (it's the writer's opinion, it doesn't add any information ...). Walk around and check pupils only crossed out the unnecessary information.

Answers

Crossed out sentences: Last year it was in July, but it changed. ... This is very early. ... Some people like to eat a lot, so you must bring enough food for the day. ... Everyone said the trip was great last year!

3 Write about your next school trip. Only include necessary information. Write about ...

- Brainstorm ideas with pupils for the different topics: museum, zoo ...
- Pupils write about their next school trip. Give help where needed
- Divide the class into pairs. Pupils read each other's work, checking for mistakes.

EXTENSION Pupils think about a place they like to go to with their family or friends. They write two or three sentences with modal verbs, but without mentioning the name of the place. Divide pupils into small groups. Pupils take turns reading their sentences to each other for the others to try and guess what place they are talking about.

Lesson 2

Exam goal Pupil's Book, page 17

4 What did Sally do last week? Listen and draw a line from the day to the correct picture. There is one example.

This activity practises Part 3 of the Listening paper from Cambridge English: Movers.

- Divide the class into pairs. Pupils look at the pictures and say what they see. Invite a volunteer to read out the days of the week.
- Explain that they will hear Sally talking and that they have to match the days to the pictures. Play Track 16 (see page 64), pausing after the example to point to the example line.
- Play the rest of Track 16 for pupils to listen and match the information.
- Name the days for pupils to point to the pictures and say the number. Elicit the activity in each one.

Answers

1 Wednesday 3 Saturday 5 Friday
2 Monday 4 Tuesday 6 Thursday

How did you do? Circle an athlete.



This activity encourages pupils to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Point to the picture. Pupils reflect on how well they feel they did in each unit, and circle the appropriate athlete. Allow pupils to circle two athletes if they think they did better in one unit than in the other.